

**Valley Collaborative
Board of Directors Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, September 15, 2022 ▪ 10:00 a.m.
Agenda**

Action Required

- I. Approval of Minutes
 - a. Board of Directors Meeting, General Session Meeting Minutes: June 9, 2022
- II. Financial Update
 - b. FY'22 Update
 - Financial Update Memo
 - Balance Sheet as of 6.30.22
 - Income Statement as of 6.30.22
 - c. FY'22 Audit
 - d. Treasurer's Reports
 - e. PARS Statements
- III. Valley Collaborative Student and Family Handbook and Policies and Procedures Manual
 - f. Re-approval of Valley Collaborative Student and Family Handbook and Policies and Procedures Manual
- IV. Today & Tomorrow Program Handbook & Policies and Procedures Manual
 - g. Approval of Handbook

No Action Required

- V. Valley Collaborative Facilities Update
- VI. COVID-19 Update
- VII. Communications
 - MOEC Update
 - h. Collaborative Board Member Breakfast at MASS/MASC Joint Conference
 - i. FY'22 MOEC Annual Report

Community and Staff Relations

- j. MTRS Census Data Audit of Valley Collaborative
- k. Staff Orientation Day
- l. Valley's Principals Meetings
- m. Thank you Email from Robert Piscitelli
- n. Thank you Email from Nikki Gounaris
- o. Resignation Letter from Patricia Evans
- p. Return to Elementary School Memo from Principal Mackay
- q. Valley Elementary School September Newsletter



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: September 15, 2022
Re: Approval of Minutes

Attached please find the following minutes:

- a. Board of Directors General Session Meeting Minutes: June 9, 2022

Required Action:

Vote to approve the minutes:

- a. Board of Directors General Session Meeting Minutes: June 9, 2022

Attachments:

Board of Directors General Session Meeting Minutes: June 9, 2022

**Valley Collaborative Board of Directors
General Session Meeting Minutes
June 9, 2022
10:01 a.m. – 11:19 a.m.
25 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Board Members Absent: Dr. Michael Flanagan, Mr. Steven Stone

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Heidi Kriger, Treasurer; Mr. James George, Business Manager/Accountant; Members of the Collaborative Senior Leadership Team

Also Present: Thomas Lent, Barrow Weatherhead Lent LLP; Dr. Lori Likis, Principal Consultant for Valley Collaborative; Dr. Anthony Bent, Consultant for M.A.S.S. Association of School Superintendents

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 10:01 a.m.

Mr. Piwowar and Dr. Chris Scott welcomed all in attendance.

Dr. Scott introduced a video presentation of Valley Collaborative's Outdoor Education Club's hike up Mount Washington.

Making a Difference Awards

Dr. Scott presented the remaining "Making A Difference Awards" to community leaders, students, and staff. The Board, Dr. Anthony Bent and Dr. Scott presented the Annual Dr. Anthony Bent Leadership Award to Nicole Noska, Principal Transitional Programming of Valley Middle School and Valley Transitional High School. The Board and Dr. Scott presented the Everett V. Olsen, Jr. Award for Highest Academic Honors Presentation to Alex Romano.

Approval of Minutes

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

On a motion made by Mr. Brad Morgan and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted:

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated April 28, 2022.

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Board Governance 2022-2023

Elect Board Chairperson

Mr. Timothy Piwowar referenced the Collaborative Agreement that provides that the Board shall, annually during the final scheduled meeting of the school year, organize itself by electing a Chairperson and any other Board positions deemed appropriate by the Board. In addition, the Chairperson, with the majority vote of the Board, may appoint such committees and subcommittees of the Board. The Board discussed candidates for Chairperson for the 2022-2023 School/Fiscal Year.

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

VOTED: That the Board of Directors nominates and elects Mr. Timothy Piwowar to continue as the Chairperson of the Board of Directors.

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Appoint/Re-appoint Committee Members

On a motion duly made by Mr. Brad Morgan and seconded by Dr. Christopher Chew, a quorum of voters being present, it was voted:

VOTED: That the Board of Directors approves the appointment of Mr. Timothy Piwowar, Dr. Jay Lang, Dr. Michael Flanagan and Dr. Denise Pigeon as Members of Executive Committee for the Board of Directors for the 2022-2023 School Year.

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Financial Update

Executive Director's Report

Dr. Scott directed the Board to the financial update memo contained within the Board meeting materials, which was prepared with the assistance of Mr. James George, the Collaborative's Business Manager/Accountant, and her. Dr. Scott generally reviewed the 3rd Quarter Financials, the 4th Quarter projections and Fiscal Year 2022 conclusions. Dr. Scott reviewed the revenues,

expenses, budget and enrollment. Dr. Scott summarized her meeting with OPEB Trust representatives, calculations and market factors, and reviewed the recommended deposit of funds during this fiscal/school year. She reviewed additional expenses incurred this past year, including improvements made within the Tyngsborough school. She further provided year end projection figures for revenue and expenses within the year end summary. She also reviewed the projected cumulative surplus fund calculation given the expenses and contributions to the OPEB Trust in September 2021 and recommended at this meeting. The Board discussed.

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

VOTED: That the Board of Directors approves and authorizes the deposit of \$500,000 into the OPEB Trust with such deposit funds from the Collaborative's Cumulative General Surplus from Fiscal Year ending June 30, 2022.

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

The Board was presented with a demonstration of the new billing system being implemented at the Collaborative – SPEDfi. The Board also review a video presentation of the Collaborative's championship basketball team.

Dr. Scott announced that Lantheus Medical Imaging, Inc., a long-time business partner of the Adult Program, wished to make a \$60,000 donation to the Collaborative, which the Collaborative would use towards wage payments for the adult individuals within the program. The Board acknowledged the partnership and appreciated the donation.

On a motion made by Ms. Brenda Theriault-Regan and seconded by Dr. Laura Chesson, a quorum of voters being present, it was voted:

VOTED: That the Board of Directors accepts the donation from Lantheus Medical Imaging, Inc. in the amount of \$60,000.

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Treasurer's Report/Contract

Ms. Heidi Kriger, the Collaborative Treasurer, provided the Board with her report which covered the months through May 2022, except for the OPEB financials which were through April 30, 2022. Ms. Kriger provided a verbal summary of her report, including available balances, transfers, withdrawals, interest income and ending balances. She also reviewed the OPEB Trust financial information and balances and PARS statements. A written summary report was contained within the Board materials. There was no further discussion.

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

VOTED: That the Board of Directors accepts the report of the Collaborative Treasurer, as presented at this meeting, and requests that a copy of the report be maintained at the Collaborative

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

On a motion made by Dr. Jay Lang and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted:

VOTED: That the Board of Directors authorizes the Chairman, to finalize and execute an agreement by and between the Collaborative and Ms. Heidi Kriger, as its Treasurer, for the 2022-2023 School Year with the term of the agreement to be July 1, 2022 through June 30, 2023.

The vote was 7-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Financial Update – Valley by the Numbers

Dr. Chris Scott informed the Board that due to time limitations she would provide her annual Valley by the Numbers during the September 2022 Board meeting.

[Dr. Laura Chesson had left the meeting at 10:53 a.m.]

Executive Director's Evaluation

Mr. Timothy Piwowar summarized the Executive Director's written evaluation by the Board of Directors highlighting the Executive Director's exemplary performance as applied to the metrics and the narratives submitted by Board members. The Board acknowledged such an exemplary performance especially in light of the challenges that the 2021-2022 School Year again presented.

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

VOTED: That the Board of Directors accepts the evaluation of the Collaborative Executive Director as presented at this meeting, and requests that a copy of the written evaluation be finalized and filed within her file maintained at the Collaborative.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Business Manager (Accountant) Evaluation

Mr. Timothy Piwowar stated that under the Collaborative Agreement the Board is required to annually evaluate the performance and effectiveness of its business manager. Mr. Piwowar referenced the completed evaluation of Mr. Jim George within the Board materials. The Board and Dr. Scott recognized Mr. George. The Board discussed.

On a motion made by Mr. Brad Morgan and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted:

VOTED: That the Board of Directors accepts the evaluation of the Collaborative Business Manager/Accountant as presented at this meeting, and requests that a copy of the written evaluation be finalized and filed within his file maintained at the Collaborative.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Treasurer Evaluation

Mr. Timothy Piwowar stated that the Board is required to annually evaluate the Treasurer's performance and effectiveness. Mr. Timothy Piwowar referenced Ms. Kriger's completed evaluation contained within the Board material. The Board and Dr. Scott recognized Ms. Kriger. There was no further discussion.

On a motion made by Mr. Brad Morgan and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted:

VOTED: That the Board of Directors accepts the evaluation of the Collaborative Treasurer, Ms. Heidi Kriger, and requests that a copy of the written evaluation be maintained at the Collaborative.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Approval of 2022-2023 Employee Handbook

Dr. Scott presented the revised employee handbook, summarizing the minor changes relating to vacation, sick leave, longevity and insurance provisions. There was no further discussion.

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

VOTED: That the Board of Directors approves the revised Employee Handbook in the substantive form presented at this meeting.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Approval of 2022-2023 Student & Family Handbook

Dr. Scott presented the student and family handbook, which had been revised in January 2022. It contained no further revisions. There was no further discussion.

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

VOTED: That the Board of Directors approves the Student and Family Handbook in the substantive form presented at this meeting.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Valley Collaborative District Bridge Improvement Plan Update

Dr. Lori Likis and Dr. Scott presented the Valley Collaborative Two Year Bridge Improvement Plan Update for Valley Collaborative, which were also summarized within a memo contained in the Board materials. Dr. Likis highlighted the plan to establish a Diversity, Equity and Inclusion Committee which will seek to review curriculum, professional development and human resources. There was no further discussion.

COVID-19 Update

Dr. Scott provided a the COVID-19 update. There was no further discussion.

Communications

Dr. Scott directed the Board to the communications contained within the Board materials, highlighting the Massachusetts DESE Coordinated Program Review Results Letter dated May 17, 2022, the graduation scheduled for June 10, 2022 and the intended memorandum of understanding with the school resource officer and standard operating procedures. There was no further discussion.

