

Valley Collaborative 2017 Annual Report



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General Information

Name of the collaborative: Valley Collaborative

Contact Information

Address:

40 Linnell Circle
Billerica, MA 01741

Phone:

978-528-7800

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

Academic and fiscal year: 2016-2017 – FY'17

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 community.

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

The 2016-2017 school year was a busy time at the Collaborative. Valley Collaborative is pleased to announce the FY'17 Audit was finding free again this year and demonstrates the Boards' sound fiscal management of the Collaborative. Here are some of the 'draft' highlights:

- “In the fiscal year ended June 30, 2017, operating expenses increased by approximately \$1,090,000, or 7%, compared to the fiscal year ended June 30, 2016. Student enrollment in the fiscal year ended June 30, 2017 increased by approximately 17% and the increase in operating expenses was due primarily to increases in personnel and other program costs to cover the increased enrollment. Personnel costs increased by approximately \$935,000 in the fiscal year ended June 30, 2017 as a result of increased staffing and cost of living adjustments. Materials, supplies and equipment costs increased by approximately \$130,000 due to increases of approximately \$20,000 in therapists' supplies, approximately \$15,000 in classroom supplies and approximately \$93,000 in computer technology supplies.”
- “Due to strong management, since the year ended June 30, 2013, the Collaborative has returned \$4,373,496 from its general fund in the form of cash and tuition credits to its member districts, including \$2,000,000 returned during the year ended June 30, 2017. In addition, subsequent to June 30, 2017, Valley's Board of Directors voted to return an additional \$150,000 and is required to vote on the return of excess surplus funds as of June 30, 2017 in the amount of \$51,859.”

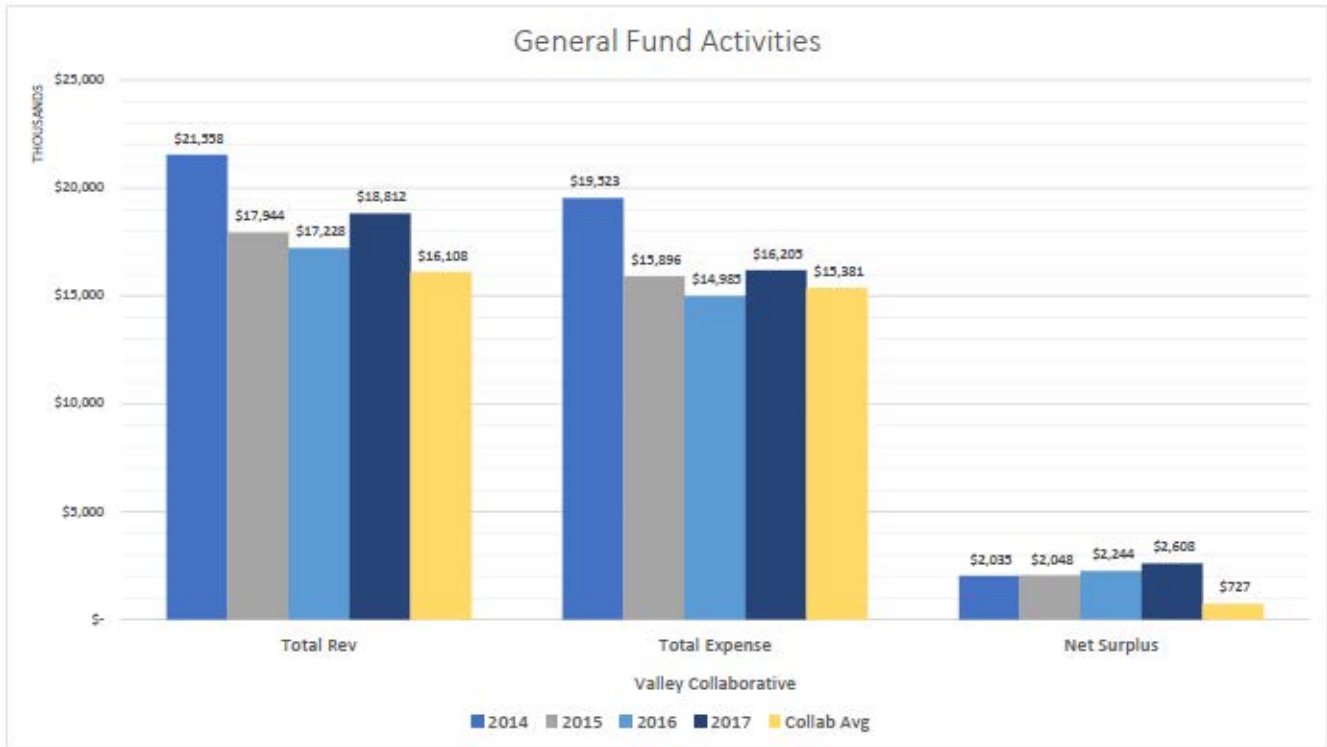
- “As of June 30, 2017, the balance in the capital reserve fund was \$1,500,000, which is the maximum balance as voted on by the Collaborative’s member districts.”
- “As of June 30, 2017 the balance in the postemployment benefit plan was \$3,542,216 and the plan is considered fully funded.”

Given Valley’s strong performance in FY’17 (there was an increase in enrollment and resources were well managed) and DESE’s cumulative general fund surplus 25% rule, Valley returned a total of \$2,201,859 to its member districts.

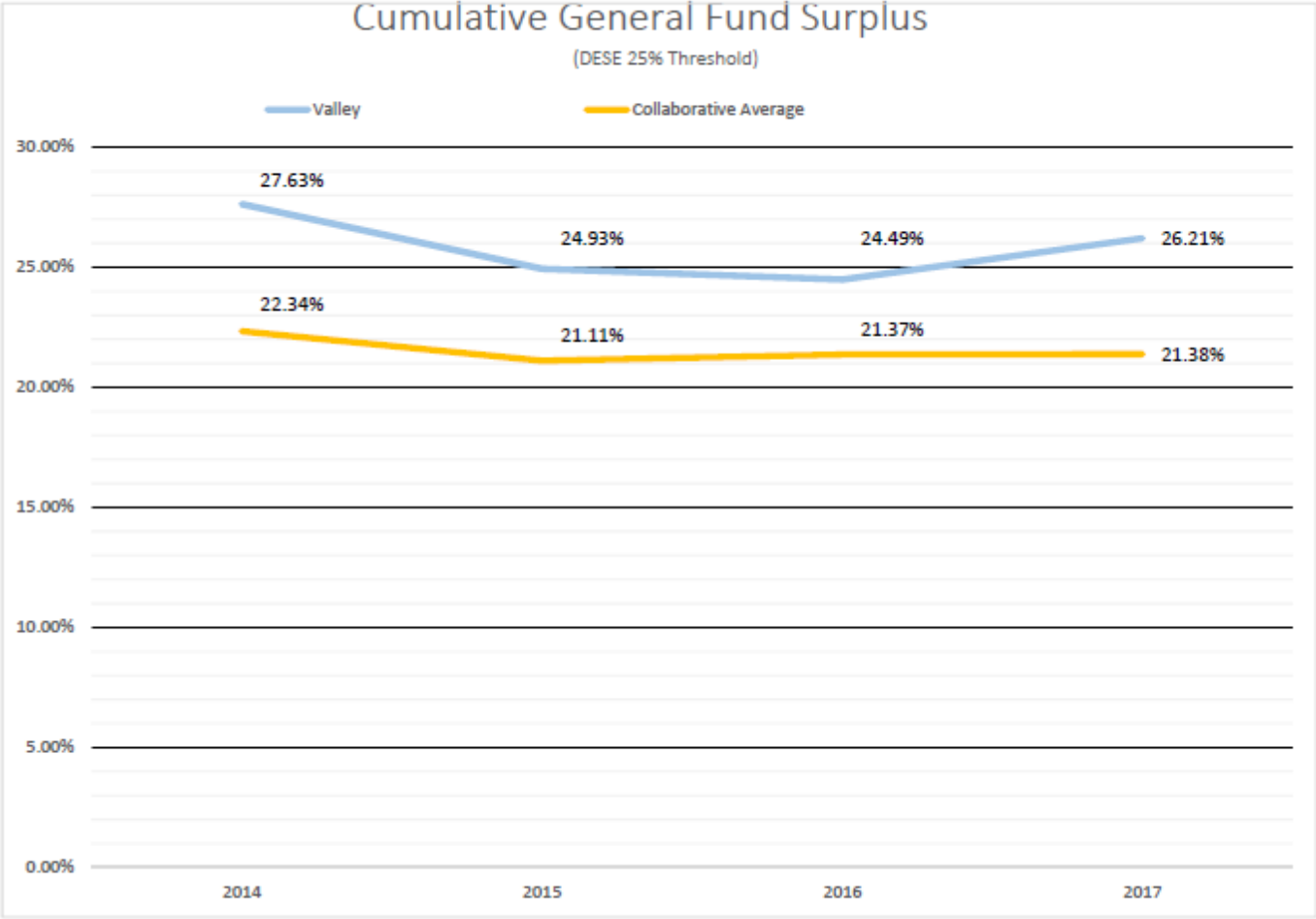
On the following pages please see independent auditors Fritz & DeGuglielmo LLC graphs depicting Valley’s impressive performance in comparison with the other 7 Educational Collaboratives they audit statewide. The data was also presented to the Board of Directors.

This result represents successful management of many moving parts that require constant monitoring in order to avoid the harms associated with fluctuations in enrollment. In other words, I have had to analyze and monitor the budget throughout the year-constantly making monthly corrections and adjustments to staffing and resources. As a Superintendent and now over 5 years in this position, as Executive Director, I continue to be keenly aware of the difficulties associated with managing budgets built on unpredictable and fluctuating revenue streams.

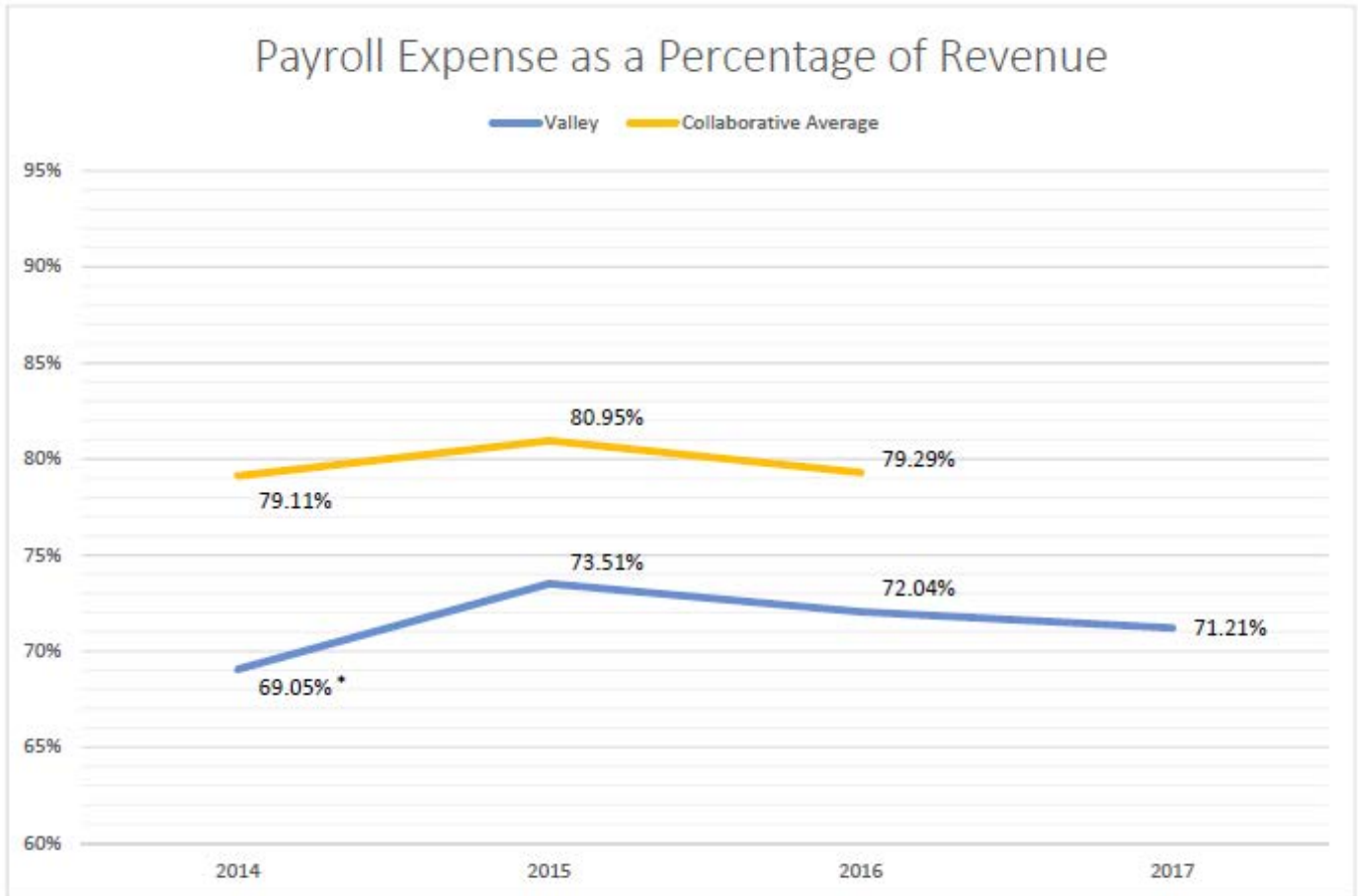
Valley Collaborative General Fund Activities Comparison



