

Valley Collaborative 2018 Annual Report

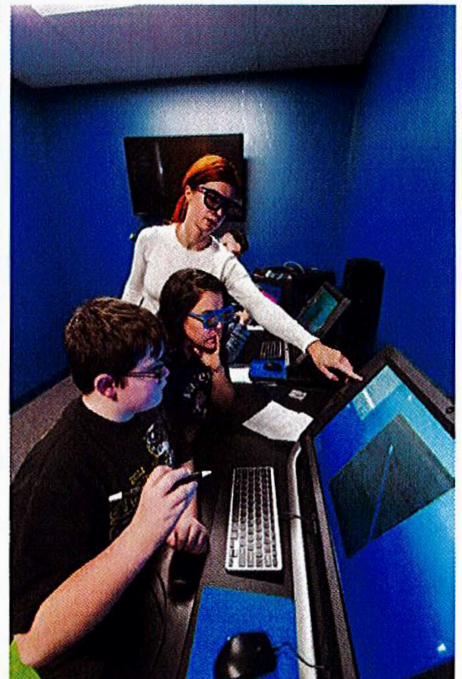


Table of Contents

General Information	4
Valley Collaborative Mission	
Summary of Successes and Challenges	
Change(s) in Membership, Services, or Programs	
The Number of Years the Collaborative has been in Existence	
Revenue and Expenditure Information for the Subject Year	
Governance and Leadership	14
Board of Directors and Member Districts	
Advisory Committee	
Staffing Information	
Key Management and Program Staff	
Valley Collaborative Organizational Chart	
Programs and Services Provided	16
2017-2018 Average Number of Students	
Program Offerings Overview	
Valley Elementary School	16
Location of the Programs Student/Teacher Ratio	
Arrangements with Member Districts to Maximize Integration Opportunities for Students Detailed Description of the Program	
Valley Middle School	17
Location of the Programs	
Student/Teacher Ratio	
Arrangements with Member Districts to Maximize Integration Opportunities for Students Detailed Description of the Program	
Valley Transitional High School	18
Location of the Programs Student/Teacher Ratio	
Arrangements with Member Districts to Maximize Integration Opportunities for Students Detailed Description of the Programs	
Home/Contract Services	19
Home Services Contract Services	
Adult Services	20
Today and Tomorrow	
Valley’s Massachusetts Rehabilitation Commission Funded Programs	
Job Development	
Therapeutic Services	21
Occupational Therapy, Speech Language Therapy, Physical Therapy, Behavioral Intervention Counseling and Social Work	
Medical Services	23
Assessment Services	24
45-day Assessment Program	
Augmentative and Alternative Communication Services and Evaluations Sensory Integration Processing Test	
Transition Services and Assessments Other Assessments Offered	

Vocational Services	
Professional Development	
Outreach and Partnerships	
Member School Districts	
Community-at-large Outreach	
Cost Effectiveness of Programs and Services	28
Service Fees Comparisons	
Quantitative Comparisons to Private Schools	
FY'17 Financial Audit Summary	
Progress Made Toward Achieving the Purpose and Objectives Set Forth in the Collaborative Agreement	33
District Plan Overview 2015-2020	
Feedback from Parents, Staff, and the Community-at-large	59

General Information

Name of the collaborative: Valley Collaborative

Contact Information

Address:

40 Linnell Circle
Billerica, MA 01821

Phone:

978-528-7800

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

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

Valley Collaborative's Mission Statement:

To work collaboratively to create a structured learning environment that empowers individuals to lifelong learning and to navigate confidently and with optimal independence in their communities.

Valley Collaborative's Vision:

Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers students and adults to discover their individual strengths, interests, and abilities. In doing so, students become responsible contributing members of society.

Summary of Successes and Challenges

Message from Executive Director:

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

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

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

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

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

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

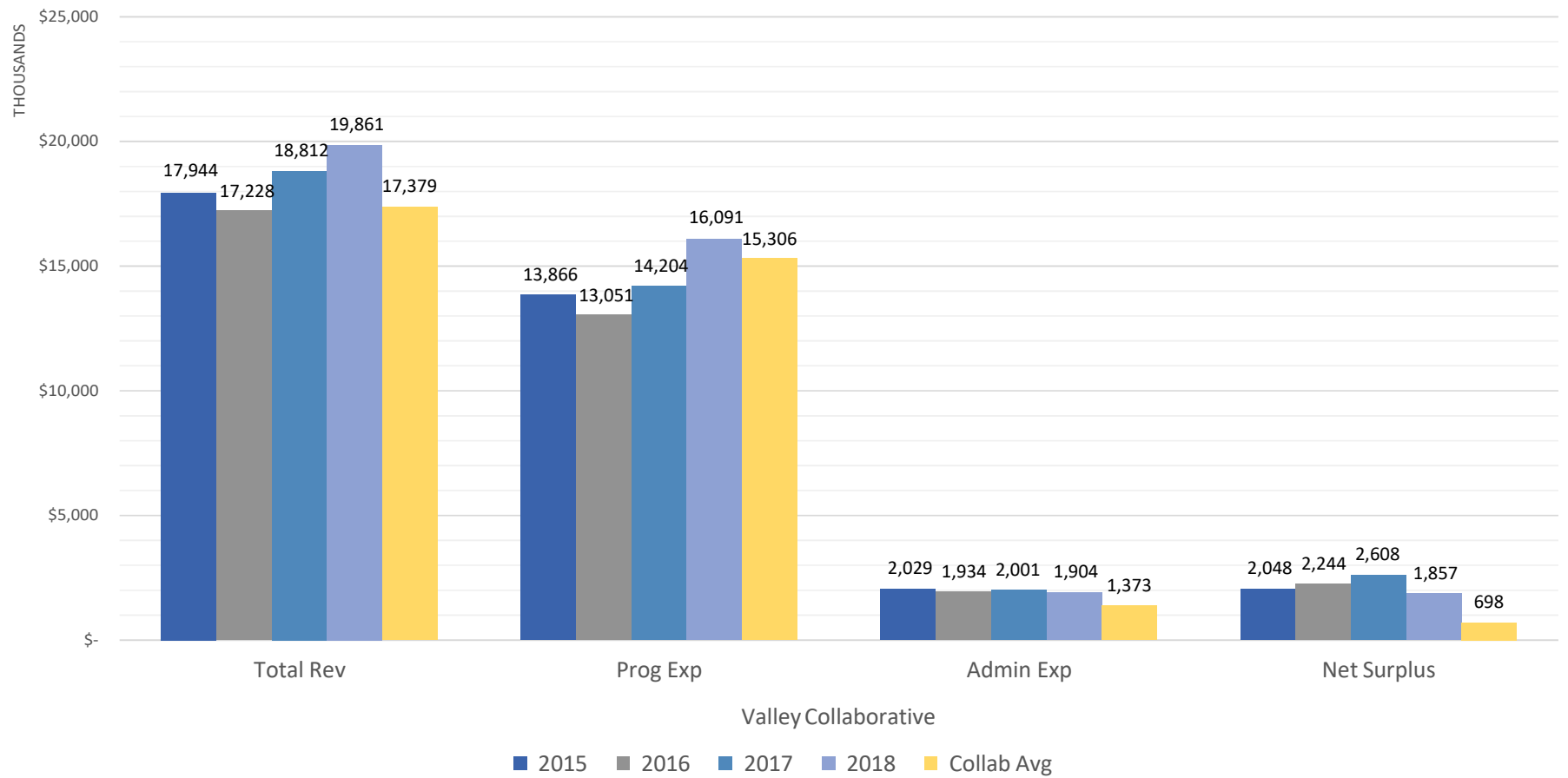
Thank you for taking the time to read our Annual Report and for your support of Valley Collaborative. If you ever have a suggestion or need assistance, my door is always open.