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

VOTED: To adjourn the Board meeting.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Mr. Brad Morgan, Dr. Christopher Chew, Dr. Jay Lang, Dr. Denise Pigeon, Ms. Brenda Theriault-Regan

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 11:19 a.m.

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

- School Year 2021-2022 Electronic Board Binder Board Meeting, June 9, 2022

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Mr. James George, Accountant/Business Manager
Date: September 15, 2022
Re: Financial Update Memo - FY'22

In spite of a challenging year, Valley Collaborative's FY'22 school year was very successful programmatically and financially.

- The financial position of the Collaborative remains very strong. The total assets at June 30, 2022 is \$21,708,965 (unaudited). This includes \$6,030,973 (unaudited) held in the OPEB Trust at June 30, 2022.
- Capital fund remains fully funded at the end of FY'22.
- Change in net assets from operations in FY'22 was approximately \$1,250,798 as a result of strong management of Collaborative expenses and personnel costs while continuing to meet the needs of the students and adult clients the Collaborative serves.
- The Collaborative's cash position remains solid with over \$10.8 million (\$4.8 million unrestricted and \$6.0 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.
- In the spirit of continuous improvement, the Collaborative made capital purchases of \$585,482 in FY'22 for Furniture, Vehicle, Technology and Improvements.
- Revenue for our adult program was higher than budgeted totaling just over \$3.5 million. This increase in revenue created a surplus of approximately \$940,000 before administrative allocation.
- The final change in net assets came in slightly higher than was originally projected at the end of April. This was due to revenue coming in higher than originally projected in April by about \$200,000. This increase still will leave our cumulative surplus below the 25% threshold.

Required Action:

None

Attachments:

- Balance Sheet June 30, 2022
- Income Statement June 30, 2022
- Profit and Loss by Program June 30, 2022
- Treasurer's Report and PARS OPEB Trust Program Summary

Valley Collaborative
Interim Statement of Net Assets
For the Period Ended
June 30, 2022

UNAUDITED	
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 4,744,630
Restricted Investments - OPEB	6,030,973
Accounts Receivable, Net	3,351,844
Prepaid Expenses and Other Assets	84,942
Cash Held for Member Districts	4,830
Total Current Assets	<u>14,217,219</u>
Non-Current Assets	
Land & Building	5,177,396
Furniture, Equipment, and Leasehold Improvements,	
Net of Depreciation	2,314,350
Construction in Progress	-
Total Non-Current Assets	<u>7,491,746</u>
TOTAL ASSETS	<u><u>\$ 21,708,965</u></u>
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable and Accrued Liabilities	\$ 1,570,034
Other Liabilities	2,516,129
Member District Accounts (Settlement)	4,830
Total Current Liabilities	<u>4,090,993</u>
Total Liabilities	<u>4,090,993</u>
Net Assets	
Operating - Unrestricted	6,703,516
Restricted - Student Activities	21,513
Reserved - OPEB Trust	1,901,197
Reserved - Capital	1,500,000
Invested in Capital Assets, Net of Related Debt	7,491,746
Total Net Assets	<u>17,617,972</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 21,708,965</u></u>
	-

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

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending June 30, 2022
210 of 210 (100%) School Days

UNAUDITED			
	AMENDED BUDGET	ACTUAL	
REVENUES			
Services	\$ 16,250,000	\$ 16,465,146	
State Contracts	3,050,000	3,507,520	
Other	925,000	1,024,147	
Interest	1,000	3,424	
Total Revenues	20,226,000	21,000,237	103.83%
EXPENSES			
Salaries	13,381,932	13,875,948	
Employee Benefits	2,484,635	2,475,728	
Operating Expenses	1,907,900	2,169,000	
Leases & Rentals	514,609	456,471	
Depreciation	751,000	772,292	
Total Expenses	19,040,076	19,749,439	103.7%
Change in Net Assets - Operating	\$ 1,185,924	\$ 1,250,798	
Non Operating Activities			
Return to Member Districts	-	-	
Non-Operating Expenses (1)	(899,000)	-	
Change in Net Assets	\$ 286,924	\$ 1,250,798	

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

Profit and Loss by Program

June 30, 2022
210 of 210 Days

	100	200	400	712	660	450	665	500	101 MRC	102 MRC	
	Central Admin	HS Site 3	HS Site 2	Middle School	Elementary	Therapy	Home Services	DDS	Education & Training	Supportive Work	Total
REVENUES											
Services	\$ -	\$ 5,617,916	\$ 2,723,332	\$ 2,297,515	\$ 5,790,046	\$ 15,792	\$ 20,545	\$ -	\$ -	\$ -	\$ 16,465,146
State Contracts	-	-	-	-	-	-	-	3,089,840	298,933	118,747	3,507,520
Other	532,716	41,742	-	-	4,834	-	2,400	440,171	2,284	-	1,024,147
Interest	3,424	-	-	-	-	-	-	-	-	-	3,424
Total Revenues	536,140	5,659,658	2,723,332	2,297,515	5,794,880	15,792	22,945	3,530,011	301,217	118,747	21,000,237
EXPENSES											
Salaries	1,083,644	3,743,910	1,775,322	1,431,212	3,485,838	101,047	-	2,000,647	166,199	88,129	13,875,948
Employee Benefits	652,600	468,187	187,643	179,861	427,531	272,405	-	287,501	-	-	2,475,728
Operating Expenses	593,070	520,638	237,158	204,474	409,439	2,307	-	175,868	17,991	8,055	2,169,000
Leases & Rentals	31,650	-	12,660	-	255,948	-	-	128,141	22,458	5,614	456,471
Depreciation	99,861	260,710	162,945	62,546	69,335	6,627	647	103,871	5,448	302	772,292
Total Expenses	2,460,825	4,993,445	2,375,728	1,878,093	4,648,091	382,386	647	2,696,028	212,096	102,100	19,749,439
Net Income Before Admin Allocation	(1,924,685)	666,213	347,604	419,422	1,146,789	(366,594)	22,298	833,983	89,121	16,647	1,250,798
Admin Allocation	(1,924,685)	515,191	245,112	193,769	479,560	39,452	67	404,404	31,814	15,315	(0)
Operating Net Income	\$ -	\$ 151,022	\$ 102,492	\$ 225,653	\$ 667,229	\$ (406,046)	\$ 22,231	\$ 429,579	\$ 57,307	\$ 1,332	\$ 1,250,798



FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

August 11, 2022

To the Board of Directors and Management

Valley Collaborative
40 Linnell Circle
Billerica, MA 01821

We are pleased to confirm our understanding of the services we are to provide Valley Collaborative for the year ended June 30, 2022.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of Valley Collaborative as of and for the year ended June 30, 2022. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Valley Collaborative's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Valley Collaborative's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis.
- 2) Statement of Revenues, Expenditures and Changes in Fund Balance of the General Fund – Budget to Actual
- 3) Schedule of Funding Progress of Other Postemployment Healthcare Benefits
- 4) Schedule of the Collaborative's Proportionate Share of Net Position Liability
- 5) Schedule of Pension Contributions

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records of Valley Collaborative and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste and abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk exists that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the collaborative's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

- a) The size of the Organization's administrative staff is small and the ability to implement proper internal controls could be limited as a result of the inability to segregate duties.
- b) There was a new staff member that was hired to overlook the state contracts and there could be potential for misstatements during the transition process.
- c) The Organization's proper accounting and disclosure of *Statement No. 87 of the Governmental Accounting Standards Board – Leases* may not be implemented properly.

We may from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Audit Procedures—Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Valley Collaborative's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will also assist in preparing the financial statements and related notes and the Uniform Financial Report of Valley Collaborative in conformity with accounting principles generally accepted in the United States of America based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements and related notes, Uniform Financial Report, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity accounting principles generally accepted in the United State of America, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other

matters; (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and Government Auditing Standards.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, or contracts or grant agreements that we report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to Valley Collaborative; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Fritz DeGuglielmo LLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Commonwealth of Massachusetts or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Fritz DeGuglielmo LLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Commonwealth of Massachusetts. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Daniel Schaffner is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit on approximately September 12, 2022 and to issue our reports no later than November 15, 2022.

Our fee for the audit and assistance in preparing the financial statements and Uniform Financial Report will be at our standard hourly rates and is estimated to be between \$36,000 to \$38,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our

engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Reporting

We will issue a written report upon completion of our audit of Valley Collaborative's financial statements. Our report will be addressed to The Board of Directors and Management of Valley Collaborative. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by Government Auditing Standards. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that Valley Collaborative is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in Government Auditing Standards may not satisfy the relevant legal, regulatory, or contractual requirements.

We appreciate the opportunity to be of service to Valley Collaborative and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Fritz DeGuglielmo LLC

RESPONSE:

This letter correctly sets forth the understanding of Valley Collaborative.

Management signature: 

Title: Executive Director

Date: August 11, 2022

Governance signature: 

Title: Board Chair

Date: October 8, 2022



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: September 15, 2022
Re: Treasurer's Reports

Attached are the Treasurer's Reports for June 2022 from FY'22 and July and August from FY'23.

