

**Valley Collaborative
Annual Stakeholders' Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, January 16, 2020 ▪ 10:00 a.m.**

- I. Welcome by Mr. Timothy Piwovar,
Chairman, Valley Collaborative Board of Directors
Superintendent, Billerica Public Schools

Performance by the Valley Elementary School Students

Action Required

- II. Mr. James Salvie – Associate Board Counsel, State Board of Retirement
to speak on MEC's 14 Boxes of Personnel Records
- III. Approval of Minutes
 - a. Board of Directors, General Session: December 12, 2019
- IV. Financial Update
 - b. Treasurer's Report
- V. Vote to Approve FY'21 Budget

No Action Required

- VI. Making a Difference
 - c. Students, Adult and Staff of the Month
 - d. Community Partner – Chief Daniel C. Rosa, Billerica Police Department
- VII. FY'19 Audit Results – Valley by the Numbers
- VIII. FY'19 Annual Report
- IX. Presentations
 - e. Jennifer Bergeron, Co-Principal, Valley Elementary School
Heather Mackay, Co-Principal, Valley Elementary School
 - f. Julie Fielding, Principal, Valley Alternative Programming, Middle School & High School
 - g. Nicole Noska, Principal, Valley Transitional Programming, Middle School & High School
 - h. Kate Poulin, Assistant Director, Valley Adult Services Program

X. Communications

State Agencies

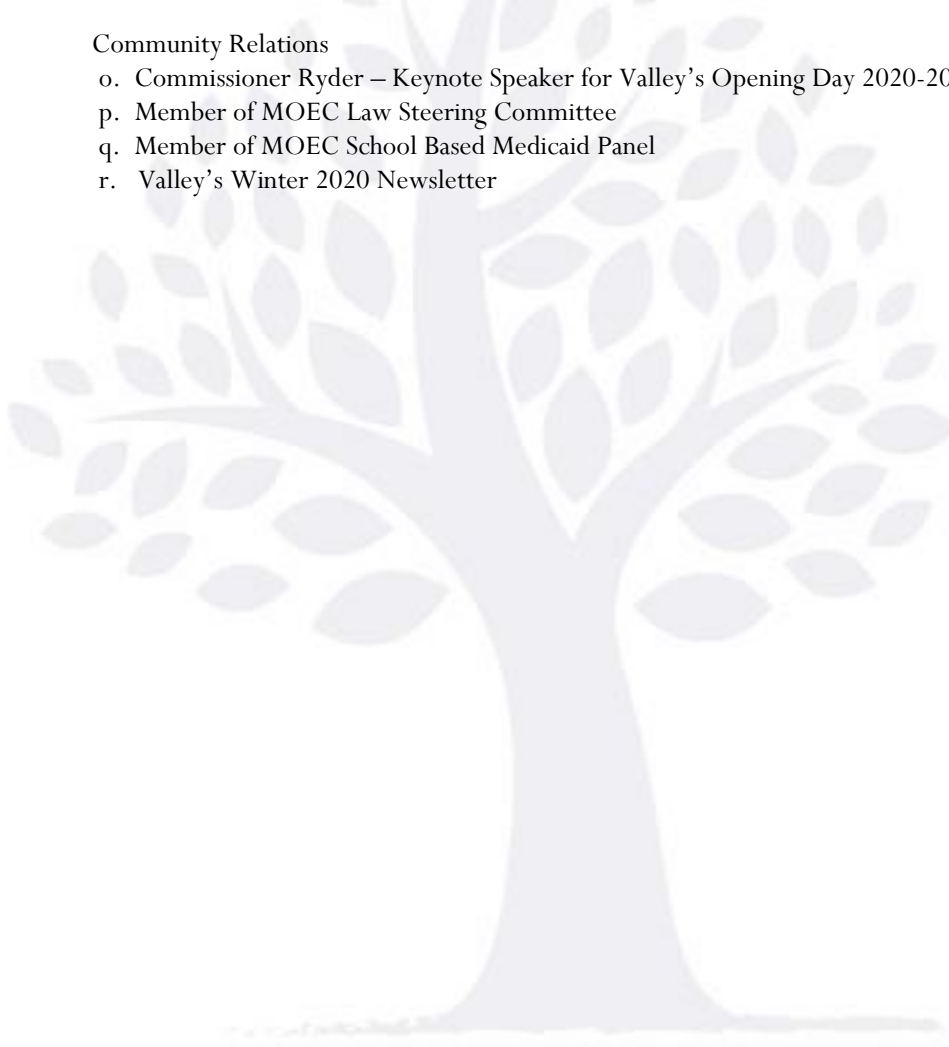
- i. DESE Approval Letter Re: Valley Collaborative's FY'19 Annual Report

School Monthly Updates

- j. Elementary School Updates
- k. Alternative Programming Middle School and Transitional High School Updates
- l. Transitional Programming Middle School and Transitional High School Updates
- m. Adult Services Program Updates
- n. Director of Adult and Transitional Services Receives Scholarship

Community Relations

- o. Commissioner Ryder – Keynote Speaker for Valley's Opening Day 2020-2021
- p. Member of MOEC Law Steering Committee
- q. Member of MOEC School Based Medicaid Panel
- r. Valley's Winter 2020 Newsletter





Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978) 528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: Welcome by Mr. Timothy Piwowar,
Chairman, Valley Collaborative Board of Directors,
Superintendent, Billerica Public Schools

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

Valley is honored to have the following distinguished guests in attendance today:

Mr. James Salvie, Associate Board Counsel, State Board of Retirement
Chief Daniel C. Rosa, Billerica Police Department
Annette Famolare, School Committee Member, Billerica Public Schools
Robin Hulsoor, Director of Finance & Operations, Billerica Public Schools
Sherry Kersey, Director of Finance & Operations, Groton-Dunstable RSD
Linda Lee Giordano, Retired Lowell Principal and Friend of Valley
Emma Murphy, Reporter, Lowell Sun
Michele Saba, Parent of Valley Student
Jeanne Savoie, Business Manager, Nashoba Valley Technical High School

We would also like to acknowledge those who emailed and called to let us know that they were unable to attend due to other previously scheduled commitments:

Governor Charles Baker, Governor of Massachusetts
Lt. Governor Karyn Polito, Lt. Governor of Massachusetts
Commissioner Jeffrey Riley, Mass Department of Elementary and Secondary Education
Commissioner Jane F. Ryder, Department of Developmental Services
Maureen Kriff, Area Director, Massachusetts Rehabilitation Commission
George L. Duncan, Founder and Chairman of the Board, Enterprise Bank
Maria Hamilton, Branch Relationship Manager II VP, Enterprise Bank
Nancy Haines, Business Manager, North Middlesex RSD
Anthony Bent, Leadership Consultant
Daniel Schaffner, CPA, Fritz DeGuglielmo



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: MEC's 14 Boxes of Personnel Records

We welcome Mr. James Salvie, Associate Board Counsel, State Board of Retirement, who is here to speak with Valley's Board of Directors regarding MEC's 14 Boxes of Personnel Records.

Please see attached documents for further details.

Required Action:

None

Attachments:

Email (January 3, 2020) to Board of Directors from Dr. Scott
Letter (December 19, 2019) from James H. Salvie, Associate Board Counsel,
The Commonwealth of Massachusetts, Office of the State Treasurer, State Board of Retirement

From: [Chris Scott](#)
To: ["Brad Morgan"](#); ["Denise Pigeon"](#); ["Dr. Jay Lang"](#); ["Dr. Laura Chesson"](#); ["Dr. Michael Flanagan"](#); ["Mr. Christopher Malone"](#); ["Mr. Everett Olsen"](#); ["Mr. Steven Stone"](#); ["Mr. Tim Piowar"](#)
Cc: ["Thomas E. Lent"](#)
Subject: Stakeholders" Meeting - Thursday, January 16, 2020
Date: Friday, January 3, 2020 2:03:00 PM
Attachments: [Stakeholders" Meeting Agenda 1.16.20.docx](#)
[Stakeholder Invitation 1.16.20.docx](#)

Dear Board Members,

I hope everyone had a happy holiday season.

I just want to follow up on the agenda item regarding MEC's 14 Boxes of Personnel Records.

As instructed, following the last Board Meeting, Valley informed all Collaborative employees that worked for MEC/MSEC to contact MEC for their personnel records. Attorney Lent also reached out to both pension boards who expressed to him that they want Valley to take possession of these personnel boxes. Tom Lent, Tim Piowar and I discussed (and met) numerous times over the holidays about this time sensitive matter.

After lengthy discussions the Attorney, James Salvie, for MA Board of Retirement has offered to present the case of why Valley should accept the files at the next Board Meeting. Tom, Tim and I are all in agreement that a public discussion about the concerns the Valley Board and the Pension Boards have regarding this matter be on public record – this would serve to help insulate the Board from any future liabilities. For further details on this matter, please see the email below that I sent to Board Chair Piowar over the holidays:

Not surprisingly, the Pension Boards want Valley to accept whatever is in the 14 MEC boxes.

Jim Salvie- the attorney at the State Retirement Board—was very sympathetic of my desire to protect the Valley Board from the liabilities in those boxes and our attempt to hold MEC responsible for their mess but basically asked Valley to accept them anyway and sort through the mess in order to help the “little guy”.

According to Jim -who spoke to MEC's attorney a couple of days ago- if we don't accept the 14 boxes and sort through them MEC will destroy them before the Retirement Board can get some kind of **injunction**. [At Tim's request, Attorney Lent is currently reaching out to the Inspector General to see if they have any jurisdiction over these boxes in order to require MEC to store the records.]

As we know, the consequences of MEC destroying the boxes is that if there happens to be any legitimate retirement info in the boxes previous employees of MEC/MSEC would not be able to prove their claims with the Pension Boards- thus be denied their pensionable time. Unfortunately, no one seems to be able to hold MEC responsible in a

timely fashion- before they destroy the boxes-so the Boards want Valley to take ownership of the mess. At this point, It looks like only Valley can help the “ little guy”.

As I suggested to Tom, I think I should invite Jim Salvie- a responsible man who is very sympathetic to our plight- to attend the next Board meeting so that the Pension Boards’ views, concerns, and clear appreciation of why Valley doesn’t want the legal liability is on the public record. I’m hopeful the minutes of this meeting will offer some further protection against the liability if the Valley Board votes to accept the boxes.

Valley accepting the boxes and “unpacking” MEC’s mess clearly could solve a problem for previous MEC/MSEC employees and the pension boards.

Unfortunately it appears that at this point- according to Jim- there is not enough time to get an injunction against MEC before they destroy their 14 boxes and its only Valley that can intervene to help the “little guy”.

In summary, after trying to avoid this liability and attempting to make it MEC’s problem- it looks like we failed -if Valley doesn’t take the boxes there is a significant risk that the previous employees will not be able to get credit for all of their pensionable years. As such, there does seem to be a “ moral” responsibility to step in and try to help them.

Given how significant this matter is I do believe it would be most instructive and protect the Board going forward if Jim came and had this conversation on the “Record”.

Please reach out if you have any questions or concerns about this matter.

Also, I have attached the agenda for the Annual Stakeholders’ Meeting taking place on Thursday, January 16, 2020 at 10:00 a.m. at 25 Linnell Circle. As per usual, the FY’19 Audit, FY’19 Annual Report will be presented and the FY’21 Budget will be voted. In other words, no new material will be presented at the Stakeholders’ Meeting.

Wishing you all the happiest of New Years and good health in 2020.

Sincerely yours,

-Chris

Chris A. Scott, Ph.D.
Executive Director



The Commonwealth of Massachusetts
Office of the State Treasurer
State Board of Retirement
Boston, Massachusetts 02108-4747

Deborah B. Goldberg
Treasurer and Receiver General
Chair

December 19, 2019

Nicola Favorito, Esq.
Executive Director

Thomas E. Lent, Esq.
Marathas Barrow
Weatherhead Lent, LLP
One Financial Center, 15th Floor
Boston, MA 02111

RE: Valley Collaborative

Dear Mr. Lent:

Thank you for your letter of December 17, 2019 to Joseph Martin of our staff regarding the impending loss of personnel records for employees of Valley Collaborative ("Valley").

We are generally familiar with the unusual relationship between Valley (and its predecessor, the Merrimack Special Education Collaborative ("MSEC") and the Merrimack Education Center, Inc. ("MEC"). If we understand you correctly, in 2014 Valley received personnel records from MEC for the employees it then had (and who, presumably, were former MSEC employees), and that those records have been preserved. Now, MEC is apparently proposing to "discard and dispose" of records pertaining to all MSEC employees. This will obviously affect records of MSEC/Valley employees who left the Collaborative prior to 2014. Presumably, this may also include records for some present Valley employees whose records were not transferred to Valley in 2014, or for some other reason remain with MEC (former MSEC employees whose employment at Valley did not begin until after the initial records were received in 2014?). Is this correct? Please let me know if you do not think this disposal affects any present Valley employees.

If our understanding is correct, it is difficult to understand how MEC can simply "discard and dispose" of records of public employees, including perhaps present public employees, which would seem to belong with Valley. As you know, all records of that nature are governed by disposal schedules. At the very least, the rights of former employees will be affected by the proposed disposal. Do the relevant disposal schedules allow for the destruction of these records? We assume Valley has requested that these records be given to it instead of being destroyed, and that Valley is taking steps to preserve its rights and the rights of its employees and former employees to the extent it can.

Main Office: One Winter Street, Boston, MA 02108-4747 • Phone: 617.367.7770, 1.800.392.6014 (in MA) • Fax: 617.723.1438
Regional Office: 436 Dwight Street, Room 109A, Springfield, MA 01103 • Phone: 413.730.6135 • Fax: 413.730.6139
Web: www.mass.gov/retirement

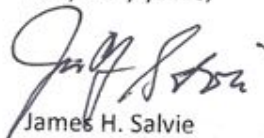
Thomas E. Lent, Esq.
December 19, 2019
Page 2

We appreciate your letter and it raises a few additional questions:

1. We have had a number of situations involving former MSEC/Valley employees seeking creditable service for the period during which MEC and MSEC were substantially the same entity. In each such case, personnel records from the relevant period would have been helpful, but MEC has uniformly responded (to us and to the members' counsels) that they have no such records. It is surprising to hear now that they have records of this nature: do you know what they have and what they intend to dispose of?
2. As you may know, employees moved back and forth between MEC and MSEC during certain years, with no particular regard for whether their duties were "collaborative" duties or not. If personnel records do not exist for the period during which MSEC and MEC operated as substantially the same entity, we will assume (as we have done in prior cases) that service during any such period was not for a public entity. The member will be given an opportunity to show otherwise but will obviously be hampered by the destruction of these records. While they still have a chance to obtain records, you may want to inform Valley's employees that, absent personnel records, this will be our course of action.

Please let me know if you have any additional information to offer. Thank you again for letting us know of this.

Very truly yours,



James H. Salvie
Associate Board Counsel
617-367-7770 x 370
jsalvie@tre.state.ma.us



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Employees and Staff
From: Dr. Chris A. Scott, Executive Director
Date: December 16, 2019
Re: MEC Personnel Records

As per the Board's instructions, the following letters were sent to Valley employees that worked for MEC/MSEC.

Dear Valley Collaborative Employees and Staff:

Prior to 2014, the Collaborative was provided human resources, payroll services and benefit analysis and enrollment services by the Merrimack Education Center ("MEC"), or providers engaged by MEC. Accordingly, MEC maintained personnel, benefit and compensation files for the Collaborative. In 2014, the Collaborative requested MEC to provide it with these files and documents, including personnel records, for all individuals then currently employed with the Collaborative. The Collaborative was provided personnel files and other documents from MEC in response to the requests and the Collaborative has since maintained internally such records.

The Collaborative recently was informed by MEC that it intends to discard and dispose of all records created, developed or maintained relating to individuals who may have been employed by the Collaborative. The Collaborative has not been and will not be provided an opportunity to review any of the records prior to their disposal. The Collaborative also does not know what information specifically is contained within these records. The Collaborative has not been and will not be provided an opportunity to verify whether such records, in fact, relate to or include Collaborative employee personnel files.

Accordingly, this memorandum is to provide you notice of MEC's decision to discard and dispose of these records. To the extent you may have been employed with the Collaborative prior to 2014, you may want to consider requesting directly from MEC copies of any files and records created, developed or maintained by MEC relating to your employment. The Collaborative has prepared a form request letter and authorization for release of documentation and information to assist you with any such requests, copies of which are attached to this memorandum. If you wish to proceed with a records request to MEC, please contact the Collaborative's Director of Student Services and Human Resources, Kari Morrin, to finalize the authorization form.

Please feel free to contact either Kari Morrin or me should you have any questions.

Sincerely,
Dr. Chris A. Scott

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



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AUTHORIZATION FOR RELEASE OF DOCUMENTATION AND EMPLOYMENT INFORMATION

To: Merrimack Education Center, Inc.
From: Kari Morrin, Director of Human Resources
Date: December 16, 2019
Re: Personnel Records

Valley Collaborative hereby authorizes Merrimack Education Center, Inc. ("MEC") to disclose, make available for examination, or provide complete photocopies to [INSERT EMPLOYEE NAME] of any personnel and employment files and/or records created, developed or maintained by MEC or in MEC's possession relating to [INSERT EMPLOYEE NAME] and his/her employment with Valley Collaborative (f/k/a Merrimack Special Education Collaborative), including, but not limited to, employment applications, payroll records, correspondence, personnel records, dates of employment, rates of pay, attendance records, job titles, job duties and responsibilities, work history memoranda, pension enrollment, and pension benefit information.

A certification stating that the records are complete to the best of your knowledge and belief, should accompany these records.

A copy of this authorization shall be construed as effective and valid as the original. This authorization expires one year from the date of signing below.

Dated: December 16, 2019

Kari Morrin
Director of Human Resources

By Email (info@mec.edu) and First-Class Mail

Merrimack Education Center
114 Turnpike Road
Chelmsford, MA 01824

Re: [Insert Employee Name]; DOB [Insert Date of Birth]

To Whom It May Concern:

I am a current employee of Valley Collaborative. I recently was informed that Merrimack Education Center may have created, developed and maintained personnel, benefit and compensation files relating to my employment with the Collaborative. I am writing to request a copy of my complete personnel file, as well as any other documents and records that MEC may have created, developed or maintained relating to my employment with the Collaborative. Please find enclosed an Authorization for Release of Documentation and Employment Information. A copy of my complete personnel file and related documentation may be sent to me by email (EMPLOYEE INSERT EMAIL) or at the following address:

[EMPLOYEE INSERT ADDRESS]

Thank you for your prompt attention to this matter.

Regards,

Enclosure

cc: Kari Morrin (by email only)



Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Approval of Minutes

Attached please find the following minutes:

- a. Board of Directors, General Session: December 12, 2019

Required Action:

Vote to approve the minutes:

- a. Board of Directors, General Session: December 12, 2019

Attachments:

Board of Directors, General Session: December 12, 2019

**Valley Collaborative Board of Directors
General Session Meeting Minutes
December 12, 2019
10:02 a.m. – 11:36 a.m.
25 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Dr. Jay Lang, Mr. Christopher Malone, Dr. Laura Chesson, Mr. Brad Morgan, Mr. Everett Olsen, Mr. Steven Stone

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Joia Mercurio, Assistant Executive Director; Ms. Heidi Kriger, Treasurer; Mr. James George, Collaborative Accountant; Ms. Kari Morrin, Director of Student Services and Human Resources; 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 10:02 a.m.

Mr. Piwowar welcomed all in attendance.

Approval of Minutes

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

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

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated November 13, 2019.

The vote was 5-0-1. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Laura Chesson. Mr. Steven Stone abstained.

Students, Adult and Staff of the Month

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

[Mr. Brad Morgan and Mr. Everett Olsen arrived at 10:06 a.m.]

Financial Update

Fiscal Year 2020 Update and Budget Amendment

Dr. Chris Scott directed the Board to her memorandum contained within the Board materials regarding Fiscal Year 2020 and the proposed budget amendment. She indicated that operating expenses are projected to be less by approximately \$295,000. She further stated that salaries are slightly less than anticipated because of the FTE adjustments recently made. She also explained that enrollment was down, as compared to Fiscal Year 2019, by a total of 19 students, of which 2 were out-of-district placements and 17 from member districts. She did caution that enrollment figures fluctuate and may change weekly, and reviewed a chart within the Board materials which provided historical enrollment data, by district, since Fiscal Year 2019. She indicated that revenues, nevertheless, remain on target. Based on these factors, Dr. Scott stated that a decrease in the Collaborative's operating budget for Fiscal Year 2020 is recommended. The Board discussed.

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

VOTED: That the Board of Directors agrees to amend the FY 2020 Budget, including an amended Operating Budget from \$19,707,859 to \$19,061,491 as presented and recommended by the Executive Director.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Laura Chesson, Mr. Steven Stone, Mr. Everett Olsen and Mr. Bard Morgan.

Proposed Fiscal Year 2021 Budget and Tuition Rates

Dr. Chris Scott presented the proposed budget for fiscal year 2021, and explanatory written materials relating to the proposed budget were included within the Board materials. Dr. Scott summarized that the proposed budget included an overall increase of 1.48% compared to the original 2020 budget. She explained that salary increases were approximately 4.4% with anticipated health care increases at approximately 5%. Dr. Scott also identified other relevant and substantive changes to operating expenses including a decrease in capital projects with the completion of the Tyngsboro Elementary school renovations. She did anticipate a capital expenditure in vehicles. She also indicated that the budget estimates related to DDS revenue show no substantive increases or decreases.

Dr. Scott made a substantial presentation to the Board regarding the proposed tuition rates and fees-for-services for fiscal year 2021. She explained that an analysis of the current tuition rates and fees recommended a nominal raise in 2 programs, which are reflected in the proposed Fiscal Year 2021 budget.

[Dr. Jay Lang arrived at 10:34 a.m.]

The Board discussed the proposed budget and tuition rate materials for fiscal year 2021.

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, provided the Board with her report which covered the months through October 31, 2019. 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 Dr. Michael Flanagan and seconded by Mr. Steven Stone, 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 9-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Dr. Jay Lang, Mr. Christopher Malone, Mr. Steven Stone, Dr. Laura Chesson, Mr. Brad Morgan, Mr. Everett Olsen

PARS OPEB Trust Statements

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

MEC's 14 Boxes of Personnel Records

Mr. Timothy Piwowar requested Valley Collaborative's counsel, Mr. Thomas Lent, to explain to the Board the current issue relating to MEC. Mr. Lent explained that MEC, by and through counsel, recently requested that the Collaborative take possession of 14 boxes of documents, which MEC represents contain personnel records of individuals who it claims were at one time employed by the Collaborative. MEC claims that the documents are the Collaborative's records and that it no longer will maintain the records due to alleged space and personnel limitations. Dr. Scott provided the Board with an extensive summary of the past communications and issues with MEC relating to these documents, and stated that based on these past communications does not believe the boxes contain Collaborative records. Dr. Scott and Mr. Piwowar both indicated that, based on the current information provided by MEC relating to these document, they do not believe the Collaborative should accept from MEC the delivery of the documents. MEC, to date, has refused to provide access to the boxes prior to delivery, or any index of the boxes contents,

or any other assistance for the Collaborative to review and verify whether such documents are, in fact, Collaborative personnel files. Dr. Scott provided the Board a summary of the manner in which the Collaborative commenced its own internal personnel file maintenance in 2012. The Board discussed the legal issues relating to the documents, and the manner in which the Collaborative should respond to MEC, as well as provide notice to the appropriate state agencies and current Collaborative employees.

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

VOTED: That the Board of Directors authorizes counsel to inform MEC that Valley Collaborative will not agree to take receipt of the boxes of documents currently under control of MEC and that the Board requests that MEC notify individuals whose records are contained within these documents so that they may be provided an opportunity to contact MEC to obtain receipt of their records.

The vote was 9-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Dr. Jay Lang, Mr. Christopher Malone, Dr. Laura Chesson, Mr. Steven Stone, Mr. Brad Morgan, Mr. Everett Olsen

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

VOTED: That the Board of Directors requests the Executive Director to notify current Collaborative employees that they should contact MEC if they may have records within MEC's custody and control.