My best to you always,

Chris

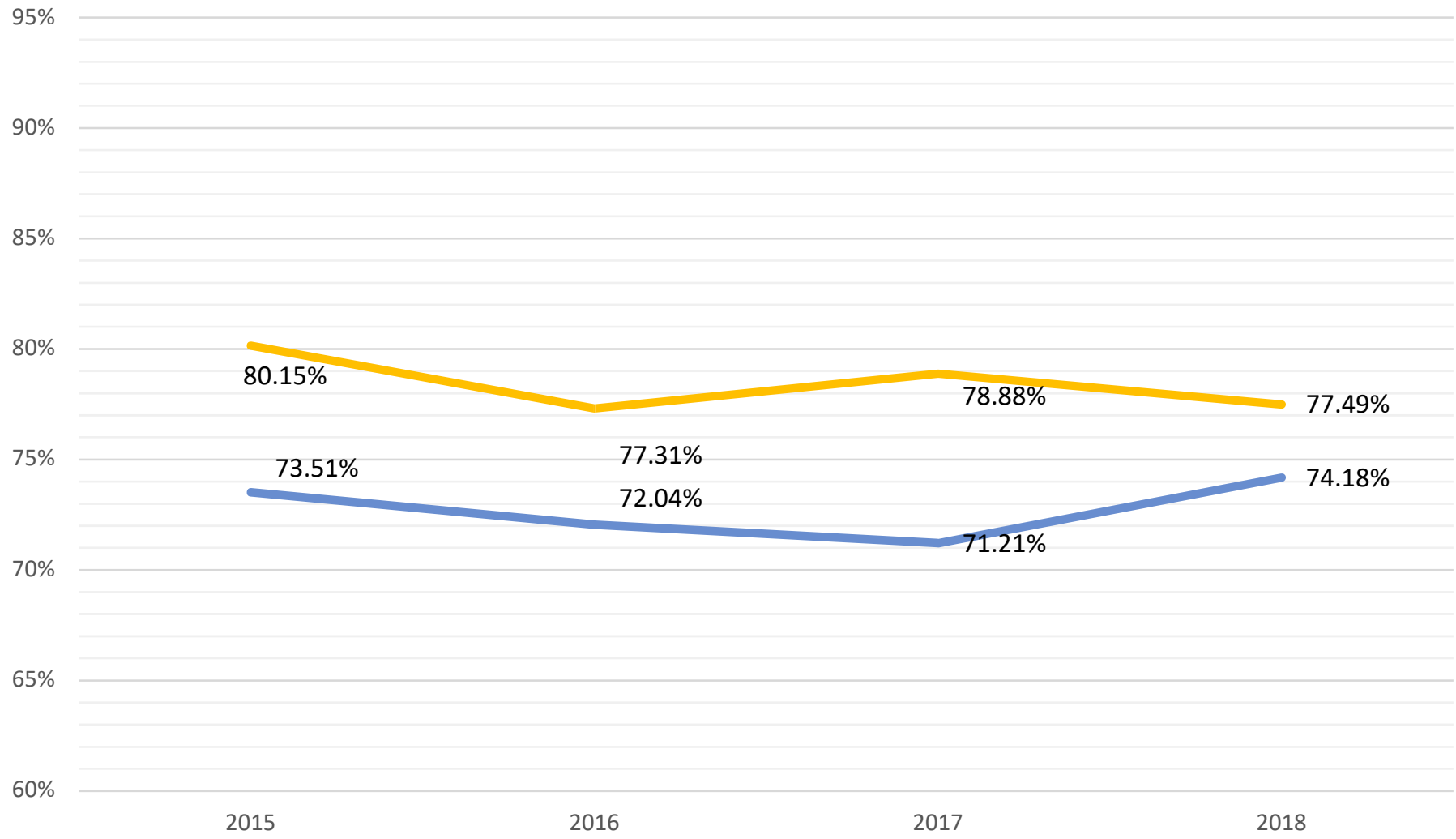
General Fund Activities

(Excludes Transportation and On-Behalf)



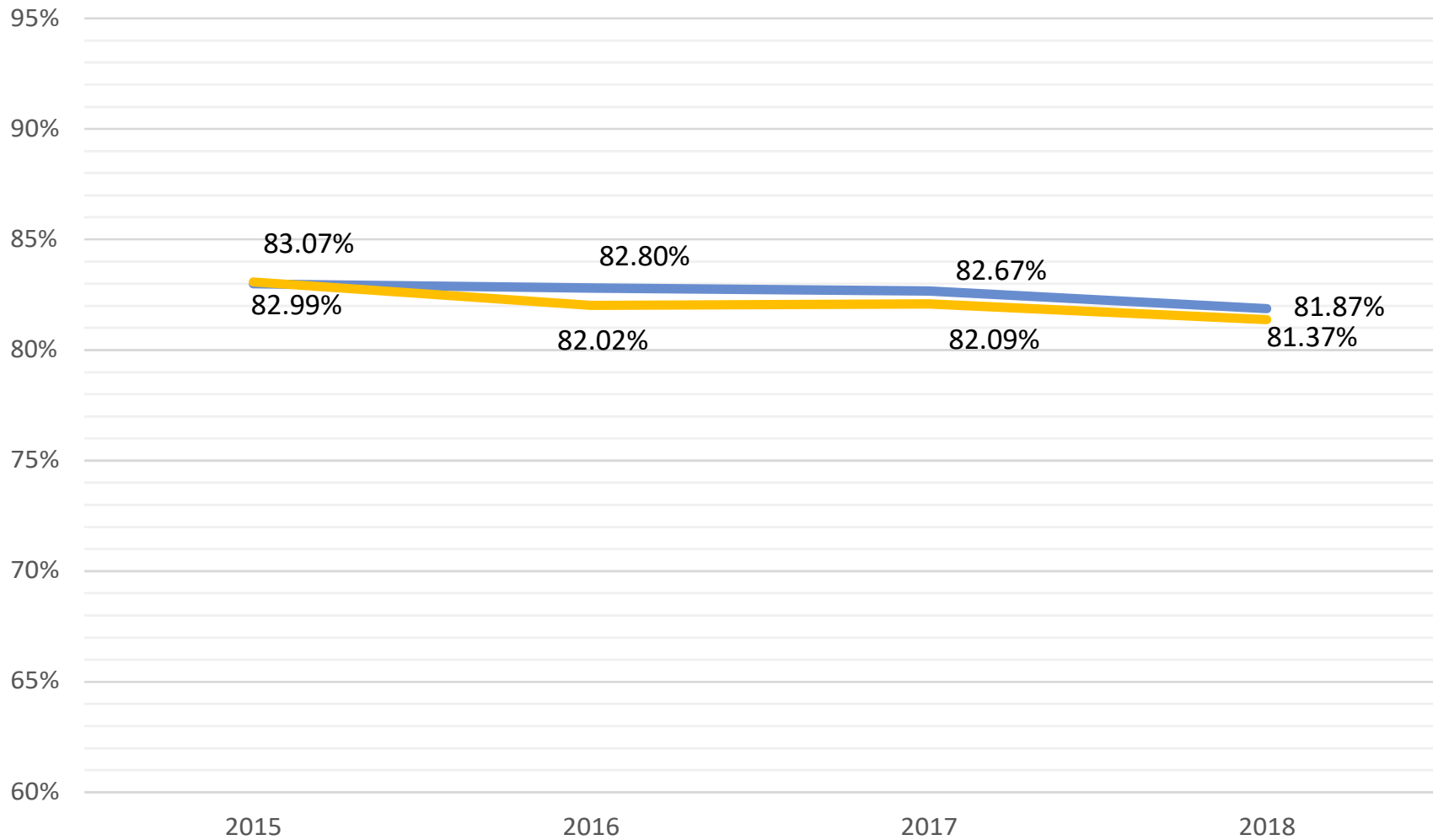
Payroll Expense as a Percentage of Revenue