Valley Collaborative Cumulative General Fund Surplus Comparison

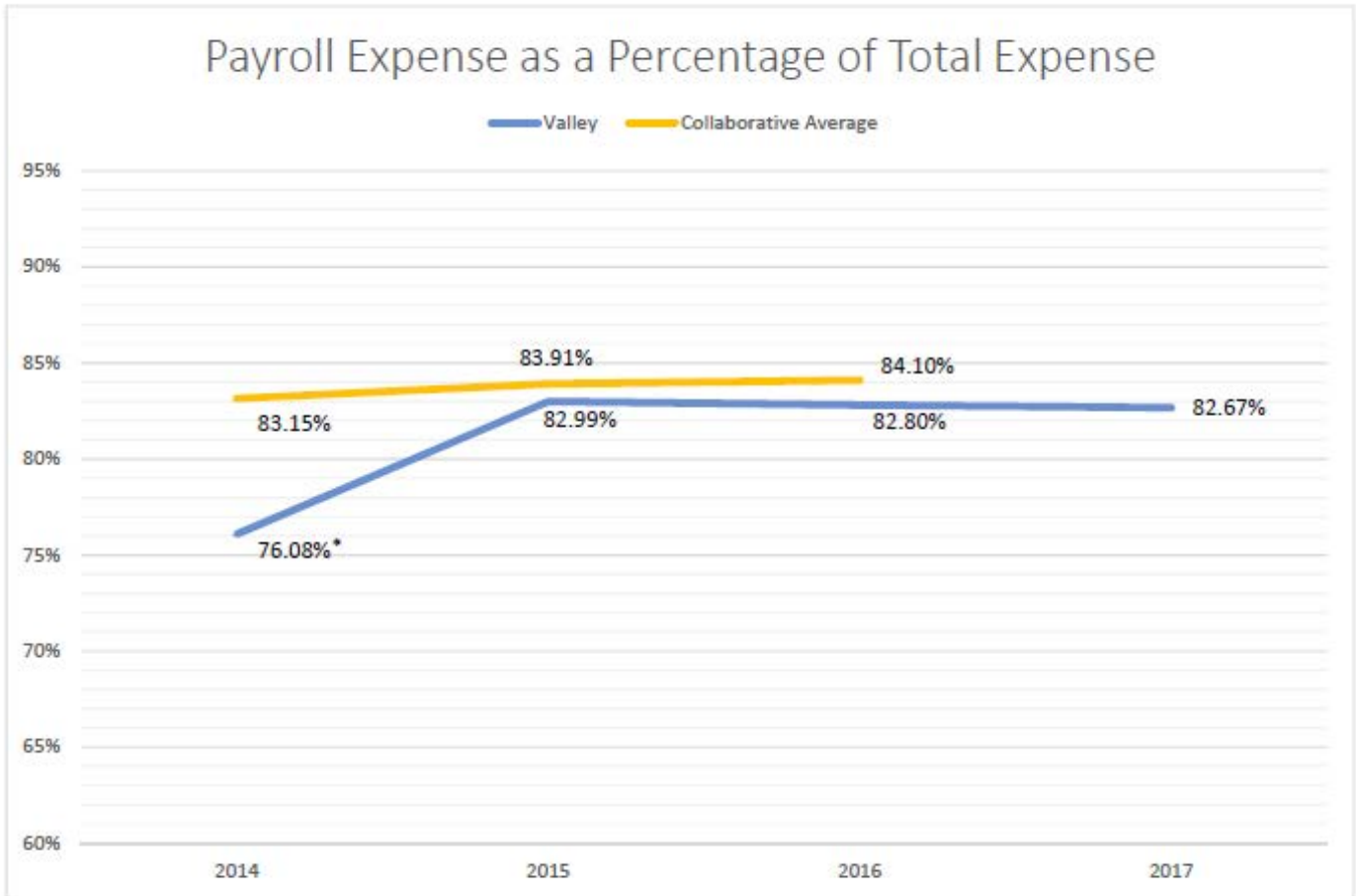


Valley Collaborative Payroll Expense as a Percentage of Revenue Comparison



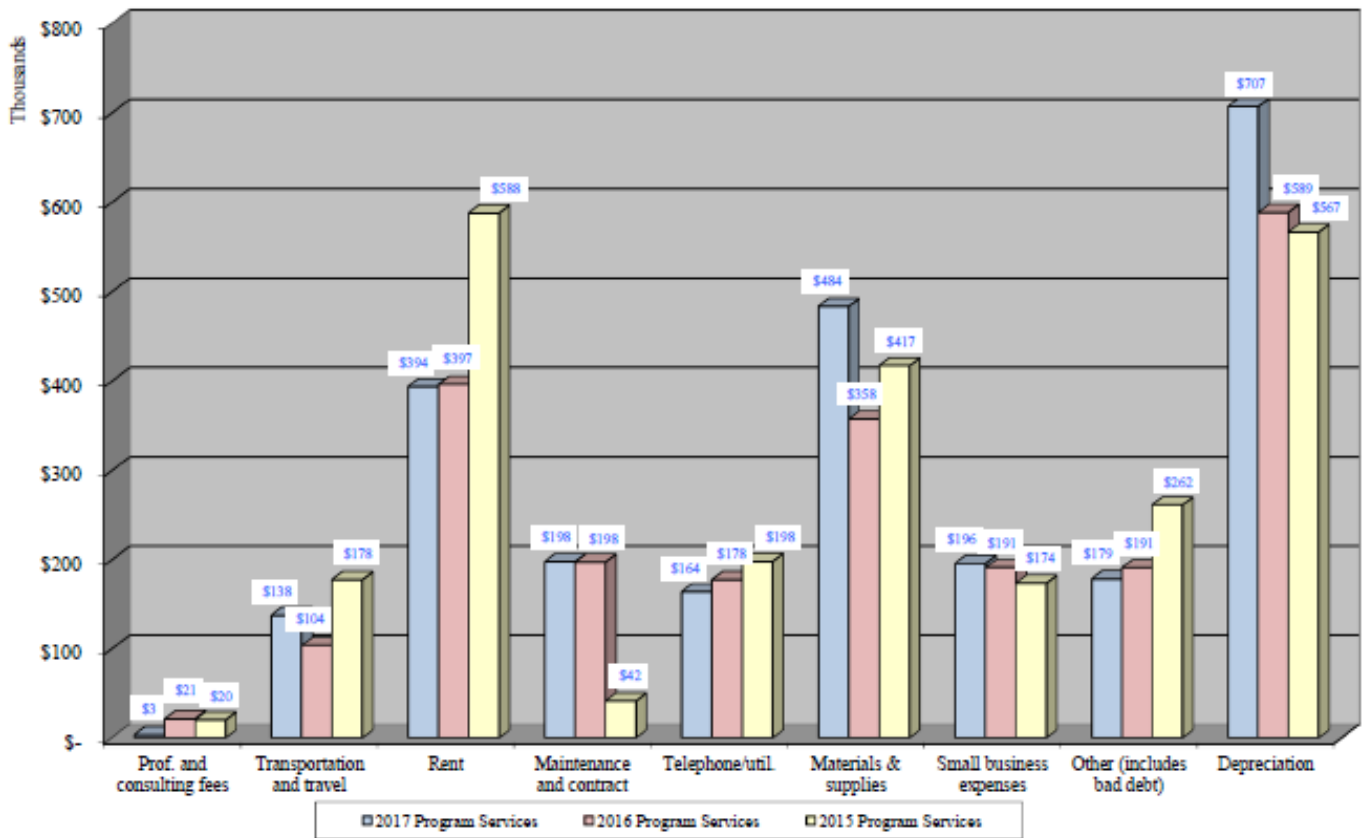
*Prior to purchase of 40 Linnell Circle, rent and maintenance costs represented approximately 8% of total revenues. Rent and maintenance costs in FY17 represented approximately 3.5% of total revenues.

Valley Collaborative Payroll Expense as a Percentage of Total Expense



*Prior to purchase of 40 Linnell Circle, rent and maintenance costs represented approximately 9% of total expenses. Rent and maintenance costs in FY17 represented approximately 3.6% of total expenses.

Valley Collaborative Program Expense Comparison (Excludes Payroll)



Programming Excellence

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

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

The Collaborative's annual play this year was the "The Little Mermaid". 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 41 years.

Revenue and Expenditure Information for the Subject Year

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

Valley Collaborative
Statement of Activities
For the year ended June 30, 2017

Functions/ Programs	<u>Program Revenues</u>			Net (Expense) Revenue and Changes in Net Position
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
Governmental Activities:				
Administration	\$ 2,025,343	\$ -	\$ -	\$ (2,025,343)
Education	13,883,368	16,581,863	2,223,585	4,922,080
Intergovernmental revenue and expense	3,379,292	-	3,379,292	-
Depreciation and amortization	707,071	-	-	(707,071)
Total Governmental Activities	<u>\$ 19,995,074</u>	<u>\$ 16,581,863</u>	<u>\$ 5,602,877</u>	\$ 2,189,666
General Revenue and Other:				
Interest				10,945
Other				7,501
Credits to member districts				(2,000,000)
Gain on disposal of assets				41,232
Total General Revenue and Other				<u>(1,940,322)</u>
Change in Net Position				249,344
Net Position, Beginning of Year				<u>13,320,417</u>
Net Position, End of Year				<u>\$ 13,569,761</u>

Valley Collaborative
Statement of Net Position
June 30, 2017

Assets

Current Assets	
Cash and cash equivalents	\$ 4,324,298
Accounts receivable, net	2,753,294
Prepaid expenses and other assets	22,861
Cash held for municipalities	2,007,651
Total Current Assets	9,108,104
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	7,662,561
Total Non-current Assets	7,662,561
Total Assets	\$ 16,770,665

Liabilities and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 1,193,253
Deferred revenue - member districts	2,007,651
Total Current Liabilities	3,200,904
Total Liabilities	3,200,904
Net Position	
Unrestricted	4,378,081
Restricted - contributions and other	29,119
Restricted - capital reserve fund	1,500,000
Invested in capital assets, net of related debt	7,662,561
Total Net Position	13,569,761
Total Liabilities and Net Position	\$ 16,770,665

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 '16 were:

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

Advisory Committee

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

Staffing Information

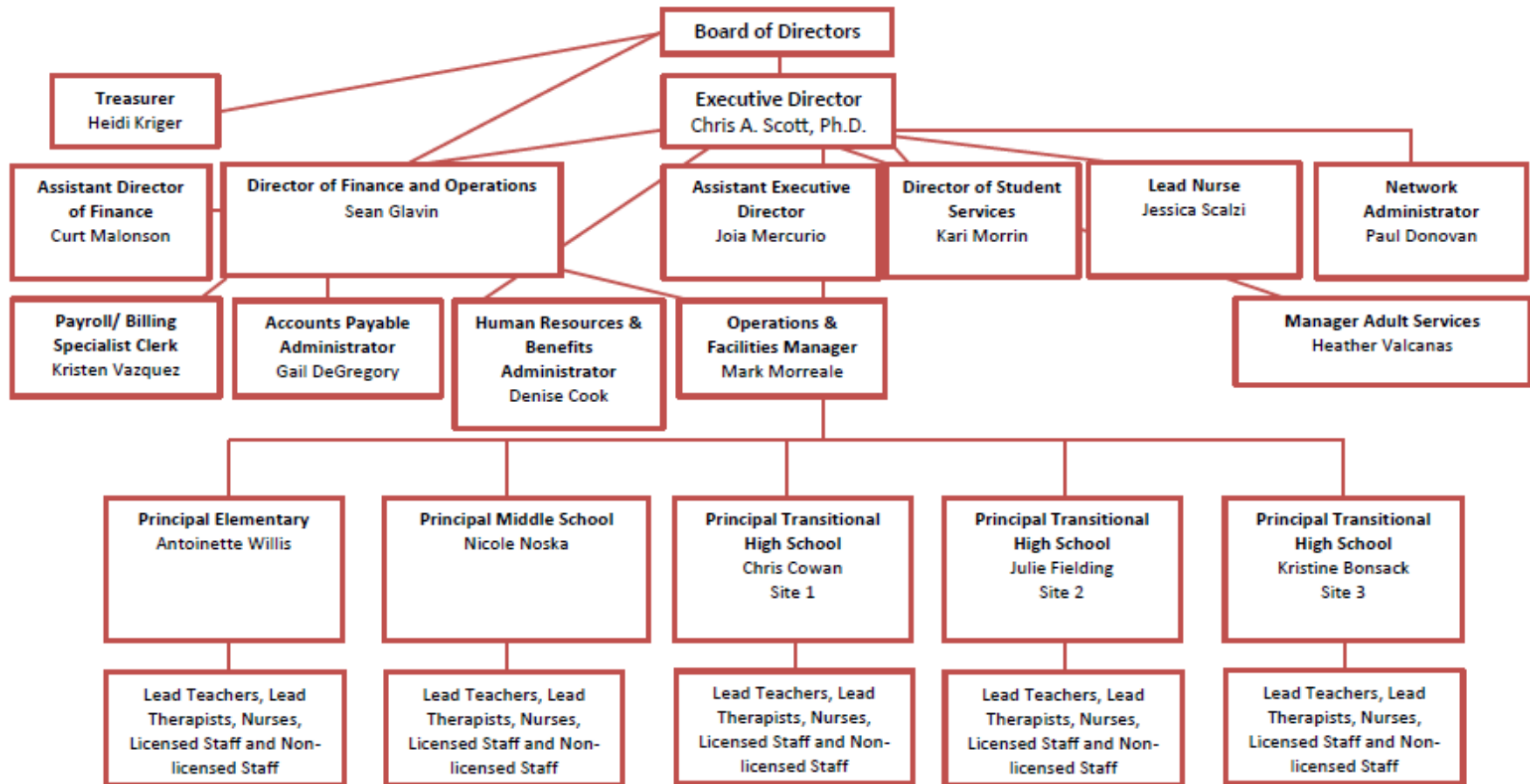
Valley Collaborative employs Department of Elementary and Secondary Education licensed teachers. The Collaborative's other professional staff includes licensed speech and language pathologists, occupational therapists, physical therapists, social workers, guidance counselors, board certified behavior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

Key Management and Program Staff

The Collaborative is led by Dr. Chris A. Scott. During 2016-2017, Mr. Sean Glavin was the Collaborative's Director of Finance and Operations, Ms. Joia Mercurio was the Assistant Executive Director, and Ms. Kari Morrin was the Director of Student Services. Valley Collaborative's Principals were as follows:

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

Valley Collaborative FY'17 Organizational Chart



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.

2016-2017 Average Number of Students

Valley Collaborative Student (K-12) Enrollment as of June 26, 2017 was 325 pupils.

Program Offerings Overview

K-12 Programs:

Valley Elementary School
Valley Middle School
Valley Transitional High School

Adult Programs:

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

Valley Elementary School

135 Coburn Road, Tyngsborough, MA

Our Goal

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

Valley Elementary School provides a school experience for every child, in a supportive, therapeutic environment. We cater to students with a range of cognitive, language and learning disabilities, as well as those with executive functioning problems, Autism, mental health issues and behavior challenges. Students have access to literacy, math, language and writing as well as science and social studies at their individual level. Our school utilizes experiential education to help students develop social skills, confidence and comfort with positive risk challenges. We also encourage families to participate in the school experience. Family events, volunteer opportunities and our Parent Advisory Group all provide a much-needed connection.