The vote was 9-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Dr. Jay Lang, Mr. Christopher Malone, Dr. Laura Chesson, Mr. Steven Stone, Mr. Brad Morgan, Mr. Everett Olsen

Quest Update

Dr. Scott provided a summary of the QUEST audit of the adult programs and results summarized by the Executive Office of Health and Human Services Department of Development Services. The results indicated significant improvement and progress from the previous audit conducted two years ago. The Board reviewed and discussed.

School Monthly Updates

The Board was directed to the Board materials which contained updates from the Principals and Assistant Director of Adult Services, respectively, relating to the Elementary, Alternative

Programming Middle School and Transitional High School, Transitional Programming Middle School and Transitional High School, and Adult Program. There was no further discussion

[Dr. Laura Chesson left the meeting at 11:35 a.m.]

Communications

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

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

VOTED: To adjourn the Board meeting.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Dr. Jay Lang, Mr. Christopher Malone, Mr. Steven Stone, Mr. Brad Morgan, Mr. Everett Olsen

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 11:36 a.m.

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

- School Year 2019-2020 Electronic Board Binder for December 12, 2019 Meeting

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____



Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978) 528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: Treasurer's Report

Attached is Valley's Treasurer's Report for November 2019.

Required Action:

Vote to Approve Treasurer's Report for November 2019

Attachments:

Treasurer's Report for November 2019

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

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 886,038.65	\$ 1,476,427.21		\$ (294,529.77)		\$ (400,000.00)	\$ 1,667,936.09
Payroll	a/c 795823	\$ 113,729.82		\$ (927,038.39)			\$ 1,400,000.00	\$ 586,691.43
Joe's Bistro	a/c 531401	\$ 1,712.98	\$ 5,096.00		\$ (502.40)			\$ 6,306.58
ICS MMDA	a/c 856490	\$ 54,959.15				\$ 9.03		\$ 54,968.18
Independence Project	a/c 821315	\$ 4,614.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,614.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 1,061,054.96</u>	<u>\$ 1,481,523.21</u>	<u>\$ (927,038.39)</u>	<u>\$ (295,032.17)</u>	<u>\$ 9.03</u>	<u>\$ 1,000,000.00</u>	<u>\$ 2,320,516.64</u>
 MMDT	a/c 0044263747	<u>\$ 1,991,828.85</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,430.60</u>	<u>\$ (1,000,000.00)</u>	<u>\$ 994,259.45</u>
 Total Unrestricted Cash		<u>\$ 3,052,883.81</u>	<u>\$ 1,481,523.21</u>	<u>\$ (927,038.39)</u>	<u>\$ (295,032.17)</u>	<u>\$ 2,439.63</u>	<u>\$ -</u>	<u>\$ 3,314,776.09</u>
 PARS OPEB Trust		<u>\$ 4,158,433.01</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (866.34)</u>	<u>\$ 59,870.94</u>	<u>\$ -</u>	<u>\$ 4,217,437.61</u>
 TOTAL CASH		<u>\$ 7,211,316.82</u>	<u>\$ 1,481,523.21</u>	<u>\$ (927,038.39)</u>	<u>\$ (295,898.51)</u>	<u>\$ 62,310.57</u>	<u>\$ -</u>	<u>\$ 7,532,213.70</u>



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: FY'21 Budget

Please find enclosed the FY'21 Budget presentation that was reviewed at the December Board Meeting.

The Board is being requested to vote the FY'21 Expense Budget in the amount of \$19,999,871.

Required Action:

Vote to approve FY'21 Budget

Attachments:

FY'21 Budget Summary
FY'21 Charts by Function and Object
FY'21 Recommended Capital Plan
FY'21 Budget Presentation



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: December 12, 2019
Re: FY'21 Budget Draft Presentation

-
- Total expenses are up 1.48% compared to FY' 20 original budget, not including capital expenditures.
 - Salaries increase from \$13,337,922 in the original FY' 20 budget to \$13,924,350 in FY' 21, equating to a 4.4% increase.
 - \$454k step and lane increases
 - \$178k, 2.5% COLA increases
 - Health care costs increasing 5% - \$80k.
 - Overall, operating expenses are decreasing due to the following:
 - The Tyngsborough Elementary School capital project is completed.
 - The difference in expenses from original FY' 20 to FY' 21 is a decrease of \$294,416.00.
 - Capital items increased by \$50k, primarily due to an increase in vehicles.
 - DDS revenue increased by over \$300,000.
 - FY' 21 revenues were projected to be flat.
 - In FY' 21, there is a proposed tuition realignment/correction after a decade of no change for two programs. Basically, this correction has little to no impact on projected revenues for FY' 21.



VALLEY COLLABORATIVE

FY2021 BUDGET SUMMARY Preliminary

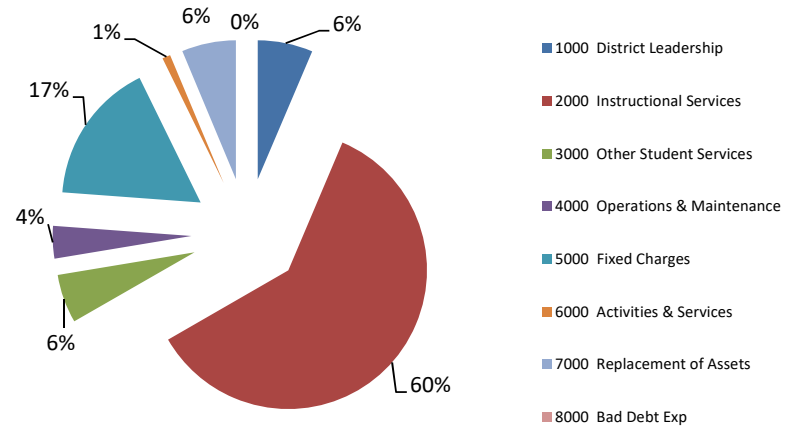
	FY2018		FY2019		FY2020	FY 2020 Amendment	FY 2021		
	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Request</u>	<u>Request</u>	<u>vs. 2020 Amendment</u>	<u>% change</u>
REVENUES									
Services	15,260,680	16,804,372	16,416,426	16,567,747	17,384,445	17,484,445	17,484,445	\$ -	
State contracts	2,290,000	2,425,604	2,395,000	2,873,062	2,500,000	2,800,000	2,800,000	-	
Other	447,000	591,821	506,000	563,866	600,000	600,000	600,000	-	
Interest	4,500	40,917	20,000	60,945	20,000	20,000	20,000	-	
Total Revenues	\$ 18,002,180	\$ 19,862,714	\$ 19,337,426	20,065,620	\$ 20,504,445	\$ 20,904,445	\$ 20,904,445	\$ -	1.95%
EXPENSES									
Salaries	11,722,646	12,220,980	12,871,419	13,409,187	13,337,922	13,292,079	13,924,350	586,428	
Operating Expenses	5,457,929	6,010,188	5,581,125	5,829,933	6,369,937	5,769,412	6,075,521	(294,416)	
Total Expenses	\$ 17,180,575	\$ 18,231,168	\$ 18,452,544	19,239,120	\$ 19,707,859	\$ 19,061,491	\$ 19,999,871	\$ 292,012	1.48%
Revenues over/(under) Expenses	821,605	1,631,546	884,882	826,500	796,586	1,842,954	904,574	(938,380)	
NON-OPERATING									
Capital	425,000	0	425,000	-	525,000	1,600,000	575,000	50,000	0
Board Capital Reserve			-		-		-	-	
BUDGETED SURPLUS/(SHORTFALL)	\$ 396,605	\$ 1,631,546	\$ 459,882	\$ 826,500	\$ 271,586	\$ 242,954	\$ 329,574	86,620	

VALLEY COLLABORATIVE

Preliminary FY2021 Budget

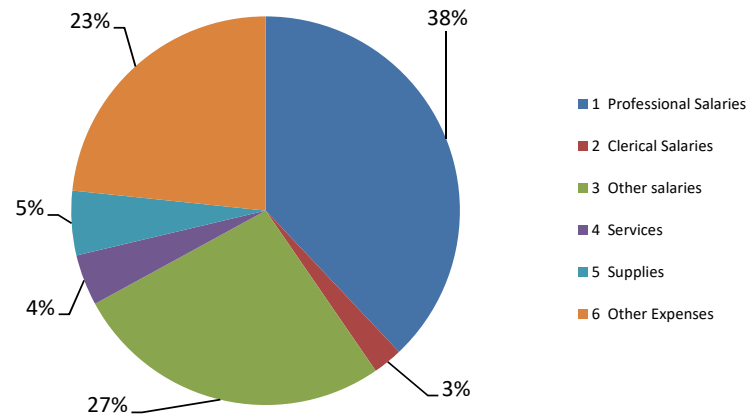
DESE FUNCTION:

1000 District Leadership	1,316,861
2000 Instructional Services	12,403,958
3000 Other Student Services	1,172,548
4000 Operations & Maintenance	778,185
5000 Fixed Charges	3,406,471
6000 Activities & Services	196,848
7000 Replacement of Assets	1,300,000
8000 Bad Debt Exp	0
	<hr/>
	20,574,871



DESE OBJECT:

1 Professional Salaries	7,807,077
2 Clerical Salaries	506,979
3 Other salaries	5,480,151
4 Services	875,650
5 Supplies	1,101,742
6 Other Expenses	4,803,272
	<hr/>
	20,574,871





VALLEY COLLABORATIVE
Recommended Capital Plan
FY2021-2025

	FY2017 Actual	FY2018 Actual	FY2019 Actual	FY2020 Budget	Five-Year Plan					5-year TOTALS
					FY2021	FY2022	FY2023	FY2024	FY2025	
FACILITIES ACQUISITION										-
FACILITIES IMPROVEMENTS	321,037	281,248	419,368	125,000	125,000	125,000	125,000	125,000	125,000	625,000
SITE IMPROVEMENTS	-	-	-							-
LEASEHOLD IMPROVEMENTS	-	-	-							-
VEHICLES	182,062	168,390	93,288	200,000	250,000	250,000	250,000	250,000	250,000	1,250,000
TECHNOLOGY PLAN	66,307	169,679	115,499	150,000	150,000	150,000	150,000	150,000	150,000	750,000
FURNISHINGS & EQUIPMENT	58,502	63,892	5,964	50,000	50,000	50,000	50,000	50,000	50,000	250,000
TOTALS	\$ 627,908	\$ 683,209	\$ 634,119	\$ 525,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 2,875,000

FY20 Enrollment High School - Alternative Site 2		Total Increase for 180 Days
DISTRICT	# of Students	
Billerica	5	\$ 9,000.00
Chelmsford	6	\$ 10,800.00
Dracut	1	\$ 1,800.00
Groton-Dunstable	0	\$ -
Nashoba	0	\$ -
North Middlesex	6	\$ 10,800.00
Tewksbury	2	\$ 3,600.00
Tyngsborough	0	\$ -
Westford	0	\$ -

FY20 Enrollment Middle School - School & Life Skills Training ISN		Total Increase for 180 Days
DISTRICT	# of Students	
Billerica	0	\$ -
Chelmsford	2	\$ 19,440.00
Dracut	1	\$ 9,720.00
Groton-Dunstable	0	\$ -
Nashoba	0	\$ -
North Middlesex	0	\$ -
Tewksbury	0	\$ -
Tyngsborough	0	\$ -
Westford	0	\$ -

FY20 Enrollment School & Life Skills Training ISN		Total Increase for 180 Days
DISTRICT	# of Students	
Billerica	0	\$ -
Chelmsford	3	\$ 29,160.00
Dracut	1	\$ 9,720.00
Groton-Dunstable	0	\$ -
Nashoba	0	\$ -
North Middlesex	0	\$ -
Tewksbury	1	\$ 9,720.00
Tyngsborough	0	\$ -
Westford	0	\$ -

High School - Alternative Site 2 - Per Student					
180 Days Annual Current Rate \$200	180 Days Annual New Rate \$210	210 Days Annual Current Rate \$200	210 Days Annual New Rate \$210	180 Days Increase	210 Days Increase
\$ 36,000.00	\$ 37,800.00	\$ 42,000.00	\$ 44,100.00	\$ 1,800.00	\$ 2,100.00

* Middle School - School & Life Skills Training ISN - Per Student					
180 Days Annual Current Rate \$240	180 Days Annual New Rate \$294	210 Days Annual Current Rate \$240	210 Days Annual New Rate \$294	180 Days Increase	210 Days Increase
\$ 43,200.00	\$ 52,920.00	\$ 50,400.00	\$ 61,740.00	\$ 9,720.00	\$ 11,340.00

* School & Life Skills Training ISN - Per Student					
180 Days Annual Current Rate \$240	180 Days Annual New Rate \$294	210 Days Annual Current Rate \$240	210 Days Annual New Rate \$294	180 Days Increase	210 Days Increase
\$ 43,200.00	\$ 52,920.00	\$ 50,400.00	\$ 61,740.00	\$ 9,720.00	\$ 11,340.00

* Correction: Was supposed to be changed on the FY'19 Rate Sheet.



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2020-2021 Tuition Rates

Member Districts Rates

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



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2020-2021 Tuition Rates

Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
High School & Middle School - School & Life Skills Training ISN Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling included in tuition)	6-12	Billerica	\$294	\$52,920	\$8,820	\$61,740
High School & Middle School - School & Life Skills Training ISN Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling included in tuition)	6-12	Billerica	\$240	\$43,200	\$7,200	\$50,400
High School - School & Vocational Training (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	\$179	\$32,220	\$5,370	\$37,590
High School - School & Life Skills Training (Speech, Occupational, Physical, In- School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	\$179	\$32,220	\$5,370	\$37,590
High School - School to Work Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	\$179	\$32,220	\$5,370	\$37,590
High School - Alternative Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	\$210	\$37,800	\$6,300	\$44,100



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2020-2021 Tuition Rates

Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
High School - Alternative Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	\$200	\$36,000	\$6,000	\$42,000
High School - Alternative Vocational Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	\$210	\$37,800	\$6,300	\$44,100
Transition Pathways (Designed for students who are 18 years or older, have had their high school diploma withheld and only need transition services)	PG	Billerica	\$144	\$25,920	\$4,320	\$30,240
Department of Developmental Services (DDS) - Day Program	Post grade 12	Billerica	\$140	N/A	N/A	N/A
Department of Developmental Services (DDS) - Day Program	Post grade 12	Billerica	\$120	N/A	N/A	N/A



Contract Services

2020-2021 Member District Rates

Hourly Services	Member District Rates
Therapy (Speech, Occupational & Physical)	\$96.25/hr.
Reading Specialist	\$96.25/hr.
Transition Specialist	\$96.25/hr.
Augmentative and Alternative Communication Specialist	\$96.25/hr.
Social Work	\$96.25/hr.
Home School Facilitator	\$92.50/hr.
ABA Therapist	\$55/hr.
Board Certified Behavior Analyst	\$98.75/hr.
Psychiatrist	\$323.75/hr.
School Psychologist	\$97.50/hr.
Tutoring	\$45/hr.
One-on-one Transitional Aide	\$19.50/hr.
One-on-one Behavioral Aide	\$36.6/hr.
One-on-one Nurse	Contingent on qualifications
Restraint Training	\$150/per person not to exceed \$1500 a day
Extended Day Programming	\$20/day (1:5 ratio) \$40/day (any other ratio)
Assessments	Member District Rates
Speech Language Evaluation	\$308 flat rate
Occupational Therapy Evaluation	\$308 flat rate
SIPT Assessment <i>Sensory Integration & Praxis Test – 17 subtests</i>	\$100/hr.
Physical Therapy Evaluation	\$308 flat rate
Functional Behavioral Assessment	\$1,155 flat rate
Functional Vocational Evaluation (V5) <ul style="list-style-type: none"> · Sensory-motor · Strengths · Gross & Fine Motor · Preferences and Interests · Coping / Adaptive Behavior · Work adjustment and Job readiness · Autonomous Living · Learning Style · Student observation 	\$777 flat rate
Transition Assessment (V10) <i>V5 and:</i> <ul style="list-style-type: none"> · Adaptive Living · Transition · Self-Determination · Social · Employability · Person-Centered Planning 	\$1,210 flat rate
Observational Assessment	\$603 flat rate
Cognitive/Intelligence Testing – Three Year Evaluations	\$78/hr.
Psychological Evaluation <ul style="list-style-type: none"> · 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, 4th Ed. · Wechsler Preschool & Primary Intelligence Scale, 4th Ed. 	\$78/hr. 2 hrs minimum depending on assessments requested
Team Meeting Attendance	\$93/hr.
Travel Rate	Federal mileage reimbursement rate
Restraint Training	\$150/person not to exceed \$1,500 a day
Products	Member District Rates
Transition Planning Package (20 Person Centered Planning Tools with 2 hours of consult with our Transition Specialist)	\$265 per pkg.
Person Centered Planning Tool	\$4.93 ea.
Experiential Physical Education: Field Manual	\$40.00 ea.
Experiential Physical Education: Comprehensive Curriculum Guide	\$75.00 ea.
Experiential Physical Education: Leadership Development (2 days, 1 night)	\$3500 per 10 students

updated on 11/8/17



Center for Assessment and Therapeutic Services

2020-2021 Member Districts Rates

Therapeutic Services	Member District Rates
Therapy (SLP, OT, PT, BCBA)	\$77/hr.
Reading Specialist	\$77/hr.
Transition Specialist	\$77/hr.
Augmentative and Alternative Communication Specialist	\$77/hr.
Social Work	\$77/hr.
Transitional Aide	\$126.75/day
Behavioral Aide	\$237.90/day
Restraint Training	\$150/per person not to exceed \$1500 a day
Extended Day Programming	\$20/day (1:5 ratio) \$40/day (any other ratio)
One-on-one Nurse	Contingent on qualifications
Assessments	Member District Rates
Interim Alternative Education Setting – Extended Evaluation	Program Tuition Day Rate
Speech Language Evaluation	\$308 flat rate
Occupational Therapy Evaluation	\$308 flat rate
SIPT Assessment <i>Sensory Integration & Praxis Test – 17 subtests</i>	\$100/hr.
Physical Therapy Evaluation	\$308 flat rate
Functional Behavioral Assessment	\$1,155 flat rate
Functional Vocational Evaluation (V5) · Sensory-motor · Strengths · Gross & Fine Motor · Preferences and Interests · Coping / Adaptive Behavior · Work adjustment and Job readiness · Autonomous Living · Learning Style · Student observation	\$777 flat rate
Transition Assessment (V10) V5 and: · Adaptive Living · Transition · Self-Determination · Social · Employability · Person-Centered Planning	\$1,210 flat rate
Observational Assessment	\$603 flat rate
Cognitive/Intelligence Testing – Three Year Evaluations	\$78/hr.
Team Meeting Attendance	\$93/hr.
Travel Rate	Federal mileage reimbursement rate
Products	Member District Rates
Transition Planning Package (20 Person Centered Planning Tools with 2 hours of consult with our Transition Specialist)	\$240 per pkg.
Person Centered Planning Tool	\$4.93 ea.
Experiential Physical Education: Field Manual	\$40 ea.
Experiential Physical Education: Comprehensive Curriculum Guide	\$75 ea.
Experiential Physical Education: Leadership Development (2 days, 1 night)	\$3500 per 10 students

Revised 5/17/2019



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2020-2021 Tuition Rates

Non-Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
Intensive Special Needs (ISN) (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K – Age 22	Tyngsborough Billerica	\$366.50	\$65,970	\$10,995	\$76,965
Elementary School - Elementary Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	\$300.00	\$54,000	\$9,000	\$63,000
Elementary School - Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	\$301.50	\$54,270	\$9,045	\$63,315
Middle School - Emotional Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	\$300.00	\$54,000	\$9,000	\$63,000
Middle School - Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	\$301.50	\$54,270	\$9,045	\$63,315



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2020-2021 Tuition Rates

Non-Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
High School & Middle School - School & Life Skills Training ISN Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling included in tuition)	6-12	Billerica	\$366.50	\$65,970	\$10,995	\$76,965
High School & Middle School - School & Life Skills Training ISN Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling included in tuition)	6-12	Billerica	\$301.50	\$54,270	\$9,045	\$63,315
High School - School & Vocational Training (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	\$223.75	\$40,275	\$6,713	\$46,988
High School - School & Life Skills Training (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	\$232.50	\$41,850	\$6,975	\$48,825
High School - School to Work Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9 – Age 22	Billerica	\$226.50	\$40,770	\$6,795	\$47,565
High School - Alternative Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	\$262.50	\$47,250	\$7,875	\$55,125



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

2020-2021 Tuition Rates

Non-Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
High School - Alternative Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	\$250.00	\$45,000	\$7,500	\$52,500
High School - Alternative Vocational Program (In-School BCBA, Social Work and Counseling Services Included in the Tuition)	9-12	Billerica	\$262.50	\$47,250	\$7,875	\$55,125



Contract Services

2020-2021 Non-Member Districts Rates

Hourly Services	Non-Member District Rates
Therapy (Speech, Occupational & Physical)	\$117/hr.
Reading Specialist	\$117/hr.
Transition Specialist	\$117/hr.
Augmentative and Alternative Communication Specialist	\$117/hr.
Social Work	\$117/hr.
Home School Facilitator	\$113/hr.
ABA Therapist	\$60/hr.
Board Certified Behavior Analyst	\$119/hr.
Psychiatrist	\$394/hr.
School Psychologist	\$125/hr.
Tutoring	\$50/hr.
One-on-one Transitional Aide	\$21/hr.
One-on-one Behavioral Aide	\$39/hr.
Restraint Training	\$200/per person not to exceed \$1500 a day
Extended Day Programming	\$25/day (1:5 ratio) \$45/day (any other ratio)
One-on-one Nurse	Contingent on qualifications
Assessments	Non-Member District Rates
Speech Language Evaluation	\$374 flat rate
Occupational Therapy Evaluation	\$374 flat rate
SIPT Assessment <i>Sensory Integration & Praxis Test – 17 subtests</i>	\$150/hr.
Physical Therapy Evaluation	\$374 flat rate
Functional Behavioral Assessment	\$1,410 flat rate
Functional Vocational Evaluation (V5) <ul style="list-style-type: none"> · Sensory-motor · Strengths · Gross & Fine Motor · Preferences and Interests · Coping/Adaptive Behavior · Work adjustment and Job readiness · Autonomous Living · Learning Style · Student observation 	\$816 flat rate
Transition Assessment (V10) <i>V5 and:</i> <ul style="list-style-type: none"> · Adaptive Living · Transition · Self-Determination · Social · Employability · Person-Centered Planning 	\$1,270 flat rate
Observational Assessment	\$827 flat rate
Cognitive/Intelligence Testing – Three Year Evaluations	\$100/hr.
Psychological Evaluation <ul style="list-style-type: none"> · 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, 4th Ed. · Wechsler Preschool & Primary Intelligence Scale, 4th Ed. 	\$100/hr. 2 hrs. minimum depending on assessments requested
Team Meeting Attendance	\$116/hr.
Travel Rate	Federal mileage reimbursement rate
Restraint Training	\$200/per person not to exceed \$1,500 a day
Products	Non-Member District Rates
Transition Planning Package (20 Person Centered Planning Tools with 2 hours of consult with our Transition Specialist)	\$310 per pkg.
Person Centered Planning Tool	\$4.93 ea.
Experiential Physical Education: Field Manual	\$40.00 ea.
Experiential Physical Education: Comprehensive Curriculum Guide	\$75.00 ea.
Experiential Physical Education: Leadership Development (2 days, 1 night)	\$3500 per 10 students

updated on 11/8/17



Center for Assessment and Therapeutic Services

2020-2021 Non-Member Districts Rates

Therapeutic Services	Non-Member District Rates
Therapy (SLP, OT, PT, BCBA)	\$94/hr
Reading Specialist	\$94/hr
Transition Specialist	\$94/hr.
Augmentative and Alternative Communication Specialist	\$94/hr.
Augmentative & Alternative Communication Consult	\$94/hr.
Social Work	\$94/hr.
Transitional Aide	\$136.50/day
Behavioral Aide	\$253.50/day
Extended Day Programming	\$25/day (1:5 ratio) \$45/ day (any other ratio)
One-on-one Nurse	Contingent on qualifications
Assessments	Non-Member District Rates
Interim Alternative Education Setting – Extended Evaluation	Program Tuition Day Rate
Speech Language Evaluation	\$374 flat rate
Occupational Therapy Evaluation	\$374 flat rate
SIPT Assessment	\$150/hr.
<i>Sensory Integration & Praxis Test – 17 subtests</i>	
Physical Therapy Evaluation	\$374 flat rate
Functional Behavioral Assessment	\$1,410 flat rate
Functional Vocational Evaluation (V5) <ul style="list-style-type: none"> · Sensory-motor · Strengths · Gross & Fine Motor · Preferences and Interests · Coping / Adaptive Behavior · Work adjustment and Job readiness · Autonomous Living · Learning Style · Student observation 	\$816 flat rate
Transition Assessment (V10) V5 and: <ul style="list-style-type: none"> · Adaptive Living · Transition · Self-Determination · Social · Employability · Person-Centered Planning 	\$1,270 flat rate
Observational Assessment	\$827 flat rate
Cognitive/Intelligence Testing – Three Year Evaluations	\$100/hr.
Team Meeting Attendance	\$116/hr.
Travel Rate	Federal mileage reimbursement rate
Products	Non-Member District Rates
Transition Planning Package (20 Person Centered Planning Tools with 2 hours of consult with our Transition Specialist)	\$275 per pkg.
Person Centered Planning Tool	\$4.93 ea.
Experiential Physical Education: Field Manual	\$40.00 ea.
Experiential Physical Education: Comprehensive Curriculum Guide	\$75.00 ea.
Experiential Physical Education: Leadership Development (2 days, 1 night)	\$3500 per 10 students

Revised 5/17/2019

FY'21 Budget Presentation



Salaries

- Salaries increase from \$13,337,922 in the original FY' 20 budget to \$13,924,350 in FY' 21, equating to a 4.4% increase.
- \$454k step and lane increases
- \$178k, 2.5% COLA increases

Capital

- Capital items decreased by \$1,025,000 from the FY' 21 amended budget, primarily due to the completion of the Tyngsborough Elementary School capital project.