Required Action:

Vote to Approve Treasurer's Reports for June 2022 from FY'22 and July and August from FY'23

Attachments:

Treasurer's Reports for June 2022 from FY'22 and July and August from FY'23

**VALLEY COLLABORATIVE
TREASURER'S REPORT
JUNE 30, 2022**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 1,121,769.13	\$ 2,730,518.26		\$ (444,949.57)		\$ (1,390,000.00)	\$ 2,017,337.82
Payroll	a/c 795823	\$ 410,154.98		\$ (1,508,810.05)			\$ 1,300,000.00	\$ 201,344.93
Joe's Bistro	a/c 531401	\$ 6,737.58	\$ 3,493.00		\$ (321.90)			\$ 9,908.68
ICS MMDA	a/c 856490	\$ 414,711.42				\$ 15.35	\$ (410,000.00)	\$ 4,726.77
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 864.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 864.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 3,454,237.47</u>	<u>\$ 2,734,011.26</u>	<u>\$ (1,508,810.05)</u>	<u>\$ (445,271.47)</u>	<u>\$ 15.35</u>	<u>\$ (500,000.00)</u>	<u>\$ 3,734,182.56</u>
 MMDT	a/c 0044263747	<u>\$ 1,005,624.33</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,067.80</u>	<u>\$ -</u>	<u>\$ 1,006,692.13</u>
 Total Unrestricted Cash		<u>\$ 4,459,861.80</u>	<u>\$ 2,734,011.26</u>	<u>\$ (1,508,810.05)</u>	<u>\$ (445,271.47)</u>	<u>\$ 1,083.15</u>	<u>\$ (500,000.00)</u>	<u>\$ 4,740,874.69</u>
 PARS OPEB Trust		<u>\$ 5,865,422.35</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,415.77)</u>	<u>\$ (333,033.82)</u>	<u>\$ 500,000.00</u>	<u>\$ 6,030,972.76</u>
 TOTAL CASH		<u>\$ 10,325,284.15</u>	<u>\$ 2,734,011.26</u>	<u>\$ (1,508,810.05)</u>	<u>\$ (446,687.24)</u>	<u>\$ (331,950.67)</u>	<u>\$ -</u>	<u>\$ 10,771,847.45</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
JULY 31, 2022**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 2,017,337.82	\$ 3,508,717.10		\$ (457,253.42)		\$ (1,300,000.00)	\$ 3,768,801.50
Payroll	a/c 795823	\$ 201,344.93		\$ (1,262,454.52)			\$ 1,300,000.00	\$ 238,890.41
Joe's Bistro	a/c 531401	\$ 9,908.68	\$ 2,255.00		\$ (1,458.56)			\$ 10,705.12
ICS MMDA	a/c 856490	\$ 4,726.77				\$ 0.20		\$ 4,726.97
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 864.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 864.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 3,734,182.56</u>	<u>\$ 3,510,972.10</u>	<u>\$ (1,262,454.52)</u>	<u>\$ (458,711.98)</u>	<u>\$ 0.20</u>	<u>\$ -</u>	<u>\$ 5,523,988.36</u>
 MMDT	a/c 0044263747	<u>\$ 1,006,692.13</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,506.86</u>	<u>\$ -</u>	<u>\$ 1,008,198.99</u>
 Total Unrestricted Cash		<u>\$ 4,740,874.69</u>	<u>\$ 3,510,972.10</u>	<u>\$ (1,262,454.52)</u>	<u>\$ (458,711.98)</u>	<u>\$ 1,507.06</u>	<u>\$ -</u>	<u>\$ 6,532,187.35</u>
 PARS OPEB Trust		<u>\$ 6,030,972.76</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,178.09)</u>	<u>\$ 327,843.80</u>	<u>\$ -</u>	<u>\$ 6,356,638.47</u>
 TOTAL CASH		<u>\$ 10,771,847.45</u>	<u>\$ 3,510,972.10</u>	<u>\$ (1,262,454.52)</u>	<u>\$ (460,890.07)</u>	<u>\$ 329,350.86</u>	<u>\$ -</u>	<u>\$ 12,888,825.82</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
AUGUST 31, 2022**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>	
ENTERPRISE BANK ACCOUNTS									
Operating	a/c 493426	\$ 3,768,801.50	\$ 1,739,194.82		\$ (606,818.87)		\$ (1,800,000.00)	\$ 3,101,177.45	
Payroll	a/c 795823	\$ 238,890.41		\$ (1,331,216.49)			\$ 1,800,000.00	\$ 707,673.92	
Joe's Bistro	a/c 531401	\$ 10,705.12	\$ 2,378.00		\$ (2,667.19)			\$ 10,415.93	
ICS MMDA	a/c 856490	\$ 4,726.97				\$ 0.20		\$ 4,727.17	
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00	
Independence Project	a/c 821315	\$ 864.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 864.36	
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 5,523,988.36</u>	<u>\$ 1,741,572.82</u>	<u>\$ (1,331,216.49)</u>	<u>\$ (609,486.06)</u>	<u>\$ 0.20</u>	<u>\$ -</u>	<u>\$ 5,324,858.83</u>	
MMDT	a/c 0044263747	\$ 1,008,198.99	\$ -	\$ -	\$ -	\$ 2,012.15	\$ -	\$ 1,010,211.14	
Total Unrestricted Cash		<u>\$ 6,532,187.35</u>	<u>\$ 1,741,572.82</u>	<u>\$ (1,331,216.49)</u>	<u>\$ (609,486.06)</u>	<u>\$ 2,012.35</u>	<u>\$ -</u>	<u>\$ 6,335,069.97</u>	
PARS OPEB Trust		<u>\$ 6,356,638.47</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 6,356,638.47</u>	as of July 31, 2022
TOTAL CASH		<u>\$ 12,888,825.82</u>	<u>\$ 1,741,572.82</u>	<u>\$ (1,331,216.49)</u>	<u>\$ (609,486.06)</u>	<u>\$ 2,012.35</u>	<u>\$ -</u>	<u>\$ 12,691,708.44</u>	



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: September 15, 2022
Re: PARS Statements

Attached is the PARS – Vanguard Q2 2022 Report, PARS Annual Statement July 2021-June 2022 and the PARS Statements for May 2022, June 2022 and July 2022.

Required Action:

Vote to Approve PARS Statements for May 2022, June 2022 and July 2022

Attachments:

PARS – Vanguard Q2 2022 Report
PARS Annual Statement July 2021-June 2022
PARS Statements for May 2022, June 2022 and July 2022

From: [Kathryn Cannie](#)
To: ["heidikruger@gmail.com"; Chris Scott](#)
Subject: [EXTERNAL] 2022 Q2 Vanguard Report
Date: Friday, July 29, 2022 9:43:24 AM
Attachments: [PARS - Vanguard Q2 2022 Report Balanced.pdf](#)

CAUTION: This email came from someone outside Valley Collaborative. Please use caution when clicking on any links or images in this message.

Good morning,

Please find attached the second quarter Vanguard Investment Report (as of June 30, 2022) for your selected investment strategy (balanced) in the PARS Trust. The report includes a summary of your portfolio, detail on the underlying funds and a market outlook. Please note that the reported returns are for the investment pools and therefore, due to the timing of contributions and distributions, actual returns for an individual trust account may differ slightly from these published figures.

If you have any questions, please do not hesitate to reach out to me.

Thank you,

Kate

Kathryn Cannie

Senior Manager – Eastern Region

Public Agency Retirement Services (PARS)

617-549-6555

www.pars.org

PUBLIC
AGENCY
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TRUSTED SOLUTIONS. LASTING RESULTS.

PARS OPEB TRUST PROGRAM VANGUARD QUARTERLY INVESTMENT REPORT

June 30, 2022

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PARS Investment Partnership - Balanced Strategy

Overview

The PARS Investment Partnership relates to a relationship between Vanguard and PARS where Vanguard manages four strategies (Conservative, Balanced, Growth, and Fixed Income) in which individual clients can invest their assets according to their appropriate investment objective.

Investment objective

The Balanced Strategy seeks to provide capital appreciation and a low to moderate level of current income consistent with its current allocation.

Investment strategy

The Balanced Strategy invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking capital appreciation and a low to moderate level of current income. The underlying funds are: Vanguard Total Stock Market Index Fund, Vanguard Total International Stock Index Fund, Vanguard Total Bond Market Index Fund, Vanguard Intermediate-Term Investment-Grade Fund, Vanguard Short-Term Investment-Grade Fund, Vanguard Total International Bond Index Fund, and Vanguard REIT Index Fund.

The strategy's indirect stock holdings are a diversified mix of U.S. and foreign large-, mid-, and small-capitalization stocks. The strategy's indirect bond holdings are a diversified mix of short-, intermediate-, and long-term U.S. government, U.S. agency, and investment-grade U.S. corporate bonds; mortgage-backed and asset-backed securities; and government, agency, and corporate bonds. The Strategy also holds currency-hedged international bonds.

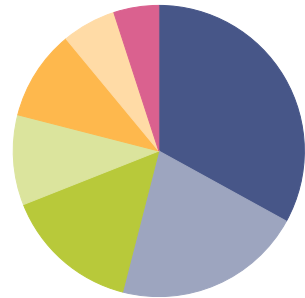
Fees

The fees for managing the strategy consists of the expense ratios of the individual funds and the advisor fee. Both of these fees are dependent on the assets under management. Currently the average expense ratio is **0.07%** which consists of averaging the expense ratio of the individual funds which are outlined above. The average advisory fee is **0.02%** based on the current assets under management.

PARS Investment Partnership - Balanced Strategy

Holdings

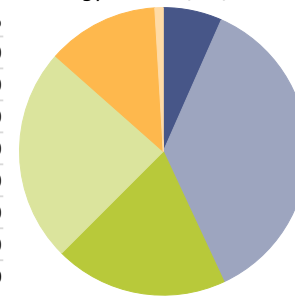
Strategy Date: 6/30/2022



	%
Vanguard Total Stock Mkt Idx Adm	33.0
Vanguard Total Intl Stock Index Admiral	21.0
Vanguard Total Bond Market Index Adm	15.0
Vanguard Inter-Term Investment-Grde Adm	10.0
Vanguard Total Intl Bd Idx Admiral™	10.0
Vanguard Real Estate Index Admiral	6.0
Vanguard Short-Term Investment-Grade Adm	5.0
Total	100.0