Valley Collaborative Average

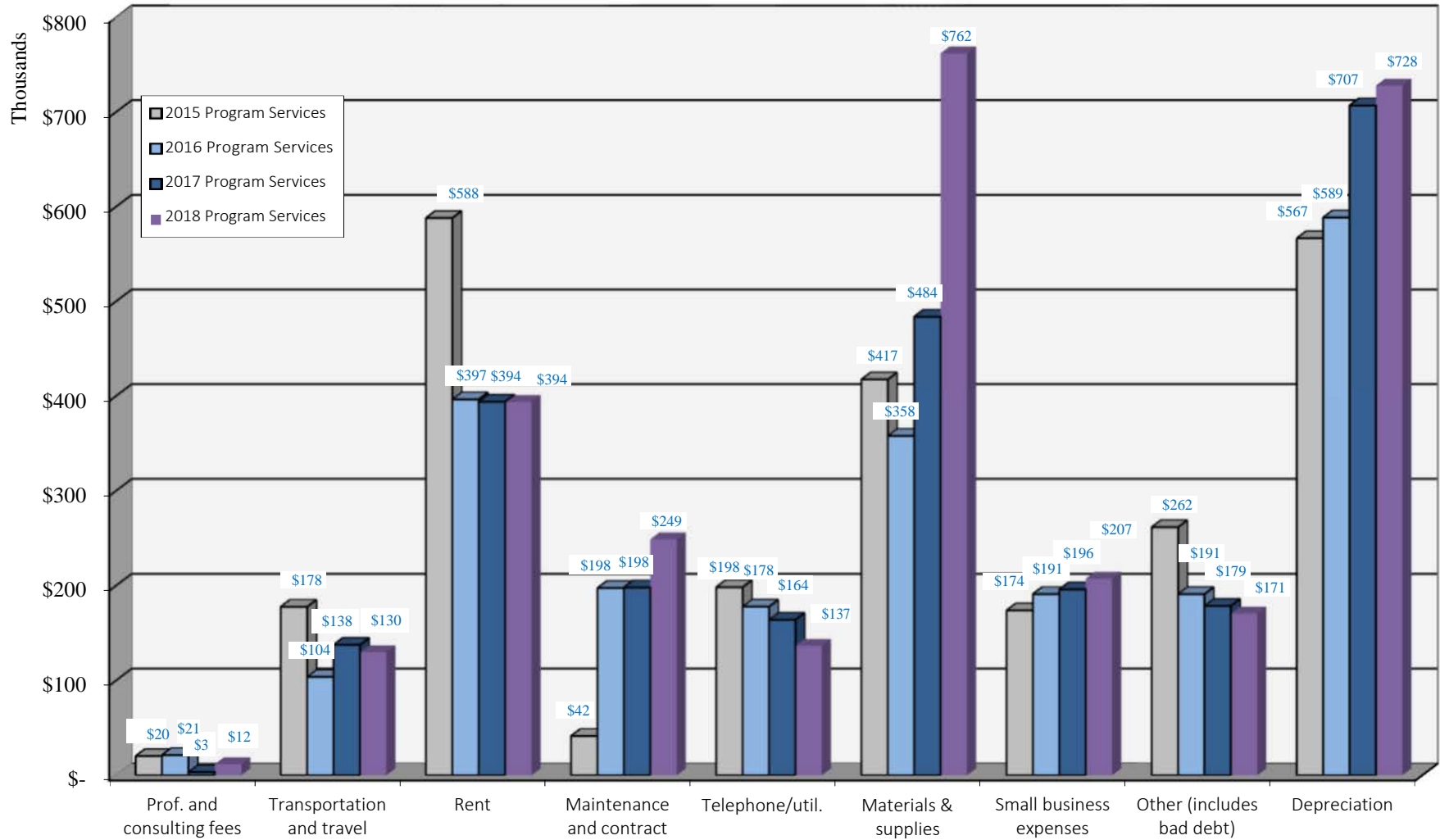


Payroll Expense as a Percentage of Total Expense

Valley Collaborative Average