Operating Expenses

- Operating expenses increased due to an increase in:
 - Salaries are up 4.4% from FY' 20 original budget due to step and lane increases as well as a 2.5% COLA across the board.
 - Operating expenses are down primarily due to the completion of the Tyngsborough Elementary capital project (\$400k in the FY' 20 original budget).
 - The capital budget is higher by \$50,000 compared to the FY '20 original budget due to a planned increase in vehicle purchases in FY'21.

Operating Expenses Cont'd

- Conservatively, the same revenue that we are projecting for FY'20 has been used to project FY'21.
- For two school programs - there are slight increases in tuition rates, which based on current enrollment, only impacts 27 member students.
- The DDS contracts are projected to increase by \$300,000 over the FY' 20 original budget, as the program continues to maximize its revenue.

Revenue

- Conservatively, the FY'21 budget was built on overall flat FY' 20 amended revenue projections.
- DDS revenue increased by over \$300k which is based on our actuals and trends in FY'20.

Proposed FY'21 Tuitions

- In FY' 21 there is a proposed tuition realignment/correction after over a decade of no change for:
 - High School & Middle School – School & Life Skills Training ISN Program
 - High School – Alternative Program.

Proposed FY'21 Tuitions

- Basically, this correction is not expected to generate any significant amount of revenue as there are only a small number of students enrolled in the impacted programs.

ENROLLMENT 12.11.19				
PROGRAM	Rate Increase	Member	Non Member	TOTAL
High School - Alternative - Site 2	\$10/day	19	16	35
Middle School - School & Life Skills ISN	\$54/day	3	1	4
School & Life Skills Training ISN	\$54/day	5	9	14

Proposed FY'21 Tuitions

Goal/Objective:

- By FY'22 ensure that all programs are cost effective and financially viable. In addition, our goal to reduce the number of tuition rates from the original fifteen in FY' 19 to five in FY' 21 will be met.

Proposed FY'21 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'21. This proposal will result in an FY'21 proposed budget that will show a surplus of \$329,574.
- 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'19 was \$1,223,598 and non-member was \$1,317,172 – total for both member and non-member districts - \$2,540,770.
- In addition, fees-for-services are not increasing in FY'21.



Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
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: **Max Brown**

Staff of the Month: **Kathryn Mari**

Valley Alternative Programming Middle and High School

Student of the Month: **Roland Lavoie**

Staff of the Month: **Brittany Maiuri**

Valley Transitional Programming Middle and High School

Student of the Month: **Taejon Walker**

Staff of the Month: **Abbie King**

Valley Adult Services

Adult of the Month: **Nick Totton**

Staff of the Month: **David Ouellet**

Valley Staff of the Month

Ian MacAulay

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: Community Partner – Chief Daniel C. Rosa
Billerica Police Department

We would like to thank Chief Daniel C. Rosa for all of his support of the Valley Mission. He is always very responsive to our many “little crises”! 😊

In recognition of our gratitude Valley Collaborative is acknowledging Chief Daniel C. Rosa 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)528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: FY'19 Audit Results

The Valley team is proud that the FY'19 Audit is again finding free. The Auditors will be presenting the Audit at the Board Meeting. Below are a few excerpts from Dan Schaffner's email:

The Collaborative's administrative costs have decreased approximately \$172,000 in the two fiscal years since the end of fiscal 2017, including a nearly \$75,000 decrease in fiscal 2019. Administrative costs in fiscal 2019 include one-time implementation costs of payroll services with ADP. The total administrative cost decrease would have been well over \$100,000 if the payroll implementation costs were not included. The decrease in administrative costs is related to continued efficiencies in staffing and consolidation of duties.

In relation to the net surplus:

The Collaborative's net general fund surplus for fiscal 2019 was approximately \$861,000, before factoring in member credits of \$500,000 and a transfer in from the Collaborative's capital reserve fund of \$200,000. This amount is a reflection of the Collaborative's operating activities during the fiscal year, despite only an approximately \$200,000 increase in revenues and \$1,200,000 increase in expenses compared to fiscal 2018.

Required Action:

None

Attachments:

FY'19 Audit Report
Valley by the Numbers

Valley Collaborative

Financial Statements

For the Year Ended June 30, 2019

Valley Collaborative**Contents**

For the Year Ended June 30, 2019

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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, 2019, 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, 2019, 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, OPEB Plan – Required Supplementary Information, and pension schedules on pages 3-6 and 29-35 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 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 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 23, 2019, 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 23, 2019

Valley Collaborative
Management's Discussion and Analysis
(unaudited)
June 30, 2019

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, 2019 with comparative information from the fiscal years ended June 30, 2018 and 2017. 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, 2019

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 AND DEFERRED OUTFLOWS OF RESOURCES**

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Current Assets	\$ 7,102,522	\$ 8,697,091	\$ 9,108,104
Property & Equipment, net	7,417,038	-	-
Deferred Outflows Related to OPEB	<u>2,279,552</u>	<u>7,452,044</u>	<u>7,662,561</u>
	<u>\$16,799,112</u>	<u>\$16,149,135</u>	<u>\$16,770,665</u>

LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

Liabilities			
Current Liabilities	\$ 1,181,893	\$ 3,134,663	\$ 3,200,904
Long Term Liabilities	<u>2,252,415</u>	<u>491,676</u>	<u>-</u>
Total Liabilities	<u>3,434,308</u>	<u>3,626,339</u>	<u>3,200,904</u>
Deferred Inflows Related to OPEB	<u>1,484,142</u>	<u>-</u>	<u>-</u>
Net Position			
Unrestricted	\$ 3,146,249	\$ 3,550,485	\$ 4,378,081
Restricted – grants and contributions	17,375	20,267	29,119
Restricted – renovation project/capital reserve	1,300,000	1,500,000	1,500,000
Invested in capital assets, net of related debt	<u>7,417,038</u>	<u>7,452,044</u>	<u>7,662,561</u>
Total Net Position	<u>\$11,880,662</u>	<u>\$12,522,796</u>	<u>\$13,569,761</u>

During the fiscal year ended June 30, 2019, the Collaborative's overall net position decreased by approximately \$642,000. The Collaborative realized a decrease in net position from operations, including depreciation on capital assets and other postemployment benefits expense, of approximately \$142,000, net of credits to member districts of \$500,000.

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.

SUMMARY OF ACTIVITIES

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Revenues/Gains*	\$20,102,252	\$19,892,921	\$18,865,126
Program Expenses/Losses*	17,409,724	16,303,259	14,590,439
Administrative Expenses/Losses*	<u>1,869,333</u>	<u>1,943,092</u>	<u>2,025,343</u>
Total Expense*	<u>19,279,057</u>	<u>18,246,351</u>	<u>16,615,782</u>
Change in net position, before increase in net retirement health benefit obligation	823,195	1,646,570	2,249,344
Increase in net retirement health benefit obligation	<u>(965,329)</u>	<u>(491,676)</u>	<u>-</u>
Change in net position	<u>(\$ 142,134)</u>	<u>\$ 1,154,894</u>	<u>\$ 2,249,344</u>

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

Valley Collaborative
Management's Discussion and Analysis
(unaudited)
June 30, 2019

Revenues

In the fiscal year ended June 30, 2019, revenues, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$209,000 (1%). 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%). 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, 2019, operating expenses, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$1,033,000, or 6%, compared to the fiscal year ended June 30, 2018. Student enrollment in the fiscal year ended June 30, 2019 increased by approximately 2% 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 \$1,027,000 in the fiscal year ended June 30, 2019 as a result of increased staffing and cost of living adjustments. Materials, supplies and equipment costs decreased by approximately \$72,000 due to decreases of approximately \$50,000 in computer technology supplies.

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.

Governmental Funds Financial Highlights

The Collaborative reported a total general fund balance of \$4,603,254, of which \$4,533 was nonspendable and the remaining \$4,598,721 is unassigned. The fund balance increased \$561,093 over the prior fiscal year, primarily due to net operating surplus of \$861,093 decreased by \$500,000 of member credits and increased by the transfer of \$200,000 from the capital reserve fund. Accounts receivable decreased by \$920,287, primarily due to the timing of invoicing and payments from districts. Cash decreased by \$902,150.

Due to strong management, since the year ended June 30, 2013, the Collaborative has returned \$7,075,355 from its general fund in the form of cash and tuition credits to its member districts, including \$500,000 returned during the year ended June 30, 2019.

CAPITAL ASSETS AND OTHER OBLIGATIONS

During the fiscal year ended June 30, 2019, the Collaborative purchased and capitalized several vehicles, leasehold improvements and other equipment for use in its program with a total cost of \$680,776. During the fiscal year ended June 30, 2019, the collaborative's Board of Directors voted to transfer \$200,000 from the capital reserve fund to offset some of these expenditures.

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.

Valley Collaborative
Management's Discussion and Analysis
(unaudited)
June 30, 2019

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 to the maximum allowable balance of \$1,500,000. As of June 30, 2019, the balance in the capital reserve fund was \$1,300,000, after a board approved transfer from the capital reserve fund of \$200,000. This fund is considered restricted until utilized for its intended purpose.

BUDGETARY HIGHLIGHTS

The Collaborative's annual budget for the fiscal year ended June 30, 2019 was approved by its Board of Directors and then amended on April 12, 2019. For the fiscal year ended June 30, 2019, the Collaborative received operating revenues, excluding on-behalf payments by the Massachusetts Teachers' and State Employees' Retirement Systems, of approximately \$20,065,000 compared to final budgeted revenues of approximately \$19,861,000. 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, 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.

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, 2019

Assets

Current Assets	
Cash and cash equivalents	\$ 5,439,436
Accounts receivable, net	1,136,006
Prepaid expenses and other assets	25,901
Cash held for municipalities	501,179
Total Current Assets	<u>7,102,522</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,417,038</u>
Total Non-current Assets	<u>7,417,038</u>
Total Assets	<u>14,519,560</u>

Deferred Outflows of Resources

Deferred Outflows of Resources Related to OPEB	<u>2,279,552</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 16,799,112</u>

Liabilities, Deferred Inflows and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 680,714
Credits due to member districts	501,179
Total Current Liabilities	<u>1,181,893</u>
Non-current Liabilities	
Net OPEB liability	<u>2,252,415</u>
Total Non-current Liabilities	<u>2,252,415</u>
Total Liabilities	<u>3,434,308</u>

Deferred Inflows of Resources

Deferred Inflows of Resources Related to OPEB	<u>1,484,142</u>
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Net Position

Net Position	
Unrestricted	3,146,249
Restricted - contributions and other	17,375
Restricted - capital reserve fund	1,300,000
Invested in capital assets, net of related debt	7,417,038
Total Net Position	<u>11,880,662</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 16,799,112</u>

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

Valley Collaborative
Statement of Activities
For the year ended June 30, 2019

Functions/ Programs	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,869,333	\$ -	\$ -	\$ (1,869,333)
Education	16,693,942	17,124,975	2,909,657	3,340,690
Intergovernmental revenue and expense	3,709,658	-	3,709,658	-
Other postemployment benefits	965,329	-	-	(965,329)
Depreciation and amortization	715,782	-	-	(715,782)
Total Governmental Activities	<u>\$ 23,954,044</u>	<u>\$ 17,124,975</u>	<u>\$ 6,619,315</u>	<u>\$ (209,754)</u>
General Revenue and Other:				
Interest				60,945
Other				6,675
Credits to member districts				<u>(500,000)</u>
Total General Revenue and Other				<u>(432,380)</u>
Change in Net Position				(642,134)
Net Position, Beginning of Year				<u>12,522,796</u>
Net Position, End of Year				<u>\$ 11,880,662</u>

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

Valley Collaborative

Balance Sheet

Governmental Funds

June 30, 2019

	General Fund	Capital Reserve Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 4,122,061	\$ 1,300,000	\$ 17,375	\$ 5,439,436
Accounts receivable, net	1,136,006	-	-	1,136,006
Prepaid expenses and other assets	25,901	-	-	25,901
Cash held for municipalities	501,179	-	-	501,179
Total Assets	\$ 5,785,147	\$ 1,300,000	\$ 17,375	\$ 7,102,522
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable and accrued liabilities	\$ 680,714	\$ -	\$ -	\$ 680,714
Credits due to member districts	501,179	-	-	501,179
Total Liabilities	1,181,893	-	-	1,181,893
Fund Balances:				
Nonspendable	4,533	-	-	4,533
Restricted	-	1,300,000	17,375	1,317,375
Committed	-	-	-	-
Assigned	-	-	-	-
Unassigned	4,598,721	-	-	4,598,721
Total Fund Balances	4,603,254	1,300,000	17,375	5,920,629
Total Liabilities and Fund Balances	\$ 5,785,147	\$ 1,300,000	\$ 17,375	\$ 7,102,522

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, 2019

Total fund balances, governmental funds \$ 5,920,629

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

Deferred inflows relating to the other postemployment benefit obligation is not a current obligation and therefore is not reported in this fund financial statement, but is reported in the government activities of the Statement of Net Position. (1,484,142)

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. (2,252,415)

Deferred outflows relating to the other postemployment benefit obligation is not a current financial resource and therefore is not reported in this fund financial statement, but is reported in the government activities of the Statement of Net Position. 2,279,552

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 7,417,038

Net position of governmental activities \$ 11,880,662

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, 2019

	General Fund	Capital Reserve Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues:				
Tuition and service revenues	\$ 17,124,975	\$ -	\$ -	\$ 17,124,975
Grants and contributions	2,872,647	-	37,010	2,909,657
Intergovernmental revenue	3,709,658	-	-	3,709,658
Interest	60,945	-	-	60,945
Other	6,675	-	-	6,675
Credits to member districts	(500,000)	-	-	(500,000)
Total Revenues	23,274,900	-	37,010	23,311,910
Expenditures:				
Administration	1,829,431	-	39,902	1,869,333
Program payroll	12,535,282	-	-	12,535,282
Program fringe benefits and payroll taxes	2,142,673	-	-	2,142,673
Professional and consulting fees	6,516	-	-	6,516
Transportation and travel	143,365	-	-	143,365
Rent	401,371	-	-	401,371
Maintenance	299,251	-	-	299,251
Telephone, communications and utilities	115,666	-	-	115,666
Materials, supplies and equipment	689,799	-	-	689,799
Small business expenses	211,287	-	-	211,287
Field trips	87,944	-	-	87,944
Training programs	24,684	-	-	24,684
Other	36,104	-	-	36,104
Intergovernmental expense	3,709,658	-	-	3,709,658
Capital outlay, net of debt incurred	680,776	-	-	680,776
Total Expenditures	22,913,807	-	39,902	22,953,709
Excess of Revenues over Expenditures	361,093	-	(2,892)	358,201
Other Financing Sources:				
Transfer from restricted funds	200,000	(200,000)	-	-
Net Change in Fund Balances	561,093	(200,000)	(2,892)	358,201
Fund Balances, Beginning of Year	4,042,161	1,500,000	20,267	5,562,428
Fund Balances, End of Year	\$ 4,603,254	\$ 1,300,000	\$ 17,375	\$ 5,920,629

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, 2019

Net change in fund balances of total governmental funds **\$ 358,201**

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	680,776
Depreciation	(715,782)

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	<u>(965,329)</u>
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Change in net position of governmental activities	<u><u>\$ (642,134)</u></u>
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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, 2019

Assets

Assets	
Investments	<u>\$ 4,039,225</u>
Total Assets	<u><u>\$ 4,039,225</u></u>

Net Position

Net Position	
Net position held in trust for retirees' health insurance	<u>\$ 4,039,225</u>
Total Net Position	<u><u>\$ 4,039,225</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, 2019

Additions:	
Contributions	\$ -
Investment gain	260,117
Total Additions	<u>260,117</u>
Change in Net Position	<u>260,117</u>
Net Position – Beginning of Year	<u>3,779,108</u>
Net Position – End of Year	<u><u>\$ 4,039,225</u></u>

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

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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.

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.

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.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

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.

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, 2019, the Collaborative's uninsured cash balances totaled \$5,712,225. The Collaborative monitors its exposure associated with cash and cash equivalents and has not experienced any losses in such accounts.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

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, 2019, 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	\$4,039,225	\$889,225

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, 2019 was \$269,670. There were no realized gains or losses during the year ended June 30, 2019. Investment fees for the year ended June 30, 2019 were \$9,553 and were netted against investment earnings for the year.

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 14% 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, 2019, there was an allowance for doubtful accounts of \$12,674.

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.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

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.

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 23, 2019, which is the date the financial statements were available to be issued.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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, 2018	\$7,215,572	\$ 892,301	\$1,339,902	\$ 9,447,775
Additions	502,787	85,498	92,491	680,776
Disposals	—	—	—	—
	<u>7,718,359</u>	<u>977,799</u>	<u>1,432,393</u>	<u>10,128,551</u>
<u>ACCUMULATED DEPRECIATION</u>				
Balance, July 1, 2018	(1,282,315)	(597,979)	(792,937)	(2,673,231)
Additions	(353,885)	(147,020)	(214,877)	(715,782)
Disposals	—	—	—	—
	<u>(1,636,200)</u>	<u>(744,999)</u>	<u>(1,007,814)</u>	<u>(3,389,013)</u>
Net, June 30, 2019	<u>\$ 6,082,159</u>	<u>\$ 232,800</u>	<u>\$ 424,579</u>	<u>\$ 6,739,538</u>

Land in the amount of \$677,500 is not being depreciated. In fiscal 2019, the Collaborative capitalized \$502,787 for building improvements, \$92,491 for vehicles, and \$85,498 for office furniture and equipment. Depreciation expense of \$715,782 was not allocated to governmental functions. It appears unallocated on the Statement of Activities. During the year ended June 30, 2019, the board elected to transfer \$200,000 from the capital reserve fund to purchase the previously mentioned assets. The funds were not returned to the reserve account as of June 30, 2019.

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 2030. Classroom and office lease expense was \$427,710 and equipment lease expense was \$33,757 for the year ended June 30, 2019.

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

2020	\$ 449,907
2021	415,877
2022	417,874
2023	258,122
2024	255,950
2025-2029	1,017,850
2030-2035	125,000
	<u>\$2,940,580</u>

NOTE D – ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2019:

Tuition and services to districts	\$ 824,652
State contracts	324,028
	<u>1,148,680</u>
Allowance for doubtful accounts	(12,674)
	<u>\$1,136,006</u>

Valley Collaborative
Notes to Financial Statements
June 30, 2019

NOTE D – ACCOUNTS RECEIVABLE – *continued*

The Collaborative has established an allowance for doubtful accounts in the amount of \$12,674. 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, 2019, there was no bad debt expense 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.

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.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

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 2019, the Collaborative’s contributions on behalf of employees totaled \$363,769.

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

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, 2018 and was \$11,438,238 and \$21,737,193 under MSERS and MTRS, respectively. In fiscal 2019, the Collaborative recognized revenue and related expense of \$1,506,908 (under GASB Statement No. 68) for its portion of the collective pension expense under MSERS. In fiscal 2019, the Collaborative recognized revenue and related expense of \$2,202,750 (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, 2019 was \$73,757.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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, 2019 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, 2019, the balance of the line of credit was \$0.

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."

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

An employee hired before April 2, 2012 shall become eligible to retire under these programs upon meeting the following conditions:

- i. Completion of 10 years of creditable service at the Collaborative
- ii. And attainment of age 55 as an active member
- iii. Or completion of 20 years of service at the Collaborative, regardless of age

An employee hired after April 2, 2012 shall become eligible to retire under these programs upon meeting the following conditions:

- i. Completion of 10 years of creditable service at the Collaborative
- ii. And attainment of age 60 as an active member

Valley Collaborative
Notes to Financial Statements
June 30, 2019

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN - *continued*Funding Policy

The contribution requirements of plan members and the Collaborative are established and may be amended through Collaborative ordinances. For the period ending on the June 30, 2019 Measurement Date total Collaborative premiums plus implicit costs for the retiree medical program were \$61,922. The Collaborative also made a contribution to an OPEB Trust of \$0 for a total contribution during the period of \$61,922 to be reported on the financial statement for the fiscal year ending June 30, 2019.

Investment Policy

The long-term rate of return on assets developed based on the Collaborative Investment Policy is 6.08%. The rate is comprised of a 3.95% real rate of return and 2.50% inflation assumption, net of 0.37% investment expense.

Actuarially Determined Contribution (ADC)

The Collaborative's Actuarially Determined Contribution (ADC) is an amount actuarially determined in accordance with the parameters of GASB Statement No. 74/75 which is composed of the service cost and an amortization of the unfunded liability. We have used a 30 year flat dollar amortization of the Collaborative's unfunded liability for the purpose of calculating ADC. The following table shows the components of the Collaborative's annual ADC for the fiscal year and the amount actually contributed to the plan:

Actuarially Determined Contribution - Deficiency / (Excess)		<u>June 30, 2019</u>
I. Service Cost		\$ 752,044
II. 30-year level dollar amortization of NOL		128,767
III. Actuarial Determined Contribution [I. + II.]		880,811
IV. Contributions in relation to the actuarially determined contribution		(61,922)
V. Contribution deficiency / (excess) [III. + IV.]		<u>\$ 818,889</u>
Covered employee payroll		\$11,092,407
Contribution as a % of covered employee payroll		0.56%
Discount Rate		4.25%
Money Weighted Rate of Return		6.88%

OPEB Liability and OPEB Expense

	Fiscal Year Ended June 30, 2019	
	Collaborative Employees and Retirees	Total
I. Total OPEB Liability as of June 30, 2019	\$6,291,640	\$6,291,640
II. Fiduciary Net Position as of June 30, 2019	<u>4,039,225</u>	<u>4,039,225</u>
III. Net OPEB Liability (Asset) as of June 30, 2019 [I.-II.]	2,252,415	2,252,415
IV. Service Cost	752,044	752,044
V. Interest on Net OPEB Liability (Asset), Service Cost, and Benefit Payments	374,432	374,432
VI. Projected Earnings on OPEB Plan Investments	(229,770)	(229,770)
VII. Net Recognition of Deferred (Inflows)/Outflows	<u>130,545</u>	<u>130,545</u>
VIII. Financial Statement Expense [IV.+V.+VI.+VII.]	1,027,251	1,027,251
IX. Employer Share of Costs	(61,922)	(61,922)
X. Employer (Payments) Withdrawals to/from OPEB Trust	0	0
XI. Total Employer Contribution [IX.+X.]	<u>(61,922)</u>	<u>(61,922)</u>
XII. Net OPEB Expense [VIII.+XI.]	<u>\$ 965,329</u>	<u>\$ 965,329</u>

Valley Collaborative
Notes to Financial Statements
June 30, 2019

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN - *continued*

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 as of the June 30, 2019 Measurement Date would increase to \$8,344,431 and Net OPEB Liability would increase to \$4,305,206. The corresponding Service Cost would increase to \$1,067,242. 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 \$4,842,530 and the Net OPEB Liability would decrease to \$803,305. The corresponding Service Cost would decrease to \$539,971.