Asset allocation

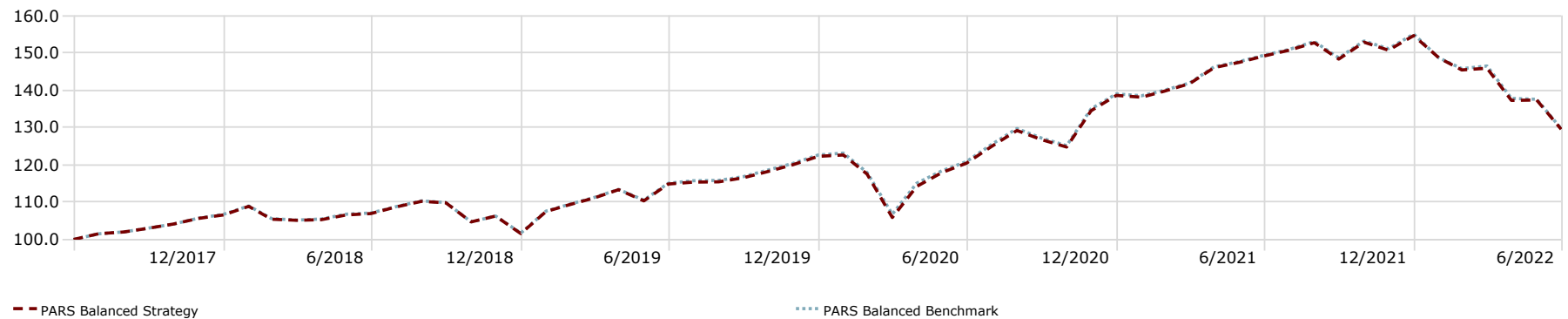
Strategy Date: 6/30/2022



	%
Cash	6.6
US Equity	36.4
Non-US Equity	19.4
US Bond	24.0
Non-US Bond	12.5
Other	0.9
Total	100.0

Investment growth

Time Period: 7/1/2017 to 6/30/2022

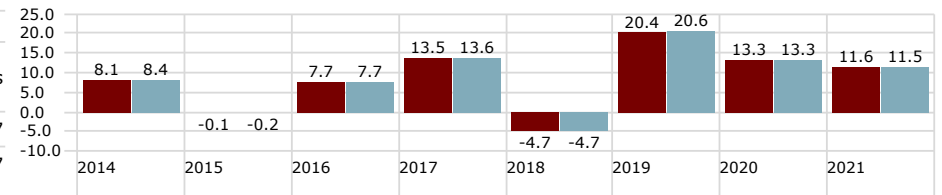


Trailing Returns - Annualized after one year

As of Date: 6/30/2022

	YTD	One Year	Three Years	Five Years	Eight Years	Ten Years
PARS Balanced Strategy	-16.21	-13.14	4.09	5.31	5.22	6.67
PARS Balanced Benchmark	-16.34	-13.16	4.07	5.34	5.25	6.67

Annual returns



Benchmark

Prior to 12/31/2020: 37.1% Spliced Total Stock Mkt Index (equal to CRSP US Total Market Index as of 6/2/13, MSCI US Broad Market Index through 4/22/05, prior DJ Wilshire 5000 Index)/ 15.9% Spliced Total International Composite Index (Consists of the Total International Composite Index through August 31, 2006; the MSCI EAFE + Emerging Markets Index through December 15, 2010; the MSCI ACWI ex USA IMI Index through 6/2/13; and the FTSE Global All Cap ex US Index thereafter) / 24% Spliced Barclays US Aggregate Float-Adjusted Bond Index/ 15% Barclays US Treasury Inflation-Protected Securities Index / 8% US REIT Spliced Index (equal to MSCI US REIT Index adjusted for a 2% cash position through 4/30/2009; MSCI US REIT Index thereafter. After 12/31/2020: 33% Spliced Total Stock Mkt Index / 21% Spliced Total International Composite Index / 30% Spliced Barclays US Aggregate Float-Adjusted Bond Index 10% Bloomberg Barclays Global Aggregate ex-USD RIC Capped Hedged / 6% US REIT Spliced Index.

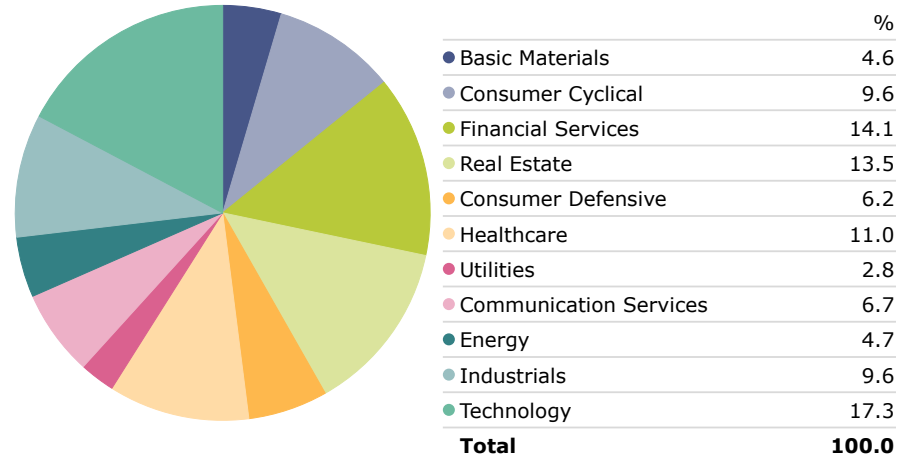
The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. Returns are net of the fund expense ratio, gross of advisory fees. Returns represent the historical performance for a Vanguard composite based on the strategy holdings listed above.

Source: Morningstar Direct

PARS Investment Partnership - Balanced Strategy

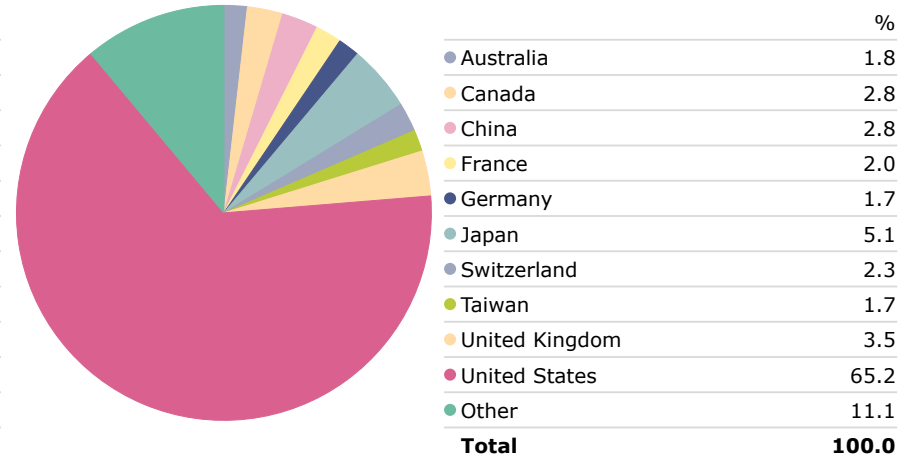
Equity sectors

Strategy Date: 6/30/2022



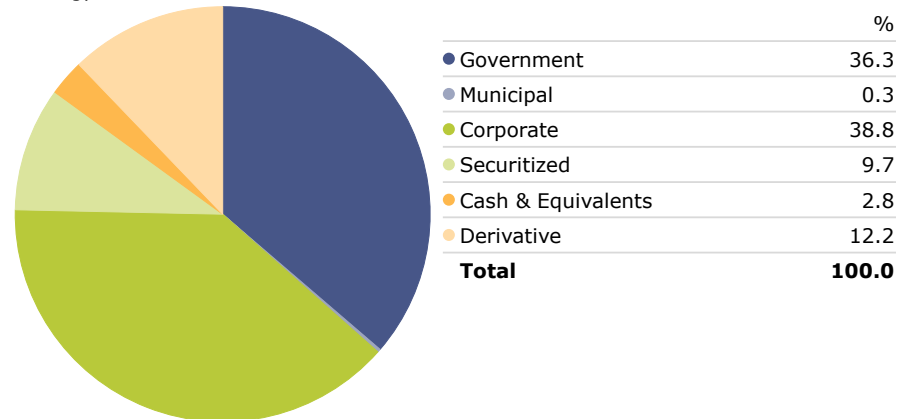
Equity country exposure

Strategy Date: 6/30/2022



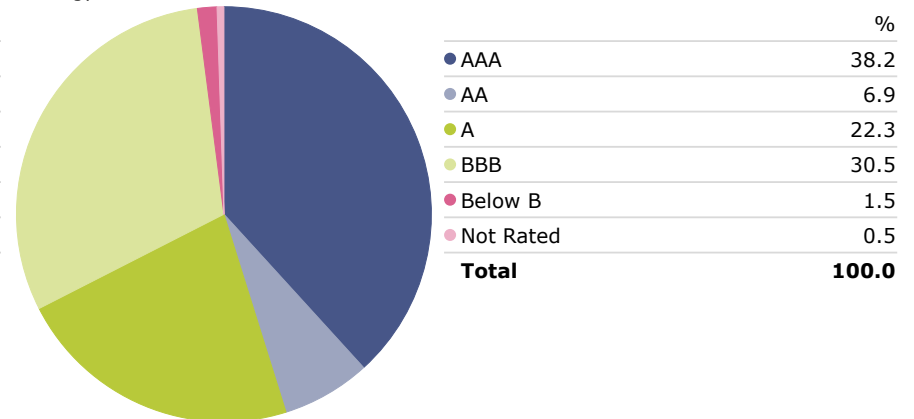
Fixed income sectors

Strategy Date: 6/30/2022



Fixed income credit quality

Strategy Date: 6/30/2022



Source: Morningstar Direct

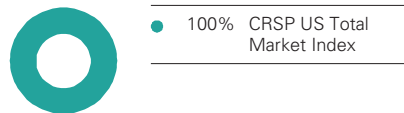


Vanguard Total Stock Market Index Fund (VTSAX)

Investment approach

- Seeks to track the performance of the CRSP US Total Market Index.
- Large, mid-, and small-cap equity diversified across growth and value styles.
- Passively managed, using index sampling.
- Fund remains fully invested.
- Low expenses minimize net tracking error.

Share of U.S. stock market (%)



As measured by the MSCI US Broad Market Index.

Key facts

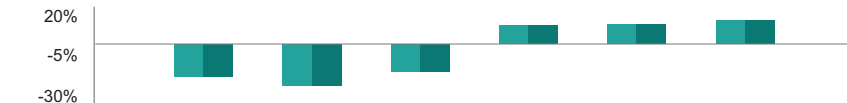
Expense ratio as of 04/29/2022	4 bps
As reported in the most recent prospectus.	
Designation	Domestic large-cap blend
Fund inception date	04/27/1992
Admiral™ Shares inception date	11/13/2000
Total net assets as of 06/30/2022 (\$M)	\$1,110,346
Net fund assets for VTSAX as of 06/30/2022 (\$M)	\$269,421
Holdings	4,098
Indexed to	CRSP US Total Market Index (CRSPTMT)
Turnover rate (fiscal year-end 12/31/2021)	4.0%
CUSIP	922908728
Investment manager	Vanguard Equity Index Group

Risk and volatility

	R ²	Beta
Primary benchmark	1.00	1.00
Broad-based benchmark	1.00	1.00

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark.
Broad-based benchmark: Dow Jones U.S. Total Stock Market Float Adjusted Index.