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

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

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

After-school Programming

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

Parent Training

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

Valley Middle School

40 Linnell Circle, Billerica, MA

Our Goal

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

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

- social skills group
- life skills training
- art education
- music therapy
- electives, including band, cooking, school spirit, creative arts, health and wellness
- community based activities
- field trips
- experiential physical education

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

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

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

Valley Transitional High School

40 Linnell Circle, Billerica, MA

Our Goal

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

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

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

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

Vocational Opportunities

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

Additional Programming

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

Home/Contract Services

Home ABA Services

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

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

Approximately 7 students received home ABA services.

Contract Services

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

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

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

- Speech Language Evaluation
- Occupational Therapy Evaluation
- SIPT Assessment
- Sensory Integration & Praxis Test – 17 subtests
- Physical Therapy Evaluation
- Functional Behavioral Assessment
- Functional Vocational Evaluation (V5)
 - Sensory-motor · Strengths
 - Gross & Fine Motor · Preferences and Interests
 - Coping/Adaptive Behavior · Work adjustment and Job readiness
 - Autonomous Living · Memory and Learning Style
 - an observation of the student in a community based work environment
- Transition Assessment (V10)
 - V5 and:
 - Adaptive Living · Transition
 - Self-Determination · Social
 - Employability · Person-Centered Planning
- Observational Assessment
- Cognitive/Intelligence Testing
- Psychological Evaluation
 - Bender Visual-Motor Gestalt Test · Connors' Rating Scales

- Rey-Osterreith Complex Figure · Drug Use Screening Inventory
- BASC Progress Monitor · Millon Adolescent Clinical Inventory
- Vineland Adaptive Behavior Scales, 2nd Ed. · Behavioral Assessment for Children, 2nd Ed.
- Wechsler Intelligence Scale for Children, 4th Ed. · Wechsler Adult Intelligence Scale, 4th Ed.
- Wechsler Preschool & Primary Intelligence Scale, 4th Ed.

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

Medical Services

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

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

Assessment Services

Interim-Alternative Education Setting – 45-Day Assessment Program

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

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

Augmented and Alternative Communication Services and Evaluations

Our Goal-to provide expert AAC evaluation and support for students, parents and staff in order to facilitate student communication. Augmentative and alternative communication (AAC) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. Laura Badger, M.S. CCC-SLP is a Speech- Language Pathologist who specializes in augmentative and alternative communication (AAC) and language development for AAC users. Laura has presented regionally and nationally on a variety of topics specific to AAC, technology and language development for students with complex communication needs.

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

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

Sensory Integration Praxis Test

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

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

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

The SIPT battery includes the following 17 tests and can be given in 2 – 4 hours, over two sessions. Additionally, any one of the individual tests can be administered separately in approximately 10 minutes:

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

Transition Services and Assessments

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

Transitioning to Employment and Life after School

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

Assisting Districts

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

Other Assessments Offered

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

Vocational Services

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

Professional Development

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

Professional development includes:

- August 31, 2016 - Orientation Day
 - The Power of Mindsets: Nurturing Motivation and Resilience in Students, presented by Dr. Robert Brooks, Psychologist/National Presenter
 - Orientation Day – Mandated Trainings
- October 7, 2016 – Early Release Professional Development Day
 - Smart Board Training – ELA/Humanities
 - National Alliance on Mental Illness - Educating the Educator Panel
 - ST MATH Program
 - Going Google in the English Classroom

- Assistive Tech for Special Educators
- Nursing – Self Directed Online Learning
- Middlesex Partnerships for Youth presents: Investigating and Addressing Teen Sexting Behaviors and Underage Substance Abuse
- Effective Consultation in Schools: The good, the bad, the ugly, and what to do about it
- Online and Children’s Literature Resources for Reading and Writing
- Smart Board Training – Math and Science
- Augmentative-Alternative Communication Implementation for the Elementary Staff
- Facilitated – Content Specific Webinar for SLPs
- Facilitated – Content Specific Webinar for OTs & PTs

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.” The organization is expecting to serve an impressive 850 registrants in FY’17. Valley Collaborative’s contribution in collaboration with Wilmington Public schools is to provide PD sessions revolving around Related Services and Behavioral Health topics. Below is a list of sessions offered:

- November 8, 2016 – NPEN Behavioral Health and Related Services Offerings
 - Mindfulness and Parent Engagement
 - Healthy strategies to promote success
 - Substance Abuse Prevention
 - The Impact of Trauma on Students and How to Become a Mental Health First Aider
 - Restorative Justice -MPY
 - Supporting Transgender and Gender-Nonconforming Students
 - Transition Services
 - Collaborative Goal Writing and Treatment
 - Tips and Tools for Facilitating Successful Social Skills and Team Building Activities
 - AAC Implementation
 - Functions of Behavior
 - Resilience – Shifting from Knowledge to Application: Mental Skills Programming for Students
 - GRIT – Amy Lyons
- November 8, 2016 – Valley’s Paraprofessional PD Offerings
 - Mental health status of students/diagnoses, impact in classroom, crisis vs. "typical" behavioral presentation
 - Data collection strategies and why we take data
 - Behavioral support plans: why and how to read
 - Group management and student interaction as an aide in the class, how do you help?
- January 31, 2017 – Early Release Professional Development Day
 - Educator Evaluation Training
 - Facilitated - Online Resources Exploration
- Google for Education Trainings
 - After working with a Google consultant who is certified as a Google for Education Certified Trainer and Google for Education Certified Innovator, we are excited to announce that Valley is a “Google for Education” District. Google for Education accounts have additional functionalities that are not available in typical Google accounts.
 - Getting Started
 - Docs and Drive
 - Google Slides and Chrome Tools
 - Google Classroom

- Google Tools for Special Education
- Overview
- Clinical rounds with a consulting pediatric psychologist, Dr. Kerzner
- The Teaching of Mathematics – 10 PDPs
- The Teaching of English Language Arts– 10 PDPs
- The Teaching of Reading – 10 PDPs
- SEI Online Learning Course - 15 PDPs
- March 17, 2017 – Early Release Professional Development Day
 - Effective Strategies for Students with Anxiety, Presented by: Jessica Minahan, M.Ed, BCBA
- SmartBoards as and Educational Tool Trainings
 - Beginner
 - Advanced
- May 10, 2017 - Valley Collaborative – A Leadership Case Study: Facilitated by Dr. Tony Bent, MASS Assistant Superintendent Leadership Seminar Facilitator, Dr. Christine Francis, MASS Assistant Superintendent Leadership Seminar Facilitator. The Valley Team welcomed the opportunity to share “how the leadership sausage gets made”. It can be pretty messy sometimes. This case study in leadership focused on the challenges, difficulties, hardships, and tears that went into transforming MSEC into Valley Collaborative.
- May 23, 2017 – Early Release Professional Development Day
 - Digital Learning & Instructional Design, presented by Kerry Gallagher

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. The estimated savings for member districts in FY' 17 was \$1,132,157 and for non-member districts it was approximately \$1,324,191. 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.

Member and Non-Member Tuition Rates compared to Private Schools*

	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)	\$414.19	\$294.00	\$120.19	29%	\$366.50	\$47.69	12%
Elementary School – Emotional Behavioral Program (EBS)	\$367.04	\$216.00	\$151.04	41%	\$271.50	\$95.54	26%
Elementary School – Autism Spectrum Disorder (ASD)	\$367.04	\$240.00	\$127.04	35%	\$301.50	\$65.54	18%
Middle School - Emotional Behavioral Program (EBS)	\$363.35	\$216.00	\$147.35	41%	\$271.50	\$91.85	25%
Middle School – Autism Spectrum Disorder (ASD)	\$363.35	\$240.00	\$123.35	34%	\$301.50	\$61.85	17%
School and Vocational Training	\$373.80	\$156.00	\$217.80	58%	\$197.50	\$176.30	47%
School and Life Skills Training	\$368.71	\$179.00	\$189.71	51%	\$232.50	\$136.21	37%
School and Life Skills Training ISN	\$366.84	\$240.00	\$126.84	35%	\$301.50	\$65.34	18%
School to Work Program*		\$179.00		N/A	\$226.50		N/A
High School - Alternative	\$346.80	\$166.00	\$180.80	52%	\$210.50	\$136.30	39%
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.

PRIVATE SCHOOLS TUITION

	Boston Higashi School	Cotting School, Inc.	Franciscan Children's Hospital	Landmark Foundation	Lighthouse School	May Institute	Nashoba Learning Group, Inc.	New England Center for Children	Seven Hills Foundation, Inc.	League School of Boston	Private Schools Average
	\$334.24	\$411.67	\$380.41	\$287.91	\$387.85	\$381.78	\$474.40	\$447.96	\$214.68	\$364.64	
Intensive Special Needs (ISN)			\$380.41					\$447.96			\$414.19
Elementary School– Emotional Behavioral Program (EBS)	\$334.24	\$411.67			\$387.85	\$381.78	\$474.40		\$214.68	\$364.64	\$367.04
Elementary School– Autism Spectrum Disorder (ASD)	\$334.24	\$411.67			\$387.85	\$381.78	\$474.40		\$214.68	\$364.64	\$367.04
Middle School- Emotional Behavioral Program (EBS)	\$334.24	\$411.67				\$381.78	\$474.40		\$214.68		\$363.35
Middle School- Autism Spectrum Disorder (ASD)	\$334.24	\$411.67				\$381.78	\$474.40		\$214.68		\$363.35
School and Vocational Training		\$411.67	\$380.41		\$387.85		\$474.40		\$214.68		\$373.80
School and Life Skills Training	\$334.24	\$411.67	\$380.41		\$387.85	\$381.78	\$474.40		\$214.68	\$364.64	\$368.71
School and Life Skills Training ISN	\$334.24	\$411.67	\$380.41		\$387.85		\$474.40		\$214.68	\$364.64	\$366.84
School to Work Program*											
High School - Alternative				\$287.91	\$387.85					\$364.64	\$346.80
High School - Alternative Vocational*											

Valley Collaborative
 Statement of Activities
 For the year ended June 30, 2017

Functions/ Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 2,025,343	\$ -	\$ -	\$ (2,025,343)
Education	13,883,368	16,581,863	2,223,585	4,922,080
Intergovernmental revenue and expense	3,379,292	-	3,379,292	-
Depreciation and amortization	707,071	-	-	(707,071)
Total Governmental Activities	\$ 19,995,074	\$ 16,581,863	\$ 5,602,877	\$ 2,189,666
General Revenue and Other:				
Interest				10,945
Other				7,501
Credits to member districts				(2,000,000)
Gain on disposal of assets				41,232
Total General Revenue and Other				(1,940,322)
Change in Net Position				249,344
Net Position, Beginning of Year				13,320,417
Net Position, End of Year				\$ 13,569,761

Valley Collaborative
Statement of Net Position
June 30, 2017

Assets

Current Assets	
Cash and cash equivalents	\$ 4,324,298
Accounts receivable, net	2,753,294
Prepaid expenses and other assets	22,861
Cash held for municipalities	2,007,651
Total Current Assets	<u>9,108,104</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,662,561</u>
Total Non-current Assets	<u>7,662,561</u>
Total Assets	<u><u>\$ 16,770,665</u></u>

Liabilities and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 1,193,253
Deferred revenue - member districts	2,007,651
Total Current Liabilities	<u>3,200,904</u>
Total Liabilities	<u>3,200,904</u>
Net Position	
Unrestricted	4,378,081
Restricted - contributions and other	29,119
Restricted - capital reserve fund	1,500,000
Invested in capital assets, net of related debt	<u>7,662,561</u>
Total Net Position	<u>13,569,761</u>
Total Liabilities and Net Position	<u><u>\$ 16,770,665</u></u>

Progress Made Toward Achieving the Purpose(s) and Objectives Set Forth in the Collaborative Agreement

Valley Collaborative’s District Improvement Plan

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

Plan Overview

<p>Valley Collaborative’s Articles of Agreement ARTICLE II Mission, Objectives, Focus, and Purpose</p>
<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>
<p><i>Mission</i></p>
<p>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.</p>
<p><i>Vision</i></p>
<p>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.</p>
<p><i>Theory of Action</i></p>
<p><i>If we...</i></p> <ul style="list-style-type: none"> ● Identify students’ immediate and long-term individualized goals, strengths, and needs and provide support to meet them, and... ● Build the capacity of, and invest in, our staff, and... ● Invest in community building across the Collaborative, with all stakeholder groups, <p><i>Then we will...</i></p> <ul style="list-style-type: none"> ● Increase student independence and prepare students for successful post-secondary placement and adult living ● Increase staff professional capacity and the retention of certified staff ● Improve the engagement of all stakeholders in the Collaborative community



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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Monitoring Progress:

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



Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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



Action Plan

Strategic Objective:

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

Initiative:

- 2a.) Develop content specific PD in Technology

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

- 2c.) Provide PD Choice: Half Days

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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



	Committee	2016	
8. Update on progress: a. "Sense of Belonging" has been defined b. Data has been set up to be collected on the V drive through a Google Doc survey c. Final student survey was distributed beginning 4/6/16. Parent Survey has multiple drafts and will be finalized by May 16 th d. Team members have communicated the purpose and instructions of the student survey e. Student survey will be completed by all students on 4/29/16 at which point the team will start to determine data analysis protocols f. Next meeting date to be determined	Task Committee	April 6, 2016	Completed
9. Committee meeting to discuss: a. Define means of data analysis and collection b. Finalize parent survey	Task Committee	May 4, 2016	Completed
10. Committee meeting to discuss: a. Data collected to date b. survey completion analysis	Task Committee	May 31, 2016	Completed
11. Committee meeting to discuss: a. Next steps for identifying strengths/ areas of need, recommendations	Task Committee	October 6, 2016	Completed
12. Analyze Sense of Belonging Survey data to make recommendation for Community Involvement Activities	Task Committee	October 27, 2016	In Progress
13. Plan, develop, and implement one new community involvement engagement activity Update on progress: Based on data derived from parent survey, Sense of Belonging committee identified areas of need within the parent base regarding trainings needed. In coordination with Sense of Belonging committee and Parent Advisory Council, a Parent Workshop Night has been scheduled to address these needs on May 11 th , 2017.	Task Committee	Spring 2017	In Progress
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 6 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 16 th 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 12 th 2016	Completed



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



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

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

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

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



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

Measuring Impact

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

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

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Google Survey
IT Consultation



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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



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

Monitoring Progress:

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



Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources

District Plan Update and Action Planning SY17-18

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

District Plan Progress

1. Prepared for Successful Adult Living

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

2. Provide Professional Development

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

3. Foster a Sense of Belonging

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

New Strategic Initiatives SY17-18

- 1 Prepared for successful adult living
 - 1C: Build independence through community activities

