

Valley Collaborative 2019 Annual Report

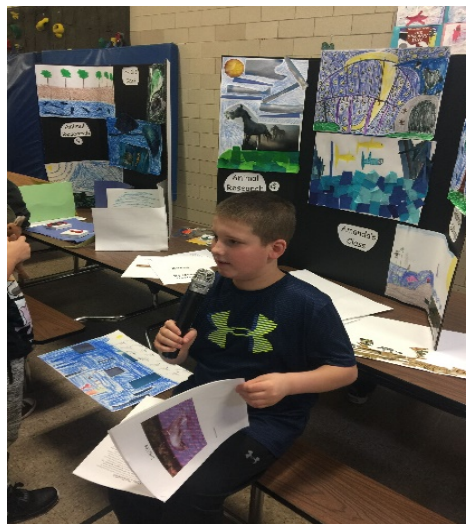


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General Information

Name of the collaborative: Valley Collaborative

Contact Information

Address:

25 Linnell Circle
Billerica, MA 01821

Phone:

978-528-7800

Website: www.valleycollaborative.org

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

Valley Collaborative's Mission Statement:

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

Valley Collaborative's Vision:

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

Summary of Successes and Challenges

Message from Executive Director:

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

Valley's student-centered budget ensures that the students and adults we serve and educate receive the most effective curriculum as well as state-of-the-art resources to meet their special needs. On average our staff to student ratio remains between 1:1 and 1:5. Valley is also in excellent financial health. This year, for the fifth consecutive year, we returned surplus funds to our member districts, as required by the "25% rule". Thanks to sound fiscal management, Valley returned an additional \$500 thousand to our member districts.

The total number of days Valley billed districts for tuition was higher in FY '18 (63,802 days) than in FY'19 (63,310 days). Enrollment trends fluctuate and Valley's enrollment was lower than expected in the first three quarters. However, by year-end enrollment was higher than the previous fiscal year. In other words, as the year progressed Valley continued to receive many referrals because our programs are of the highest quality and our tuition rates are most competitive. This success can be attributed to a supportive, knowledgeable Board of Directors and the most caring and dedicated professional staff in the Commonwealth. Following are some of the financial highlights included in the Annual Report:

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

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

My best to you always,

Chris A. Scott
Executive Director
Valley Collaborative

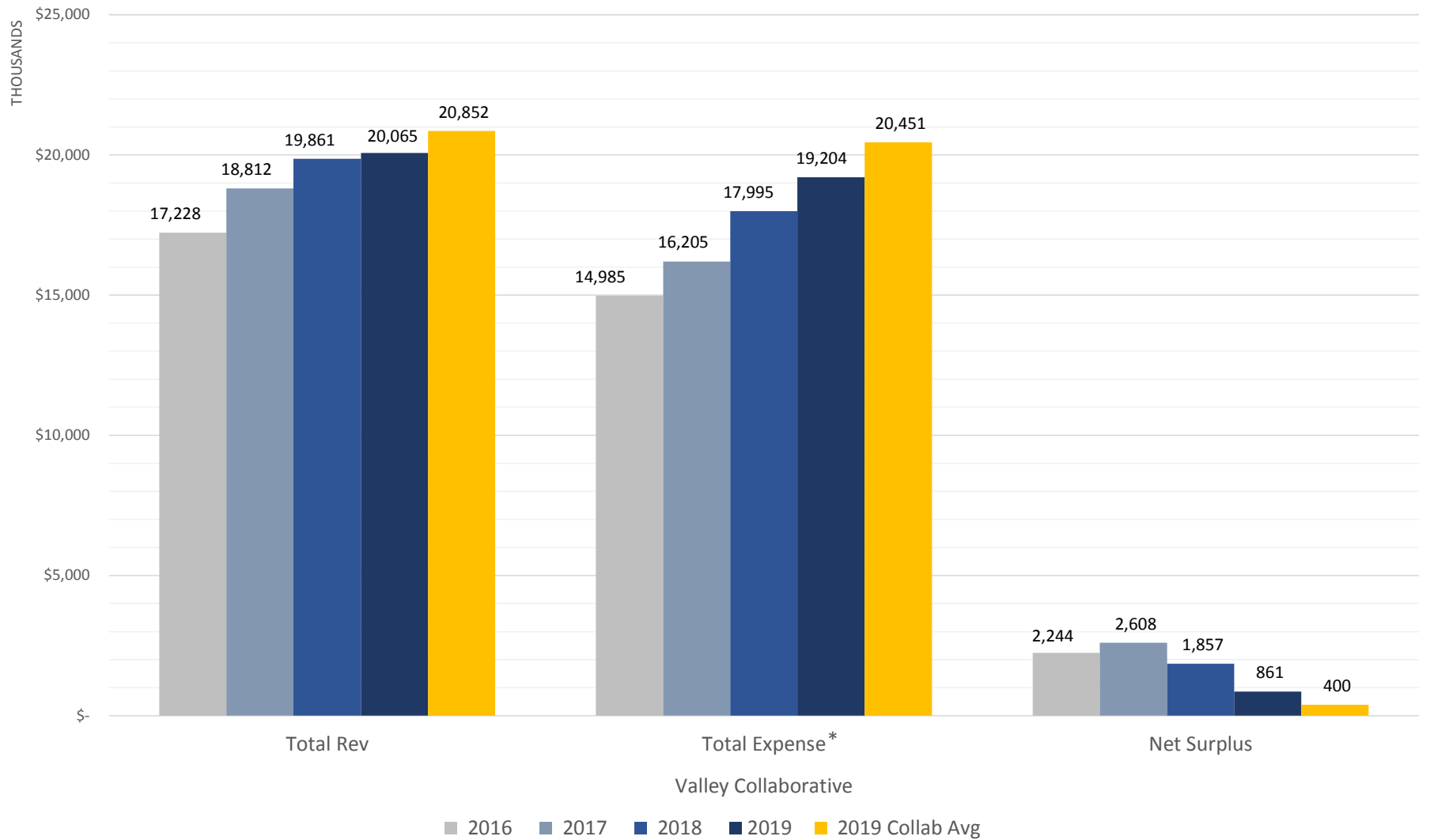
Valley Collaborative

Summary of Financial Activity

For the year ended June 30, 2019

General Fund Activities

(Excludes Transportation and On-Behalf)