Performance



	Quarter-end	Year-to-date	Annualized			
			1-year	3-year	5-year	10-year
Fund	-16.85%	-21.38%	-14.24%	9.63%	10.52%	12.51%
Benchmark	-16.85%	-21.37%	-14.22%	9.65%	10.53%	12.53%
+/- Benchmark	0.00%	-0.01%	-0.02%	-0.02%	-0.01%	-0.02%

Spliced Total Stock Market Index: Dow Jones U.S. Total Stock Market Index (formerly known as the Dow Jones Wilshire 5000 Index) through April 22, 2005; MSCI US Broad Market Index through June 2, 2013; and CRSP US Total Market Index thereafter.

Performance versus competitors

Percentage of Multi-Cap Core Funds outperformed by VTSAX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 584; 3-year, 544; 5-year, 494; 10-year, 344. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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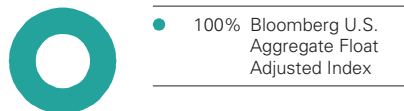


Vanguard Total Bond Market Index Fund (VBTLX)

Investment approach

- Seeks to track the performance of the Bloomberg U.S. Aggregate Float Adjusted Index.
- Broad exposure to the investment-grade U.S. bond market.
- Passively managed using index sampling.
- Intermediate-duration portfolio.
- Provides moderate current income with high credit quality.

Share of U.S. bond market (%)



As measured by the Bloomberg U.S. Aggregate Bond Index.

Key facts

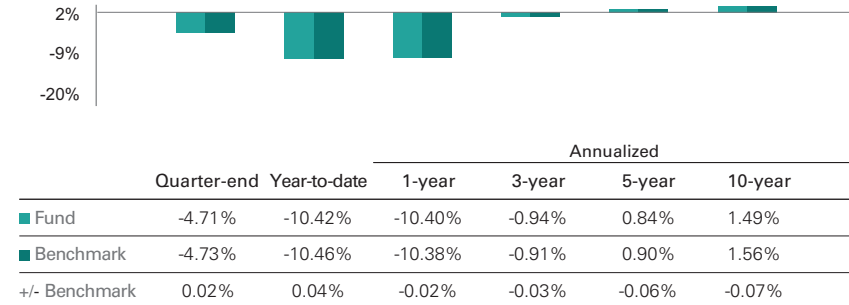
Expense ratio as of 04/29/2022	5 bps
As reported in the most recent prospectus.	
Designation	Treasury/agency/blend intermediate-term
Fund inception date	12/11/1986
Admiral™ Shares inception date	11/12/2001
Total net assets as of 06/30/2022 (\$M)	\$281,629
Net fund assets for VBTLX as of 06/30/2022 (\$M)	\$100,096
Holdings	10,123
Indexed to	Bloomberg U.S. Aggregate Float Adjusted Index (I20984US)
Turnover rate (fiscal year-end 12/31/2021)	69.3%
CUSIP	921937603
Investment manager	Vanguard Fixed Income Group

Risk and volatility

	R ²	Beta
Primary benchmark	1.00	1.01
Broad-based benchmark	1.00	1.01

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark.
Broad-based benchmark: Spliced Bloomberg U.S. Aggregate Float Adjusted Index.

Performance



Spliced Bloomberg U.S. Aggregate Float Adjusted Index: Bloomberg U.S. Aggregate Bond Index through December 31, 2009; Bloomberg U.S. Aggregate Float Adjusted Index thereafter.

Performance versus competitors

Percentage of Core Bond Funds outperformed by VBTLX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 480; 3-year, 459; 5-year, 425; 10-year, 311. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard Total International Bond Index Fund (VTABX)

Investment approach

- Seeks to track the performance of the Bloomberg Global Aggregate ex-USD Float Adjusted RIC Capped Index (USD Hedged).
- Employs hedging strategies that seek to mitigate uncertainty in exchange rates.
- Passively managed, using index sampling.
- Fund remains fully invested.
- Broad exposure across major bond markets outside of the United States.
- Low expenses minimize net tracking error.

Key facts

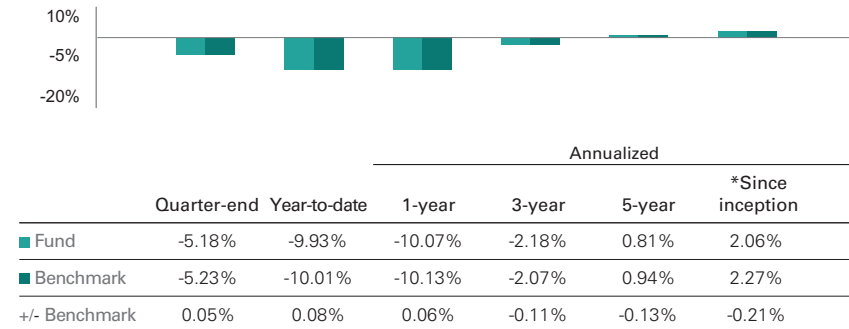
Expense ratio as of 02/25/2022	11 bps
As reported in the most recent prospectus.	
Designation	International/global intermediate-term
Fund inception date	05/31/2013
Admiral™ Shares inception date	05/31/2013
Total net assets as of 06/30/2022 (\$M)	\$87,159
Net fund assets for VTABX as of 06/30/2022 (\$M)	\$25,458
Holdings	6,680
Indexed to	Bloomberg Global Aggregate ex-USD Float Adjusted RIC Capped Index (Hedged) (H28986US)
Turnover rate (fiscal year-end 10/31/2021)	25.0%
CUSIP	92203J308
Investment manager	Vanguard Fixed Income Group

Risk and volatility

	R ²	Beta
Primary benchmark	1.00	1.00
Broad-based benchmark	0.48	0.39

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark. Broad-based benchmark: Bloomberg Global Aggregate Bond Index ex USD.

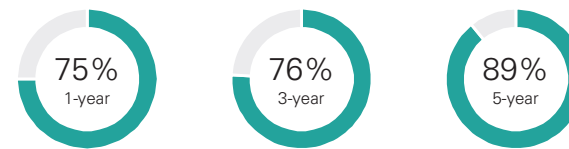
Performance



* Since fund's inception, May 31, 2013.

Performance versus competitors

Percentage of International Income Funds outperformed by VTABX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 92; 3-year, 87; 5-year, 77. Only funds with a minimum one-, three-, or five-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard Intermediate-Term Investment-Grade Fund (VFIDX)

Investment approach

- Intermediate-term, investment-grade fixed income securities.
- Seeks moderate and sustainable current income.
- Invests primarily in (investment-grade) corporate bonds.
- Approach focused on intensive credit analysis and risk control.

Fund advisors



100% Vanguard Fixed Income Group

Key facts

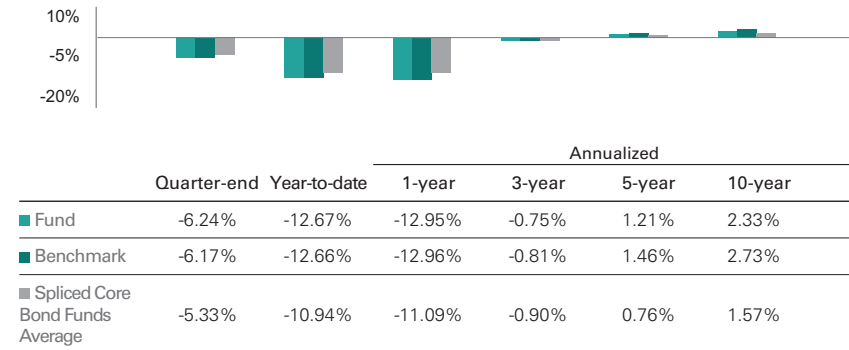
Expense ratio as of 05/31/2022	10 bps
As reported in the most recent prospectus.	
Designation	Investment-grade corporate intermediate-term
Fund inception date	11/01/1993
Admiral™ Shares inception date	02/12/2001
Total net assets as of 06/30/2022 (\$M)	\$30,567
Net fund assets for VFIDX as of 06/30/2022 (\$M)	\$29,012
Holdings	2,073
Benchmarked to	Bloomberg U.S. 5–10 Year Credit Bond Index (l00648)
Turnover rate (fiscal year-end 01/31/2022)	81.8%
CUSIP	922031810

Risk and volatility

	R ²	Beta
Primary benchmark	0.94	0.79
Broad-based benchmark	0.83	1.22

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark.
Broad-based benchmark: Bloomberg U.S. Aggregate Bond Index.

Performance



Performance versus competitors

Percentage of Core Bond Funds outperformed by VFIDX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 480; 3-year, 459; 5-year, 425; 10-year, 311. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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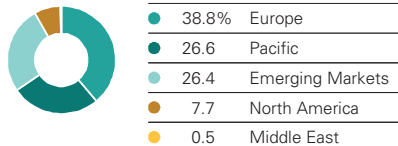


Vanguard Total International Stock Index Fund (VTIAX)

Investment approach

- Seeks to track the performance of the FTSE Global All Cap ex US Index.
- Broad exposure across developed and emerging non-U.S. equity markets.
- Passively managed.
- Fund remains fully invested.
- Low expenses minimize net tracking error.