Effect of 1% Change in Discount Rates

As of the June 30, 2019 Measurement Date, if the discount rate were 1% higher than what was used in this valuation, the Total OPEB Liability would decrease to \$5,066,385 and the Net OPEB Liability would decrease to \$1,027,160. The corresponding Service Cost would decrease to \$565,732. If the discount rate were 1% lower than was used in this valuation, the Total OPEB Liability would increase to \$7,927,309 and the Net OPEB Liability would increase to \$3,888,084. The corresponding Service Cost would increase to \$1,014,337.

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefits costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Actuarial Cost Method:	Individual Entry Age Normal
Discount Rate:	4.25% per annum (previously 7.50%)
General Inflation Assumption:	2.50% per annum
Annual Compensation Increases:	3.00% per annum
Actuarial Value of Assets:	Market Value

Recognition of OPEB Trust Assets

The state of Massachusetts has passed legislation allowing municipal entities to establish a Trust for Other Postemployment Benefits (“OPEB”) under M.G.L. Chapter 32B, Section 20 for purposes of accumulating assets to pre-fund the liabilities under GASB 75. This legislation was amended effective November 9, 2016 to clarify who may adopt such a Trust and provide guidance on the ongoing operation of such a Trust. To the best of our knowledge, the Collaborative has established an irrevocable trust for the purposes of prefunding liabilities under GASB 74/75.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN - continuedChanges in Net OPEB Liability

	Changes in Net OPEB Liability		
		Increase (Decrease)	
	<u>Total OPEB Liability</u>	<u>Plan Fiduciary Net Position</u>	<u>Net OPEB Liability</u>
I. Balances at June 30, 2018	\$ 4,270,784	\$ 3,779,108	\$ 491,676
II. Prior Period Adjustment	-	-	-
III. Balances for June 30, 2018 with Adjustment [I.+II.]	4,270,784	3,779,108	491,676
Changes for the year:			
IV. Service Cost	752,044	-	752,044
V. Interest on Total OPEB Liability, Service Cost, and Benefit Payments	374,432	-	374,432
VI. Changes in Benefit Terms*	-	-	-
VII. Changes in assumptions**	2,659,477	-	2,659,477
VIII. Differences between actual and expected experience**	(1,703,175)	-	(1,703,175)
IX. Net Investment Income	-	260,117	(260,117)
X. Employer Contributions (Withdrawals) to/from Trust	-	61,922	(61,922)
XI. Benefit payments withdrawn from Trust	-	(61,922)	61,922
XII. Benefit payments excluding Implicit Cost	(48,295)	-	(48,295)
XIII. Implicit Cost Amount	(13,627)	-	(13,627)
XIV. Total Benefit payments including Implicit Cost [XII.+XIII.]	(61,922)	-	(61,922)
XV. Administrative and Other Charges	-	-	-
XVI. Other Charges	-	-	-
XVII. Net Changes			
[IV.+V.+VI.+VII.+VIII.+IX.+X.+XI.+XIV.+XV.+XVI.]	\$ 2,020,856	\$ 260,117	\$ 1,760,739
XVI. Balances at June 30, 2019 [III.+XVII.]	\$ 6,291,640	\$ 4,039,225	\$ 2,252,415

* Recognized immediately

** Amortized over 7 years

Impact of Patient Protection and Affordable Care Act (“PPACA”) Excise Tax

The Patient Protection and Affordable Care Act (“PPACA”) excise tax is expected to take effect for tax years beginning after December 31, 2021. The projected 2022 threshold amounts are \$12,511 for single coverage and \$32,676 for family coverage. For qualified retirees and those engaged in high risk professions, a “kicker” amount of \$1,650 for single coverage and \$3,450 for family coverage is expected to be added to the above thresholds.

Deferred Inflows/Outflows

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of the effects of differences between expected & actual experience									
Fiscal	Differences between actual & expected experience	Recognition Period (years)	Remaining Balance	2019	2020	2021	2022	2023	2024
2019	(1,703,175)	7.00	(1,459,864)	(243,311)	(243,311)	(243,311)	(243,311)	(243,311)	(243,311)
Total Remaining Balance			(1,459,864)						
Net increase (decrease) in OPEB Expense				(243,311)	(243,311)	(243,311)	(243,311)	(243,311)	(243,311)

Valley Collaborative
Notes to Financial Statements
June 30, 2019

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN - *continued*

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of the effects of changes in assumption									
Fiscal	Differences between actual & expected experience	Recognition Period (years)	Remaining Balance	2019	2020	2021	2022	2023	2024
2019	2,659,477	7.00	2,279,552	379,925	379,925	379,925	379,925	379,925	379,925
Total Remaining Balance			2,279,552						
Net increase (decrease) in OPEB Expense				379,925	379,925	379,925	379,925	379,925	379,925

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of differences between projected & actual earnings on OPEB plan investments									
Fiscal	Differences between actual & expected experience	Recognition Period (years)	Remaining Balance	2019	2020	2021	2022	2023	2024
2019	(30,347)	5.00	(24,278)	(6,069)	(6,069)	(6,069)	(6,069)	(6,071)	-
Total Remaining Balance			(24,278)						
Net increase (decrease) in OPEB Expense				(6,069)	(6,069)	(6,069)	(6,069)	(6,071)	-

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, 2019, the Collaborative had no surplus revenue from contracts with state departments.

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

Names, duties and total compensation of the five most highly compensated employees

The five highest compensated employees of the Collaborative during fiscal year 2019 were as follows:

<u>Name</u>	<u>Title</u>	<u>Total Compensation</u>
Chris A. Scott, PhD	Executive Director	\$208,071
Joia Mercurio	Assistant Executive Director of Curriculum & Technology	\$112,111
Julie Fielding	Principal Director of Student Services & Human	\$110,618
Kari Morrin	Resources	\$110,219
Nicole Noska	Principal	\$108,500

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

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.

Assistant Executive Director of Curriculum & Technology:

Responsible for supervising the effective and efficient implementation of programs and the payroll department. Assist in the creation of required state reports, records and other documentation. Keep the executive director informed about what is happening at the program level.

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.

Director of Student Services & Human Resources:

Responsible for administering personnel programs and policies for the Collaborative and ensuring that proper practices are being followed. Handle all aspects with the hiring process. Manage the day-to-day human resource 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 \$2,999,208 for the year ended June 30, 2019, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments.

Amounts expended on administration and overhead

Administrative expenses of \$1,869,333 for the year ended June 30, 2019, 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, 2019, rent expense under this lease was \$255,950.

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

Annual determination and disclosure of cumulative surplus

Cumulative Surplus Calculation - FY19				Page(s) in financial statements
(A)	Voted Cumulative Surplus as of 6/30/18		\$ 4,042,161	(A) p. 11
(B)	1 Amount of (A) used to support the FY19 Budget	(B)1	\$ -	
	2 Amount of (A) returned to member districts	(B)2	(\$ 500,000)	
	(B)1 + (B)2 = (B)		(\$ 500,000)	(B) p. 8
(C)	Unexpended FY19 General Funds		\$ 1,061,093	(C) p. 11
(D)	Cumulative Surplus as of 6/30/19 (A) - (B) + (C) = (D)		\$ 4,603,254	(D)
(E)	FY19 Total General Fund Expenditures*		\$ 19,004,149	(E) p. 11
(F)	Cumulative Surplus Percentage	(D) ÷ (E)	24%	(F)
	Estimated Amount of Excess Cumulative Surplus as of 6/30/19		-	

*Excludes intergovernmental expense, includes transfers to postemployment benefits trust and capital reserve fund, net of transfers to the general fund from the capital reserve.

Valley Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balance
of the General Fund - Budget to Actual
For the year ended June 30, 2019

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Favorable (Unfavorable)
Revenues:				
Services	\$ 16,416,426	\$ 16,393,209	\$ 16,928,751	\$ 535,542
State contracts	2,395,000	2,798,978	2,872,647	73,669
Other	506,000	613,351	202,899	(410,452)
Interest	20,000	55,940	60,945	5,005
Intergovernmental revenue	-	-	3,709,658	3,709,658
Total revenue and other support	19,337,426	19,861,478	23,774,900	3,913,422
Expenses:				
Salaries	12,851,042	13,333,652	13,390,245	(56,593)
Employee benefits and taxes	2,290,000	1,878,741	2,410,125	(531,384)
Operating expenses	2,103,975	2,354,468	2,295,294	59,174
Leases and rentals	448,950	448,950	427,709	21,241
On-behalf retirement payment expense	-	-	3,709,658	(3,709,658)
Total expenses	17,693,967	18,015,811	22,233,031	(4,217,220)
Excess of revenues over expenses	\$ 1,643,459	\$ 1,845,667	\$ 1,541,869	\$ (303,798)
Other Budget Items:				
Credits to member districts	\$ -	\$ -	\$ 500,000	\$ (500,000)
Capital Budget Items	425,000	476,743	480,776	(4,033)
	<u>\$ 425,000</u>	<u>\$ 476,743</u>	<u>\$ 980,776</u>	<u>\$ (504,033)</u>

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 or from the Capital Reserve Fund.

See independent auditor's report.

Valley Collaborative
OPEB Plan - Required Supplementary Information
June 30, 2019

Year	Actuarial Determined Contribution	Contributions in relation to the actuarially determined contribution	Contribution deficiency (excess)	Covered employee payroll	Contributions as a percentage of covered employee payroll
June 30, 2019	\$ 880,811	\$ (61,922)	\$ 818,889	\$ 11,092,407	0.56%

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
OPEB Plan - Required Supplementary Information
As of the June 30, 2019 Measurement Date

Schedule of Changes in the Collaborative's Net OPEB Liability and Related Ratios		
Valuation Date	July 1, 2018	July 1, 2017
For the Reporting Period & Fiscal Year ending on:	June 30, 2019	June 30, 2018
Total OPEB Liability	6,291,640	4,270,784
I. Service Cost	752,044	608,129
II. Interest on Total OPEB Liability, Service Cost, and Benefit Payments	374,432	18,642
III. Changes in Benefit terms	-	-
IV. Difference between Expected & Actual Plan Experience	(1,703,175)	-
V. Changes of Assumption	2,659,477	43,514
VI. Benefit Payments Excluding Implicit Cost	(48,295)	(30,590)
VII. Implicit Cost Amount	(13,627)	-
VIII. Total Benefit payments including Implicit Cost [VI.+VII.]	(61,922)	(30,590)
IX. Net Change in OPEB liability [I.+II.+III.+IV.+V.+VIII.]	2,020,856	639,695
X. Total OPEB liability - beginning of period	4,270,784	(148,019)
XI. Prior Period Adjustment for Retirees not Previously Reflected	-	-
XII. Total OPEB Liability - end of period [IX.+X.+XI.]	6,291,640	491,676
Plan Fiduciary Net Position	4,039,225	3,779,108
XIII. Earning from Plan Investments	260,117	236,892
XIV. Employer Contribution to trust	61,922	30,590
XV. Benefit payments from trust, including refunds of member contributions	(61,922)	(30,590)
XVI. Administrative expense	-	-
XVII. Other	-	-
XVIII. Net change in plan fiduciary net position [XIII.+XIV.+XV.+XVI.+XVII.]	260,117	236,892
XIX. Plan fiduciary net position - beginning of period	3,779,108	3,542,216
XX. Plan fiduciary net position - end of period [XVIII.+XIX.]	4,039,225	3,779,108
XXI. Net OPEB Liability [XII.-XX.]	2,252,415	491,676
XXII. Plan fiduciary net position as a % of total OPEB liability [XX./XII.]	64.20%	768.62%
XXIII. Covered employee payroll	11,092,407	11,775,259
XXIV. Plan NOL as % of covered employee payroll [XXI./XXIII.]	20.31%	4.18%
Single Discount Rate to calculate Plan Liabilities	4.25%	7.50%

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
OPEB Plan - Required Supplementary Information
As of the June 30, 2019 Measurement Date

Notes to Required Supplementary Information:

Valuation Date:	Actuarially Determined Contribution was calculated as of July 1, 2018.
Actuarial Cost Method:	Individual Entry Age Normal
Asset-Valuation Method:	Market Value of Assets as of the Measurement Date, June 30, 2019.

Actuarial Assumptions:

Investment Rate of Return:	6.08%, net of OPEB plan investment expense, including inflation (based on 2019 Horizon Survey Capital Market Assumptions).
Municipal Bond Rate:	2.79% as of June 30, 2019 (source: S&P Municipal Bond 20-Year High Grade Index - SAPIHG)
Single Equivalent Discount Rate:	4.25%, net of OPEB plan investment expense, including inflation.
Inflation:	2.50% as of June 30, 2019 and for future periods
Salary Increases:	3.00% annually as of June 30, 2019 and for future periods
Cost of Living Adjustment:	Not Applicable
Pre-Retirement Mortality:	General: RP-2014 Mortality Table for Blue Collar Employees projected generationally with scale MP-2016 for males and females Teachers: RP-2014 Mortality Table for White Collar Employees projected generationally with scale MP-2016 for males and females
Post-Retirement Mortality:	General: RP-2014 Mortality Table for Blue Collar Healthy Annuitants projected generationally with scale MP-2016 for males and females Teachers: RP-2014 Mortality Table for White Collar Healthy Annuitants projected generationally with scale MP-2016 for males and females

See independent auditor's report.

Valley Collaborative
OPEB Plan - Required Supplementary Information
As of the June 30, 2019 Measurement Date

Notes to Required Supplementary Information (Continued):

Actuarial Assumptions:

Disabled Mortality:	General: RP-2014 Mortality Table for Blue Collar Healthy Annuitants projected generationally with scale MP-2016 for males and females , set forward 1 year Teachers: RP-2014 Mortality Table for White Collar Healthy Annuitants projected generationally with scale MP-2016 for males and females
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Plan Membership

Plan Membership: At July 1, 2018, the OPEB plan membership consisted for the following

Inactive employees or beneficiaries currently receiving benefits:	11
Active Employees:	<u>229</u>
Total:	240

Events Subsequent to the Measurement Date

To the best of our knowledge there were no material events subsequent to the Measurement Date that would impact the figures shown in this report.

Changes in Assumptions: From June 30, 2018 to June 30, 2019

- * Discount rate is 4.25% previously 7.50%
- * Percentage of employees assumed to elect coverage in retirement has been updated

Contributions:

The contribution requirements of plan members and the Collaborative are established and may be amended through Collaborative ordinances. The Collaborative contributed \$0 beyond the pay-as-you go cost for the period on the June 30, 2019 Measurement Date. For the year ending on the June 30, 2019 Measurement Date total Collaborative premiums plus implicit costs for the retiree medical program were \$61,922. \$13,627 of the \$61,922 represents implicit costs.

See independent auditor's report.

Valley Collaborative
Schedule of the Collaborative's Proportionate Share of Net Pension Liability
For the Year Ended June 30, 2019

		<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%
	FY2018	0.09167%	0.08646%
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
	FY2018	\$ 21,737,193	\$ 11,438,238
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
	FY2018	\$ 6,333,668	\$ 6,028,713
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%
	FY2018	343.20%	189.73%
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%
	FY2018	54.84%	67.91%

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, 2018.

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, 2019

	FY2014	FY2015	FY2016	FY2017	FY2018
<u>MTRS</u>					
Contractually required contribution	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions in relation to the contractually required contribution	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 6,277,563	\$ 5,347,143	\$ 5,527,894	\$ 5,762,613	\$ 6,333,668
Contributions as a percentage of covered-employee payroll	0.00%	0.00%	0.00%	0.00%	0.00%

MSERS

Contractually required contribution	\$ 255,665	\$ 240,012	\$ 238,217	\$ 259,571	\$ 337,608
Contributions in relation to the contractually required contribution	\$ 255,665	\$ 240,012	\$ 238,217	\$ 259,571	\$ 337,608
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 4,565,446	\$ 4,285,929	\$ 4,254,279	\$ 4,635,195	\$ 6,028,713
Contributions as a percentage of covered-employee payroll	5.60%	5.60%	5.60%	5.60%	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, 2018.

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.

Contributions

The Collaborative is required to pay an annual appropriation as established by the Public Employees' Retirement Administration Commission (PERAC) for MSERS. No contribution is required for MTRS. The Commonwealth of Massachusetts as a nonemployer is legally responsible for the entire past service cost related to the Collaborative and therefore has a 100% special funding situation.

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, 2019, 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 23, 2019.

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, appearing to read "Fritz J. Szykula" followed by three loops.

Certified Public Accountants

Newburyport, Massachusetts

October 23, 2019



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, 2019.

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, 2019.

Board Chair

10/24/2019

Date

Valley Collaborative by the Numbers

Overview

2018-2019



Fun Facts

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



Fun Facts

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

Valley Closing the Achievement Gap

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

Valley Closing the Achievement Gap

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

Valley Closing the Achievement Gap

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

Valley Closing the Achievement Gap

Student Outcomes Post Graduation (n = 44)

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

Sense of Belonging

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

Sense of Belonging

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

Sense of Belonging

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

Sense of Belonging

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

Sense of Belonging

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

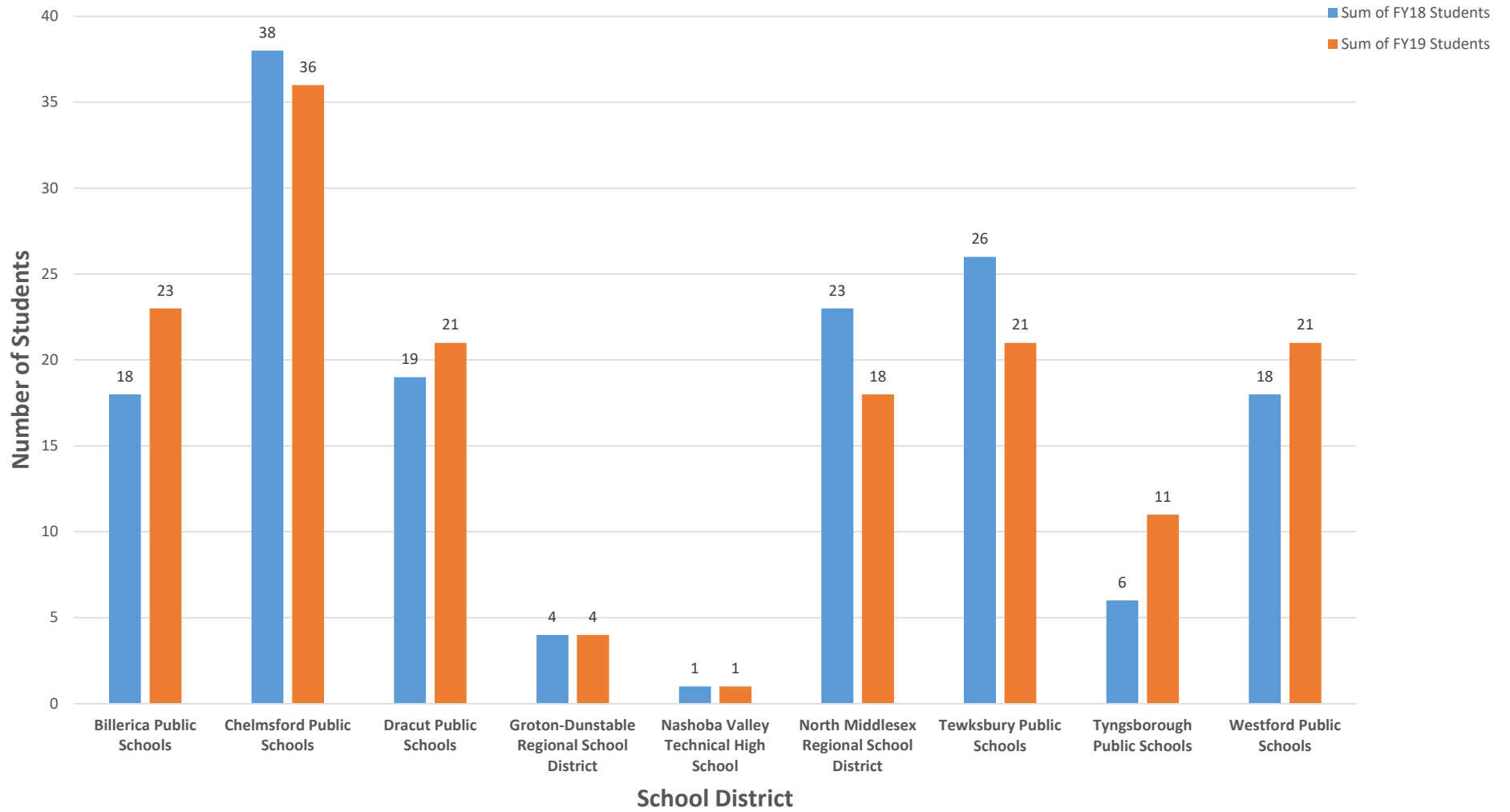
DAY RATE MONTHLY BILLING: K-12

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

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

As of 5.23.19

FY18 & FY19 ENROLLMENT



FY18 & FY19 Enrollment by District: K-12				
FY18			FY19	
MEMBER	# of Students		MEMBER	# of Students
Billerica Public Schools	18		Billerica Public Schools	23
Chelmsford Public Schools	38		Chelmsford Public Schools	36
Dracut Public Schools	19		Dracut Public Schools	21
Groton-Dunstable Regional School District	4		Groton-Dunstable Regional School District	4
Nashoba Valley Technical High School	1		Nashoba Valley Technical High School	1
North Middlesex Regional School District	23		North Middlesex Regional School District	18
Tewksbury Public Schools	26		Tewksbury Public Schools	21
Tyngsborough Public Schools	6		Tyngsborough Public Schools	11
Westford Public Schools	18		Westford Public Schools	21
TOTAL	153		TOTAL	156

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



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

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

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

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

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

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

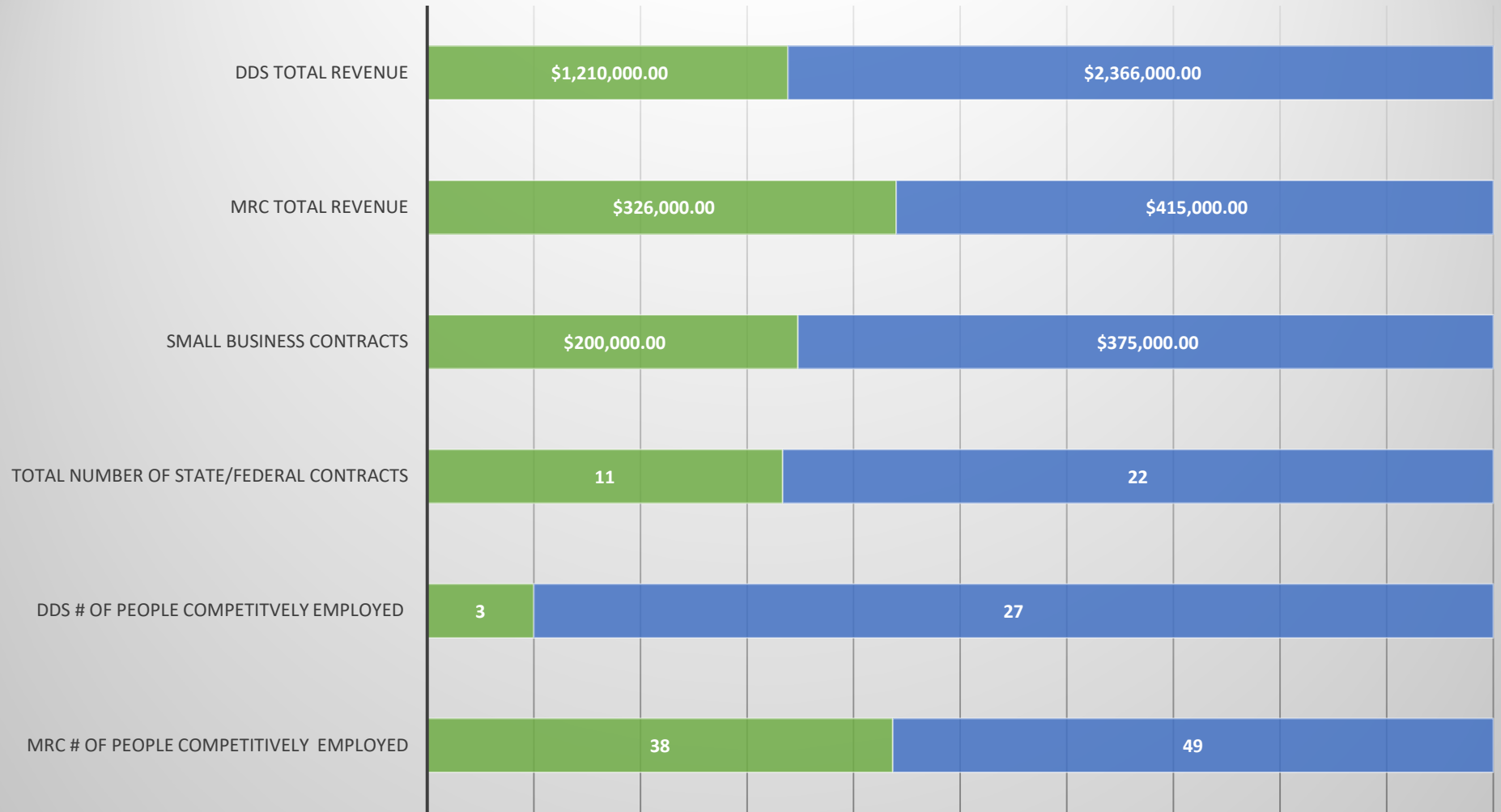
Small Business Revenue (Worksites that contract with Valley for vocational services, Valley's solution to the minimum wage mandate.)	
FY'14 Total	\$ 235,000
FY'15 Total	\$ 210,000
FY'16 Total	\$ 215,694
FY'17 Total	\$ 297,831
FY'18 Total	\$ 339,309
FY'19 Projected	\$ 383,000
FY'20 Projected	\$ 400,000

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

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



Five Year Adult Services Comparision



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

2014 2019

Questions & Answers



Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
Re: FY'19 Annual Report

I am pleased to report that Valley's FY'19 Annual Report met all the Department of Elementary and Secondary Education requirements.