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

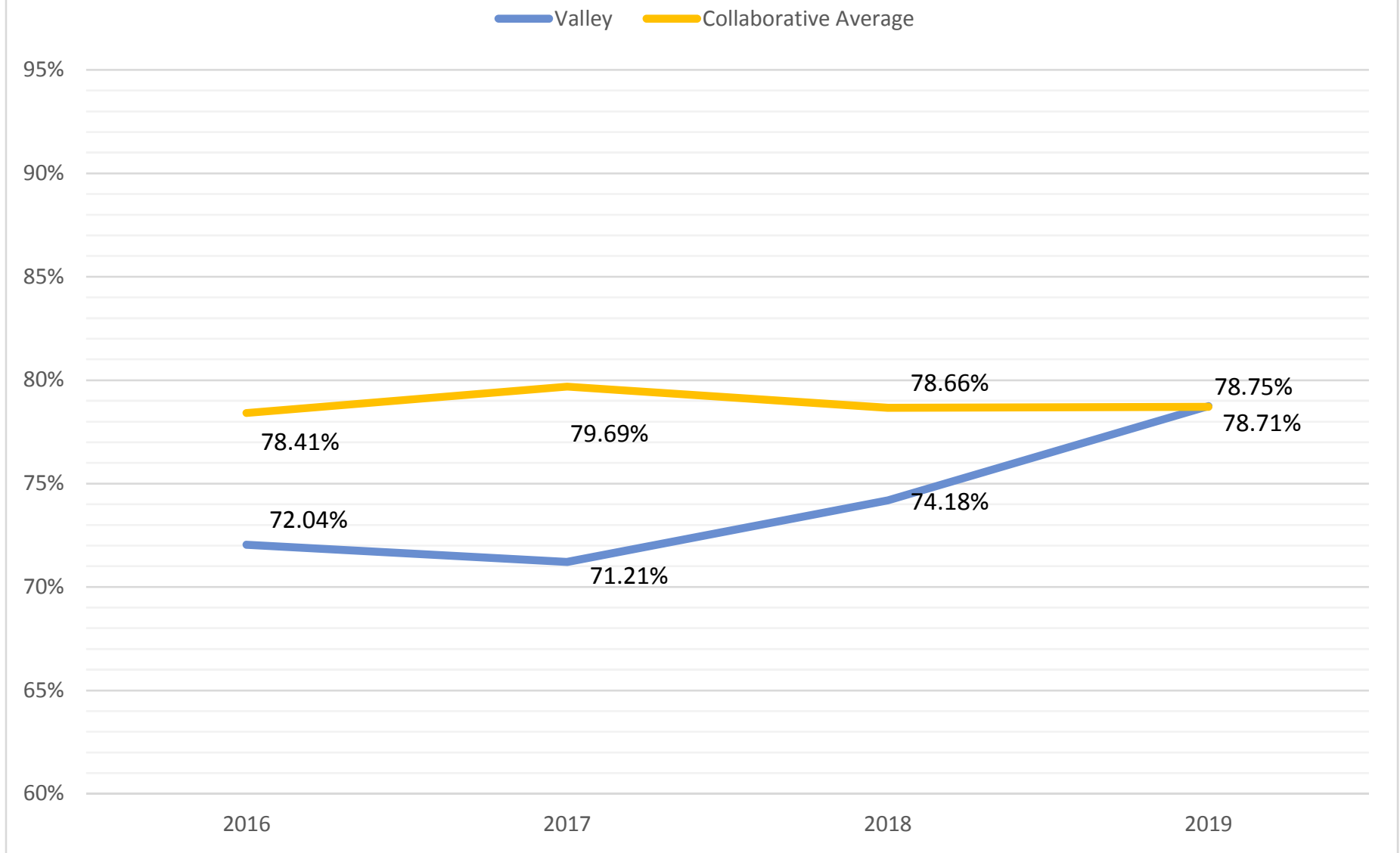
2016 - \$1,934,406

2017 - \$2,001,282

2018 - \$1,903,951

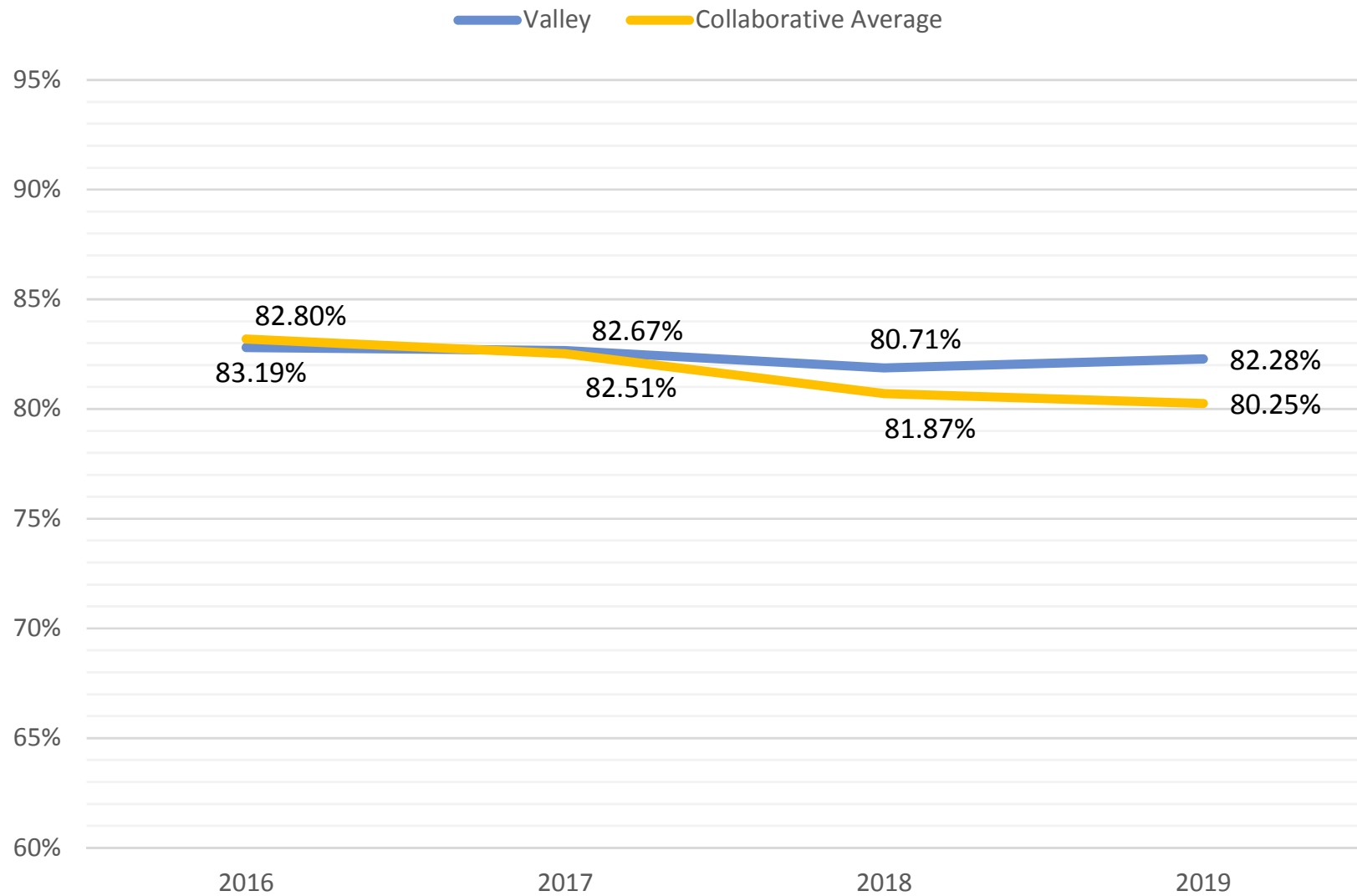