Regional diversification



Key facts

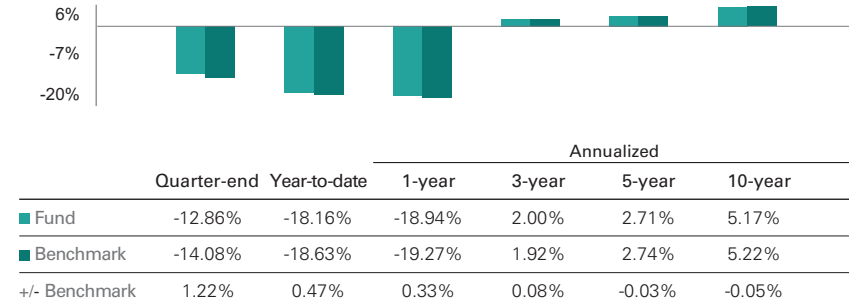
Expense ratio as of 02/25/2022	11 bps
As reported in the most recent prospectus.	
Designation	International/global blend
Fund inception date	04/29/1996
Admiral™ Shares inception date	11/29/2010
Total net assets as of 06/30/2022 (\$M)	\$337,992
Net fund assets for VTIAX as of 06/30/2022 (\$M)	\$64,868
Holdings	7,843
Indexed to	FTSE Global All Cap ex US Index (TGPVAN17)
Turnover rate (fiscal year-end 10/31/2021)	7.8%
CUSIP	921909818
Investment manager	Vanguard Equity Index Group

Risk and volatility

	R ²	Beta
Primary benchmark	0.99	0.99
Broad-based benchmark	0.99	0.99

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark.
Broad-based benchmark: FTSE Global All Cap ex US Index.

Performance



Spliced Total International Stock Index: Total International Composite Index through August 31, 2006; MSCI EAFE + Emerging Markets Index through December 15, 2010; MSCI ACWI ex USA IMI Index through June 2, 2013; and FTSE Global All Cap ex US Index thereafter. Benchmark returns are adjusted for withholding taxes.

Performance versus competitors

Percentage of International Funds outperformed by VTIAX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 1482; 3-year, 1364; 5-year, 1213; 10-year, 796. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard Short-Term Investment-Grade Fund (VFSUX)

Investment approach

- Short-term, investment-grade fixed income securities.
- Seeks current income with limited price volatility.
- At least 80% invested in short-term and intermediate-term investment-grade fixed income securities, primarily corporate bonds; invests primarily in (investment-grade) corporate bonds.
- Approach focused on intensive credit analysis and risk control.
- Lower interest rate volatility than the broad U.S. fixed income market.

Key facts

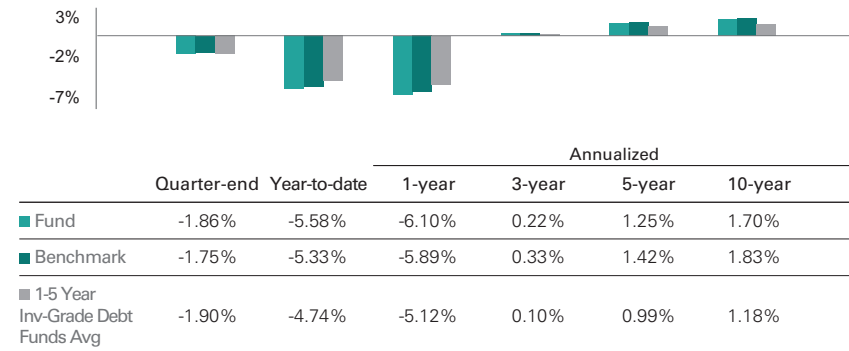
Expense ratio as of 05/31/2022	10 bps
As reported in the most recent prospectus.	
Designation	Investment-grade corporate short-term
Fund inception date	10/29/1982
Admiral™ Shares inception date	02/12/2001
Total net assets as of 06/30/2022 (\$M)	\$67,416
Net fund assets for VFSUX as of 06/30/2022 (\$M)	\$47,386
Holdings	2,247
Benchmarked to	Bloomberg U.S. 1–5 Year Credit Bond Index (I00643)
Turnover rate (fiscal year-end 01/31/2022)	65.2%
CUSIP	922031836

Risk and volatility

	R ²	Beta
Primary benchmark	0.99	1.02
Broad-based benchmark	0.53	0.53

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark. Broad-based benchmark: Bloomberg U.S. Aggregate Bond Index.

Performance



Performance versus competitors

Percentage of 1-5 Year Inv-Grade Debt Funds outperformed by VFSUX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 510; 3-year, 478; 5-year, 438; 10-year, 308. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Fund advisors



100% Vanguard Fixed Income Group

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Vanguard Real Estate Index Fund (VGSLX)

Investment approach

- Seeks to track the performance of the MSCI US Investable Market Real Estate 25/50 Index.
- Equity real estate investment trusts.
- Passively managed, full-replication approach.
- Low expenses minimize net tracking error.

Key facts

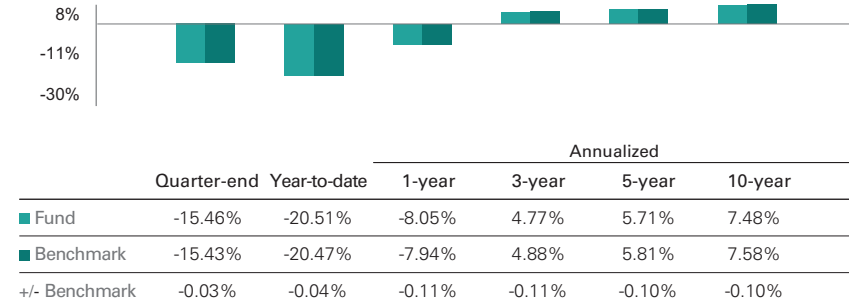
Expense ratio as of 05/27/2022	12 bps
As reported in the most recent prospectus.	
Designation	Sector/specialized
Fund inception date	05/13/1996
Admiral™ Shares inception date	11/12/2001
Total net assets as of 06/30/2022 (\$M)	\$71,140
Net fund assets for VGSLX as of 06/30/2022 (\$M)	\$22,030
Holdings	170
Indexed to	MSCI US Investable Market Real Estate 25/50 Index (M2CXVGD)
Turnover rate (fiscal year-end 01/31/2022)	7.4%
CUSIP	921908877
Investment manager	Vanguard Equity Index Group

Risk and volatility

	R ²	Beta
Primary benchmark	1.00	1.00
Broad-based benchmark	0.76	0.90

R-squared and beta are calculated from trailing 36-month fund returns relative to the associated benchmark. Broad-based benchmark: Dow Jones U.S. Total Stock Market Float Adjusted Index.

Performance



Real Estate Spliced Index: MSCI US REIT Index adjusted to include a 2% cash position (Lipper Money Market Average) through April 30, 2009; MSCI US REIT Index through February 1, 2018; MSCI US Investable Market Real Estate 25/50 Transition Index through July 24, 2018; MSCI US Investable Market Real Estate 25/50 Index thereafter.

Performance versus competitors

Percentage of Real Estate Funds outperformed by VGSLX



Source: Lipper, a Thomson Reuters Company. Based on total returns as of June 30, 2022. Number of funds in category: 1-year, 217; 3-year, 203; 5-year, 186; 10-year, 130. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Q2 2022 Review

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Asset allocation forecasts

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Prepared for PARS

Vanguard strategies

Target Allocations (return seeking / risk reducing)	Fixed Income Strategy (0/100)	Conservative Strategy (40/60)	Balanced Strategy (60/40)	Growth Strategy (75/25)
Total Equity	-	36%	54%	67%
● Total Stock Market Index	-	22%	33%	41%
● Total International Stock Market Index	-	14%	21%	26%
Total Fixed Income	100%	60%	40%	25%
● Total Bond Market Index	45%	23%	15%	10%
● Total International Bond Market Index	25%	15%	10%	5%
● Intermediate-Term Investment Grade Fund	15%	14%	10%	7%
● Short-Term Investment Grade Fund	15%	8%	5%	3%
Total Real Estate	-	4%	6%	8%
● Real Estate Index	-	4%	6%	8%
Total weighted average expense ratio	0.08%	0.08%	0.07%	0.07%
Vanguard Advisory fee	0.02%	0.02%	0.02%	0.02%
All-in fee	0.10%	0.10%	0.09%	0.09%



Data as of June 30, 2022.

Tracking #: 1591785

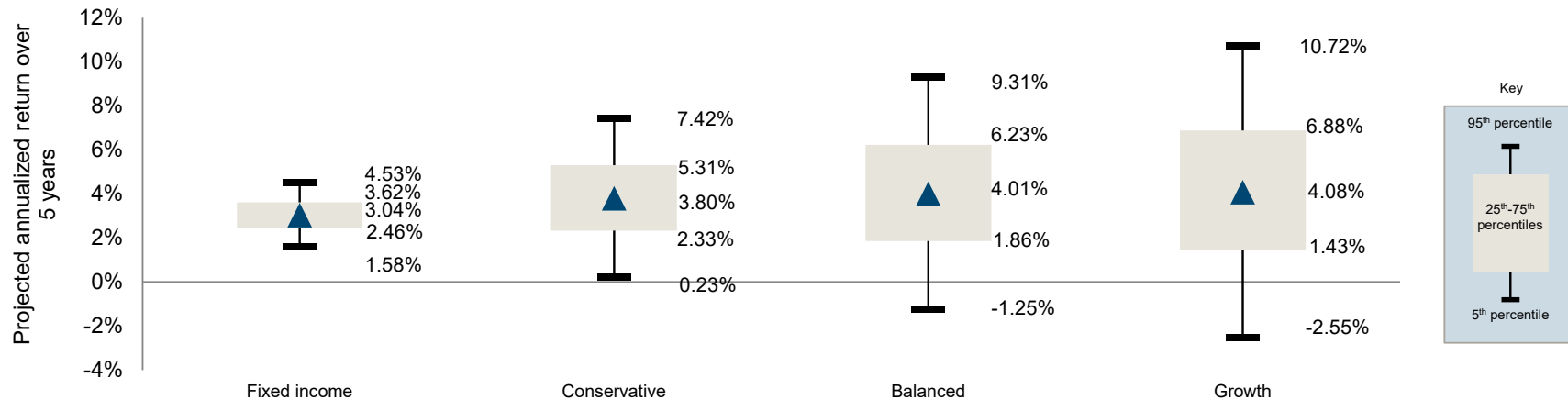
Expiration date: 7/17/2022

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Asset allocation analysis: 5-year outlook

Asset classes	Fixed income	Conservative	Balanced	Growth
U.S. Equity	-	22%	33%	41%
Non-U.S. Equity	-	14%	21%	26%
REITs	-	4%	6%	8%
U.S. Aggregate Bonds	45%	23%	15%	10%
Non-U.S. Bonds	25%	15%	10%	5%
Intermediate-Term Credit	15%	14%	10%	7%
Short-Term Credit	15%	8%	5%	3%
Median expected outcomes				
Returns	3.04%	3.80%	4.01%	4.08%
Volatility (standard deviation)	3.72%	6.15%	8.96%	11.17%
Sharpe ratio	0.15	0.22	0.19	0.18
EQ/FI/REITS (%)	0/100/0	36/60/4	54/40/6	67/25/8

Portfolio nominal return distributions (5-year horizon)



IMPORTANT: The projections or other information generated by the Vanguard Capital Markets Model®(VCMM) regarding the likelihood of various investment outcomes are hypothetical in nature, do not reflect actual investment results, and are not guarantees of future results. Distribution of return outcomes from VCMM derived from 10,000 simulations for U.S. equity returns and fixed income returns. Simulations as of March 31, 2022. Results from the model may vary with each use and over time. For more information on VCMM, see the Important Information slide.