Required Action:

None

Attachments:

FY'19 Annual Report

Approval Letter (January 2, 2020) from Department of Elementary and Secondary Education

Valley Collaborative 2019 Annual Report



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General Information

Name of the collaborative: Valley Collaborative

Contact Information

Address:

25 Linnell Circle
Billerica, MA 01821

Phone:

978-528-7800

Website: www.valleycollaborative.org

Academic and fiscal year: 2018-2019 – FY'19

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 final year of a five-year improvement plan. In keeping with the spirit of continuous improvement, we will continue to send 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 fifth consecutive year, we returned surplus funds to our member districts, as required by the "25% rule". Thanks to sound fiscal management, Valley returned an additional \$500 thousand to our member districts.

The total number of days Valley billed districts for tuition was higher in FY '18 (63,802 days) than in FY'19 (63,310 days). Enrollment trends fluctuate and Valley's enrollment was lower than expected in the first three quarters. However, by year-end enrollment was higher than the previous fiscal year. In other words, 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:

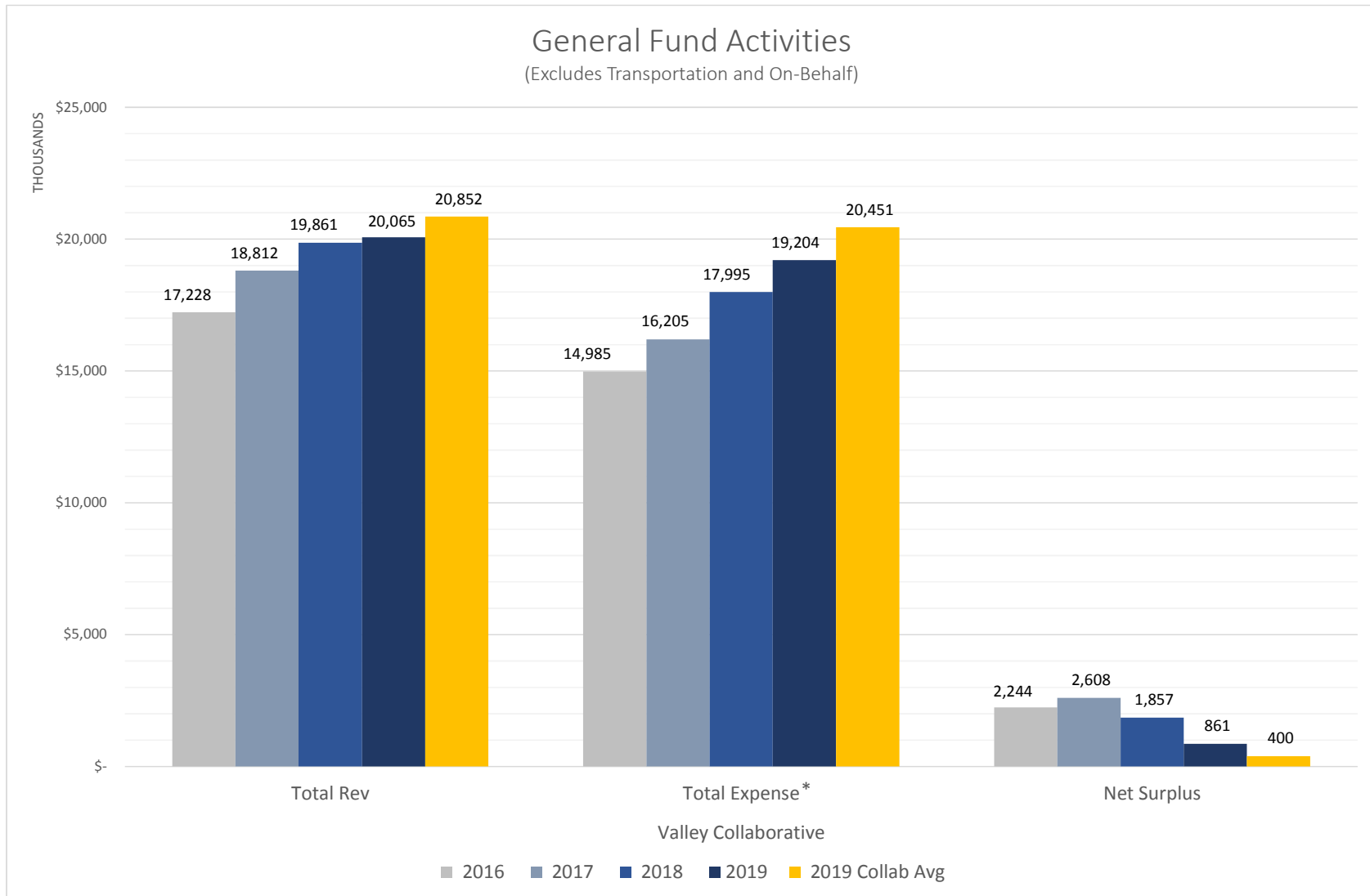
- The financial position of the Collaborative remains very strong. The total liabilities and net assets position at June 30, 2019 was \$16,799,112.
- As you are aware one of the significant challenges of operating Valley's "Special Education School District" is that we have to bill \$20 million to do it. Collections, once upon a time, were hundreds of thousands of dollars in arrears. Today collection of Accounts Receivable remains strong at nearly 100% due to the integrity of the billing system. The Collaborative's cash position remains solid with over \$9.9 million (\$5.9 million unrestricted and \$4.0 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.
- The Collaborative made capital purchases of \$680,774 in FY'19 for Vehicles, Furniture, Technology and Improvements.

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,

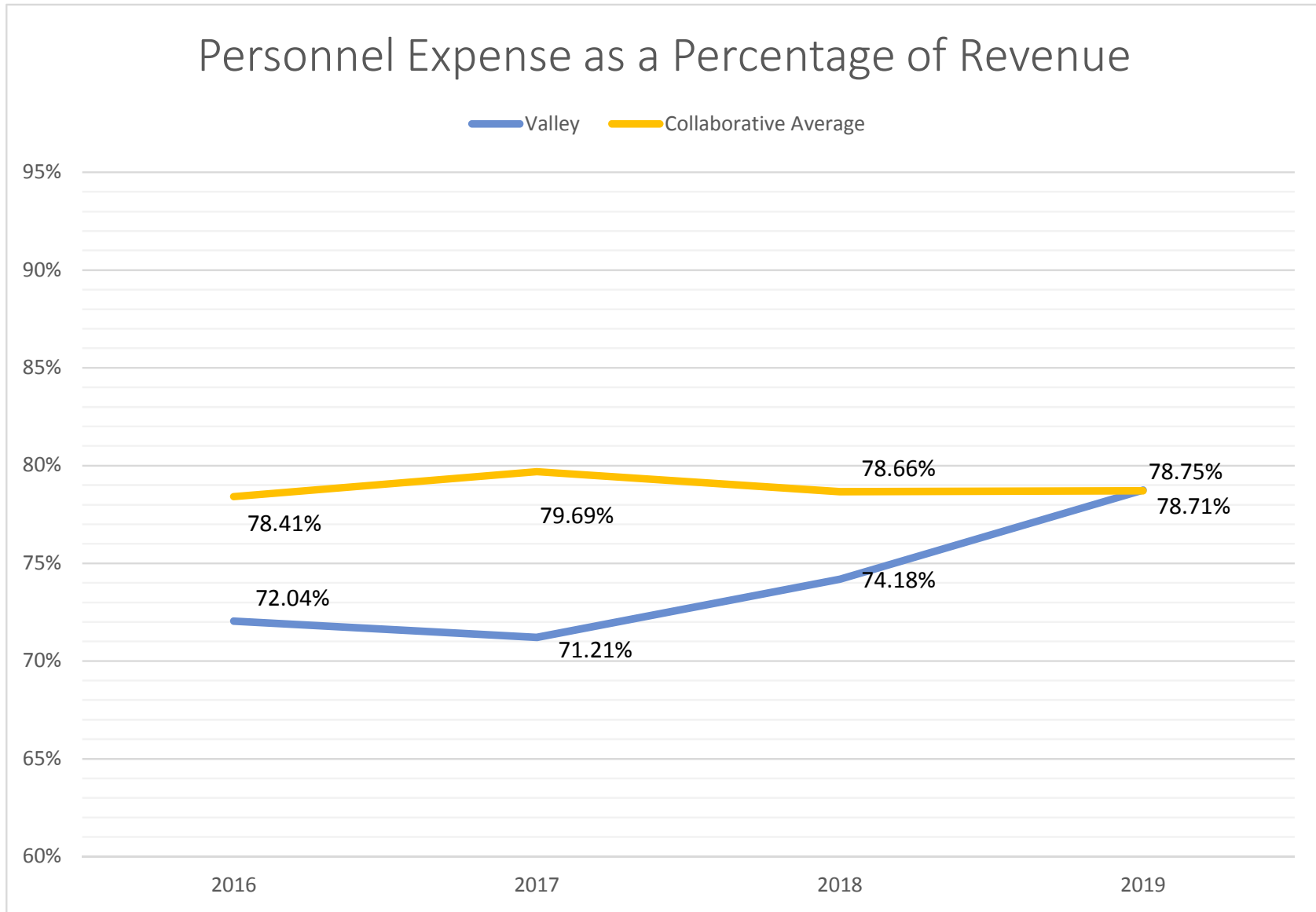
Chris A. Scott
Executive Director
Valley Collaborative

Valley Collaborative
Summary of Financial Activity
For the year ended June 30, 2019

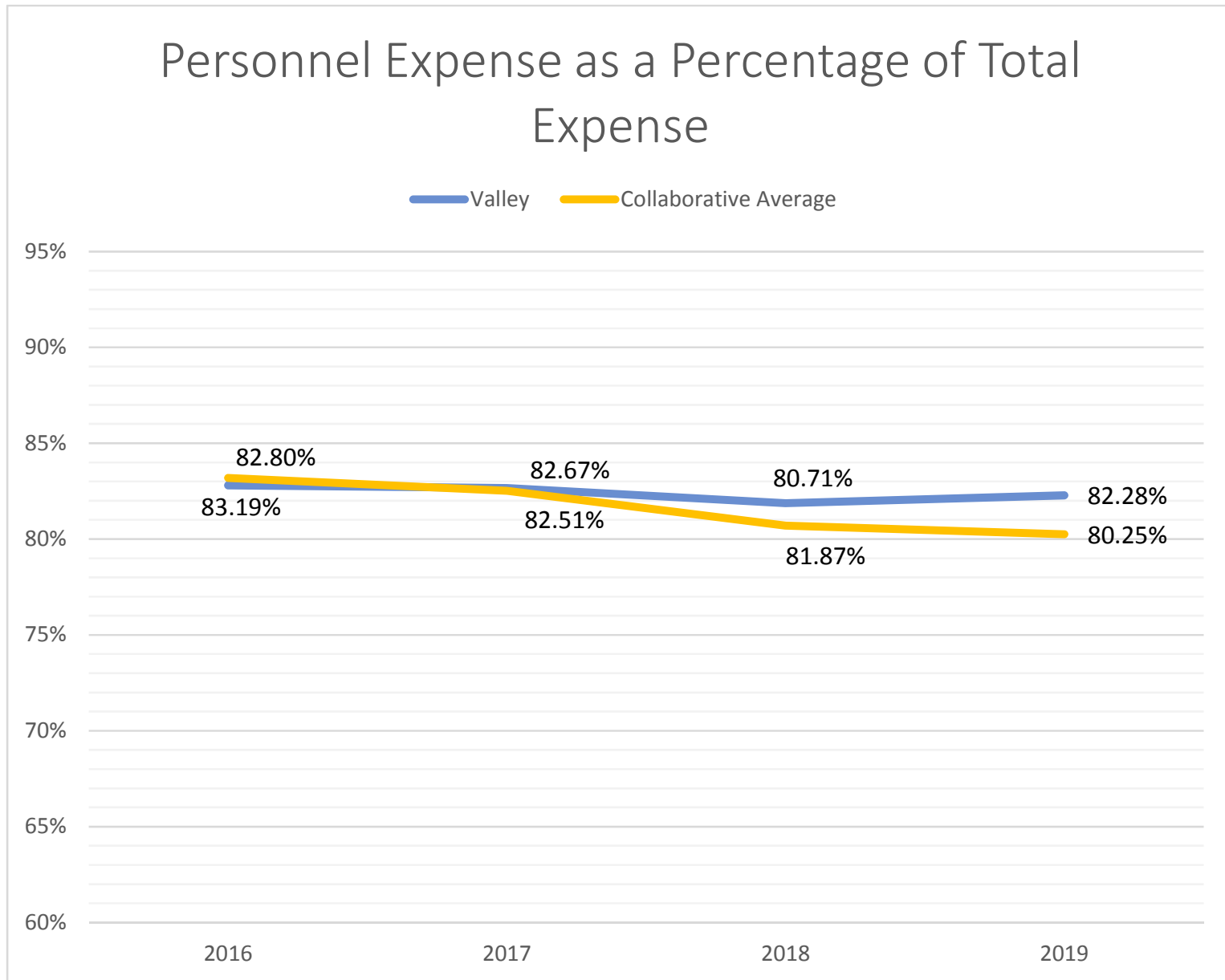


*Total expense includes administrative expense of the Collaborative. The Collaboratives administrative expense for the last four years have been:

2016 - \$1,934,406
 2017 - \$2,001,282
 2018 - \$1,903,951
 2019 - \$1,829,431

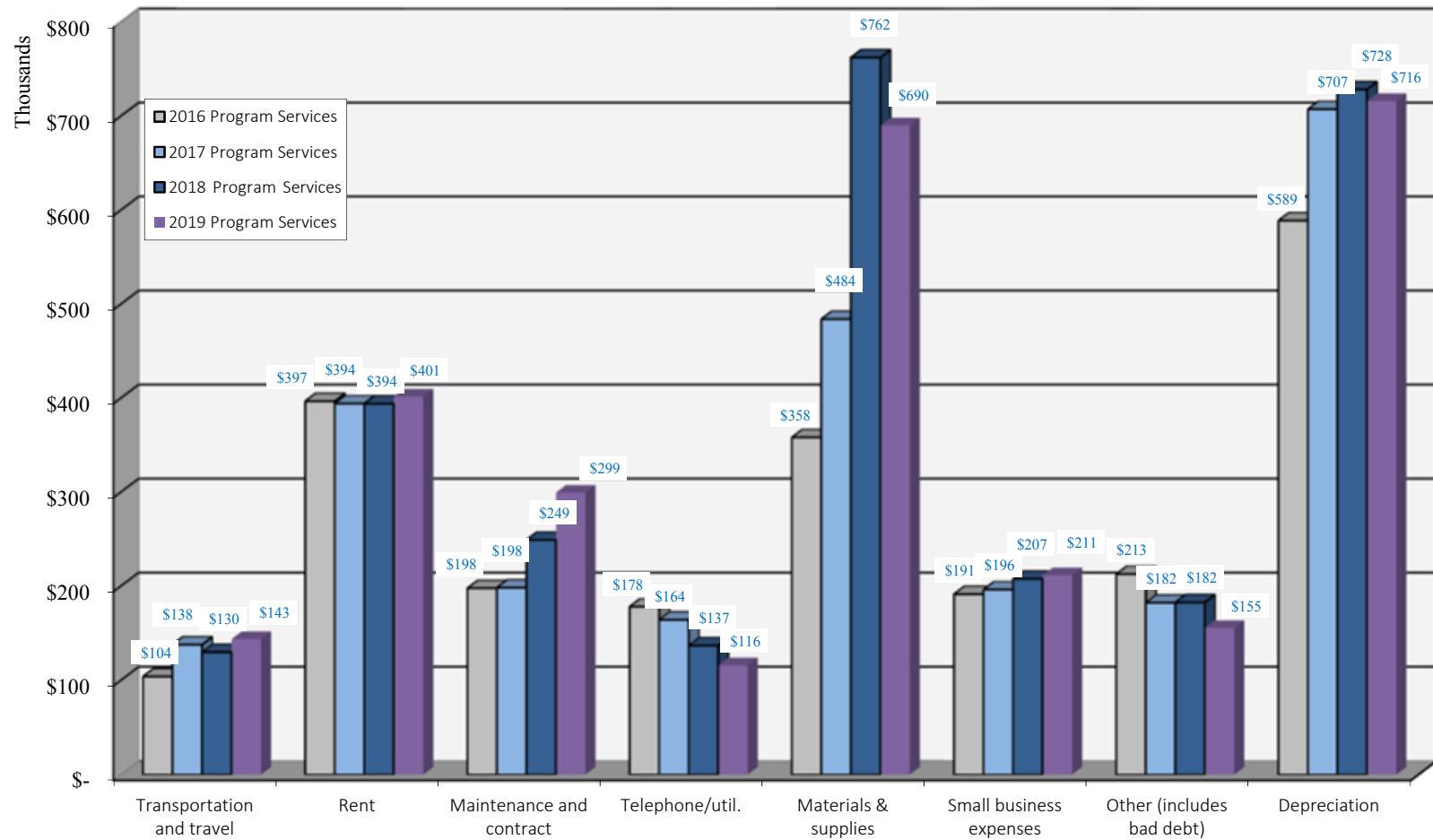


Derived from audited financial statements for discussion purposes only.

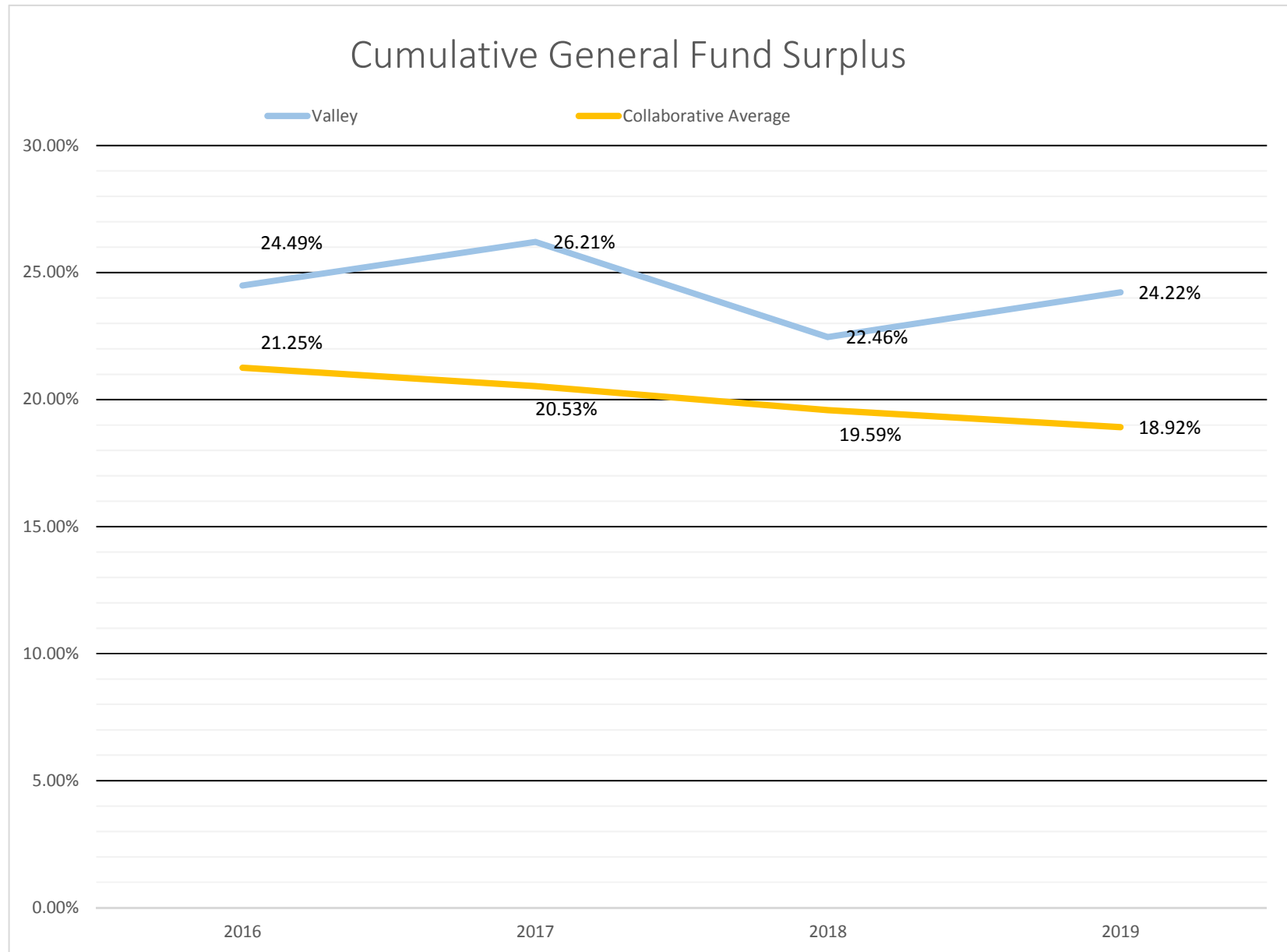


Derived from audited financial statements for discussion purposes only.

Program Expense Comparison (Excludes Payroll)



Derived from audited financial statements for discussion purposes only.