2019 - \$1,829,431

Personnel Expense as a Percentage of Revenue



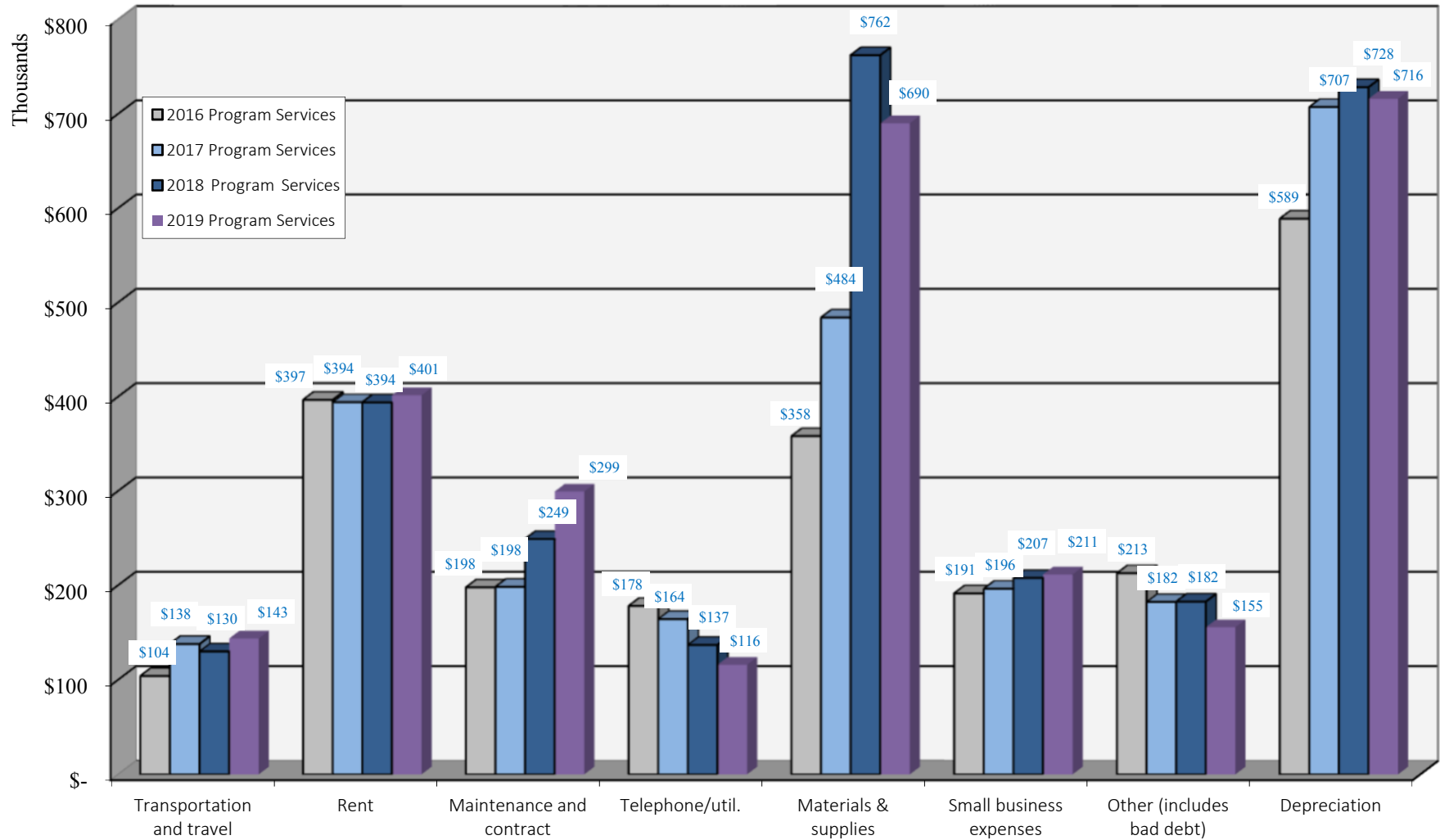
Derived from audited financial statements for discussion purposes only.