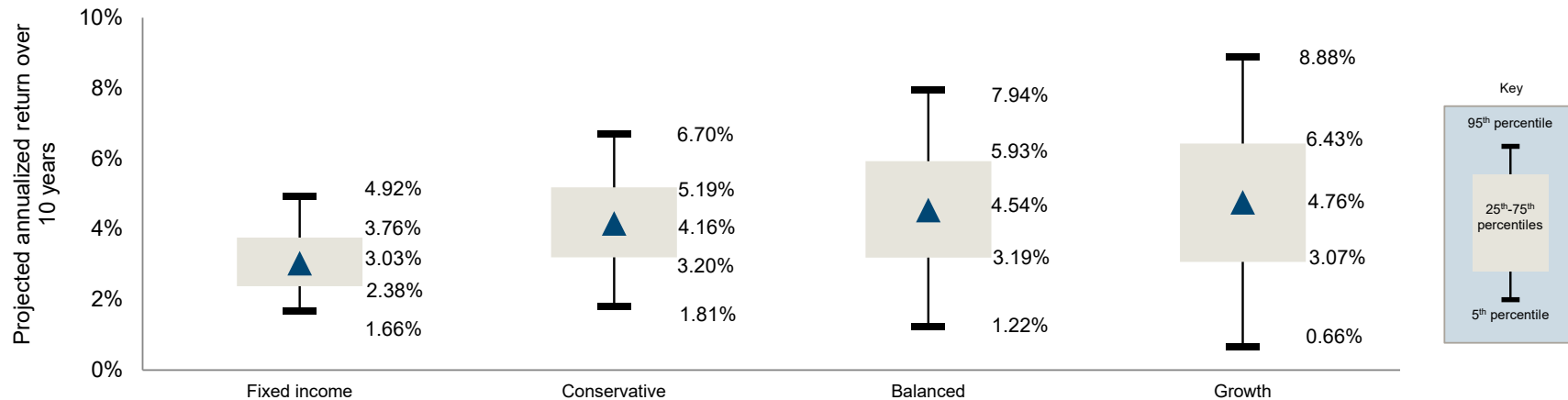
Note: Returns, real returns, and Sharpe ratio listed above represent the median value for 10,000 scenarios. The Sharpe ratio calculates return (or reward) per unit of risk; $(R_x - r_f) / \sigma(x - r)$; R_f = cash. The risk-free rate is based on VCMM's projections for cash.

Source: Vanguard, Investment Strategy Group.

Asset allocation analysis: 10-year outlook

Asset classes	Fixed income	Conservative	Balanced	Growth
U.S. Equity	-	22%	33%	41%
Non-U.S. Equity	-	14%	21%	26%
REITs	-	4%	6%	8%
U.S. Aggregate Bonds	45%	23%	15%	10%
Non-U.S. Bonds	25%	15%	10%	5%
Intermediate-Term Credit	15%	14%	10%	7%
Short-Term Credit	15%	8%	5%	3%
Median expected outcomes				
Returns	3.03%	4.16%	4.54%	4.76%
Volatility (standard deviation)	3.90%	6.45%	9.41%	11.78%
Sharpe ratio	0.14	0.26	0.24	0.23
EQ/FI/REITS (%)	0/100/0	36/60/4	54/40/6	67/25/8

Portfolio nominal return distributions (10-year horizon)



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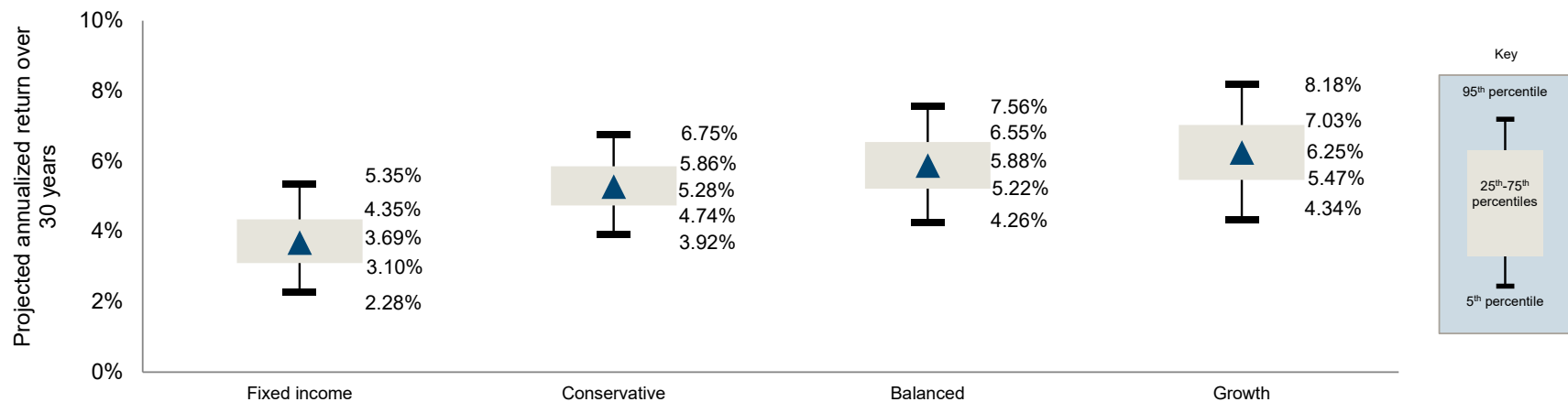
Note: Returns, real returns, and Sharpe ratio listed above represent the median value for 10,000 scenarios. The Sharpe ratio calculates return (or reward) per unit of risk; $(R_x - r_f) / \sigma(x - r)$; R_f = cash. The risk-free rate is based on VCMM's projections for cash.

Source: Vanguard, Investment Strategy Group.

Asset allocation analysis: 30-year outlook

Asset classes	Fixed income	Conservative	Balanced	Growth
U.S. Equity	-	22%	33%	41%
Non-U.S. Equity	-	14%	21%	26%
REITs	-	4%	6%	8%
U.S. Aggregate Bonds	45%	23%	15%	10%
Non-U.S. Bonds	25%	15%	10%	5%
Intermediate-Term Credit	15%	14%	10%	7%
Short-Term Credit	15%	8%	5%	3%
Median expected outcomes				
Returns	3.69%	5.28%	5.88%	6.25%
Volatility (standard deviation)	4.39%	6.84%	9.91%	12.35%
Sharpe ratio	0.17	0.35	0.32	0.31
EQ/FI/REITS (%)	0/100/0	36/60/4	54/40/6	67/25/8

Portfolio nominal return distributions (30-year horizon)



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Note: Returns, real returns, and Sharpe ratio listed above represent the median value for 10,000 scenarios. The Sharpe ratio calculates return (or reward) per unit of risk; $(R_x - r_f) / \sigma(x - r)$; R_f = cash. The risk-free rate is based on VCMM's projections for cash.

Source: Vanguard, Investment Strategy Group.

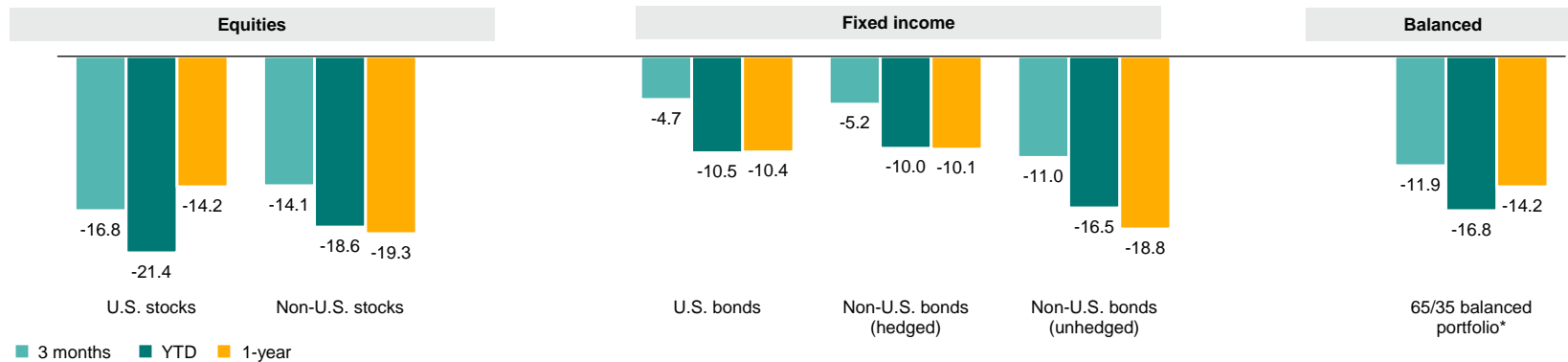
2Q performance review

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Federal Reserve hikes interest-rate by 75 basis points for the first time in over 25 years

- Equity markets continued their decline in June as the Federal Reserve continued to aggressively hike interest rates in response to a record 8.6% year-over-year consumer-price index increase in May. This marks the highest CPI reading in over four decades.
- Major fixed income indices have suffered the worst year on record going back to 1976. More recently, bond market investors have been grappling between fears of inflation and concerns over slowing economic growth which has led to heightened volatility in the benchmark 10-year U.S. Treasury note.
- Jerome Powell has indicated that the central bank is going to continue to sharply raise federal-funds rates to combat the possibility of a sustained higher-inflation regime. This hawkish sentiment has led Vanguard to downgrade our outlook for 2022 growth in the U.S. from 3.5% to around 2%.