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 and corporations

The Collaborative's annual play this year was "Willy Wonka Junior". 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 43 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, 2019

Assets

Current Assets	
Cash and cash equivalents	\$ 5,439,436
Accounts receivable, net	1,136,006
Prepaid expenses and other assets	25,901
Cash held for municipalities	501,179
Total Current Assets	<u>7,102,522</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,417,038</u>
Total Non-current Assets	<u>7,417,038</u>
Total Assets	<u>14,519,560</u>

Deferred Outflows of Resources

Deferred Outflows of Resources Related to OPEB	<u>2,279,552</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 16,799,112</u>

Liabilities, Deferred Inflows and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 680,714
Credits due to member districts	501,179
Total Current Liabilities	<u>1,181,893</u>
Non-current Liabilities	
Net OPEB liability	<u>2,252,415</u>
Total Non-current Liabilities	<u>2,252,415</u>
Total Liabilities	<u>3,434,308</u>

Deferred Inflows of Resources

Deferred Inflows of Resources Related to OPEB	<u>1,484,142</u>
---	------------------

Net Position

Net Position	
Unrestricted	3,146,249
Restricted - contributions and other	17,375
Restricted - capital reserve fund	1,300,000
Invested in capital assets, net of related debt	7,417,038
Total Net Position	<u>11,880,662</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 16,799,112</u>

Valley Collaborative
Statement of Activities
For the year ended June 30, 2019

Functions/ Programs	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,869,333	\$ -	\$ -	\$ (1,869,333)
Education	16,693,942	17,124,975	2,909,657	3,340,690
Intergovernmental revenue and expense	3,709,658	-	3,709,658	-
Other postemployment benefits	965,329	-	-	(965,329)
Depreciation and amortization	715,782	-	-	(715,782)
Total Governmental Activities	<u>\$ 23,954,044</u>	<u>\$ 17,124,975</u>	<u>\$ 6,619,315</u>	\$ (209,754)
General Revenue and Other:				
Interest				60,945
Other				6,675
Credits to member districts				<u>(500,000)</u>
Total General Revenue and Other				<u>(432,380)</u>
Change in Net Position				(642,134)
Net Position, Beginning of Year				<u>12,522,796</u>
Net Position, End of Year				<u>\$ 11,880,662</u>

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

Annual determination and disclosure of cumulative surplus

Cumulative Surplus Calculation - FY19				Page(s) in financial statements
(A)	Voted Cumulative Surplus as of 6/30/18		\$ 4,042,161	(A) p. 11
(B)	1 Amount of (A) used to support the FY19 Budget	(B)1	\$ -	
	2 Amount of (A) returned to member districts	(B)2	(\$ 500,000)	
	(B)1 + (B)2 = (B)		(\$ 500,000)	(B) p. 8
(C)	Unexpended FY19 General Funds		\$ 1,061,093	(C) p. 11
(D)	Cumulative Surplus as of 6/30/19 (A) - (B) + (C) = (D)		\$ 4,603,254	(D)
(E)	FY19 Total General Fund Expenditures*		\$ 19,004,149	(E) p. 11
(F)	Cumulative Surplus Percentage	(D) ÷ (E)	24%	(F)
	Estimated Amount of Excess Cumulative Surplus as of 6/30/19		-	

*Excludes intergovernmental expense, includes transfers to postemployment benefits trust and capital reserve fund, net of transfers to the general fund from the capital reserve.

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 '19 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
Mr. Brad Morgan, 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

District Staff:

Dr. Chris A. Scott, Executive Director
Mr. Jim George, Accountant
Ms. Joia Mercurio was the Assistant Executive Director of Curriculum and Technology
Ms. Kari Morrin was the Director of Student and Adult Services and Human Resources
Ms. Jessica Scalzi, Lead Nurse

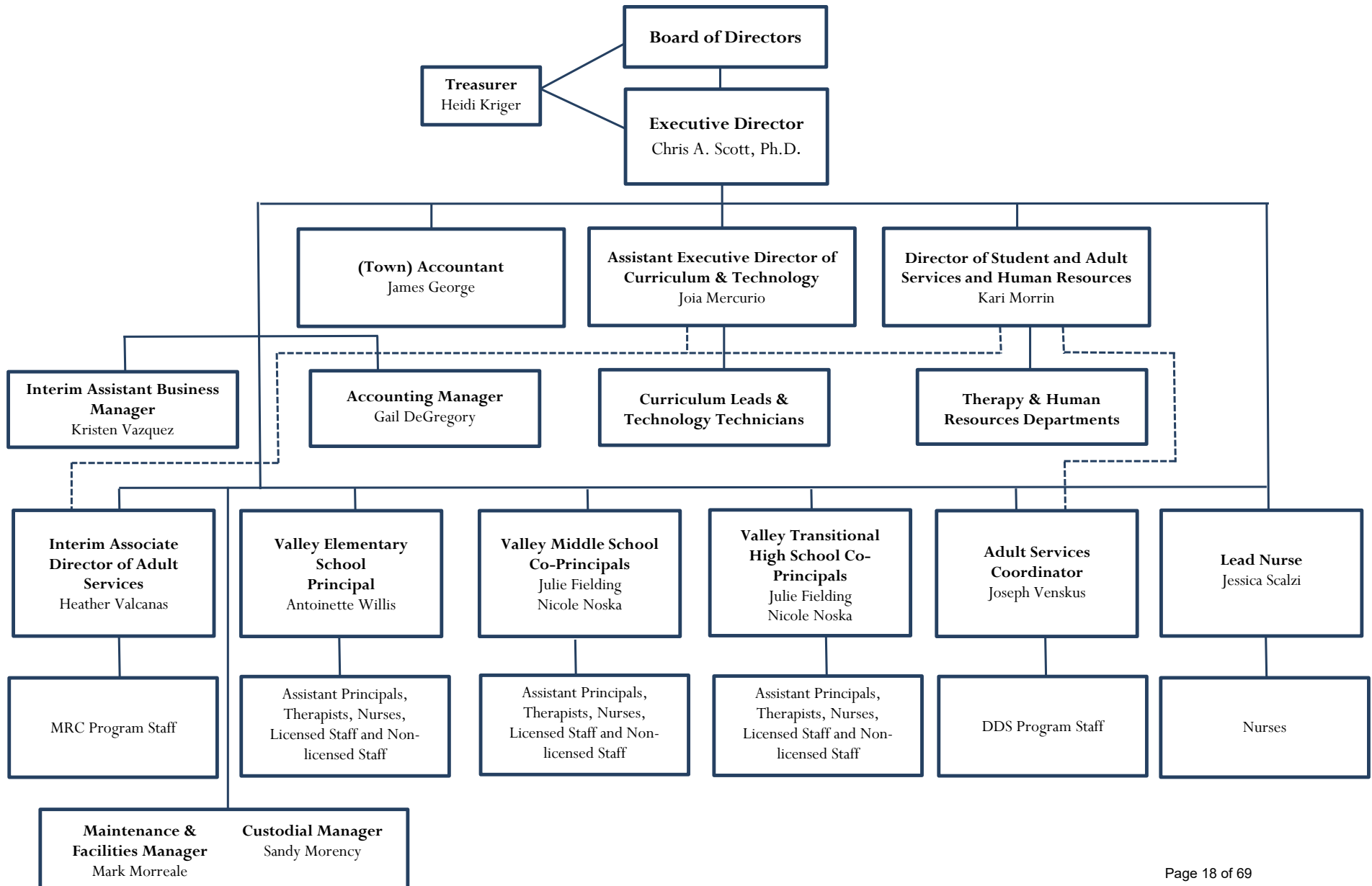
DESE Program Staff:

Ms. Antoinette Willis – Valley Elementary School
Ms. Jennifer Bergeron – Valley Elementary School
Ms. Nicole Noska – Valley Transitional Middle and High School – Transitional Programming
Ms. Julie Fielding – Valley Transitional Middle and High School – Alternative Programming

DDS/MRC Program Staff:

Mr. Joe Venskus – Adult Services Coordinator, Today and Tomorrow Program

Ms. Heather Valcanas, Associate Director of Adult Services



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.

2018-2019 Average Number of Students

Valley Collaborative served 418 student (K-12) during the 2018-2019 school year.

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.

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)
- Reading Specialist
- Transition Specialist
- Augmentative and Alternative Communication Specialist
- Social Work
- ABA Therapist
- Board Certified Behavior Analyst
- Tutoring
- One-on-one Transitional Aide
- One-on-one Behavioral Aide
- One-on-one Nurse
- Restraint Training

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
- Learning Style
- Student Observation
- Transition Assessment (V10)
- V5 and:
 - Adaptive Living · Transition
 - Self –Determination · Social
 - Employability · Person-Centered Planning
- Observational Assessment
- Cognitive/Intelligence Testing

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 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'19 was \$1,223,598 and non-member was \$1,317,172 – total for both member and non-member districts - \$2,540,770. 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.

	*FY20 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)	\$496.69	\$294.00	\$202.69	41%	\$366.50	\$130.19	26%
Elementary School – Emotional Behavioral Program (EBS)	\$427.75	\$216.00	\$211.75	50%	\$271.50	\$156.25	37%
Elementary School – Autism Spectrum Disorder Program (ASD)	\$427.75	\$240.00	\$187.75	44%	\$301.50	\$126.25	30%
Middle School - Emotional Behavioral Program (EBS)	\$406.21	\$216.00	\$190.21	47%	\$271.50	\$134.71	33%
Middle School – – Autism Spectrum Disorder Program (ASD)	\$406.21	\$240.00	\$166.21	41%	\$301.50	\$104.71	26%
School and Vocational Training	\$419.95	\$156.00	\$263.95	63%	\$197.50	\$222.45	53%
School and Life Skills Training	\$430.93	\$179.00	\$251.93	58%	\$232.50	\$198.43	46%
School and Life Skills Training ISN	\$420.11	\$240.00	\$180.11	43%	\$301.50	\$118.61	28%
School to Work Program*		\$179.00		N/A	\$226.50		N/A
High School - Alternative	\$424.92	\$166.00	\$258.92	61%	\$210.50	\$214.42	50%
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.

	*FY20 Boston Higashi School	*FY20 Cotting School, Inc.	*FY20 Franciscan Children's Hospital	*FY20 Landmark Foundation	*FY20 Lighthouse School	*FY20 May Institute	*FY20 Nashoba Learning Group, Inc.	*FY20 New England Center for Children	*FY20 Seven Hills Foundation, Inc.	*FY20 League School of Boston	*FY20 Private Schools Average
Intensive Special Needs (ISN)			\$453.12					\$540.26			\$496.69
Elementary School – Emotional Behavioral Program (EBS)	\$362.84	\$446.90			\$485.10	\$506.66	\$515.00		\$199.63	\$478.15	\$427.75
Elementary School – Pragmatic, Sensory, & Behavior Program	\$362.84	\$446.90			\$485.10	\$506.66	\$515.00		\$199.63	\$478.15	\$427.75
Middle School - Emotional Behavioral Program (EBS)	\$362.84	\$446.90				\$506.66	\$515.00		\$199.63		\$406.21
Middle School - Pragmatic, Sensory, & Behavior Program	\$362.84	\$446.90				\$506.66	\$515.00		\$199.63		\$406.21
School and Vocational Training		\$446.90	\$453.12		\$485.10		\$515.00		\$199.63		\$419.95
School and Life Skills Training	\$362.84	\$446.90	\$453.12		\$485.10	\$506.66	\$515.00		\$199.63	\$478.15	\$430.93
School and Life Skills Training ISN	\$362.84	\$446.90	\$453.12		\$485.10		\$515.00		\$199.63	\$478.15	\$420.11
School to Work Program*											
High School - Alternative				\$311.51	\$485.10					\$478.15	\$424.92
High School - Alternative Vocational*											

Valley Collaborative
Statement of Net Position
June 30, 2019

Assets

Current Assets	
Cash and cash equivalents	\$ 5,439,436
Accounts receivable, net	1,136,006
Prepaid expenses and other assets	25,901
Cash held for municipalities	501,179
Total Current Assets	<u>7,102,522</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,417,038</u>
Total Non-current Assets	<u>7,417,038</u>
Total Assets	<u>14,519,560</u>

Deferred Outflows of Resources

Deferred Outflows of Resources Related to OPEB	<u>2,279,552</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 16,799,112</u>

Liabilities, Deferred Inflows and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 680,714
Credits due to member districts	501,179
Total Current Liabilities	<u>1,181,893</u>
Non-current Liabilities	
Net OPEB liability	<u>2,252,415</u>
Total Non-current Liabilities	<u>2,252,415</u>
Total Liabilities	<u>3,434,308</u>

Deferred Inflows of Resources

Deferred Inflows of Resources Related to OPEB	<u>1,484,142</u>
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Net Position

Net Position	
Unrestricted	3,146,249
Restricted - contributions and other	17,375
Restricted - capital reserve fund	1,300,000
Invested in capital assets, net of related debt	7,417,038
Total Net Position	<u>11,880,662</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 16,799,112</u>

Valley Collaborative
Statement of Activities
For the year ended June 30, 2019

Functions/ Programs	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,869,333	\$ -	\$ -	\$ (1,869,333)
Education	16,693,942	17,124,975	2,909,657	3,340,690
Intergovernmental revenue and expense	3,709,658	-	3,709,658	-
Other postemployment benefits	965,329	-	-	(965,329)
Depreciation and amortization	715,782	-	-	(715,782)
Total Governmental Activities	<u>\$ 23,954,044</u>	<u>\$ 17,124,975</u>	<u>\$ 6,619,315</u>	<u>\$ (209,754)</u>
General Revenue and Other:				
Interest				60,945
Other				6,675
Credits to member districts				<u>(500,000)</u>
Total General Revenue and Other				<u>(432,380)</u>
Change in Net Position				(642,134)
Net Position, Beginning of Year				<u>12,522,796</u>
Net Position, End of Year				<u>\$ 11,880,662</u>

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

Annual determination and disclosure of cumulative surplus

Cumulative Surplus Calculation - FY19				Page(s) in financial statements
(A)	Voted Cumulative Surplus as of 6/30/18		\$ 4,042,161	(A) p. 11
(B)	1 Amount of (A) used to support the FY19 Budget	(B)1	\$ -	
	2 Amount of (A) returned to member districts	(B)2	(\$ 500,000)	
	(B)1 + (B)2 = (B)		(\$ 500,000)	(B) p. 8
(C)	Unexpended FY19 General Funds		\$ 1,061,093	(C) p. 11
(D)	Cumulative Surplus as of 6/30/19 (A) - (B) + (C) = (D)		\$ 4,603,254	(D)
(E)	FY19 Total General Fund Expenditures*		\$ 19,004,149	(E) p. 11
(F)	Cumulative Surplus Percentage	(D) ÷ (E)	24%	(F)
	Estimated Amount of Excess Cumulative Surplus as of 6/30/19		-	

*Excludes intergovernmental expense, includes transfers to postemployment benefits trust and capital reserve fund, net of transfers to the general fund from the capital reserve.

Valley Collaborative's District Improvement Plan

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

2015-2020

Plan Overview

Valley Collaborative's Articles of Agreement ARTICLE II Mission, Objectives, Focus, and Purpose	
<p>The mission of the Collaborative is to conduct educational programs and/or services for member districts in a cost-effective manner and to increase educational opportunities and to improve educational outcomes for its students. The purpose of the Collaborative is to provide high quality intensive educational, therapeutic and transitional programs and related services to individuals with disabilities referred by member districts, non-member districts and social service agencies, including both children and adults, and to provide professional development to educators. The focus of the Collaborative is the provision of special education, transitional, occupational, and therapeutic programs and services in the least restrictive environment and comprehensive professional development within the local communities of the member districts. The overall objectives of the Collaborative include improving the academic achievement and/or occupational skills of students and individuals with disabilities in the least restrictive environment through high quality programs and services; offering a variety of high quality professional development opportunities to general and special education teachers and related service providers; and offering its programs and services in a cost-effective manner.</p>	
<i>Mission</i>	
To work collaboratively to create a structured learning environment that empowers individuals to lifelong learning and to navigate confidently and with optimal independence in their community.	
<i>Vision</i>	
Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers students and adults to discover their individual strengths, interests, and abilities. In doing so, students become responsible contributing members of society.	
<i>Theory of Action</i>	
<p><i>If we...</i></p> <ul style="list-style-type: none"> ● Identify students' immediate and long-term individualized goals, strengths, and needs and provide support to meet them, and... ● Build the capacity of, and invest in, our staff, and... ● Invest in community building across the Collaborative, with all stakeholder groups, <p><i>Then we will...</i></p> <ul style="list-style-type: none"> ● Increase student independence and prepare students for successful post-secondary placement and adult living ● Increase staff professional capacity and the retention of certified staff ● Improve the engagement of all stakeholders in the Collaborative community 	
<p>Status Key</p> <p>Completed: Benchmark action taken, no further action is required.</p> <p>Met: Demonstrated proficiency of criteria or standard.</p> <p>Ongoing: Benchmark action taken and will be monitored periodically as indicated.</p> <p>In Progress: Benchmark is in the process of being worked on.</p>	

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Monitoring Progress:

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

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Utilizing a transition assessment tool to collect yearly data.	Karen Rowe, Transition Specialist	2019-2020 School Year	Completed
Teachers and Job Coaches will utilize the functional domain Google doc to plan community-based experiences.	Karen Rowe, Transition Specialist Principals Heather Valcanas, Assoc. Director of Adult Services	2019-2020 School Year	In Progress

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Each school will identify their current programming and the required enhancements needed to ensure students receive the supports required to develop the skills to self-actualize based on Maslow's Hierarchy of Needs Pyramid. Update: Site 3 administering self-determination assessments to all students as part of transition assessment.	Karen Rowe, Transition Specialist Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	October 2019	In Progress
Create a Google doc that captures current programming and activities relevant to skills that help students and adults lead to self-actualization.	Karen Rowe, Transition Specialist Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal Joe Venskus, Adult Services Mgr.	October 2019	In Progress
Identify gaps in programming based on specific needs	Karen Rowe, Transition Specialist Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal Joe Venskus, Adult Services Mgr.	Spring 2020	Ongoing
Reconvene as a DIP Team to discuss next steps	Karen Rowe, Transition Specialist Brian Mihalek, Asst. Principal Leadership Team	Spring 2020	Ongoing

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
75% of Students' who have a Valley IEP will meet their IEP goals Update: 62% of students and adults have met their goals	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal IEP Teams	June 2020	- In Progress

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1f	Person Responsible	Date	Status
Weekly progress notes are completed for adults and information is compiled to make quarterly progress reports. A new ISP Goal Form for the Today and Tomorrow Program has been created. Additionally, Valley is working with a Google consultant to create a Google Sheet to capture the "met" and "not met" student data systematically. Status update: Staff from the adult services program held 3 meetings with a consultant in order to strengthen current practices for writing goals and objectives as well as to revise current goals and objectives.	Heather Valcanas, Assoc. Director of Adult Services Joe Venskus, Adult Services Mgr.	2017- 2020 School Years	Ongoing

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

Process Benchmark for Initiative 1g	Person Responsible	Date	Status
Surveys have been developed, implemented, and completed by students/adults and families during the Spring of 2016 to collect baseline data on "Sense of Belonging": independence, peer relationships, school culture, and impressions of staff. These surveys, including staff surveys, will be re-administered to work towards continuous improvement.	Brian Mihalek, Asst. Principal	Spring 2016 and ongoing yearly	Ongoing

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 1g	Person Responsible	Date	Status
By the end of the 2018/2019 survey cycle, the Sense of Belonging committee will analyze survey data derived from the "Sense of Belonging" student survey to identify 1 recommendation in order to receive a minimum of 80% of a combined 'yes' and 'sometimes' (approval) rating for each independence question by the end of the 2019/2020 school year. Status update: Independence question comparison analysis has been completed between the 2015-2016 and 2018-2019 school years.	Brian Mihalek, Asst. Principal & The Sense of Belonging Committee	Fall 2019	Ongoing

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1h	Person Responsible	Date	Status
<p>A database was implemented by Valley Transitional High School's guidance counselor to track this information by student name, district, and post-secondary plan: college, trade school, work, military, other, as well as adult service agencies involved. With such a diverse student population, our graduating seniors are transitioning out into a number of different opportunities.</p> <p>2015- 2016 On site one, we have 11 students going straight into the workforce, three students continuing their education in a trade school, and four students who plan on attending college in the fall. More than half of the graduating class from site one will be working with some form of state agency, from DMH to MRC, after graduation. On site two, nine of our graduating students have enrolled in college for the fall with the other two students choosing to go directly into the work force. On site three, all but one of the graduating students will be receiving state services such as DDS with 11 of them attending an adult services program, three students enrolling in college, two students going straight to work, and one student enrolling in a trade school.</p> <p>2016-2017 Site 1 has 16 students graduating, all with their own specific plan. Four of these students plan to attend post-secondary institutions ranging from community college to four year universities to trade schools to hone a specific skill. Two of the students will be utilizing adult services through Valley or MRC. Nine of the students plan to go right into the work force, with four of them already securing employment. One graduating senior plans to travel for a year before committing to any sort of future education. Site 2 has 18 graduating seniors. 12 of these students will be attending post-secondary education also ranging from University, community college, and trade school. Three students will be utilizing adult services either continued through Valley or through MRC. Three students plan on going straight into the work force with two of those students already securing employment.</p> <p>2017-2018 Site 1 has eight students graduating. Two of these students will be attending Middlesex Community College in the Fall (graphic design and undeclared). One of the graduates plans to attend Universal Technical Institute to work</p>	<p>Matt Gentile, Guidance Counselor</p> <p>Matt Gentile, Guidance Counselor</p> <p>Matt Gentile, Guidance Counselor</p>	<p>2016</p> <p>2017</p> <p>2018</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<p>toward a certification in automotive technology. Another student will be attending JobCorps to earn a certificate in masonry. Two graduates will be moving out of state and plan to work full time. One senior will be joining the NAVY and is in the final portion of his testing. The remaining student will be receiving services through MASS REHAB to help with employment skills and placement.</p> <p>Site 2 has 12 students graduating. Three of these students will attend Middlesex Community College in the fall (computer science and undeclared). Two students will be attending Northern Essex Community College (biology and EMT – Basic). One student will attending Lesley University and another student will be attending Fisher college in the fall. One student will be enrolling in JobCorps. One student is moving out of state and plans to work full time. Two students will be staying with Valley and enrolling in the School to Work Program. One student plans to take some time off from education and will be receiving services through MASS REHAB to help with employment skills and placement.</p> <p>Site 3 – One student will be attending the Transitions Program at Middlesex Community College. One student will be attending JobCorps.</p>			
<p>2018-2019</p> <p>Site 1-There are 10 students from Site 1 graduating this year. Three students plan to attend Middlesex Community College in the fall. Five students plan on attending trade school (UTI, Massachusetts School-Barbering, North Bennet Street School, and University of Northwestern Ohio). One student is attending Manchester Community College and the remaining student has accepted a full time position as a landscaper.</p> <p>Site 2 has 13 students graduating this year. Six students plan on attending Community College (5 attending Middlesex Community College and 1 attending Manchester Community College). Four students have been accepted at four-year colleges. One student plans on entering the Navy. One student plans on attending beauty school. One student will be deferring their diploma in order to attend a high school post-graduate program.</p> <p>Site 3- 21 students are leaving school services. One will be going to job corps and the others are transitioning to adult programs. They are accessing services through DDS and/or MRC. Two students are transitioning to the Valley Collaborative adult program. Other students will be accessing programs in their home communities.</p>	Todd Fletcher, Guidance Counselor	2019	Ongoing

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

Initiative:

- 2a.) Develop content specific PD in Technology

Monitoring Progress:

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

Measuring Impact

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

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

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 2b	Person Responsible	Date	Status
Schedule of Leadership Coffee Hours - to date, Valley has hosted two meetings	Chris Scott, Executive Director Karen Blackburn, Admin. Assistant	Fall 2016	Completed

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

Initiative:

2c.) Provide PD Choice: Half Days

Monitoring Progress:

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

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 2c	Person Responsible	Date	Status
60% return rate of needs assessment and half day model survey	PD Focus Group	Winter 2016	Met
Provide PD Schedule of Offerings	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Winter 2017	Completed

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

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

Monitoring Progress:

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2f	Person Responsible	Date	Status
Joint planning with districts: Northeast Professional Educators Network (NPEN)	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016	Ongoing

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 2f	Person Responsible	Date	Status
Comparison of number of Valley presenters from FY to FY	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016 Fall 2017 Fall 2018 Fall 2019	Ongoing
Scheduled list of NPEN Steering committee meetings	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016 Fall 2017 Fall 2018 Fall 2019	Ongoing

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>a. Develop meeting schedule</p>	Brian Mihalek, Asst. Principal	December 2015	Completed
<p>2. Committee meeting to discuss:</p> <p>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>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>a. Rough draft of student survey</p> <p>b. Rough draft of parent survey</p> <p>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>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>a. "Sense of Belonging" definition</p> <p>b. Discuss committee feedback on student and parent survey</p> <p>c. Discuss modifications to different surveys for different populations</p> <p>d. Discuss Google Doc survey as main method for student survey</p>	Task Committee	February 2016	Completed