Personnel Expense as a Percentage of Total Expense



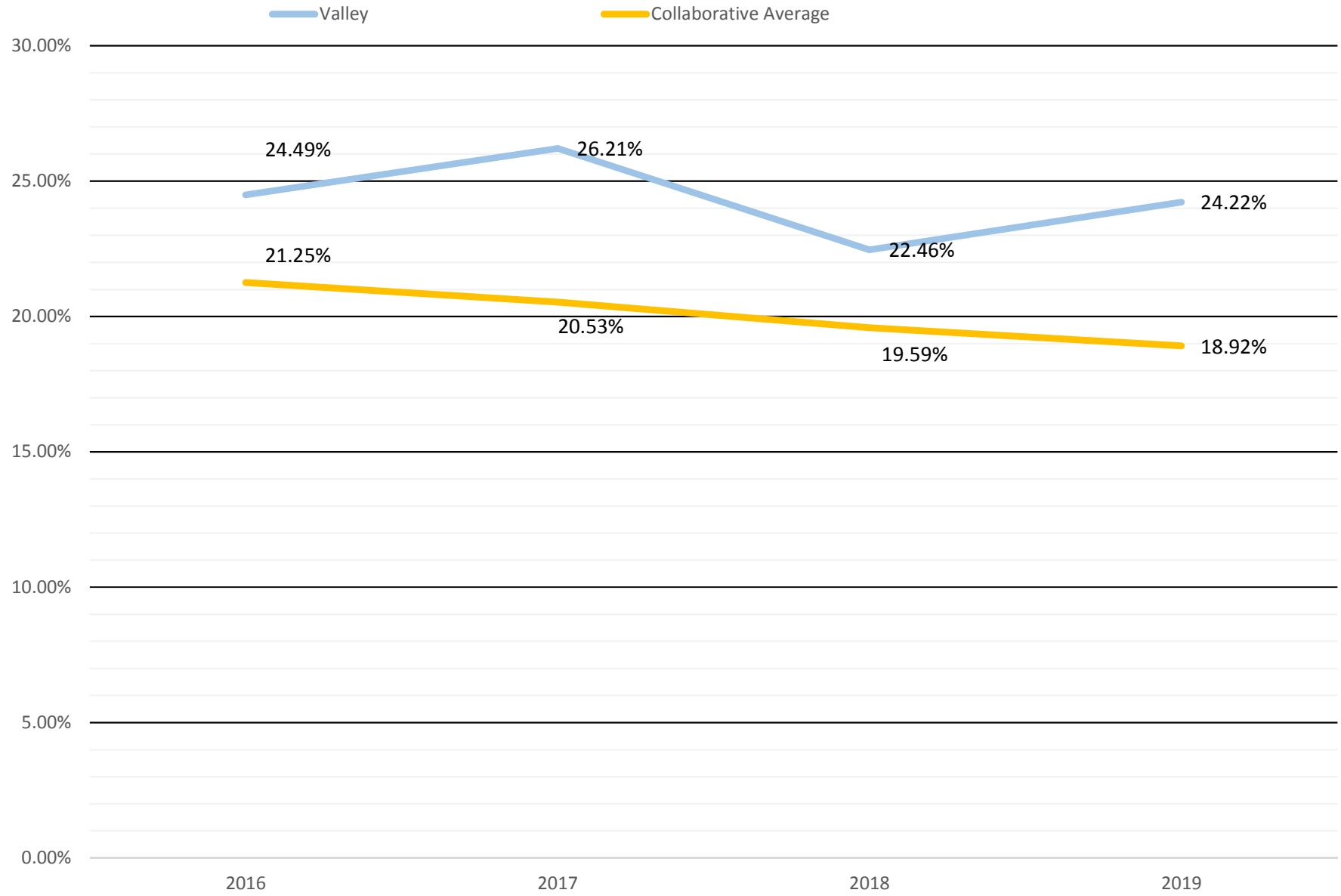
Derived from audited financial statements for discussion purposes only.

Program Expense Comparison (Excludes Payroll)



Derived from audited financial statements for discussion purposes only.

Cumulative General Fund Surplus



Derived from audited financial statements for discussion purposes only.