- 3 Foster a sense of belonging
 - 3D: Increase and maintain student and family communication

1C: Build Independence

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

3D: Increase & Maintain Communication

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



Valley High School & Middle School Parent Advisory Council

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

MEMORANDUM

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

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

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

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

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

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

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



Valley Collaborative

Student Sense of Belonging Committee

High School Site 1 Action Plan

Setting Benchmarks to Monitor Progress and Impact during Implementation

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

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



Valley Collaborative

Student Sense of Belonging Committee

High School Site 2 Action Plan

Setting Benchmarks to Monitor Progress and Impact during Implementation

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

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



Valley Collaborative

Student Sense of Belonging Committee

High School Site 3 Action Plan

Setting Benchmarks to Monitor Progress and Impact during Implementation

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

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

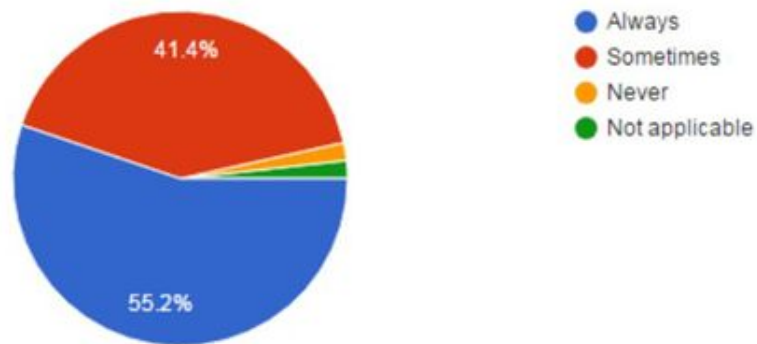


Valley Collaborative Student Sense of Belonging Committee Student Survey results 2016-2017 school year

Valley Transition High School Site 3 Student Survey Results

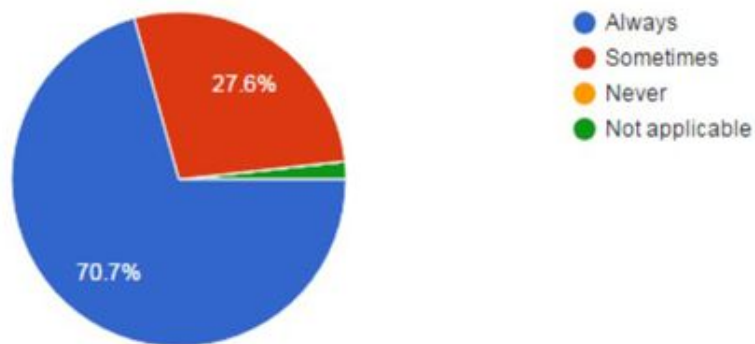
I care about the relationships I have with staff at this school?

58 responses



I am comfortable being myself at this school?

58 responses





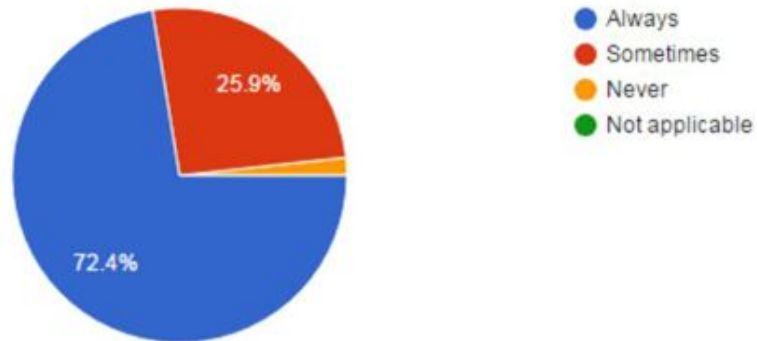
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

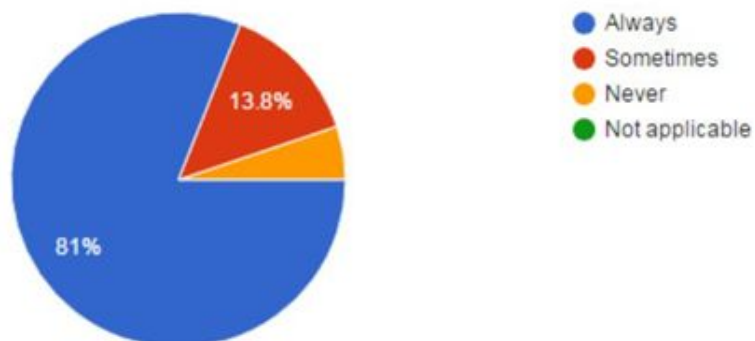
I feel respected by my staff?

58 responses



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

58 responses





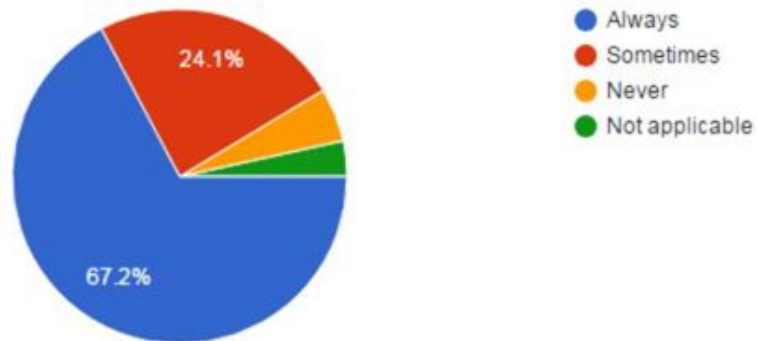
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

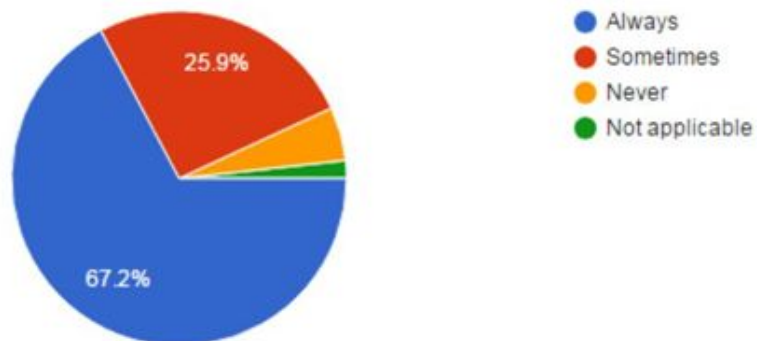
I feel like I am a part of my school community?

58 responses



I am happy with the classes I am taking?

58 responses





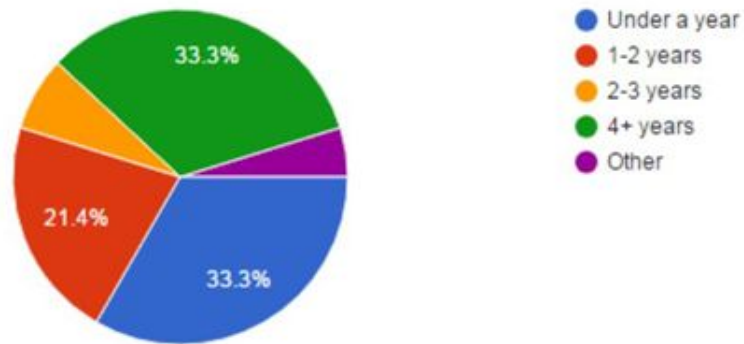
Valley Collaborative Student Sense of Belonging Committee Student Survey results 2016-2017 school year

Valley Transition High School Site 2 Student Survey Results

1-Never 2-Some 3-Always

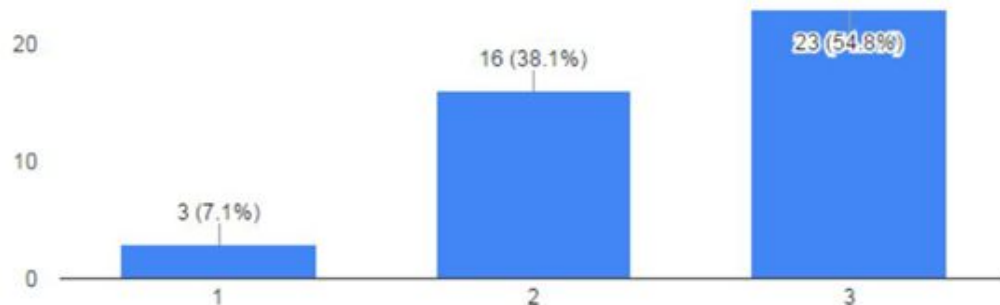
How long have you been a student at Valley?

42 responses



I am comfortable being myself at this school.

42 responses





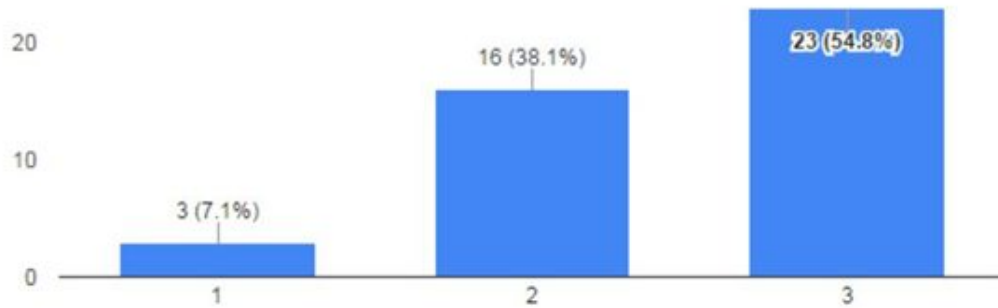
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

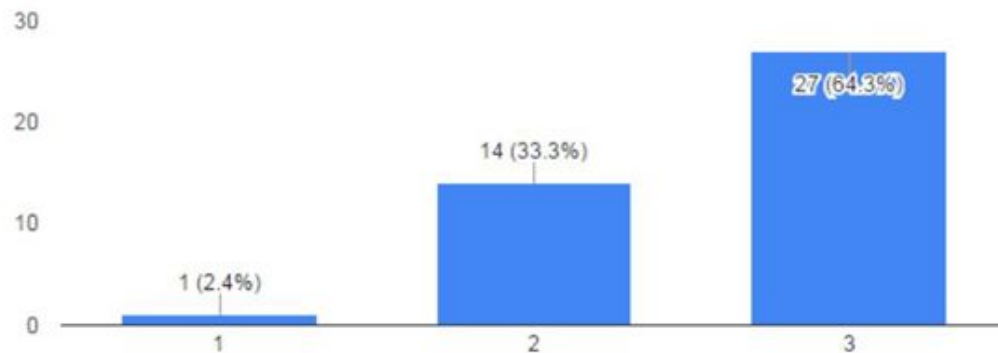
I feel respected by my staff.

42 responses



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

42 responses





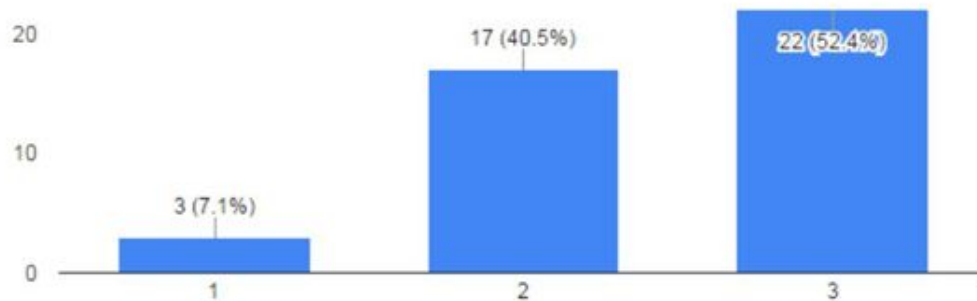
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

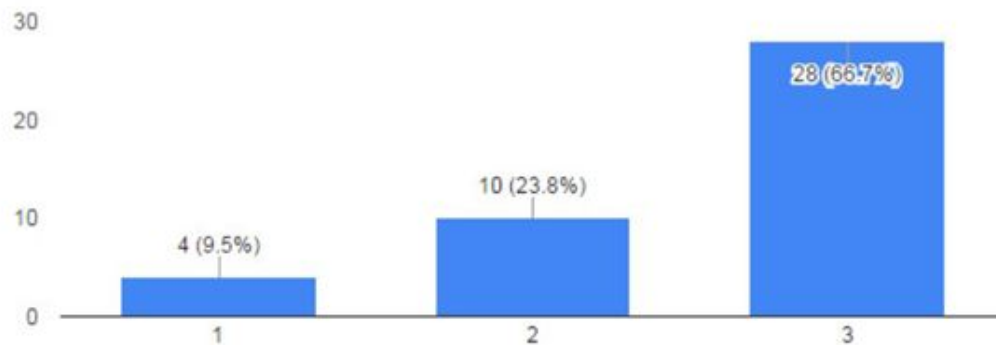
I feel comfortable at school.

42 responses



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

42 responses





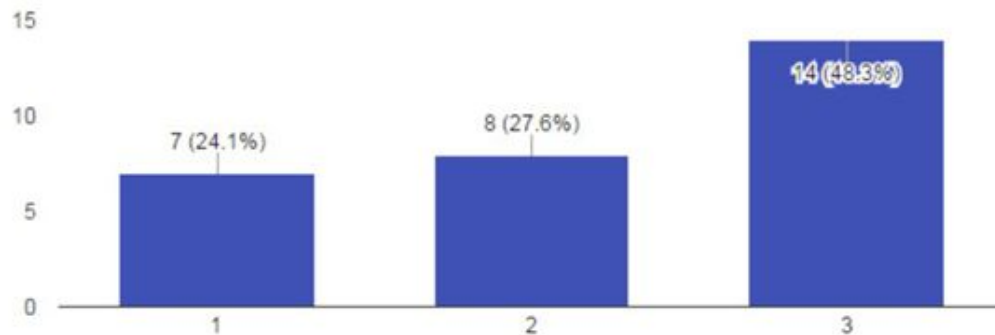
Valley Collaborative Student Sense of Belonging Committee Student Survey results 2016-2017 school year

Valley Transition High School Site 1 Student Survey Results

1-Always 2-Some 3-Never

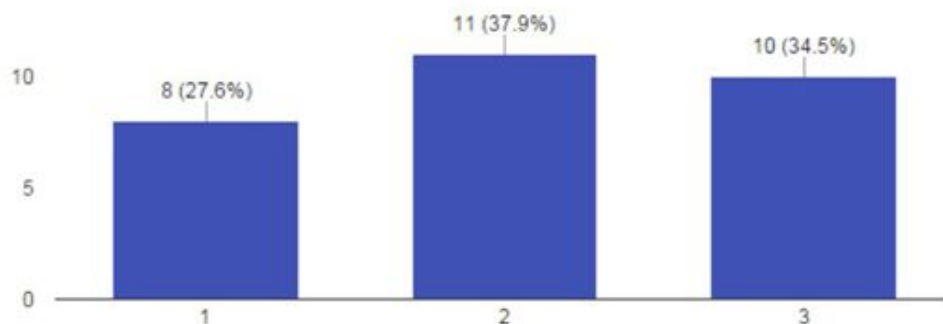
I am happy with the support I get at school when I am upset?