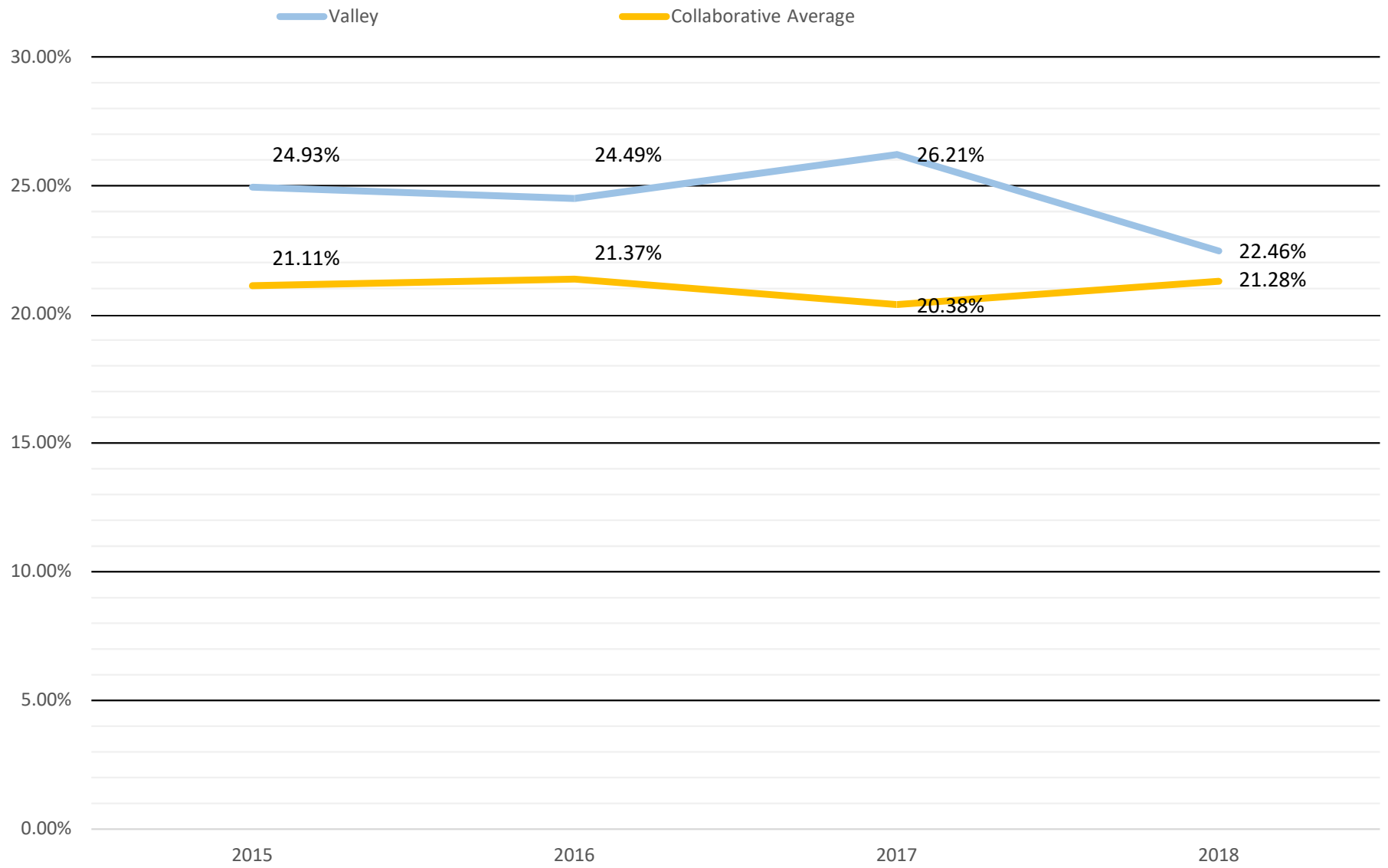


Program Expense Comparison (Excludes Payroll)



Derived from audited financial statements for discussion purposes only.