Programming Excellence

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

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

The Collaborative's annual play this year was "Willy Wonka Junior". If you have never seen one of the Collaborative's plays, it is an inspiring event and a very moving experience.

The work that we do at Valley is extremely rewarding and it is a privilege and an honor to serve this community.

Dr. Chris A. Scott
Executive Director
Valley Collaborative

Change(s) in Membership, Services, or Programs

None

Number of Years the Collaborative has been in Existence

Valley Collaborative was founded in 1976. It has been in existence for 43 years.

Revenue and Expenditure Information for the Subject Year

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

Valley Collaborative
Statement of Net Position
June 30, 2019

Assets

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

Deferred Outflows of Resources

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

Liabilities, Deferred Inflows and Net Position

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

Deferred Inflows of Resources

Deferred Inflows of Resources Related to OPEB	1,484,142
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Net Position

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

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

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

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

Annual determination and disclosure of cumulative surplus

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

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

Governance and Leadership

Board of Directors and Member Districts

The Valley Collaborative is governed by a Board of Directors comprising representatives from its nine member districts. The members of the Board of Directors in FY '19 were:

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

Advisory Committee

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

Staffing Information

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

Key Management and Program Staff

District Staff:

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

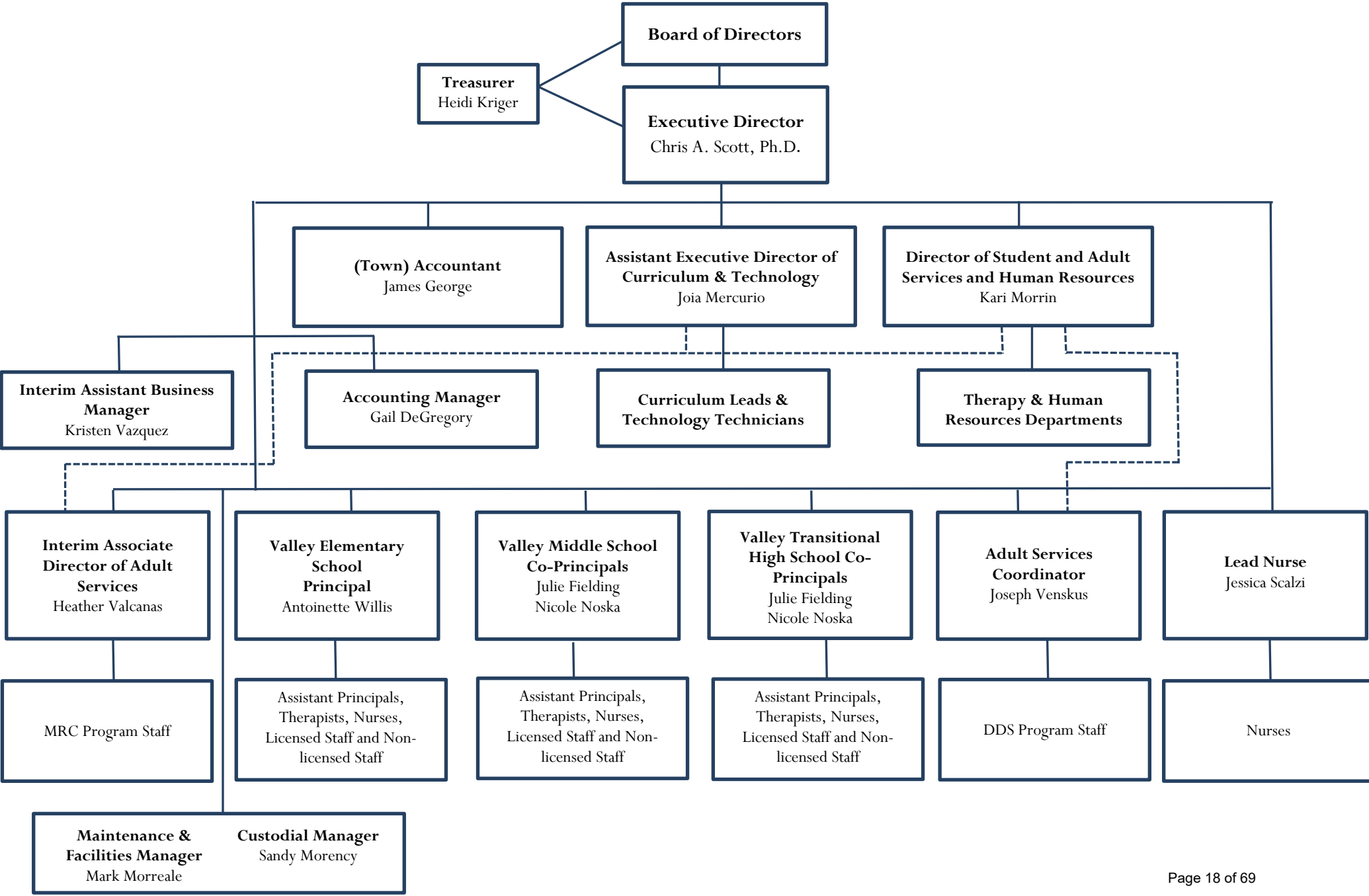
DESE Program Staff:

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

DDS/MRC Program Staff:

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

Ms. Heather Valcanas, Associate Director of Adult Services



Programs and Services Provided

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

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

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

2018-2019 Average Number of Students

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

Program Offerings Overview

K-12 Programs:

Valley Elementary School
Valley Middle School
Valley Transitional High School

Adult Programs:

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

Valley Elementary School

135 Coburn Road, Tyngsborough, MA

Our Goal

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

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

level. Our school utilizes experiential education to help students develop social skills, confidence and comfort with positive risk challenges. We also encourage families to participate in the school experience. Family events, volunteer opportunities and our Parent Advisory Group all provide a much-needed connection.

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

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

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

After-school Programming

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

Parent Training

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

Valley Middle School

40 Linnell Circle, Billerica, MA

Our Goal

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

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

- social skills group
- life skills training
- art education

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

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

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

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

Valley Transitional High School

40 Linnell Circle, Billerica, MA

Our Goal

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

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

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

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

Vocational Opportunities

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

Additional Programming

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

Contract Services

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

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

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

- Speech Language Evaluation
- Occupational Therapy Evaluation
- SIPT Assessment
- Sensory Integration & Praxis Test – 17 subtests
- Physical Therapy Evaluation
- Functional Behavioral Assessment
- Functional Vocational Evaluation(V5)
 - Sensory-motor · Strengths
 - Gross & Fine Motor · Preferences and Interests
 - Coping/Adaptive Behavior · Work adjustment and Job readiness

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

Adult Services

25 Linnell Circle, Billerica, MA

Our Goal

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

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

Today & Tomorrow

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

Valley’s Massachusetts Rehabilitation Commission Funded Programs

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

Job Development

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

- Assessment
- Individual supported employment
- Skills training

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

Therapeutic Services

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

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

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

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

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

Areas of Assessment and Treatment

Occupational Therapy:

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

- Sensory integration assessments
- Life skills

Speech Language Pathology:

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

Physical Therapy:

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

Board Certified Behavioral Analysis:

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

Counseling and Social Work

A supportive therapeutic environment is an essential component of the student's overall experience at Valley. Valley's clinical component addresses student's social, emotional, developmental, and behavioral needs. The clinical team, in conjunction with the teaching staff, 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 and workshops provided through the Northeast Professional Educator Network (NPEN).

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

Cooperative Purchasing

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

Joint Transportation

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

Medicaid Billing

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

Outreach and Partnerships

Member School Districts

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

Community-at-large Outreach

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

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

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

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

Cost-Effectiveness of Programs and Services

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

In line with Valley's focus on its on member districts, Valley has chosen to set its non-member district contracted services rates higher for students not enrolled at Valley. It should also be noted that in 2012, the Valley Board of Directors voted to include the cost of therapies in the tuition rates for both member and non-member districts. Therefore, the comparison data reflected in the Therapeutic Services rate sheet does not reflect the cost savings associated with the therapy costs being included in the tuition rates. Cost savings for member districts in FY'19 was \$1,223,598 and non-member was \$1,317,172 – total for both member and non-member districts - \$2,540,770. Also, Valley includes free breakfast and lunch in its tuition rates. This is another cost savings to districts and families worth approximately \$380,000 (based on 300 students x 210 days x \$6 for breakfast and lunch = \$380,000). Valley is not aware of other collaboratives offering this benefit.