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

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

25. Implementation of Adult Survey a. April 2016 (baseline) b. April 2017 c. April 2018 d. Fall 2019	Task Committee	September 2017	A. Complete B. Complete C. Complete D. In Progress
26. Implementation of Parent Survey a. April 2016 (baseline) b. April 2017 c. Fall 2018 d. Spring 2019	Task Committee	September 2017	A. Complete B. Complete C. Complete D. Complete
27. Implementation of Staff Survey a. April 2016 (baseline) b. April 2017 c. Fall 2018 d. Fall 2019	Task Committee	September 2017	A. Complete B. Complete C. Complete D. In progress
28. Analyze Data and make Recommendations a. Analyze 2015-2016 Data and make Recommendations b. Analyze 2016-2017 Data and make Recommendations c. Analyze 2017-2018 Data and make Recommendations d. Analyze 2018-2019 Data and make Recommendations	Chris Scott, Executive Director Brian Mihalek, Asst. Principal	June 2016/2017	A. Complete B. Complete C. Complete D. In progress

29. Report Data to stake holders and Executive Board a. Report 2015-2016 Data to stake holders and Executive Board b. Report 2016-2017 Data to stake holders and Executive Board c. Report 2017-2018 Data to stake holders and Executive Board d. Report 2018-2019 Data to stake holders and Executive Board	Chris Scott, Executive Director Brian Mihalek, Asst. Principal	June 2016 June 2017 June 2018 June 2019	A. Completed B. Completed C. Completed D. In progress
Report baseline data to stake holders and Executive Board	Chris Scott, Executive Director Brian Mihalek, Asst. Principal	June 2016	Completed

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
The Elementary, Middle and 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 Middle School/High School presented on 05.01.19	Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Pam Walker, Asst. Principal Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Jennifer Bergeron, Asst. Principal Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Jennifer Bergeron, Asst. Principal	Fall 2016 Spring 2017 Spring 2018 Spring 2019	Completed '16 Completed '17 Completed '18 Completed '19
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding "Accessing Resources in the	Pat Evans, Adult Program	Spring 2017	Ongoing
Develop Employee of the Month recognition initiative	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	On going	Ongoing
Continue to include all member districts sped directors as well as other stakeholder representatives to the District Improvement Planning process	Chris Scott, Executive Director	Fall 2016	Ongoing

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
<p>In response to the Sense of Belonging survey data, the Sense of Belonging Committee has collaborated with the PAC in order to identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners</p> <ol style="list-style-type: none"> 1. Facilitators at Valley Elementary School and Valley Middle School/Transitional High School have held staff luncheons in addition to meetings on the following topics: transition planning, internet safety, and parents' rights. Artifacts including agendas and sign-in sheets for these meetings have been collected. 2. PAC Facilitators at Valley Transitional Middle/High School held staff luncheons in addition to meetings and a Family Workshop Event on the following topics: transition planning, financial planning, special ed. law and parents' rights. Artifacts including agendas and sign-in sheets for these meetings have been collected. (May 1st, 2019) Status update: May 1, 2019 Middle School/High School Parent Advisory Council held their annual Family Workshop. The series of presentations covered topics in the areas of guardianship, navigating the cyber world, and transition. 	Brian Mihalek, Asst. Principal	2015-2020 School Years	Ongoing

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

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
1. Sense of Belonging survey will have an 80% completion rate for students. Status update: 2018-2019 school year survey results had a completion rate of 81%.	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	April '16 April '17 Fall '18	Met
2. Sense of Belonging survey will increase the completion rate for Families. Status update: 17% of families completed the 2018-2019 survey.	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	April '16 April '17 Fall '18 Spring '20	In Progress
3. Sense of Belonging survey will have a 50% completion rate \ for Adults.	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	April '16 April '17 Fall '18	Met
4. Report Sense of Belonging baseline data to the Board of Directors	Chris Scott, Executive Director	June '16 June '19	Completed
5. A 10% increase in participation at PAC facilitated events Status update: The PAC council had 18 participants in this years 2018/2019 school year family workshop event. This was an increase of 5 participants from last years attendance.	PAC facilitators	Fall '17 May '19	Met

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

Resources
Google Survey
IT Consultation

Action Plan**Strategic Objective:**

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

Initiative:

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

Monitoring Progress:

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

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Research technology based apps (i.e. Class Dojo) for parent communication from school to home Status: Researched above apps. The Elementary School is currently using Class Dojo. MS/HS has looked into Parent Link with Aspen	Annie Willis, Principal Nicole Noska, Principal Julie Fielding, Principal	Fall 2018	Met
Identify appropriateness of technology based apps per site/school for parent communication from school to home (Aspen, Class Dojo.)	Annie Willis, Principal Nicole Noska, Principal Julie Fielding, Principal	2018-2019 School Year	Met
Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance Status: Will be moving forward with Aspen.	Annie Willis, Principal Nicole Noska, Principal Julie Fielding, Principal	August 2018	Ongoing
Utilize Google for student email communications	Joia Mercurio, Asst. Executive Director	2018-2019 School Year	Ongoing

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Establish timeline for full implementation of Aspen Update: Aspen has been fully implemented. Valley is utilizing Aspen for attendance, billing with districts, state reporting, report cards, assignment grades, and suspension notices.	Joia Mercurio, Asst. Executive Director of Curriculum and Technology Heather Valcanas, Assoc. Director of Adult Services	2019-2020 School Year	In Progress



Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 16, 2020
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:

Jennifer Bergeron, Co-Principal, Valley Elementary School
Heather Mackay, Co-Principal, Valley Elementary School
Julie Fielding, Principal, Valley Alternative Programming, Middle School & High School
Nicole Noska, Principal, Valley Transitional Programming, Middle School & High School
Kate Poulin, Assistant Director, Valley Adult Services Program

Required Action:

None

Attachments:

None

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Communications

The following communications are attached for your review:

State Agencies

- DESE Approval Letter (January 2, 2020) Re: Valley Collaborative's FY'19 Annual Report

School Monthly Updates

- Elementary School Updates
- Alternative Programming Middle School and Transitional High School Updates
- Transitional Programming Middle School and Transitional High School Updates
- Adult Services Program Updates
- Director of Adult Services Receives Scholarship

Community Relations

- Commissioner Ryder – Keynote Speaker for Valley's Opening Day 2020-2021
- Member of MOEC Law Steering Committee
- Member of MOEC School Based Medicaid Panel
- Valley's Winter 2020 Newsletter

Attachments:

DESE Approval Letter (January 2, 2020) Re: Valley Collaborative's FY'19 Annual Report
School Monthly Updates
Director of Adult Services Receives Scholarship
Valley's Winter 2020 Newsletter



Central Administration Office

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MEMORANDUM

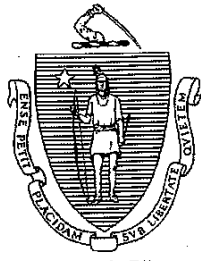
To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Communications – State Agencies

The following communications are attached for your review:

- DESE Approval Letter (January 2, 2020) Re: Valley Collaborative's FY'19 Annual Report

Attachments:

DESE Approval Letter (January 2, 2020) Re: Valley Collaborative's FY'19 Annual Report



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

January 2, 2020

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

Re: The Valley Collaborative FY19 Annual Report

Dear Dr. Scott:

Thank you for the timely submission of the Valley Collaborative (Valley) FY19 Annual Report. We have reviewed your submission to determine its compliance with the reporting requirements of M.G.L. c. 40, § 4E and CMR 603 CMR 50.00, and we ask that you share this communication with your board of directors at their next meeting. If additional documentation is required, it is noted at the end of this letter.

Information on the programs and services provided by the collaborative.

Your response meets the requirement.

Discussion of the cost-effectiveness of all programs and services.

Your response meets the requirement.

Progress made toward achieving the objectives and purposes set forth in the collaborative agreement.

Your response meets the requirement.

Evidence of approval of the Annual Report by the collaborative board of directors.

Your response meets the requirement.

The Annual Report is co-located on the Valley website with the Annual Independent Audit Report.

Your collaborative has met this requirement.

Should you have questions about this letter, please email collaboratives@doe.mass.edu.

Sincerely,

A handwritten signature in cursive script, reading "Paulajo Gaines".

Paulajo Gaines, Collaborative Coordinator

c: Valley Collaborative File



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Communications – School Monthly Updates

The following Monthly Updates are attached for your review:

- Elementary School Updates
- Alternative Programming Middle School and Transitional High School Updates
- Transitional Programming Middle School and Transitional High School Updates
- Adult Services Program Updates
- Director of Adult Services Receives Scholarship

Required Action:

None

Attachments:

Elementary School Updates
Alternative Programming Middle School and Transitional High School Updates
Transitional Programming Middle School and Transitional High School Updates
Adult Services Program Updates
Memo – Director of Adult Services Receives Scholarship

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Monthly Update from
Jennifer Bergeron, Co-Principal Elementary School
Heather Mackay, Co-Principal Elementary School

The start of the new year has been a busy time at the Elementary school.

Prior to break, we held our annual Grinch Day on December 19th. Students decorated cookies, made ornaments, had a pajama day and enjoyed a school wide movie together in the gym. The prior week, students from our social pragmatic program attended a chorus event for the Dementia Unit at Carlton-Willard Village in Bedford Ma. The residents and students had a wonderful time connecting and enjoying the music.

The teachers have participated in a number of field trips this past month that have included Life Skills community trips. All students successfully participated in the giving and receiving project that was introduced in November. Gifts were purchased and given to classmates according to interest with attention to personal detail. It was a joy for the staff and students to finally reveal the gifts to each other.

Jennifer Glow, one of our school counselors, helped 28 elementary families this year with the Giving Tree. Families were identified as needing extra support for the holiday season and Jen worked diligently on meeting their needs. Ornaments were made labeling the item and staff and families picked an ornament and then donated the gift. The gifts were wrapped and presented to the families prior to break. We are grateful to Jen and our staff for making Christmas a special time for these families.

We are continuing to tour new students from a number of districts that include Clinton, Lowell, Lexington and Amherst NH. IEP and team meetings are ongoing and the elementary is looking to start two new students by the end of January bringing our enrollment to 79.

Looking forward we are preparing for our professional development day on the 4th of February. We will be focusing on curriculum implementation and classroom management strategies.

Thank you for the continued support.

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Monthly Update from
Julie Fielding, Principal Alternative Programming
Valley Middle School and Valley Transitional High School

Happy New Year! January is off to a good start for the Alternative Programs. We have had many tours and shadow days. We've started/are starting a few new students this month.

The high school programs have many exciting activities planned: bowling, pottery, disc golf, hiking, frog pond, imax theater, snow tubing, the zoo, Commonwealth Museum, laser tag, escape room, Harvard Natural History Museum, cooking, and college and job tours.

The middle school programs will be going indoor rock climbing, pottery, indoor gym games, bowling, trampoline park and cooking.

The Outdoor Ed Club continues to hike through New England. They will be doing a late day hike at Mount Graylock.

We took five students to take the Accuplacer at Middlesex Community College and two of those students did exceptionally well.

The basketball teams have started up again - students are excited to be playing again.

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Monthly Update from
Nicole Noska, Principal Transitional Programming
Valley Middle School and Valley Transitional High School

We are back in full swing after having almost two weeks off for the holiday break. Students have been accessing some really fun and engaging field trips since returning. Experiential physical education trips have included a tree hunt at Heart Pond, nature walks in Chelmsford and the light show at Jordan's. Over the next few weeks students will be participating in a ropes climbing course, bowling at Wamesit Lanes, swimming, adaptive ice skating, and a joint middle/high school trip to Roller Kingdom. The skills that the students develop and practice out in the community is so critical to their overall progress toward the larger goal of independence for adulthood.

In regards to the reading initiative that has now integrated into some of our high school classrooms, things are going well so far as we head into mid-January. We are into our second benchmark testing, so teachers are giving out Fountas & Pinnell and Reading Inventory tests to all middle school students and identified high school students. Construction for a functional library space took place over the holiday break. A wall has been put up in the middle school cafeteria, which has split the large, awkwardly designed room into two separate functional spaces for learning. The construction has allowed the unusable space that was toward the back of the cafeteria to be utilized as the school's library. Nick LeClair and I will be working to organize the space into a place students can access to further promote the importance of literacy.

The Transition Services Department is in the process of purchasing the Transition and Financial Literacy curriculum from ONEder Academy. The curriculum is geared toward students in grades seven through post-grad with a focus on self-determination and soft skills. The curriculum offers a scope and sequence of activities which will be differentiated in order to meet the diverse needs of our students. Our vocational team has been working to meet each student's individual needs and goals by obtaining two new job sites. One student interviewed, and will begin working in the mailroom at the Newton Wellesley Hospital one day a week. We have partnered with the Merrimack Valley Jewish Federation in Andover where students will have the opportunity to do clerical assembly work.

With the deadline to sign up still several weeks out, we currently have 16 students committed to this year's spring trip to Nova Scotia. That is already three more than the total of 13 students who participated in last year's trip. Thank you, Dr. Scott, for your help in coordinating this trip with Lia, Joe, and our travel agency.

We look forward to starting two new member district students on the Tuesday following MLK Jr. Day.

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Monthly Update from
Kate Poulin – Assistant Director of Adult Services

We had a holiday party that included a pasta luncheon, holiday sing-along songs with our guest Sandy Spence and group gift exchange. Some of the individuals shared thanks with the group and expressed their appreciation for the party. Everyone had a lovely time celebrating together!!

We have had three new individuals start the program this month. Three other individuals were accepted into the program and will be starting anywhere from January to March. We are continuing to receive referral packets and are setting up tours for individuals; however, we are almost at capacity.

January's individual of the month is Nick Totton. Nick is coming close to his 8th year anniversary attending the Today and Tomorrow Program. Nick works independently at 3M making reels of tubing. He is dependable and his coworkers appreciate his dedication to his job. Nick also participates in CBDS and helps out in the community. He is a pleasure to work with and we are very thankful that he is on our team.

David Ouellet is awarded our January staff of the month for his dedication as a Vocational Job Coach. He assists an individual who needs one-to-one assistance. David provides wonderful support to the individual's needs and encourages him to advocate for himself. David is always volunteering to help out wherever needed and is reliable. We appreciate his hard work and the individuals and staff enjoy working with him.

Our job development team has now secured a third day of work at Kmart for Mindy Malas. Although this will end in February, Mindy is learning beneficial skills that she will be able to bring to future employers. The job development team is in the process of adjusting the Valley Small Business Contracts to account for the increase in Massachusetts Minimum Wage.

Career Planning did a Toys for Tots drive and collected over 100 toys. They donated the toys to the Billerica Fire Department. The group explored seasonal jobs. They did lessons on Creating, Sticking and Shopping with a Budget. They learned about the meaning and traditions of Christmas, Hanukkah and other holiday worldwide.

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CBDS collected donations for Merrimack Valley Food Pantry and donated 150 pounds of food. They also were able to select community activities from: Meals on Wheels, Project Read, Book Club, ceramics, coffee with a cop and Recycling. There were two plays that were scheduled: “*A Christmas Carol*”, at the North Shore Music Theatre, and “*The Wickham’s Christmas at Pemberley*” at the Merrimack Repertory Theater. Other activities that individuals could choose to participate in were: Mindful Yoga, and music classes.



Valley Collaborative

Today & Tomorrow Program

Funded by Department of Developmental Services

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Chris Scott, Executive Director
Date: January 16, 2020
Re: Congratulations to Director of Adult & Transitional Services

Valley Collaborative would like to congratulate our recently appointed Director of Adult and Transitional Services, Heather Valcanas, on her academic success this past fall.

In November, Ms. Valcanas was awarded the Jack M. Wilson Presidential Scholarship for “academic excellence and a passion for public service” from UMASS Amherst. In addition, she maintained a GPA of 3.952 and achieved the rare privilege of being awarded full credit for her professional work in Human Services at Valley Collaborative from UMASS Amherst.

Below are some of the Academic Reward Committee’s comments regarding her life’s work [to date] at Valley Collaborative:

- . *“She does a great job of reaching the concentric circles of an ecosystemic approach--from the individual issues regarding her son and specific clients/employees, and herself, out toward issues of neighborhood and community and government.”*
- . *“She describes how co-morbidity happens--when ASD can blend into mental health difficulties, if the proper contexts are not provided.”*
- . *“She asks profound questions--what does adulthood mean? What is parenting?”*
- . *“She is descriptive and analytical about training. Great discussion of the importance of soft skills.”*
- . *“Very nicely written--powerful writing.”*
- . *“Heather, I could not be more pleased! As I said, in 21 semesters, reviewing hundreds of PLPs, I have never seen one that was granted 30 credits. You did it. You deserve it. And I hope you can celebrate it.”*

Congratulations Heather from the Valley Collaborative Team!



Central Administration Office

25 Linnell Circle, Billerica MA 01821 * Tel: (978)528-7826 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: January 16, 2020
Re: Communications – Community Relations

The following Community Relations is attached for your review:

- Commissioner Ryder – Keynote Speaker for Valley's Opening Day 2020-2021
- Member of MOEC Law Steering Committee
- Member of MOEC School Based Medicaid Panel
- Valley's Winter 2020 Newsletter

Required Action:

None

Attachments:

Memo – Commissioner Ryder – Keynote Speaker for Valley's Opening Day 2020-2021
Memo – Member of MOEC Law Steering Committee
Memo – Member of MOEC School Based Medicaid Panel
Valley's Winter 2020 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 16, 2020
Re: Commissioner of the Massachusetts Department of Developmental Services (DDS), Jane Ryder
Keynote Speaker – Valley Staff Orientation Day 2020-2021 School Year

Valley is pleased to announce that Commissioner Ryder will be the keynote speaker for Valley's Staff Orientation Day on **Thursday, September 3, 2020**.

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



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: Thursday, January 16, 2020
Re: MOEC Law Steering Committee

Valley's Executive Director sits on the MOEC Law Steering Committee. This committee of MOEC members, along with Paulajo Gaines, Education Collaborative Coordinator with the Massachusetts Department of Elementary and Secondary Education, and Ruth Hersh, Assistant Director, Office of Regional Governance with the Massachusetts Department of Elementary and Secondary Education, are charged with helping to develop a path forward for Collaboratives in the Commonwealth that is in line with Massachusetts General Law Chapter 437 An Act Relative to Education Collaboratives (2018).

Required Action:

None

Attachments:

Massachusetts General Law, Chapter 437 of the Acts of 2018 – An Act Relative to Education Collaboratives
Handout from MOEC: The Collaborative Bill has passed...What is next?

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

Acts (2018)

Chapter 437

AN ACT RELATIVE TO EDUCATION COLLABORATIVES

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Subsection (c) of section 4E of chapter 40 of the General Laws, as appearing in the 2016 Official Edition, is hereby amended by striking out, in lines 39 to 40, the words, “The commissioner shall appoint an individual to serve as a voting member of the education collaborative board of directors” and inserting in place thereof the following words:- The commissioner shall appoint an individual to serve as a liaison from the department of elementary and secondary education to the education collaborative board of directors.

SECTION 2. Said subsection (c) of said section 4E of said chapter 40, as so appearing, is hereby further amended by striking out, in lines 106 to 108, inclusive, the words “in a form approved by the department of revenue and in a sum not less than the amount established by the department,” and inserting in place thereof the following words:- in a form approved by the department of revenue and in a sum not less than the amount established by said department.

SECTION 3. Said subsection (c) of said section 4E of said chapter 40, as so appearing, is hereby further amended by striking out, in lines 130 to 131, the words “and articles of incorporation”.

SECTION 4. Said section 4E of said chapter 40, as so appearing, is hereby amended by adding the following 4 subsections:-

(n) Education collaboratives shall be organized into no more than 6 regions established by the board of elementary and secondary education, in consultation with the Massachusetts Organization of Educational Collaboratives. One collaborative from each region shall be designated by majority vote of the member collaboratives as a regional liaison for a period of 3 years. Each regional liaison shall: (1) identify regional needs and priorities for educational services; (2) develop policies to coordinate the delivery of services to school districts in a manner that responds to regional needs and priorities; and (3) work in partnership with the department of elementary and secondary education and other regional entities, including but not limited to, district and school assistance centers, readiness centers, and workforce investment boards, to coordinate the dissemination of information and support to districts. The department shall, subject to appropriation, provide grants to regional liaisons to support their planning and coordination activities.

(o) The board of elementary and secondary education may designate a lead collaborative in each region to provide support for the implementation of initiatives consistent with the provisions of this chapter and accept proposals for such designation under procedures adopted by the board.

(p) The department shall promote the use of education collaboratives as providers of educational services and programs for local school districts, when appropriate, and shall include consideration of grant applications that include the use of education collaboratives for the purpose of procuring services and programs. The department may designate educational collaboratives as eligible recipients for any applicable federal or state grants to cities, towns, and regional school districts for educational programs.

(q) An education collaborative formed pursuant to this section may provide services to developmentally disabled individuals over the age of 22, upon approval from the board of directors and the secretary of the executive office of health and human services and shall be subject to the programmatic rules and regulations of the relevant agency.

SECTION 5. Section 4 of chapter 43 of the acts of 2012 is hereby repealed.

SECTION 6. The board of elementary and secondary education shall promulgate regulations as may be necessary to carry out this act.

SECTION 7. Subsection (n) of section 4E of chapter 40 of the General Laws, as inserted by section 4, shall take effect 1 year from the effective date of this act.

Approved, January 10, 2019.

The Collaborative Bill has passed... What is next?

1

What the Bill Changes

- DESE no longer on Boards but rather serve as a liaison
- Eliminates “articles of incorporation”
- Department shall promote the use of education collaboratives as providers of educational services and programs for local districts
- DESE may designate collaboratives as eligible for federal and state grants to cities, towns, and regional school districts
- Collaboratives may provide services to developmentally disabled individuals over 22 with approval from the Board of Directors and Secretary of the Executive Office of Health and Human Services

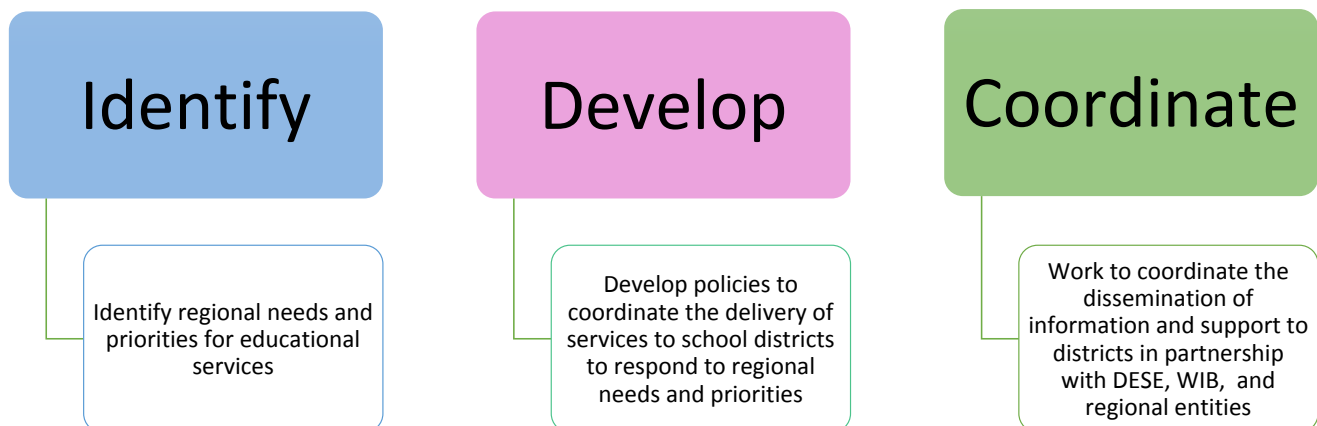
2

Changes to happen over one year

- Collaboratives shall be organized as no more than 6 regions established by the Board of Ed in consultation with MOEC
- One Regional Liaison Collaborative elected from each region serves for 3 years
- Department shall, subject to appropriation, provide grants to regional liaisons to support planning and coordination activities
- DESE may designate a lead collaborative in each region to support the implementation of initiatives

3

Legislation Requirements of Regional Liaisons



4

Legislation represents an opportunity for MOEC

- Involves us in a more expansive set of educational priorities in the Commonwealth
- Allows us to support our districts in new and different ways
- Provides opportunity for more customized support for districts
- Raises our profile
- Has been a long time in the works
- Aligns with much of what you expressed in entry interviews and included in MOEC strategic plan

Legislation represents a change to the culture of MOEC

- Will this create winners and losers?
- How to create clarity about equity of the work, and benefits.
- How will liaison and lead collaborative be chosen? Where does the regional representative fit?
- Stakeholder concerns
- Others

7

Develop policies to coordinate the delivery of services

- Mission statement
- Vision statement
- Guiding principles
- Memorandum of Understanding
- By-laws

8

Mission Statement

Shared commitment for establishing and growing the Regional Network

What can we do together for our districts that cannot be done individually?