29 responses



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

29 responses





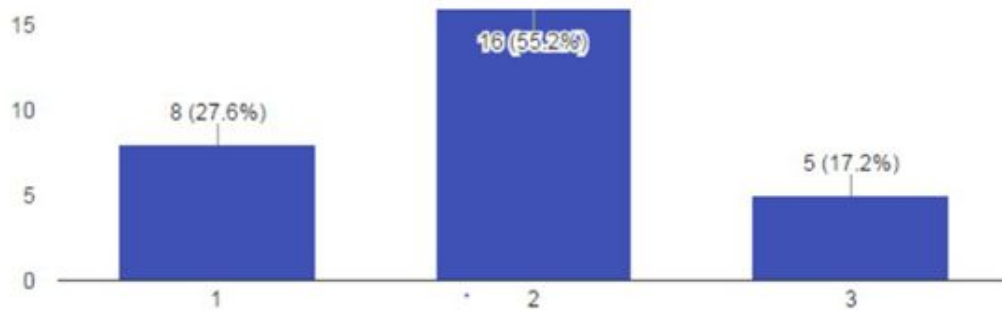
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

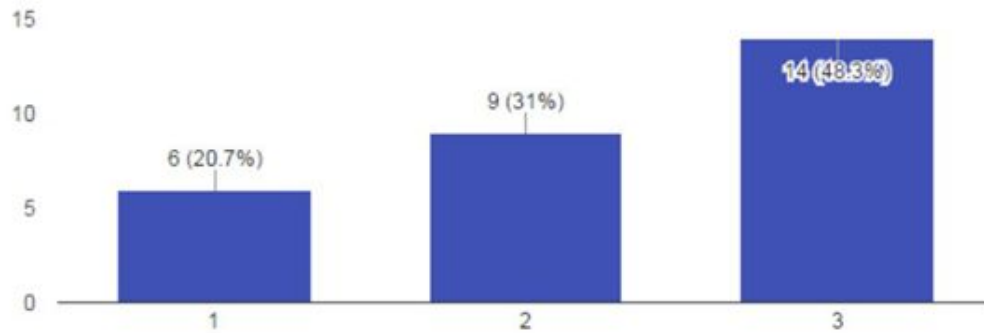
I would feel proud to wear a Valley Collaborative shirt?

29 responses



I feel respected by my peers?

29 responses



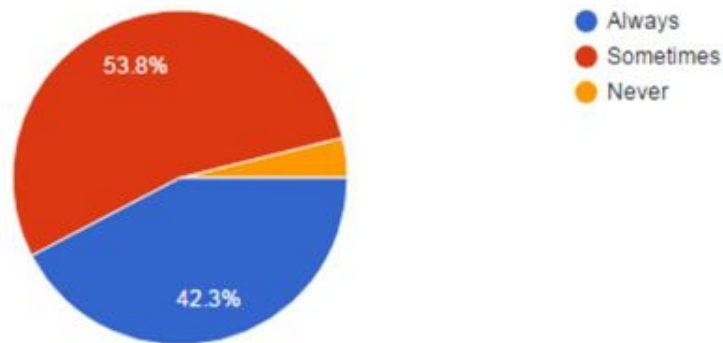


Valley Collaborative Student Sense of Belonging Committee Student Survey results 2016-2017 school year

Valley Middle School Student Survey Results

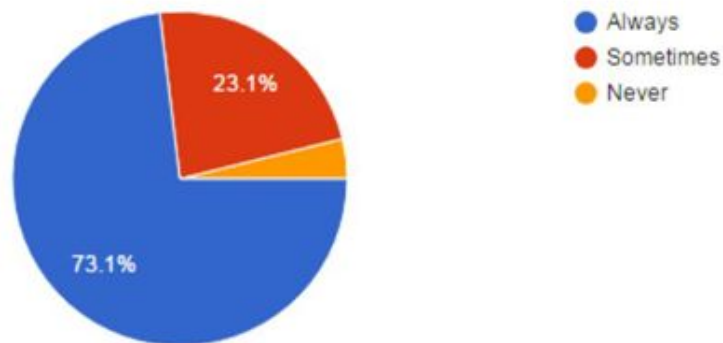
I care about the relationships I have with staff at this school.

26 responses



I am comfortable being myself at this school.

26 responses





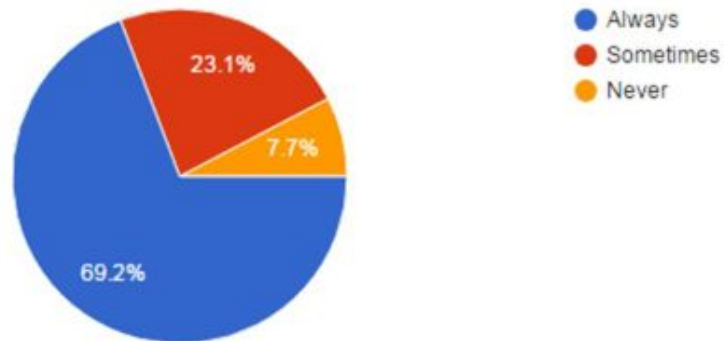
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

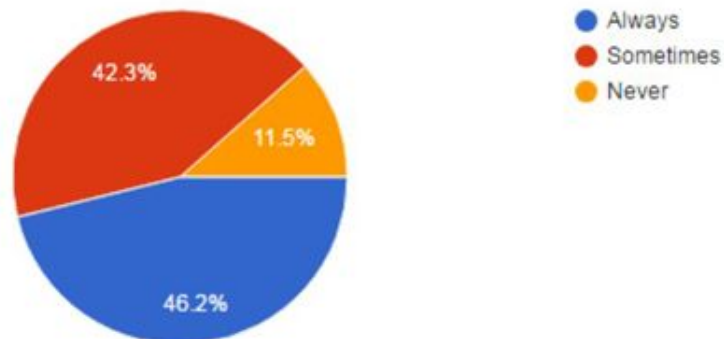
I have at least 1 staff I trust and can talk to.

26 responses



I feel respected by my staff.

26 responses





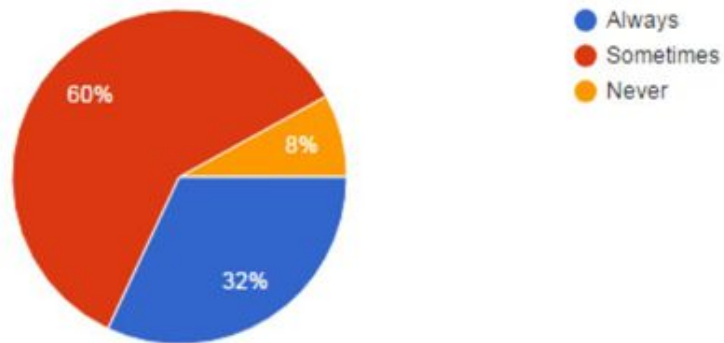
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

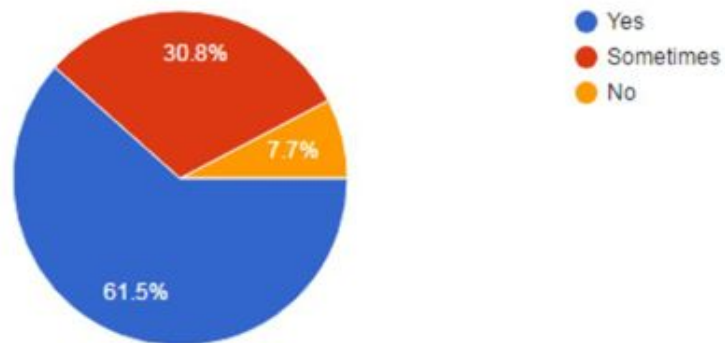
I feel respected by my peers.

25 responses



I have built positive relationships with other students.

26 responses



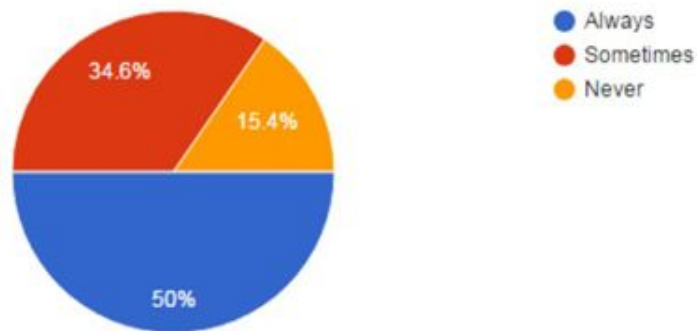


Valley Collaborative Student Sense of Belonging Committee Student Survey results 2016-2017 school year

Valley Elementary School Student Survey Results

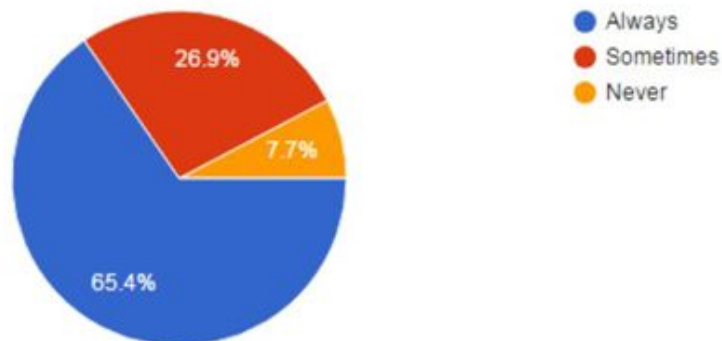
I feel that students are treated fairly

26 responses



I go to school because I want to see my friends

26 responses





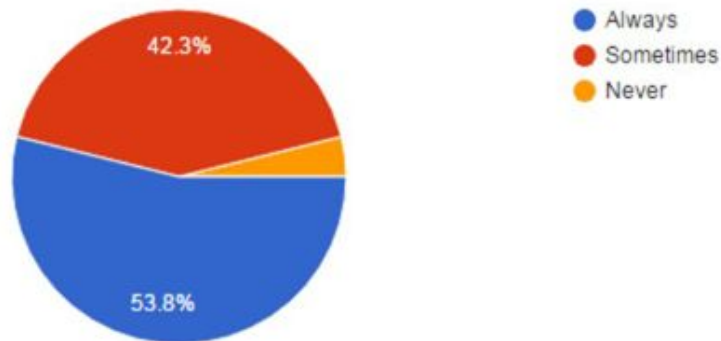
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

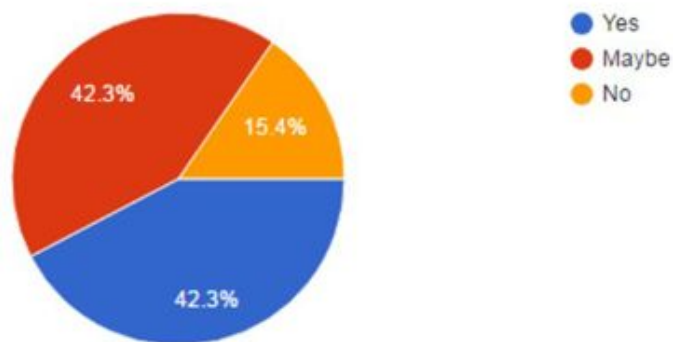
I am a good student

26 responses



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

26 responses





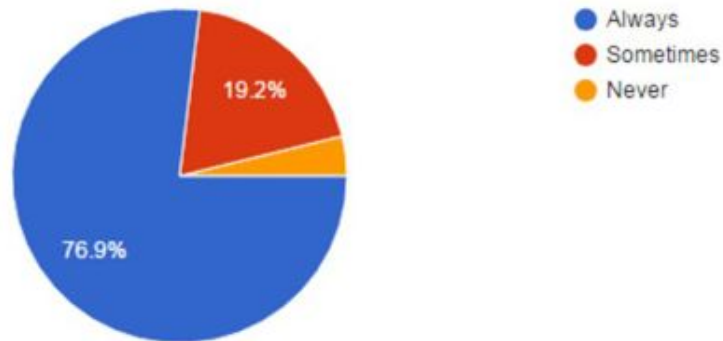
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

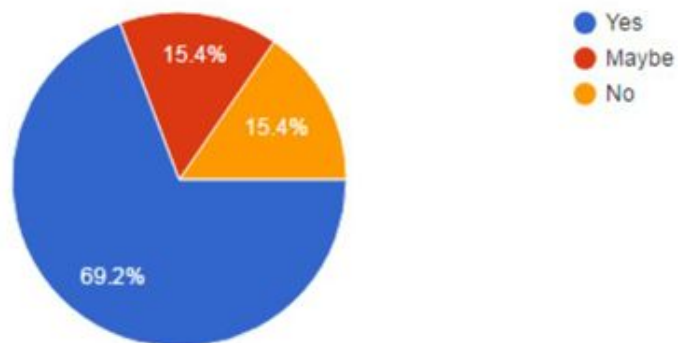
I make an effort to follow the rules at school

26 responses



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

26 responses





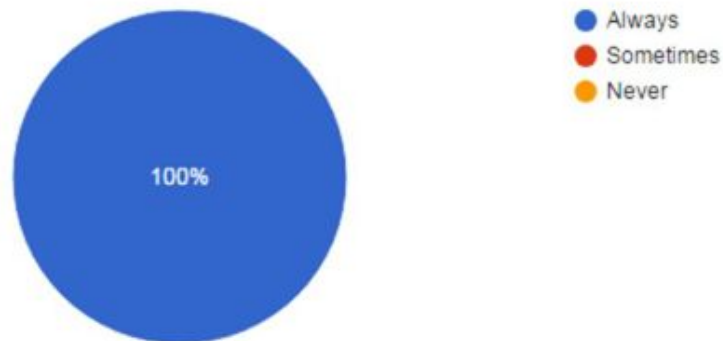
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

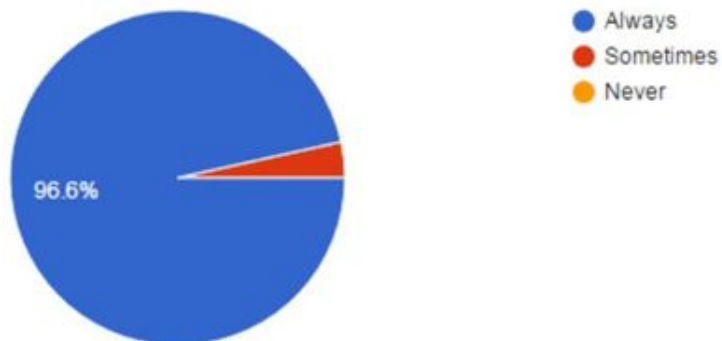
1. I am greeted warmly at my student's school.