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

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

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

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

Valley Collaborative
Statement of Net Position
June 30, 2019

Assets

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

Deferred Outflows of Resources

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

Liabilities, Deferred Inflows and Net Position

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

Deferred Inflows of Resources

Deferred Inflows of Resources Related to OPEB	1,484,142
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Net Position

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

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

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

Valley Collaborative
Notes to Financial Statements
June 30, 2019

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

Annual determination and disclosure of cumulative surplus

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

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

Valley Collaborative’s District Improvement Plan

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

2015-2020

Plan Overview

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

Strategic Objectives

<i>1. All students and adults will be prepared for successful adult living</i>	<i>2. Valley Collaborative will provide professional development to build capacity and retain high quality staff</i>	<i>3. Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)</i>
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Strategic Initiatives

<i>a.) Develop and Implement Common Core and Job Skills Curriculum</i> Functional academics, job development and training	<i>a.) Provide Content-specific PD in Technology</i>	<i>a.) Provide Team Building for Students</i> Develop appropriate activities to establish commitment and respect for learning goals
<i>b.) Improve Transition Planning</i> Earlier assessment and communication; explore post-secondary options; travel training; community resources	<i>b.) Build Capacity Through Induction and Mentor Programs for Educators and Leaders, and Provide Leadership Opportunities</i>	<i>b.) Maintain Community Involvement</i> Identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners
<i>c.) Build Independence Through Community Activities</i> Role play and real life situations; vocational activities; practicing life skills	<i>c.) Provide PD Choice: Half Days</i>	<i>c.) Increase District Participation in Advisory Board Meetings</i> Communication; forecasting potential students and programs
<i>d.) Build Self Advocacy Skills</i> Encourage communication w/ peers, staff, employers, worksites, and connect the communication with natural outcomes	<i>d.) All staff: Participants evaluate professional development offerings.</i>	<i>d.) Increase and Maintain Student and Family Communication</i> Parent orientation; invite and inform; current events; website; email
<i>e.) Self Actualization:</i> Create programming that promotes growth towards self-actualization for students and adults	<i>e.) Establish Professional Learning Communities</i>	<i>e.) Develop and Share Best Practices</i> School and Collaborative-wide; Internal transition planning; communication
<i>f.) Track student's/adult's progress on their annual IEP/ISP goals</i>	<i>f.) Network to provide Opportunities to Work Collaboratively with School Districts and Collaboratives in the Northeast</i>	
<i>g.) Administer Independence survey</i>		
<i>h.) Track Post-secondary Plan/Placement</i>		

Outcomes

1.1 By the 2019-2020 school year, each Valley student/adult who has been enrolled for a year or longer will receive a 'met' rating on his/her IEP/ISP goals a minimum of 70% of the time.	2.1 Professional Development opportunities will receive an overall rating of "very good" on feedback evaluation forms 80% of the time by year five.	3.1 A minimum of one engagement initiative conducted annually, demonstrated through an artifact, targeting each group – students, adults, families, staff, districts, and community partners.
1.2 During the 2016-2017 school year, the Independence Survey will show a 10% increase in greater independence on the student's IEP/ISP goals	2.2 50% of certified staff will still be employed at Valley Collaborative by the end of year 3 of this plan.	3.2 Participation in Community Involvement events will remain steady or increase by 10%.
1.3 By the 2019-2020 school year, 90% of Valley graduates will be entering a college, state agency program, and/or other career track.		

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Monitoring Progress:

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

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

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

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

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

Measuring Impact

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

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

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

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

Initiative:

2a.) Develop content specific PD in Technology

Monitoring Progress:

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

Measuring Impact

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

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

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

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

Initiative:

2c.) Provide PD Choice: Half Days

Monitoring Progress:

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

Measuring Impact

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

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

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

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

Monitoring Progress:

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

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

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

Initiative:

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

Monitoring Progress:

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

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

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

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

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

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
The Elementary, Middle and High School Valley Collaborative Parent Advisory Council (PAC), will plan one engagement initiative regarding “Rights and Responsibilities in Special Education” to all families of students K-12. Middle School/High School presented on 11.17.15 Elementary and Middle School/High School scheduled to presented on 5.11.17 Elementary School met this on 10/26/17. Middle School/High School presented on 4.25.18 Middle School/High School presented on 05.01.19	Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Pam Walker, Asst. Principal Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Jennifer Bergeron, Asst. Principal Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Jennifer Bergeron, Asst. Principal	Fall 2016 Spring 2017 Spring 2018 Spring 2019	Completed '16 Completed '17 Completed '18 Completed '19
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding “Accessing Resources in the	Pat Evans, Adult Program	Spring 2017	Ongoing
Develop Employee of the Month recognition initiative	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	On going	Ongoing
Continue to include all member districts sped directors as well as other stakeholder representatives to the District Improvement Planning process	Chris Scott, Executive Director	Fall 2016	Ongoing

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

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

Measuring Impact

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

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

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Google Survey
IT Consultation

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

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

Measuring Impact

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

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