Cumulative General Fund Surplus



Programming Excellence

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

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

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

Dr. Chris A. Scott
Executive Director
Valley Collaborative

Change(s) in Membership, Services, or Programs

None

Number of Years the Collaborative has been in Existence

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

Revenue and Expenditure Information for the Subject Year

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

Valley Collaborative
Statement of Net Position
June 30, 2018

Assets

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

Liabilities and Net Position

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

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

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

Governance and Leadership

Board of Directors and Member Districts

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

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

Advisory Committee

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

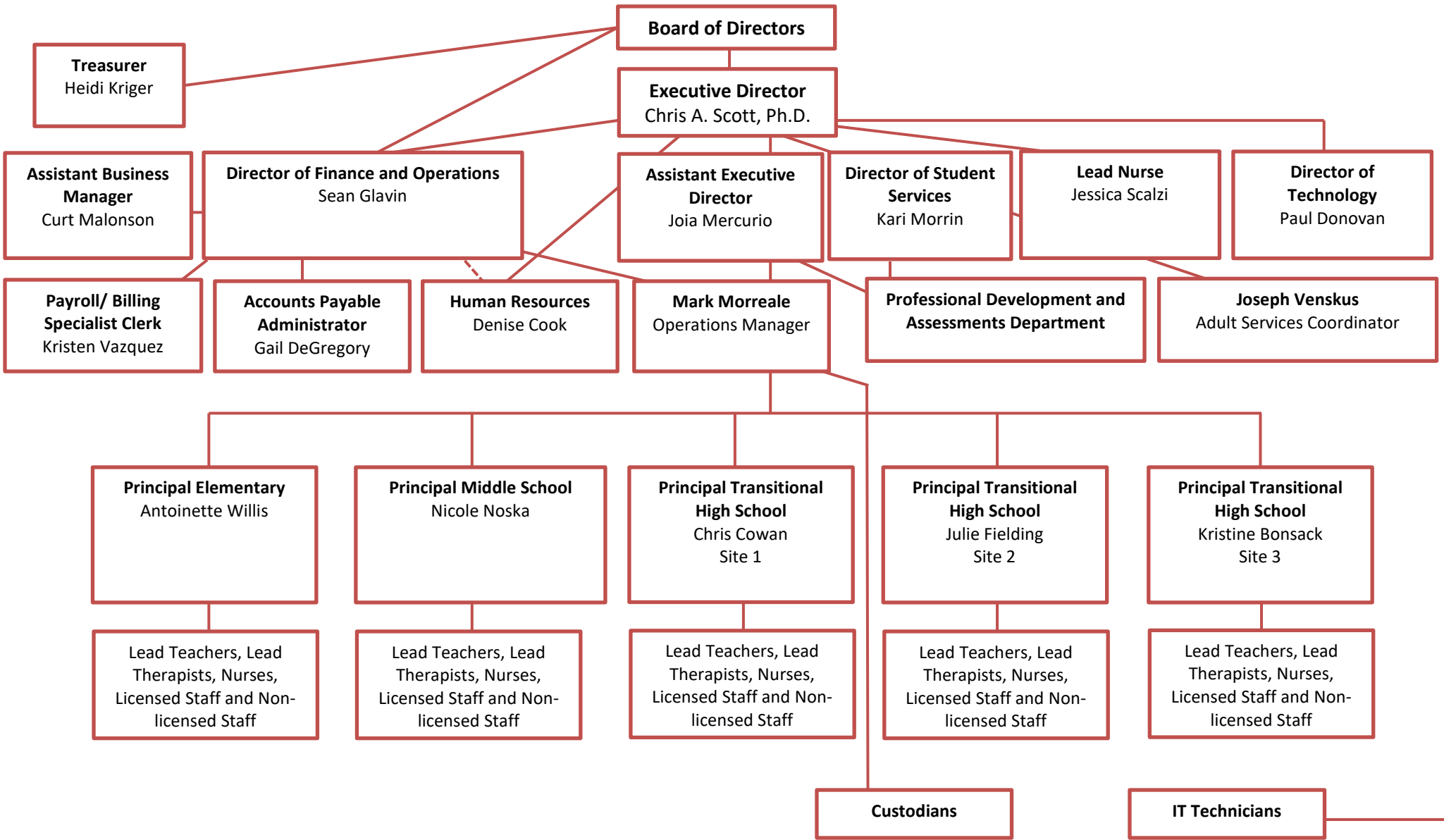
Staffing Information

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

Key Management and Program Staff

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

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



Programs and Services Provided

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

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

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

2017-2018 Average Number of Students

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

Program Offerings Overview

K-12 Programs:

Valley Elementary School
Valley Middle School
Valley Transitional High School

Adult Programs:

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

Valley Elementary School

135 Coburn Road, Tyngsborough, MA

Our Goal

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

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

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

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

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

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

After-school Programming

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

Parent Training

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

Valley Middle School

40 Linnell Circle, Billerica, MA

Our Goal

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

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

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

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

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

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

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

Valley Transitional High School

40 Linnell Circle, Billerica, MA

Our Goal

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

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

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

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

Vocational Opportunities

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

Additional Programming

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

Home/Contract Services

Home ABA Services

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

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

Approximately 7 students received home ABA services.

Contract Services

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

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

- Extended Day Programming

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

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

Adult Services

25 Linnell Circle, Billerica, MA

Our Goal

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

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

Today & Tomorrow

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

Valley's Massachusetts Rehabilitation Commission Funded Programs

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

Job Development

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

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

Therapeutic Services

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

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

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

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

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

Areas of Assessment and Treatment

Occupational Therapy:

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

Speech Language Pathology:

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

Physical Therapy:

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

- Orthotics management
- Core stability and strengthening

Board Certified Behavioral Analysis:

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

Counseling and Social Work

A supportive therapeutic environment is an essential component of the student's overall experience at Valley. Valley's clinical component addresses student's social, emotional, developmental, and behavioral needs. The clinical team, in conjunction with the teaching staff, 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).

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

Cooperative Purchasing

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

Joint Transportation

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

Medicaid Billing

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

Outreach and Partnerships

Member School Districts

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

Community-at-large Outreach

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

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

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

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

Cost-Effectiveness of Programs and Services

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

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

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

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

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

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

Valley Collaborative
Statement of Net Position
June 30, 2018

Assets

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

Liabilities and Net Position

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

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

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

Valley Collaborative’s District Improvement Plan

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

2015-2020

Plan Overview

Valley Collaborative’s Articles of Agreement

ARTICLE II

Mission, Objectives, Focus, and Purpose

The mission of the Collaborative is to conduct educational programs and/or services for member districts in a cost-effective manner and to increase educational opportunities and to improve educational outcomes for its students. The purpose of the Collaborative is to provide high quality intensive educational, therapeutic and transitional programs and related services to individuals with disabilities referred by member districts, non-member districts and social service agencies, including both children and adults, and to provide professional development to educators. The focus of the Collaborative is the provision of special education, transitional, occupational, and therapeutic programs and services in the least restrictive environment and comprehensive professional development within the local communities of the member districts. The overall objectives of the Collaborative include improving the academic achievement and/or occupational skills of students and individuals with disabilities in the least restrictive environment through high quality programs and services; offering a variety of high quality professional development opportunities to general and special education teachers and related service providers; and offering its programs and services in a cost-effective manner.

Mission

To work collaboratively to create a structured learning environment that empowers individuals to lifelong learning and to navigate confidently and with optimal independence in their community.

Vision

Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers students and adults to discover their individual strengths, interests, and abilities. In doing so, students become responsible contributing members of society.

Theory of Action

If we...

- Identify students’ immediate and long-term individualized goals, strengths, and needs and provide support to meet them, and...
- Build the capacity of, and invest in, our staff, and...
- Invest in community building across the Collaborative, with all stakeholder groups,

Then we will...

- Increase student independence and prepare students for successful post-secondary placement and adult living
- Increase staff professional capacity and the retention of certified staff
- Improve the engagement of all stakeholders in the Collaborative community

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1h	Person Responsible	Date	Status
<p>A database was implemented by Valley Transitional High School’s guidance counselor to track this information by student name, district, and post-secondary plan: college, trade school, work, military, other, as well as adult service agencies involved. With such a diverse student population, our graduating seniors are transitioning out into a number of different opportunities.</p> <p>2015- 2016 On site one, we have 11 students going straight into the workforce, three students continuing their education in a trade school, and four students who plan on attending college in the fall. More than half of the graduating class from site one will be working with some form of state agency, from DMH to MRC, after graduation. On site two, nine of our graduating students have enrolled in college for the fall with the other two students choosing to go directly into the work force. On site three, all but one of the graduating students will be receiving state services such as DDS with 11 of them attending an adult services program, three students enrolling in college, two students going straight to work, and one student enrolling in a trade school.</p> <p>2016-2017 Site 1 has 16 students graduating, all with their own specific plan. Four of these students plan to attend post-secondary institutions ranging from community college to four year universities to trade schools to hone a specific skill. Two of the students will be utilizing adult services through Valley or MRC. Nine of the students plan to go right into the work force, with four of them already securing employment. One graduating senior plans to travel for a year before committing to any sort of future education. Site 2 has 18 graduating seniors. 12 of these students will be attending post-secondary education also ranging from University, community college, and trade school. Three students will be utilizing adult services either continued through Valley or through MRC. Three students plan on going straight into the work force with two of those students already securing employment.</p> <p>2017-2018 Site 1 has eight students graduating. Two of these students will be attending Middlesex Community College in the Fall (graphic design and undeclared). One of the graduates plans to attend Universal Technical Institute to work</p>	<p>Matt Gentile Guidance Counselor</p>	<p>2016- 2020 School Years</p>	<p>Completed and will now be ongoing</p>