30 responses



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

29 responses





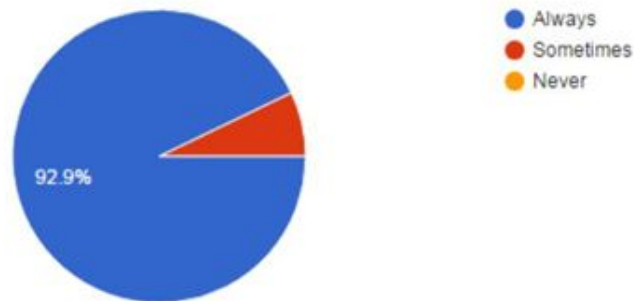
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

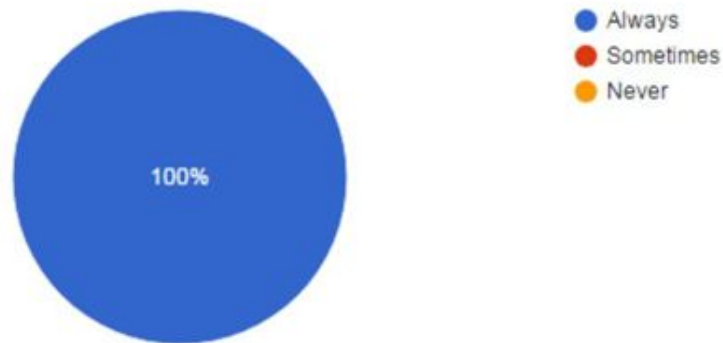
3. There is a place to find information and resources related to the school and education in general.

28 responses



4. I feel welcome to ask questions.

30 responses





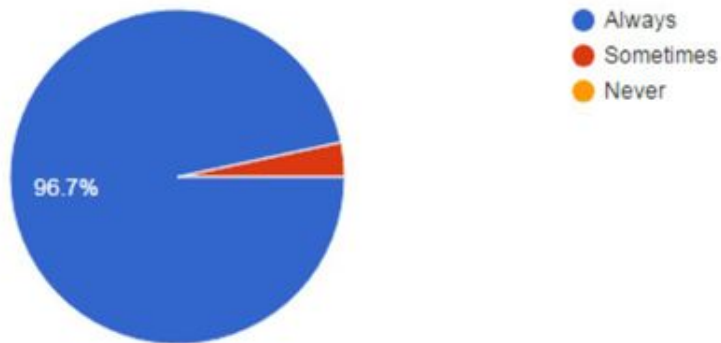
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

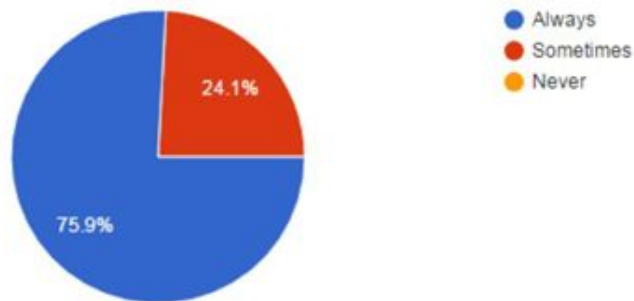
5. I feel welcome to make suggestions.

30 responses



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

29 responses





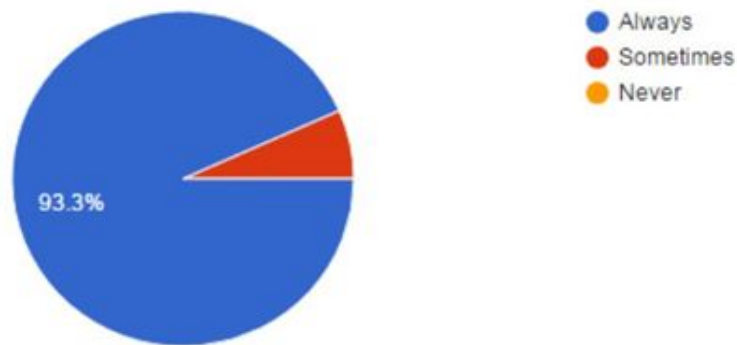
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

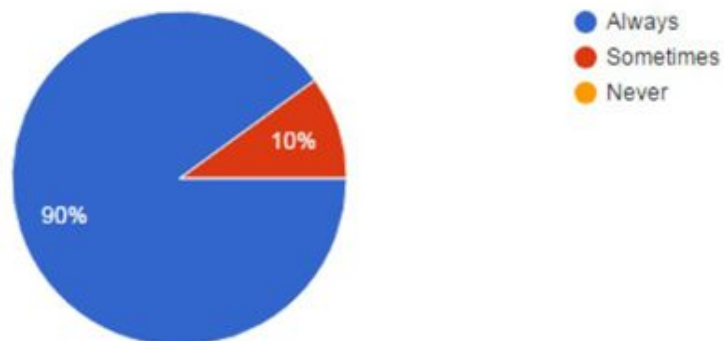
7. I feel my opinions are heard

30 responses



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

30 responses





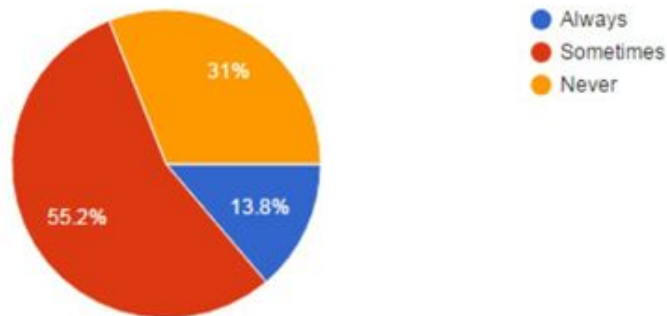
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

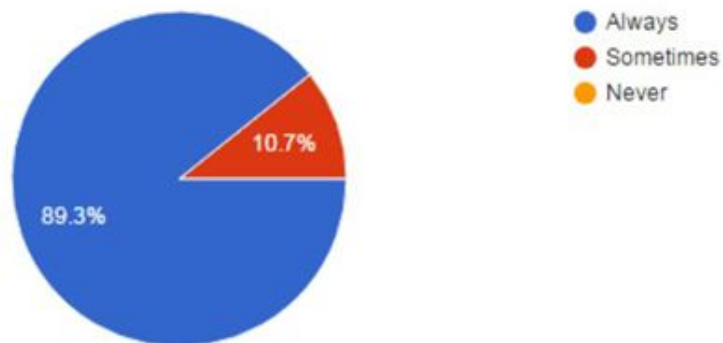
9. Have you attended any of our provided programs (i.e. Parent Advisory Group, Open house, Parent Breakfast, etc.)?

29 responses



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

28 responses





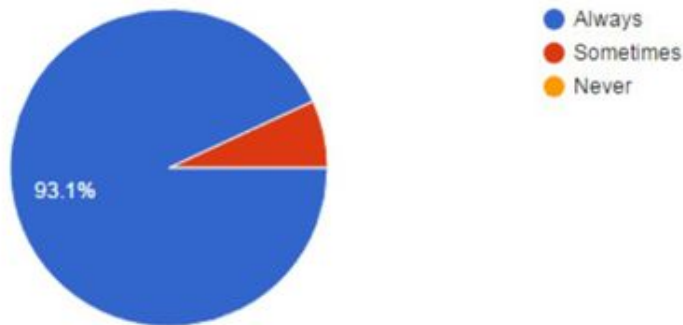
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

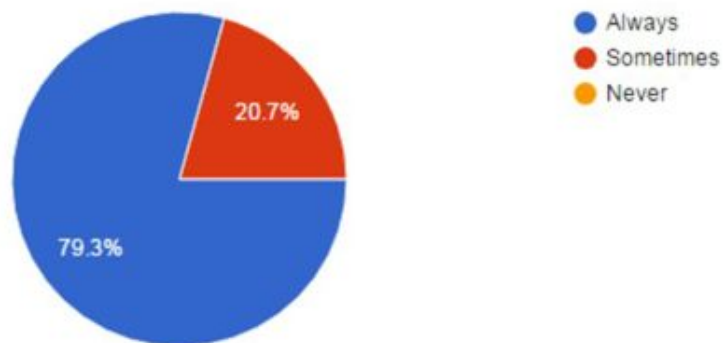
11. I have regular contact with my student's teacher to discuss his/her academic progress.

29 responses



12. I feel my student is safe in school.

29 responses





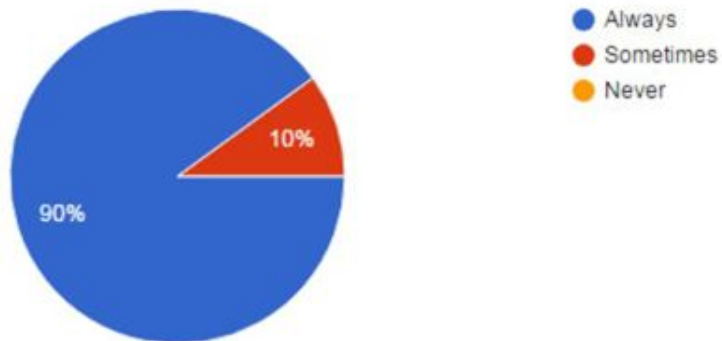
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

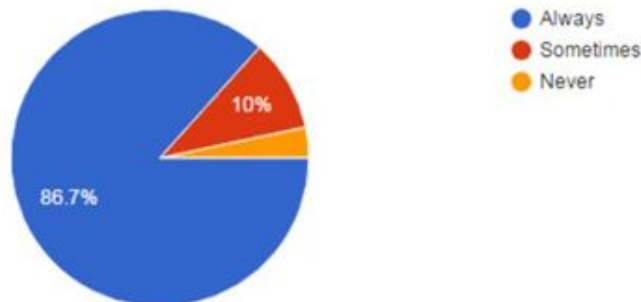
13. I am happy my student is enrolled at this school.

30 responses



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

30 responses





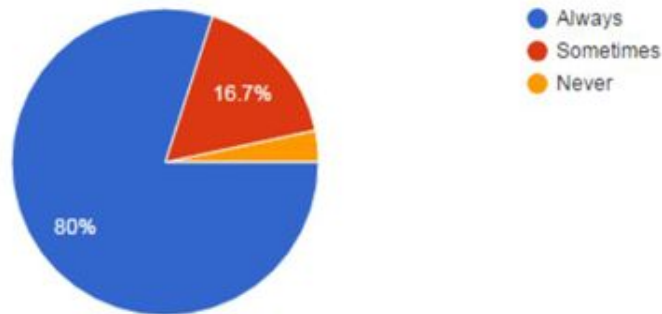
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

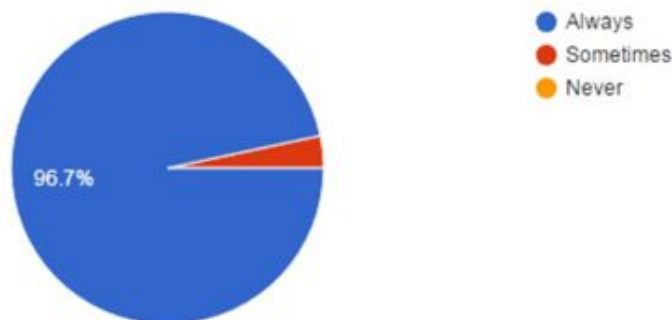
15. I am happy with the progress my student is making academically and socially.

30 responses



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

30 responses





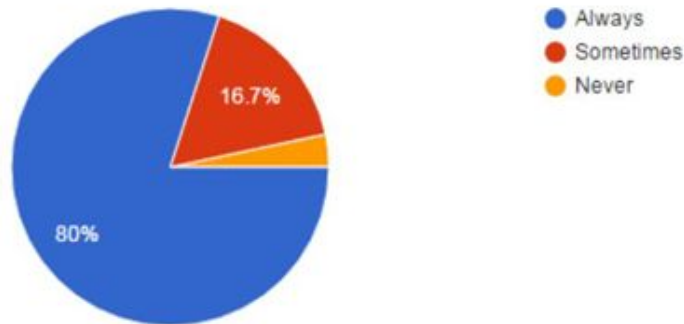
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

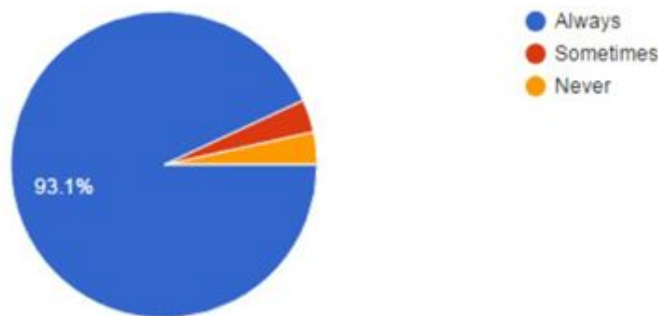
17. I am happy with the progress my student is making with increasing independence towards his/her daily living skills or vocational skills.

30 responses



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

29 responses





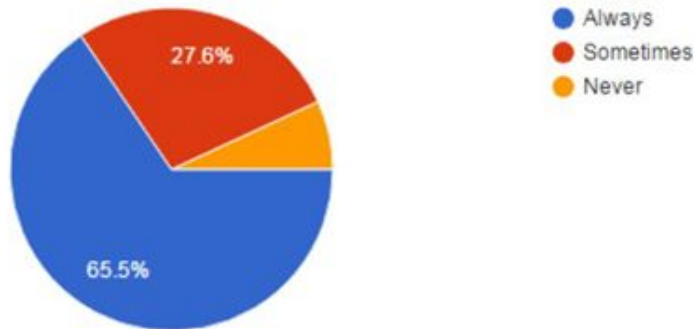
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

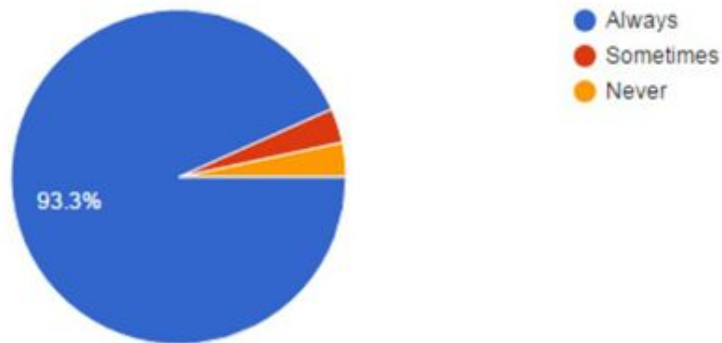
19. I am happy with the progress my student is making with increasing independence towards his/her academic curriculum.