How can we work in partnership with DESE to coordinate disseminating information and support to districts?

9

Vision Statement

What will regions look like in the desired future?

10

Guiding principles

Maintain

- Collegiality within a collaborative and its districts
- Responsiveness of individual collaboratives to the needs and priorities of its districts

Develop

- Not all collaboratives provide all services, but collectively available to region
- Equitable distribution of benefits, costs and responsibilities across all collaboratives in the region

11

Communication and engagement

- Superintendents and boards receive access to meaningful and timely information about the region to make thoughtful decisions to plan for the future.
 - Survey results
 - Plans for the work and how it will benefit/impact lead and other collaboratives in the region
- Two-way communication with DESE and other statewide entities
 - Work together in developing regulations and plans
 - Advocate for investment in building network capacity over time
- With leaders in other states that are actively developing regional networks

12

Next steps

- Board to meet soon specifically to create a plan
- Work closely with DESE
- Determine processes that we need to develop
- Determine roles/responsibilities: regional liaison, lead collaborative, regional representative, etc.
- Determine traits and skills we need in the first liaisons chosen, they will set the tone for the future
- Keep everyone in the loop
- Expect to learn from each initiative and improve (including learning from prior initiatives)
- Continue to modify the plan as the context changes
- What else?



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: Thursday, January 16, 2020
Re: Member of MOEC School Based Medicaid Panel

Valley's Executive Director was asked to participate in a panel discussion regarding the recent changes in Medicaid billed.

Required Action:

None

Attachments:

Agenda for the Medicaid Panel Discussion

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



School Based Medicaid Panel

******The Education Collaborative (TEC)******

141 Mansion Dr., East Walpole, MA 02302

January 9, 2020

12:30pm - 2:30pm

Agenda

This Presentation is designed to support the implementation of new procedures related to the School Based Medicaid Program. The session is designed to promote the sharing of ideas, as well as an opportunity to network with collaborative colleagues from across the state.

1. *Welcome and Introductions*

Joanne Haley Sullivan

2. *State level Overview from EOHHS*

Caitlin N. Feuer, the Cross Agency Medicaid Program Manager at MassHealth, the Commonwealth's Medicaid and Children's Health Insurance Program. Caitlin manages the School-Based Medicaid Program, which offers Local Education Agencies an opportunity to receive federal dollars to offset costs for providing Medicaid-covered services and associated administrative costs.

3. *School Based Medicaid Guidance for OT, PT, and Speech Pathologists*

Jan Hollenbeck, OTD, OTR/L; Coordinator of Related Services, Secondary Transition, Section 504, and Assistive Technology, Medford Public Schools, who led the Massachusetts Tri-Alliance of School Therapists, a working group representing occupational, physical and speech therapists. The goal of this working group was to leverage the collective understanding of SBMP documentation requirements for therapists under this expansion and to bridge communication with key stakeholders, i.e., MA DESE, Medicaid, OT, PT, ST State Associations. This working group with the support of MAOT, APTAMA, and MSHA, has created a document that highlights the SBMP documentation requirements, links to important resources, and provides action steps for school-based therapists.

4. *How are colleagues responding?*

Linda K. Cullen, MEd MS CCC-SLP, Speech Language Pathologist/Assistive Technology, Teacher Leader for Related Services, South Coast Educational Collaborative and ***Bethany DeNardo***, co-leader for Related Services at South Coast who will review their use of an online program to support documentation of therapy services and how this program documents what is needed for Medicaid.

Dr. Chris Scott, Executive Director of Valley Collaborative who has worked with CMS to put procedures in place at Valley that meet with requirements of the new guidelines.

5. *Questions and Answers*



We are: Kind

■ Page 2: Valley Elementary School's Season of Kindness included caroling to seniors at a local nursing home.



We are: Experts

■ Page 3: More than 125 speech and language pathologists attended the Northeast Professional Educators Network Fall Extravaganza.



We are: A Team

■ Page 6: Adults in Valley's Today and Tomorrow program have a culture of helping one another.

VALLEY COLLABORATIVE

Volume 8, Issue 2 News for the extended Valley Collaborative community January 2020

Valley Collaborative: A Team Effort



VALLEY COLLABORATIVE CENTRAL OFFICE TEAM, FROM LEFT: DONNA SUAREZ, ADMINISTRATIVE SUPPORT; KATHY DIAZ, HUMAN RESOURCES SPECIALIST; HEATHER VALCANAS, DIRECTOR OF ADULT SERVICES; DR. CHRIS SCOTT, EXECUTIVE DIRECTOR; JOIA MERCURIO, DEPUTY DIRECTOR; KARI MORRIN, DIRECTOR OF HUMAN RESOURCES; KRISTEN VAZQUEZ, INTERIM ASSISTANT BUSINESS MANAGER; GAIL DEGREGORY, ACCOUNTING MANAGER.

Dear friends and families:

I am writing to wish each of you a Happy New Year!

We have many things to be thankful for at Valley. I am grateful to have the opportunity to work with such an amazing team of professionals. As you may be aware, Valley impressively scored 100% on the Massachusetts Department of Elementary and Secondary Education Programmatic Audit (Mid Cycle Review). We also recently received a 100% on the Massachusetts Department of Developmental Services QUEST Audit. This audit covered 57 licensing and 42 certification indicators regarding planning/quality management and employment/day supports. Also, I am proud to say Valley just received a perfect Financial Audit.

It takes a lot of work, commitment and dedication to be on the 'A Team.' I understand it is not for everyone but for those who consider this work a calling, the hard work is all worth it.

Thank you to Valley's Board of Directors and all of our staff for their strong work ethic, many acts of kindness and principled approach to the work. I am grateful for the opportunity to be able to work alongside you serving the most vulnerable among us – it's meaningful, rewarding work.

My best to you always,

Chris

Chris A. Scott, Ph.D.
Executive Director

VALLEY COLLABORATIVE

Valley Elementary: A Season of Kindness

Kindness is an ongoing theme this year at Valley Elementary School, and during the holiday season, students had many opportunities to show kindness-in-action. From singing carols to seniors at a local memory care facility to sending personalized holiday cards to children in hospitals, it's been that 'kind' of season at Valley Elementary!

"Students are learning the value of spreading kindness and how good this can feel," says school counselor Rachel Rainha. In December, students in Matt McCarthy and Amanda Aprile's classes collected supplies for animals at the Lowell Humane Society. With the materials they brought in, students also made toys for the animals. "The students are proud of the work they have done and have enjoyed being able to implement the skills they have learned over their time at Valley," says Rachel.

One highlight of the season-of-kindness was caroling at the Carleton-Willard Village in Bedford. Speech language pathologist Jillian Francis came up with the idea of setting up a holiday concert and reached out to a friend of hers in the facility's memory care unit. The students spent a few weeks practicing holiday songs and then headed to Bedford to perform for the seniors. "The response was awesome from the kids and the residents. It was so wonderful to see the kids interact with the residents and connect with them," says Jillian. With music therapist Bryan Thomas accompanying them, the students performed holiday favorites while residents sang and clapped along. Says Jillian: "We're hoping to do another holiday concert next year!"

It wasn't just Valley Elementary students who embraced the



VALLEY ELEMENTARY STUDENTS SING HOLIDAY CAROLS FOR RESIDENTS OF A MEMORY CARE UNIT AT A BEDFORD NURSING HOME AS MUSIC THERAPIST BRYAN THOMAS ACCOMPANIES THEM ON THE GUITAR.

season. Valley staff held a Winter Attire Drive to help Valley students and families. This year, staff and parents donated specific winter items, including, coats, boots, hats, gloves and scarves, for 26 children in ten different families. Students and siblings in need of Christmas gifts also received a helping hand through Valley's Giving Tree. This year Valley Elementary staff donated 78 wrapped Christmas gifts for 39 children in 18 different families.

While the holiday season may be over, Valley's kindness theme will continue through the rest of the school year. In fact one of the lessons that students have been learning is that kindness isn't just for the holidays. School guidance counselor Jen Glow has been helping students make cards for hospitalized children with a general uplifting message that can boost spirits any time of year. Jen says that by making the cards, students had a chance to be creative while learning an important lesson. "The students who created these cards learned that by performing a random act of kindness for children who are sick, we encourage positivity and boost the spirits of people in need."



STUDENTS SHOW OFF THE SUPPLIES THEY COLLECTED FOR ANIMALS AT THE LOWELL HUMANE SOCIETY.

A special shout out to Valley Elementary staff members Jennifer Glow, Bryan Thomas, Rachel Rainha, Nicole Spampinato, Bryanna Reddy and Jillian Francis for their help putting together all of these charitable events! ■

VALLEY COLLABORATIVE

NPEN 2019: 'The Way PD Should Be'

More than 125 speech and language pathologists from across the state converged on Valley Elementary School for a professional development event tailored just for SLPs. Held across multiple sites, the fourth annual Northeast Professional Educators' Network (NPEN) Fall Extravaganza attracts thousands of educators from 30 school districts. At Valley Elementary, the SLPs attended workshops that combined the latest research with practical applications for working with students. "It's really the model of what professional development should look like," says Valley Collaborative SLP and NPEN content coordinator Bryanna Reddy.

Valley was well represented at the event. Bryan Thomas, Meghan Waters, Nick LeClair, Jillian Francis, Kristen Davidson, Maggie Curran, Joanna Abate, Alyson Shaheen and Abbie King all led workshops, sharing their expertise with SLPs from across the region. While the participating therapists represent a range of backgrounds, they're drawn to NPEN for one reason says Joanna. "Everyone has the same end goal, which is to provide the best services for our students." She and her colleagues Maggie Curran and Kristen Davidson led a workshop on neuroscience and sensory regulation. "We tie the information to purposeful, functional strategies that SLPs can use, not just with their students, but with the therapy teams back at their programs," says Joanna.

Alyson Shaheen has been an NPEN presenter since the network was founded four years ago. "I focus on social skills and basically present



ABOVE: SPEECH AND LANGUAGE PATHOLOGISTS FROM ACROSS THE REGION ATTENDED NPEN'S FALL EXTRAVAGANZA AT VALLEY ELEMENTARY. RIGHT: SLP KELI STANDER DELIVERS THE KEYNOTE ADDRESS.



my tool box, the tips and strategies that I've learned in working with my students at Valley." And while Alyson jokes that she's not the sort of presenter that educators pay \$200 to see, her enthusiasm makes her workshop on social skills a perennial NPEN favorite. "I can't wait to share what I've learned with everyone. People can hear the excitement in my voice."

Abbie King, an SLP at Valley who specializes in assistive technology, says that she particularly appreciates the relevance of NPEN to her own work. "I work with a very specific population of students, so going to a PD about higher language is just not relevant or helpful to me. At NPEN, I can go to a session about the legalities of writing an IEP or integrated music therapy, two things very relevant to my practice." And because NPEN brings together educators from some 30 districts, Abbie gets the opportunity to collaborate with and learn from SLPs outside of Valley. "During my sessions, I love the open discussion and learning from

other SLPs on their use of assistive technology across their day to day work," says Abbie.

Bryanna says that the popularity of the event reflects the deep demand among educators for high-quality professional development. "We're the experts and we're all passionate people. Just having the opportunity to bounce ideas off of one another is incredibly worthwhile."

NPEN's focus on arming therapists with tools they can use means that the impact of the information presented at this year's Fall Extravaganza will be felt far beyond the 125 attendees who spent the day at Valley Elementary School. Says Joanna: "Being able to join forces and work together to provide so many school programs with such useful information is where we feel rewarded and know we are helping to make a difference."

For more information about NPEN visit www.northeastpen.com students. ■

VALLEY COLLABORATIVE

Alternative High School: Becoming Leaders

How does a leader make a positive impact? That was the question for Valley Alternative High School students Alex Baglio and Jenna Carreiro as they joined hundreds of students from around the country at a leadership institute at Disney World in Orlando. Alex and Jenna, along with two adults from the Today and Tomorrow Program, attended the Building Our Leaders of Tomorrow program or BOLT from December 12-15. (To meet the adults who attended, turn to page 6). With Epcot and Animal Kingdom as their classroom, the Valley students spent three days developing their leadership skills and collaborating with their peers.

Jenna says that while she'd visited Disney World before on a family trip she'd never experienced anything like the leadership institute. "You're surrounded by people from all over the country and it really forces you to get out of your comfort zone," says Jenna, who is a junior in the Site 1 vocational program.

Throughout their three days at the theme park the students, who were accompanied by social worker Brittany Maiuri, participated in activities requiring collaboration and problem solving. Among them: interviewing Disney employees at Epcot's World Showcase, a collection of pavillions representing 11 different countries. After working in groups to come up with questions about cultural differences, the students had to put their new interview skills to the test. That was stressful, says Alex, but it also taught her something about leadership. "You have to be a good listener and be able to contribute input, and you have to be confident and understanding," says Alex.

4



ALEX BAGLIO AND JENNA CARREIRO ATTENDED THE BUILDING OUR LEADERS OF TOMORROW INSTITUTE AT WALT DISNEY WORLD.

The students' favorite part of the leadership institute was the behind-the-scenes tour of Animal Kingdom, intended to open their eyes to future careers, including jobs working with animals. "We got to learn about medical care for animals, phlebotomy. We even saw a ferret getting a CT scan," recalls Alex. While she has long known that she wants to work with animals, the Animal Kingdom tour got her thinking more concretely about her career goals after she graduates from Valley.

Jenna says that she came away from the trip with a much better sense of the kinds of skills that leadership requires. "You're surrounded by all different kinds of people and personalities and you have to manage yourself in order to try to get along with everyone you meet." ■

Mount Baker Bound



Mount Baker in Washington State is known for its spectacular summit views. This summer it will also be the site of a climbing trip by Valley Alternative High School students. Seven students and two Valley staff, along with three staff from Northeast Mountaineering, will make the 10,000 foot trek in July, spending multiple nights camped out on the mountain.

Assistant Principal Glen Costello says that the goal of the trip is to prove to the students that if they can climb the heights of Mt. Baker, they can climb all of the mountains in their lives if they apply similar grit and determination. "They can be successful at job interviews or college—anything they put their minds to and work collaboratively to accomplish," says Glen.

In addition to preparing for the climb of a lifetime, the students are also tasked with fundraising for the trip. They'll be putting together a video that includes student testimony about the trip and their experiences at Valley. ■

VALLEY COLLABORATIVE

Transitional Middle/High School: Cooking Up Independence

It's lunch time at Valley and Transitional High School students in Pat Diglio's class are cooking up a feast. On the menu today: grilled cheese sandwiches, salad, chocolate chip cookies, and gluten-free chocolate cupcakes. But preparing a delicious meal is just part of what this cooking class is about, explains occupational therapist Maggie Curran. "We're helping these students work towards independence, both in the kitchen and in life."

On any given day, students in the transitional programs at the Valley Middle and Transitional High School can be found in the kitchens on the second floor, working on a wide array of skills. Pat's students, for example, kicked off today's session by planning their menu, then headed to the store where they worked independently to locate the essential ingredients. Now back in the kitchen, they're using recipes Maggie has provided, including a checklist to help them keep track of their progress. "I try to break the process down into the smallest steps possible," says Maggie.

The Site 3 philosophy is that given the necessary supports, all students can benefit from the skills that cooking requires. The kitchens, for example, have been set up to accommodate a range of abilities, explains Occupational Therapist (OT) Allyson Melanson from color coding cooking equipment to make it easier to identify, to using visual supports that break down cooking skills into a series of images. "We use visual supports for every kitchen-related task: how to plug something in, how to use a potholder, how to tell when group is over." Allyson says that with such supports, even students who may never cook independently can

benefit from learning cooking-related skills, like following directions or how to break an activity down into smaller, manageable steps and tasks. "And they get the satisfaction of accomplishing their goals."

Site 3's innovative approach to cooking instruction isn't limited to students who can access the second floor kitchens. On one recent day before the holiday break, students in Tina Carraba's class learned how to make peppermint milkshakes from a recipe that has been broken down into images and symbols. As OT Nicole Koles notes, many of the students in the class use Augmentative and Alternative Communication (AAC) devices or "talkers." Says Nicole: "The idea is that students will use their talkers to identify and locate ingredients."

Nicole kicks off cooking group by passing around some peppermint extract for students to smell, then asks them to volunteer for tasks such as opening the package of ice cream. Each student gets a chance to add a scoop to the blender, as well as an opportunity to work on a particular task related to a skill they're working on. "The goal is for students to be able to generalize the skills they're learning," says Nicole. She also tries to combine a social piece to each cooking activity—like having each student add a scoop of ice cream to the blender. "Being patient and waiting for your turn is also a skill."

Site 3's emphasis on hands-on cooking skills in every classroom is unique, says speech and language pathologist Kristen Wilson. "It's really programmed in here in a way that you just don't see in other schools."

For students in the Intensive Special Needs (ISN) classroom, cooking



SITE 3 STUDENT ERIC RECHDAN WORKS ON HIS CHOPPING SKILLS WITH THE HELP OF VISUAL SUPPORTS PROVIDED BY VALLEY'S OCCUPATIONAL THERAPISTS.

class takes on a whole new meaning; many of these students can't consume food by mouth. During one recent session they prepared cold brew coffee for Valley's Coffee Cart, starting with a trip to the store to purchase the necessary ingredients. Back in the ISN room, the students used switch-adapted equipment to transfer the coffee grounds to a filter bag, using another device to request turns. As with every Site 3 cooking class, these students were working on a far broader array of skills than just making coffee. "They're learning to communicate, access the community, they get to experience sensory stimulation, and they have an opportunity to socialize with other students," says Allyson. "It's a great example of the skills and benefits that cooking-related activities provide." ■

VALLEY COLLABORATIVE

Adult Services: Learning to Lead



LINDSEY BIRON AND CAT ALTERISIO REPRESENTED VALLEY'S ADULT PROGRAM AT THE BUILDING OUR LEADERS OF TOMORROW INSTITUTE IN ORLANDO. ALSO PICTURED: BUZZ LIGHT-YEAR AND ADULT AND TRANSITIONAL SERVICES DIRECTOR HEATHER VALCANAS.

When Lindsey Biron was invited to attend the Building Our Leaders of Tomorrow (BOLT) institute at Disney World she was thrilled. "It meant that I'm a leader," says Lindsey, who is part of Valley's Today and Tomorrow program. Lindsey and Cat Alterisio, accompanied by Adult and Transitional Services Director Heather Valcanas, represented the adult program at the three-day long leadership program in Orlando.

The institute is aimed at helping young people develop their own leadership skills. Lindsey says that the experience of meeting so many people from across the country and working collaboratively with them to solve problems made her feel better prepared to step up at work and at Valley. "I learned to be more open minded and that I really like meeting new people," says Lindsey, who joined the Today and Tomorrow program last summer and recently began working at the Panera Bread Company in Billerica.

Among the highlights of Cat and Lindsey's BOLT experience: a problem-solving activity that required them to construct an emergency vehicle using nothing but supplies on hand, in-

cluding cardboard and balloon. Both say that a behind-the-scenes visit to Animal Kingdom was the best part of the trip. (Did you know that snakes and rats get shipped frozen to the park for their animal residents' consumption?) And both Cat and Lindsey say that their time at BOLT opened their eyes to how they can become better leaders.

Cat says that leadership has always come naturally to her, including at Valley's Transitional High School, which she attended prior to joining the adult program. "I was one of the more mature students in class so people looked up to me," says Cat, who works independently at Market Basket as a cashier. Her experiences at BOLT helped her see what she needs to take her leadership skills to the next level. "I need to expand my horizons and be less shy about talking to new people," says Cat. "BOLT forced me to get out of my bubble."

For Lindsey, the Orlando adventure confirmed a passion for observation. As part of her trip, Lindsay assisted newsletter editor Jennifer Berkshire by taking detailed notes about the experience. "I didn't want to forget anything that happened," says Lindsey. ■

For Valley's Adults, a Culture of Helping

The workday is about to begin and the milieu at #25 Linnell is abuzz with Individuals and staff preparing for the busy day ahead. At the table designated "Chelmsford High School" Ryan Poisson is keeping an eye on things. "I make sure the crew members stay at the table and don't wander off," says Ryan. "It's a way that I can be helpful."

Ryan works independently at Chelmsford High, assisting the head janitor during the school day and helping the athletic department in the afternoons. His deep knowledge about the facility—he attended CHS and graduated from there in 2009—means that he can assist the Valley work crew and their job coach. "Because I know the place so well I can tell people where things are located or what the schedule is," says Ryan.

Adult Services Program Coordinator Matt Gentile describes the role that Ryan plays in the Today and Tomorrow Program as peer-to-peer mentoring. "It's really the nature of the program. People are looking out for each other," says Matt, who previously worked at Valley's Alternative High School as a guidance counselor. The supportive nature of the community also means that Individuals are encouraged to step into leadership roles if they're interested. "You'll see higher-functioning Individuals going out of their way to look out for their lower functioning peers so that their voices can be heard," says Matt.

»continued on next page

VALLEY COLLABORATIVE

For Valley's Adults, a Culture of Helping



FROM LEFT TO RIGHT: DANIEL EASTWOOD, MELISSA DESROCHES, MINDY MALAS, RYAN POISSON, JOSEPH SEPE, MEAGHAN CROUCHER AND TONY SIMAS. RYAN WORKS INDEPENDENTLY AT CHELMSFORD HIGH BUT IS ALWAYS READY TO ASSIST THE INDIVIDUALS WHO WORK AT CHS AS PART OF A CREW.

»continued from previous page

Peer-to-peer mentoring can also be a source of support for Individuals who are making the transition to independent employment. When Jeremy Cyr started a new job at TJ Maxx in Chelmsford this summer, he had a friend from the Today and Tomorrow Program there to offer help if he needed it. Melaina Chaput has worked at TJ Maxx for 13 years—she currently oversees the dressing

room—and says she was thrilled to find out that a member of her Valley family would be joining her at work. “Jeremy is my buddy. I’m happy to help him out,” says Melaina.

With her long experience working independently at the store, Melaina was able to show Jeremy the ropes, including helping him punch in and out and explaining to him that breaks are timed. “The transition to independent employment can be a big

adjustment,” says Matt. “Melaina’s assistance has really helped Jeremy settle in and keep him on track.”

Melaina says that the role of mentor is one that has come naturally to her. “I try to be helpful in a way that’s friendly.” That’s exactly what Jeremy says he appreciates about having a friend from Valley at work. “She’s nice,” says Jeremy. “She helps out.”

Back at the Chelmsford High School table, Ryan is making sure that the members of today’s crew are ready to head to the van. And they listen. “The other Individuals see Ryan as someone who works independently and so they look up to him,” says Matt.

Matt says that he’s hoping that the sort of peer mentoring embodied by Ryan and Melaina can become a more formal part of the Today and Tomorrow Program in the future. “When Individuals start seeing themselves as leaders, it means that they’re taking their jobs seriously,” says Matt. ■



Valley Vocational Students to the Rescue

When a sudden snow storm hit Massachusetts in early December, students who work in Valley’s landscaping shop were ready. The students volunteered to assist the Billerica Fire Department, putting their emergency shoveling skills to work, clearing the ground around area fire hydrants. The students did a fantastic job says program coordinator Craig Turner. Here’s hoping they won’t have to use those shovels too often this winter!

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Valley staff prepare to serve up a holiday feast. According to Joe Reilly, he and his crew of student and adult workers prepared 550 dinners this Thanksgiving, including 170 pounds of turkey, 110 pounds of butternut squash, 120 pounds of potatoes and 15 gallons of gravy. The meal was served by staff at five different Valley sites, including Site 3, pictured here. In addition to the meals for Valley staff, students and adults, Joe and his team also served seniors in Billerica. "We've been doing this for 20 years and we're serving more folks every year," says Joe.



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