<p>toward a certification in automotive technology. Another student will be attending JobCorps to earn a certificate in masonry. Two graduates will be moving out of state and plan to work full time. One senior will be joining the NAVY and is in the final portion of his testing. The remaining student will be receiving services through MASS REHAB to help with employment skills and placement.</p> <p>Site 2 has 12 students graduating. Three of these students will attend Middlesex Community College in the fall (computer science and undeclared). Two students will be attending Northern Essex Community College (biology and EMT – Basic). One student will attending Lesley University and another student will be attending Fisher college in the fall. One student will be enrolling in JobCorps. One student is moving out of state and plans to work full time. Two students will be staying with Valley and enrolling in the School to Work Program. One student plans to take some time off from education and will be receiving services through MASS REHAB to help with employment skills and placement.</p> <p>Site 3 – One student will be attending the Transitions Program at Middlesex Community College. One student will be attending JobCorps.</p>			
---	--	--	--

Action Plan

Strategic Objective:

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

Initiative:

- 2a.) Develop content specific PD in Technology

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

- 2c.) Provide PD Choice: Half Days

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

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

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

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

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

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

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

Measuring Impact

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

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

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Google Survey
IT Consultation

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

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

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

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

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

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

Hi Chris – Hope all is well.

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

Hope to see you soon.

Tom

Thomas F. Gibson, Chairman
Middlesex County Retirement Board
P.O. Box 160
25 Linnell Circle
Billerica, MA 01865
TEL: 978-439-3000
FAX: 978-439-3051
E: tgibson@middlesexretirement.org

NOTICE TO RECIPIENT: This E-Mail is meant for only the intended recipient of the transmission and may be a communication privileged by law. If you received this E-Mail in error, any review, use, dissemination, distribution, or copying of this E-Mail is strictly prohibited. Please notify us immediately of the error by return E-Mail and please DELETE this message from your system. Thank you in advance for your cooperation.

Hello,

Hello,

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

Sent from my iPhone

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

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

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

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

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

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

Thank you.

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

What Valley Means to Me Speech

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

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

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

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

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

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

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

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

Culture Activity

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

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

Chris Scott

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

Hi Chris,

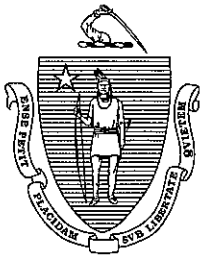
Yesterday, I met with Patricia Hartung an Aide from the Elementary School yesterday about our retirement benefits. She has been with the Collaborative since 2008. She is thinking of retiring at the end of the school year. I wanted to share with you that Patty was pleasantly surprised when she did her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

Talk soon,
Denise

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



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



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

DAVID M. NANGLE
STATE REPRESENTATIVE
SEVENTEENTH MIDDLESEX DISTRICT

FLOOR DIVISION LEADER

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

July 20, 2017

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

Dear Ms. Scott, CHRIS,

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

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

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

KEEP UP
THE GREAT
WORK!

Sincerely,

David M. Nangle
State Representative
17TH Middlesex District

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

Dear Kristine:

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

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

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

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

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

Sincerely,



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

Ms. Shannon Burke

Ms. Angela Fisette

Mr. Scott Morrin

Chris Scott

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

Hi everyone,

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

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

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

Sent from AOL Mobile Mail

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

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

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

Thank you,

Dear Pat and Collette,

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

She was very impressed at their attention to details and cleaning things that her clients do not do.

Many thanks for all you all do for our families and clients at Valley, you folks are the best.

Sincerely [REDACTED] parent and guardian

Cc Chris Scott

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

Dear Kristine:

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

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

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

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

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

Sincerely,



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

Ms. Shannon Burke

Ms. Angela Fisette

Mr. Scott Morrin

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

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

Hi Chris,

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

Have a great weekend!

Nicole

Nicole Noska
Middle School Principal

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

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

Dear Nicole,

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

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

From the Smile Student

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

Dear Chris,

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

Sanchita

--

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

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

Hi Chris,

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

Thanks again, Joe