29 responses



20. Administrators at this school are helpful.

30 responses





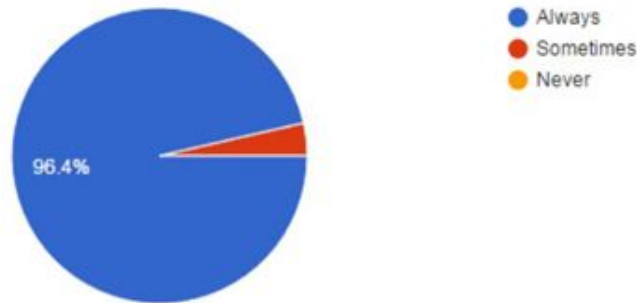
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

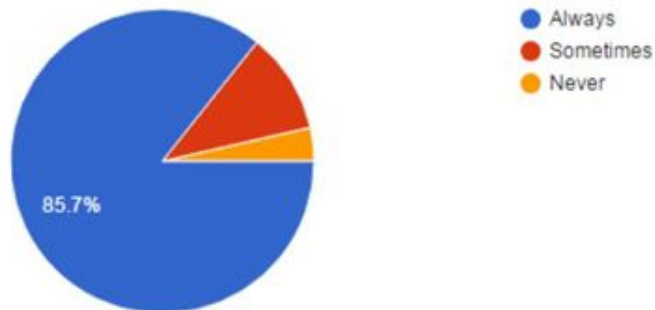
21. The auxiliary staff at the school (custodians, secretaries, cooks) seem to care about the students.

28 responses



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

28 responses





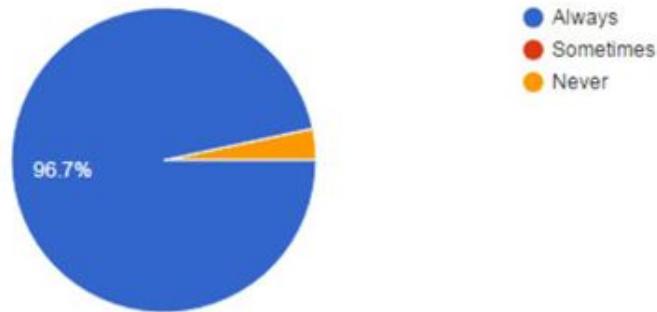
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

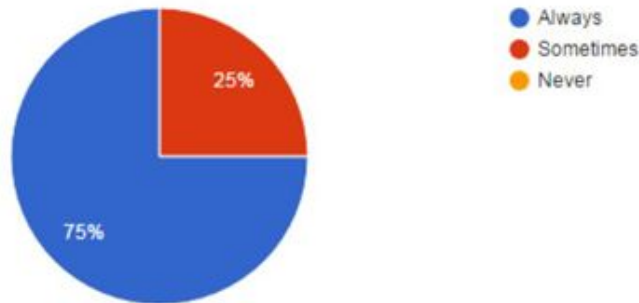
23. I am satisfied with the communication from my student's school team regarding my child.

30 responses



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

4 responses





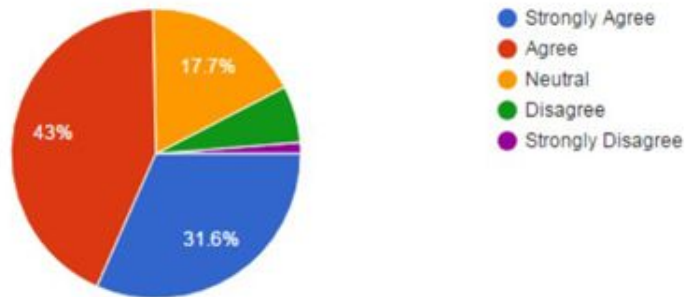
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

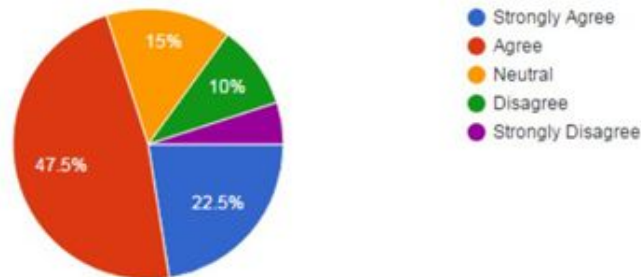
1. Do you feel valued here at the Collaborative?

79 responses



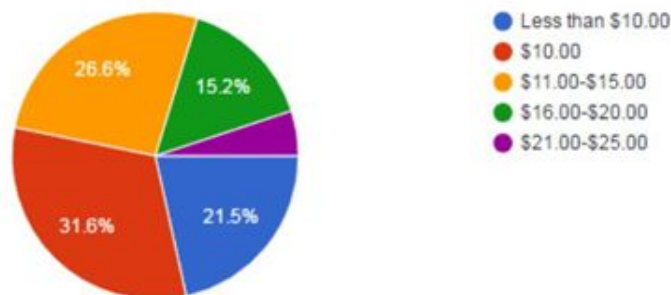
2. Do you feel you have the opportunity to express your thoughts and opinions freely without consequence?

80 responses



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

79 responses





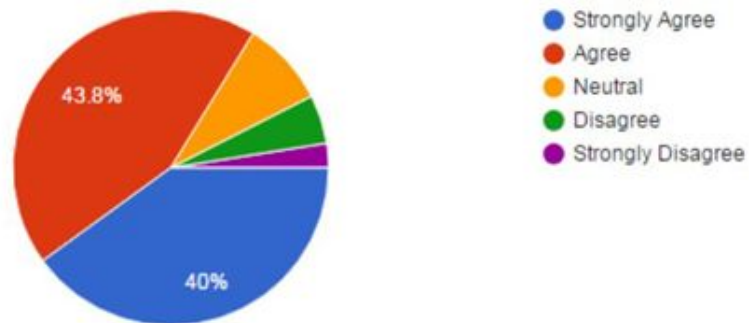
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

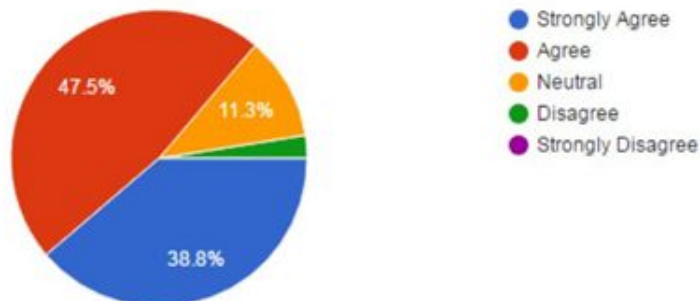
4. When I am in a difficult situation, I find it easy to approach administrators, and feel supported through the process?

80 responses



5. I feel supported by my administrators?

80 responses





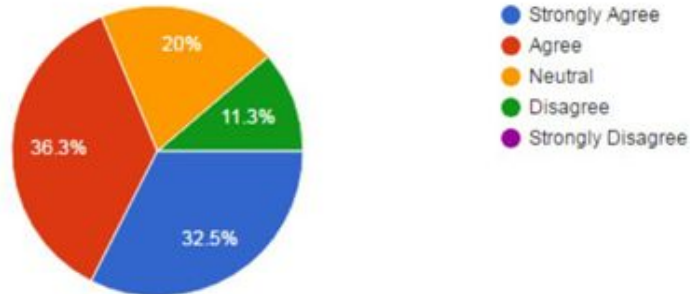
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

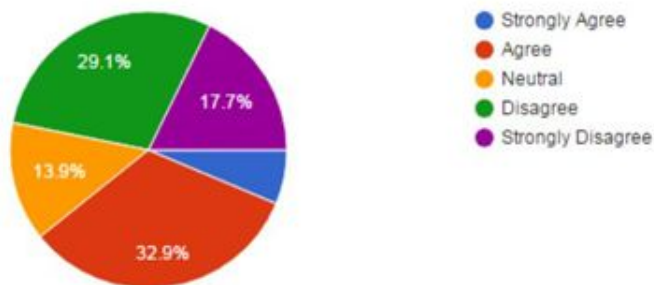
6. Do you feel you have all the materials you need to be effective in your role?

80 responses



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

79 responses





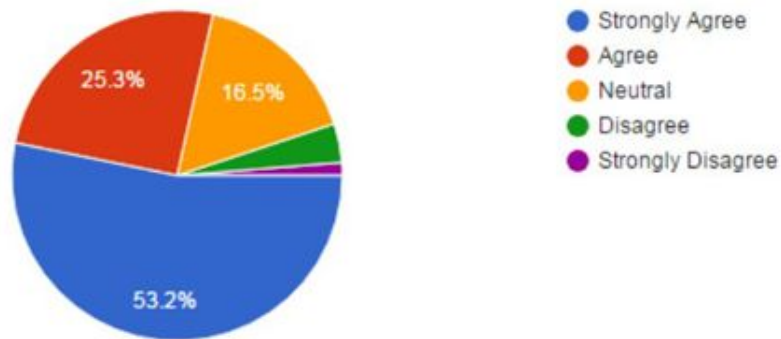
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

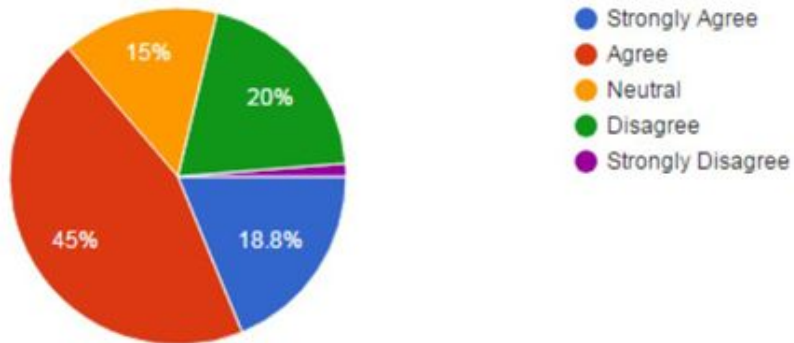
8. I see Valley Collaborative as a long term place of employment (3 yrs +)?

79 responses



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

80 responses



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

In 2004 when I received my son [REDACTED]'s US Citizenship documentation, it included a letter from President Bush. The letter congratulated him, and said "...in this country, we believe no insignificant person was ever born."

I held onto that belief for both my sons as I searched for the right schools, therapists, and resources that would help them become strong, productive, healthy and happy.

It was a struggle, and continues to be.

Thankfully, in 2011, Justin and I discovered MSEC/Valley Collaborative.

Because today is [REDACTED]'s "Moving On" ceremony, I think it is a great day to reflect on just how far he's come. It's the perfect time to thank you all for your help and hard work over these past 6 years. I've included two pictures -- one of a Facebook post from 2011 when we first visited MSEC over on Brick Kiln Road. The other was from this morning.

If you EVER think you aren't making any headway, if you EVER feel discouraged, if you EVER wonder if it's all worth it, please just look at these two pictures.

I can never thank you all enough for everything you've done for him. And that includes ALL members of "Team [REDACTED]" -- past and present.

Pam and Annie -- feel free to share with your staff, and even his past teachers if you are still in contact with them.

Hi,

My name is [REDACTED] and my daughter is [REDACTED]. She has been with MSEC now Valley for several years. I wanted to write a letter of appreciation acknowledging all the staff that work there from top to bottom including her district which is North Middlesex so Brad Brooks as well.

The staff go way above and beyond to provide experiences for my daughter and the children in the school that an average school would not necessarily do. They work really hard with the children to accommodate their needs and to individualize their behavior plans to help them be successful. My daughter has been the most successful in that environment than any other including home. Unfortunately she's recently been moved to a residential home after being in and out of hospital since January and the school has worked with each team at the hospitals and programs to help her be able to have some consistency with them and with the school. They are keeping her there to help her to continue to be successful and to be with familiar people. As a parent I am very proud of that and feel very supported by the school department for that reason. I think it is the best decision for my daughter and I am glad that they are able to accommodate her in that way. I just wanted staff to be acknowledged because I know that it doesn't always happen and you may often hear more complaints than you do appreciation.

Hi guys,

I got off the phone with [REDACTED]'s dad after his first green day in quite some time :) He had some really kind words and I wanted to share with you all- although I probably can't say it as eloquently as he did it was along these lines..

He said he has seen many different collaboratives and programs and he is so happy he chose the Valley for [REDACTED]. He's very impressed with everyone's abilities to think outside the box and happy at how the whole Team cares so much for each kid even when it has to be so individualized. He then mentioned he feels blessed to have us in [REDACTED]'s life :)

I concur with all that he said- and I felt I needed to pass along!! Happy Monday :)

Heather

“Community service with Valley Collaborative site 2 Westside is a great way to gain experience and help people in need . When are site goes off school grounds to help communities that could need our assistance, Most of the time we will split our site into 2 groups and go to two different places, We usually go to the soup kitchen in Lowell Mass where we prepare food and organize donated clothing. Or we will go to Southern New Hampshire Services and make care package for the elderly. In my opinion both are a great way to gain respect with the communities that you serve. “ [REDACTED]—Community Service

“Valley Collaborative transitional high school is a very unique type of schooling. Site 2 west caters to learning disorders and social or behavioral disabilities. The teachers on site 2 west give their students options to help them deal with situations and obstacles that come up in life. One on one therapy with social workers is available to all students. The classes are much smaller than traditional schools and consist of a five to one staff/student ratio. Community is everything to the students and staff of site 2 west. Students help each other with their issues and offer advice to each other. Fitting in is easy to do in this school because students are open minded and have been through transitioning into different schools. Students will often talk about their experiences to other peers. Students get more one on one attention with emotional behavior and learning disabilities. Teachers help you build relationships with others and try things you usually won't try. The first couple trips I went on with this school I did not participate. But once I did give this school a try it helped change my life and bring myself forward in life. This is a school like no other.” [REDACTED]

“After that the staff called us to the Lodge “living room” with and there was a giant Christmas tree in it. I noticed that there was some type of presents under the tree, and assumed they were for Toys for Tots or Goodwill or some type of charity organization. I was wrong, those presents were each and every one of us students. The staff was nice enough to give us a Westside water bottle, a Westside pillow case, these really tasty cookies. Glen then talked about the piece of rope that was given to each students (that I created into a bracelet) to represent everyone is as equal piece of the community. It was very touching and meaningful and I literally started tearing up because I've never felt so loved, and happy with a school like this at all. I love Valley Collaborative sometimes more than I love myself. This school literally saved my life, and I can't thank this place enough.” [REDACTED]—Crawford Notch Overnight

“The overnight was probably one of the best experiences I've ever had. I sorta bonded with the girls. My favorite part of the overnight was the hike, Bobby and Lucas encouraged me and gave me little boosts of hope that I can do it. When I finally made it to the top I was really proud of myself I was like “Wow I never ever thought in my whole life time I would hike a mountain in the freezing cold with people I enjoy being around.” -- [REDACTED]—Crawford Notch

“Last week we went to Lawrence Mass to hand out food to people in need. I kinda liked it because it gives me a chance to give back to the people who aren't fortunate like me. Sometimes I think people take the things they have for granted even I do but giving back makes me appreciate my family and the things I have. I wish I did more community service because its all you have to do is lend a hand which I never mind doing.” [REDACTED]—Community Service

██████████
3/20/17

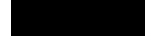
What does valley mean to me? Valley means a lot to me. I've been here since 7th grade and it's been a wild ride let me tell you. From annoying little ██████████ to slightly less annoying marissa a lot of different events have happened. Ive changed a lot as a person and i know that it's been for the better. Although i had to go through many difficult obstacles to get here i wouldn't change much.

Being such a behavioral problem in middle school i didn't expect to change at all once i got to high school. I got a big reality check and realized i needed to get my shit together. Not much would have happened if it weren't for the staff. I think worrying about what people will think of me if i acted like a dick is what helped me get it together. Having the anxiety of a group or if the kids were angry at you helped too. I guess i could write about all of the kids i was friends with last year but eventually you realize everyone is a weasel.

The trips are where you make your biggest relationship with either staff or students. Specifically me i built a relationship with Glen on the outdoors last year. This year me and glen are very close and i trust him with my life i could say. All though the staff love to push all of your buttons until you explode at them they're still great. Odds are they would probably do anything to accommodate you. Most people when i tell them that i call my teachers by their first name and that i can text and call them at any hour of the day and it's normal they're a little weirded out. I think being able to trust someone with information and they don't run and call your parents is nice. It's nice to have an adult to talk to that isn't your parent.

Trips are probably the best part of this site. Me being an introverted anxious bitch i don't really get to leave the house very often and socialize or do things that require physical capability. I was not expecting to hike this much two years ago but who would have ever thought that i would look forward to it and enjoy it. I even go hiking on my own time sometimes now. Overnights are another amazing thing about the program. We get to leave our families for a day and go into the middle of nowhere with all of our friends. I know for a lot of kids here they are in programs and can't do shit so the trips are important and i think people would be more aggravated without them.

Ending off this place is my sanctuary even though i wanna fight people here it's still the greatest thing in my life right now and im not sure id be alive or in the place i am right now. Im happy, i have a job, i have healthy relationships and i know a lot more about myself than i did before.


Class of 2017

What does Valley me?

Valley Collaborative Transitional High School means the world to me. Back in November of 2015 I dropped out of Tewksbury High School due to extreme anxiety and depression and PTSD of being bullied most of my years attending Tewksbury public schools. With the help of my psychiatrist and my therapist we desperately requested for Tewksbury to send me to a Therapeutical school. They refused...

I was broken, I was hopeless, and I was lost. When it reached January, after months of being at home, and stuck in my awful piercing thoughts...I thought the only way to make me feel better was to end my life. In the middle of January we hired an advocate that helped me so much. Tewksbury finally agreed to send me to a Therapeutical school, I toured Valley and I knew this was the school for me.

Valley Collaborative saved me. Valley gave me hope again. Valley gave me everything that Tewksbury High School could never in a million years give to me. Valley Collaborative is my savior. When i'm at this school I feel alive. Valley is my happy place, its where I am most happy and comfortable. Once I get on the bus every afternoon after school, I get a little sad because I love being here every minute of the school day. This place completes me.

Before I came to Valley...I had no friends, I was a loser. It was very very hard for me to make friends at Tewksbury High because for me it was such a hostile environment and a majority of their students there were very self-absorbed. I had acquaintances, but no one I could rely on and trust. That all changed when I left that school and came to Valley. Here I adjusted to the environment and people fairly quick. Within a month I met my soon to be best friend John. I'd never thought I could ever have a friend like this in school ever again. I haven't had a good friend like this since 6th grade. Along with John i've actually made a lot of other friends too, Rob, Ryan Puffer, Hunter, Jared and so much more. I hadn't had any good

friends for 6 years, but when I came to Valley I made ACTUAL friends that can rely on and trust completely. These friends have made my confidence go through the roof. That's a huge reason why I love Valley so much.

The staff on our Westside site are just amazing. They are probably the biggest help with every single thing we do at this school. Bobby, Glen, Shea, and Brittney have made me feel comfortable my first week attending this school. They are really really good at their jobs. They know how to interact with students here more than any teacher or staff at any public school. I have to give a big thank you to my advisor Bobby Nimblett for always being there for me and making sure that I am successful in life after graduation.

Aside from the amazing classroom education part of Valley, one of the biggest parts about our site is our outdoor ed trips. I've never experienced anything like it at any school I've ever been to. This has changed my life for the better. We go on so many interesting trips that help us understand and experience things that I probably would have never done if I hadn't come to this school. Not to mention the Overnight trips we take. The overnight trips we take is by far one of my favorite things about Valley and one of the things that make me very happy and close to other people here. From hiking Tuckerman's ravine, to skiing at Bretton woods, to hopefully be hiking Mount Washington in June, which would be probably one of the most memorable experiences of my life. Since I started attending Valley and taking these amazing trips, I've been A LOT more healthier. I can finally look myself in the mirror and tell myself I'm not ugly and I'm not fat, which was something I was never able to do before I came to this school. I've become more physically and mentally fit while attending Valley and I've gained a massive amount confidence...Confidence that I never in my life thought I could ever have again.

Valley Collaborative has provided everything for me that that Tewksbury High School could ever give to a student. I wake up in the morning excited to go to school and not dreading to go like I have from 7th grade to the beginning of Junior year. Valley is probably one of the best if not the best Therapeutical schools in Massachusetts, maybe even America. This place gives students opportunity, hope, friendships, and memories that will last forever. It's going to be extremely hard to graduate in June because I love this school more than anything and I don't want to leave. Nevertheless, Thank you Valley for everything you've done for me, you helped shape me into the positive and happy person that I've always wanted to be.

██████████
3/29/17

What Valley Means To Me

Good morning. My name is ██████. I'm here with my peers from site 2 west side to talk to you all about an amazing opportunity that was presented to us by our teachers Glen and Bobby. The plan is to hike Mt. Washington and raise money for the New England Wounded Vets charity before we graduate. Michael Merchant, a close friend to Bobby, is an ex marine and has now dedicated his life to helping others. He would be hiking with us and he is the one to thank for this once in a lifetime opportunity. To raise awareness, my peers and I have created a short film about how Valley has impacted our lives and why we want to not only hike mount washington, but give back to the community through this charity.

It is very difficult to articulate what Valley means to me in words because it's something I have never felt before. I almost don't want to because Valley is more than just words, it's feelings; and describing lofty feelings with ineffective words is not giving Valley the credit it deserves.

I guess the first word that comes to mind would be happy, but that would be an immense understatement. Valley makes me ecstatic, delighted, overjoyed. It makes me want to bounce off the walls hugging people telling them how much they mean to be.

My love for Valley is mostly due to the people. They are more than just family or friends. Just like saying Valley makes me happy, calling my peers and teachers my family isn't enough. I love these people without any blood relationship and without them providing food, shelter, or

water. I'd take a bullet for any of peers or teachers; I'd even take one to the brain. That may just be my passive suicidal ideation talking, but I don't say that about everyone.

The people at Valley are also very accepting. I no longer feel the need to bow my head in shame because of my skin or keep quiet because of my accent. I know the people here won't judge me. Also, I know the people here struggle with similar things. Whether that's a low self-esteem, anxiety, or depression, I always know I am not alone. I can finally speak my mind, tell jokes, dress the way I want to, and be the person I have always wanted to be.

Valley is my safe place. Valley is the priest I confess to and the heaven I wish to go to. Valley is the coffin I want to be buried in for eternity. Valley means so much to me, that it probably isn't healthy. I'd say we have a codependent relationship based on how much I rely on Valley. If I didn't have the comfort and advice from Brittany, support from Bobby, humor from Glen, and the smile from Shea, I'd probably be in a hospital. That's not even counting the support I get from students and other staff.

Valley has given so much to me. Not only has the teachers, staff, and students supported me emotionally, but in all aspects of my life. If I need help with academics, physical fitness, relationships, or mental health I know there is always someone I can talk to. Valley has given me the confidence to express myself truly, the courage to accept the things I cannot change, and most importantly a reason to be alive.

If I had that special remote controller from the movie Click with Adam Sandler, I'd relive everyday of my life at Valley. I can confidently say that the happiest day in my life was the last time I was at Valley, and that's only to be beaten by the next school day. I want everyone at Valley to know that not only have they made me more confident and knowledgeable, but also

they gave me the will to give back. Just like how Valley has provided so much for me, I now feel the need to put myself in a similar position helping out others.

Hi Chris,

Just want to take a moment to commend you and your staff at Valley Collaborative.

My son [REDACTED] entered Valley in a very fragile state of mind. He was referred there on a 45 day risk assessment because of the troubles he sustained from Whittier Voc Tech., where he was labeled a "troubled kid".

Before starting at Valley he begged me and my husband not to send him there. He was so nervous about entering a new school where he didn't feel comfortable being around people he didn't know. His stress level was so high he couldn't eat or sleep the week before; he even spoke about quitting school and getting his GED. I recall his first bus ride there; he was texting me, "Mom this is stupid, I don't want to go here". I was a nervous wreck for him knowing that this was a trigger to his already high stress level.

Well that afternoon he came in the door with a huge smile on his face. I could see that all his fears were gone. When I asked him how his day was (still smiling) he said, "alright". He wasn't much for words back then. But I could sense that he felt a sense of security at Valley and that he was accepted and supported there.

Not long after starting there, I received numerous phone calls from the staff on how [REDACTED] was doing and adjusting. They all introduced themselves and told me how they were working with [REDACTED]. I felt that everyone there was concerned for [REDACTED]'s well being there at Valley. And what a good feeling it was as a mother for her son. Not only was [REDACTED] at ease, but I was too.

[REDACTED]'s whole attitude towards school had changed. He no longer had fear about going to school. He actually enjoyed going there everyday and NO LONGER spoke about quitting school.

He has excelled at Valley; going from very low grades to all A's.

Another thing I want to mention is that our lawyers commented on how friendly and warm everyone was at [REDACTED]'s meeting.

So in closing, I want to say with all my heart that everyone at Valley deserves a standing ovation for the work you have done with [REDACTED]. Going to Valley has instilled in him to be proud of himself and not feel like he has to stand back and not be noticed. He has gained great strengths and confidence in himself that he lacked before entering Valley. At Valley he was listened to and the staff there understood his struggles. You have taught [REDACTED] that he can shine in life and not be the kid that was so called "troubled".

Most Sincerely,

[REDACTED]

Nicole Noska

From: [REDACTED]
Sent: Tuesday, September 26, 2017 10:45 AM
To: Nicole Noska
Subject: yesterday

Hi Nicole,

Wow, what an impressive team!! I'm not an educator and my only special education/IEP experience is from being [REDACTED]'s mom but I could tell you have a really cohesive group that is completely focused on [REDACTED]'s success. I know that I am an important part of the team but I rely so heavily on your training, experience and expertise; and all of that was so evident and reassuring yesterday.

Thank you for everything you are doing!!!
[REDACTED]

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

Nicole Noska

From: Shana Dunlevy
Sent: Wednesday, November 22, 2017 8:24 AM
To: Nicole Noska
Subject: parent testimonials

From: [REDACTED] > on behalf of Jeff+ Christine Schwefler <[REDACTED]>
Sent: Tuesday, November 21, 2017 7:00AM
To: Shana Dunlevy
Subject: Backpack Contents

Hi Shana,

[REDACTED] had a great night, did his homework independently with no questions and only has the paragraph page on the last page to do tonight. I was really impressed **With** how well he worked reading through the stories and then answering the questions without asking me to help him find the answers, it was a proud moment for me on how far you have helped him get in his reading and independent working ability. Thanks so much!

Backpack Contents:

change of clothes/wipes
grey lunch bag
green water bottle
pill box
prisma color pencils
blue gel pen box
animals coloring book
color me relaxed coloring book
blue folder
Last kids on Earth book
2 fidget spinners in blue outer pocket

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

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

FYI-I shared photos of [REDACTED] from field trip with [REDACTED]'s mom- see reply below:)

Laura E. Badger M.S. CCC-SLP
Speech-Language Pathologist
AAC Specialist
Valley Collaborative High School
40 Linnell Circle Billerica, MA 01821

On 11/20/17, 12:03 PM, "[REDACTED]" wrote:

>OMG Laura, this made me cry. I am so happy that he is able to get out
>with you all and does well. I am thankful for all of you that make it
>possible. He is my little prince and I want him to be the best he can be.
>Thanks again.

> [REDACTED]

>

>Sent from my Verizon 4G LTE Droid

>On Nov 20, 2017 11:33 AM, Laura Badger <ibadger@valleycollaborative.org>

>wrote:

>>

>> Hi [REDACTED],

>>

>> I wanted to share a few photos from our trip to the Museum of Science

>>taken on our classroom iPad.

>> [REDACTED] had such a wonderful day and was so happy. Doug, one of the aides

>>is

>> fantastic with him and they have a real bond. And yes< that's him on an

>> escalator like a champ! Enjoy!

>>

>> Laura E. Badger M.S. CCC-SLP

>> Speech-Language Pathologist

>> AAC Specialist

>> Valley Collaborative High School

>> 40 Linnell Circle Billerica, MA 01821

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>>

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