Global market returns as of June 30, 2022 (%)



Past performance is no guarantee of future returns. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

Sources: Bloomberg, CRSP, and FTSE.

U.S. stocks (CRSP U.S. Total Market Index), non-U.S. stocks (FTSE Global All-Cap ex-U.S. Index), U.S. bonds (Bloomberg U.S. Aggregate Float Adjusted Index), non-U.S. bonds hedged (Bloomberg Global Aggregate ex-U.S.D Float Adjusted RIC Capped Index hedged), non-U.S. bonds unhedged (Bloomberg Global Aggregate Index ex U.S.D).

* 65/35 balanced portfolio Static Composite (39% U.S. stocks, 26% international stocks, and 24.5% investment-grade U.S. bonds, 10.5% investment-grade international bonds).

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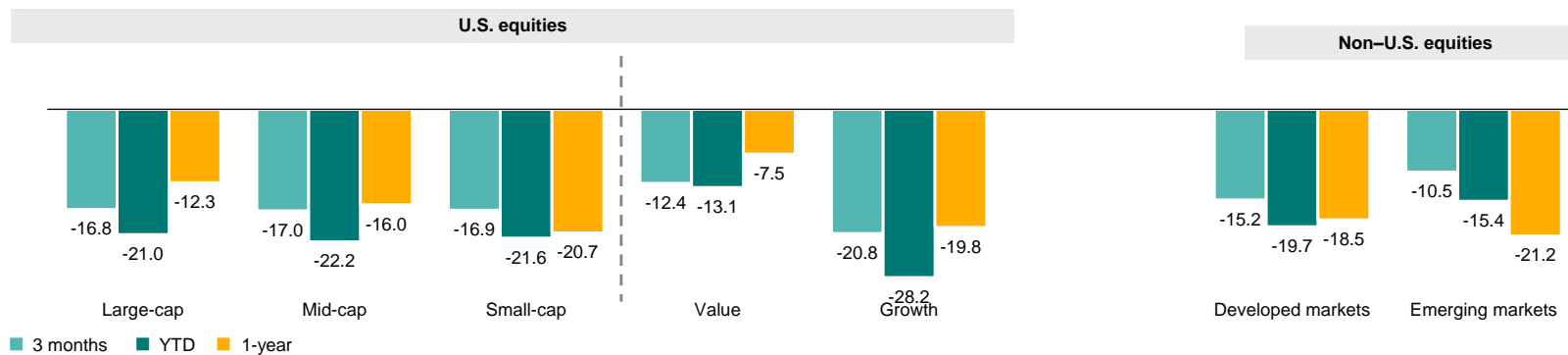
Expiration date: 10/20/2023



Equities impacted by rising interest rates and slowing growth

- Value stocks continue to modestly outperform growth stocks during the rate hiking cycle as investors favor stable cash flows over future growth potential.
- Corporate earnings have remained resilient in 2022, though may come under pressure during the second half of the year. The S&P 500 index is currently trading at 15.9 times forward 12-month earnings, marginally higher than its 15-year average of 15.7. The index began the year at around 21.5 times forward earnings.
- International stocks declined in June as the Ukraine invasion and China's zero-Covid policy continued to exacerbate global supply chain issues. However, economic activity in China did expand in June after several months of contractions, signaling prospects for a modest economic recovery in the region.

Global equity market returns as of June 30, 2022 (%)



Past performance is no guarantee of future returns. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

Sources: CRSP, FTSE, and Russell.

Large-cap (CRSP U.S. Mega Cap Index), mid-cap (CRSP U.S. Mid Cap Index), small-cap (CRSP U.S. Small Cap Index); value (Russell 3000 Value Index), growth (Russell 3000 Growth Index); developed markets (FTSE Developed All Cap ex-U.S. Index), emerging markets (FTSE Emerging Markets All Cap China A Inclusion Index).

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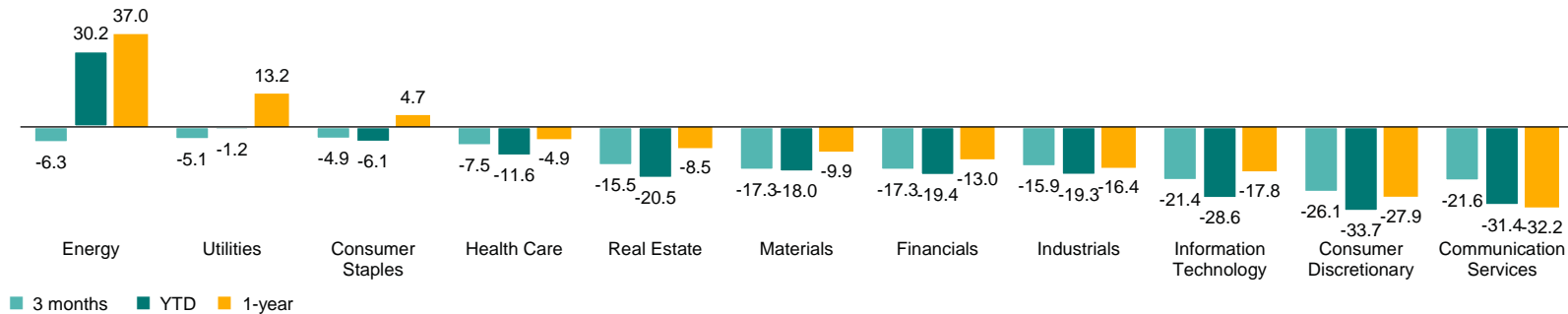
Expiration date: 10/20/2023



All 11 sectors, including energy stocks, down for the quarter

- Many technology and consumer discretionary firms that lifted stocks from its pandemic bottom have been among the hardest hit areas of the stock market in this year's selloff. This dynamic has led index provider FTSE Russell to add many former high-growth technology stocks into their value index due to this shift in valuations.
- Consumer staples and utilities have seen a relatively modest drawdown in the quarter as investors seek more defensive sectors during volatile markets and recessionary periods. Nevertheless, pressure remains as higher prices begin to compress profit margins.
- Despite a slight pullback in oil prices during the quarter, energy stocks continue to remain the bright spot in this market, producing double digit positive returns year-to-date.

U.S. equity sector returns as of June 30, 2022 (%)



Past performance is no guarantee of future returns. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

Source: FactSet.

U.S. markets measured by CRSP U.S. Total Market Index.

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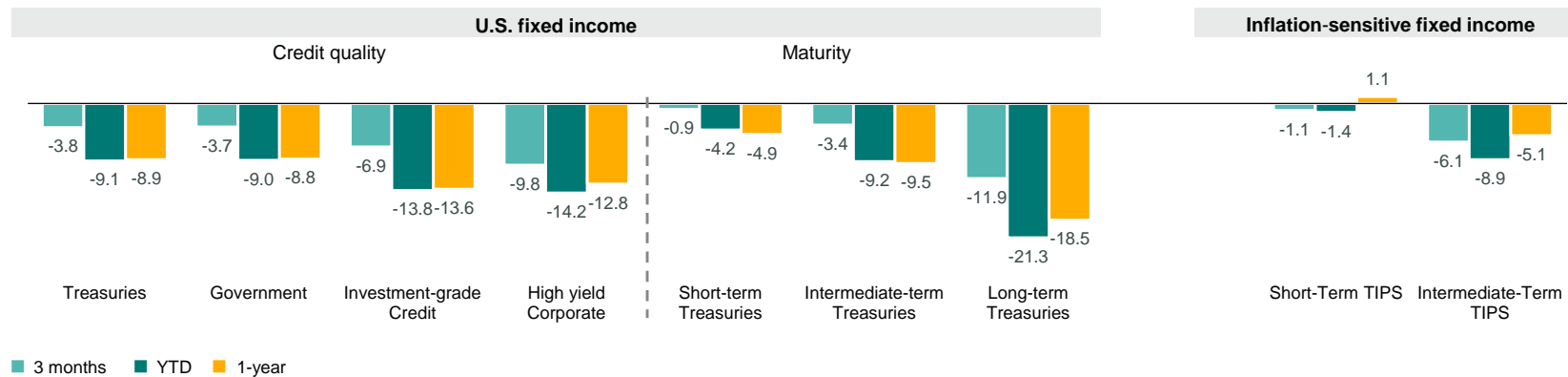
Expiration date: 10/20/2023



Heightened fixed income volatility as investors balance inflation and recessionary risks

- Persistent inflation has led to a continuous decrease in bond prices as investors grapple with how high the Federal Reserve will have to raise short-term interest rates. Vanguard currently foresees the year ending with a rate target of 3% to 3.25% and a terminal rate of at least 4% in 2023.
- Increased investor concerns over a slowdown in economic activity have modestly increased year-to-date credit spreads, or the yield over the spot Treasury curve, for U.S. investment-grade and high-yield bonds. All else equal, widening credit spreads negatively impact corporate bond prices.
- The U.S. Dollar experienced another strong month as investors flock to the world's reserve currency amidst market volatility in bonds and stocks. The U.S. Dollar Index (DXY) is up over 9% year-to-date.

Domestic fixed income market returns as of June 30, 2022 (%)



Past performance is no guarantee of future returns. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

Source: Bloomberg.

Treasuries, government, investment-grade credit; high-yield (Bloomberg U.S. Treasury/Government/Credit/Corporate High-Yield Indices); short-inter-long-term Treasuries (Bloomberg U.S. 1-5/5-10/Long Treasury Indices); short-term TIPS (Bloomberg U.S. Treasury 0-5 Year Inflation-Protected Index); intermediate-term TIPS (Bloomberg U.S. Treasury Inflation-Protected Index).

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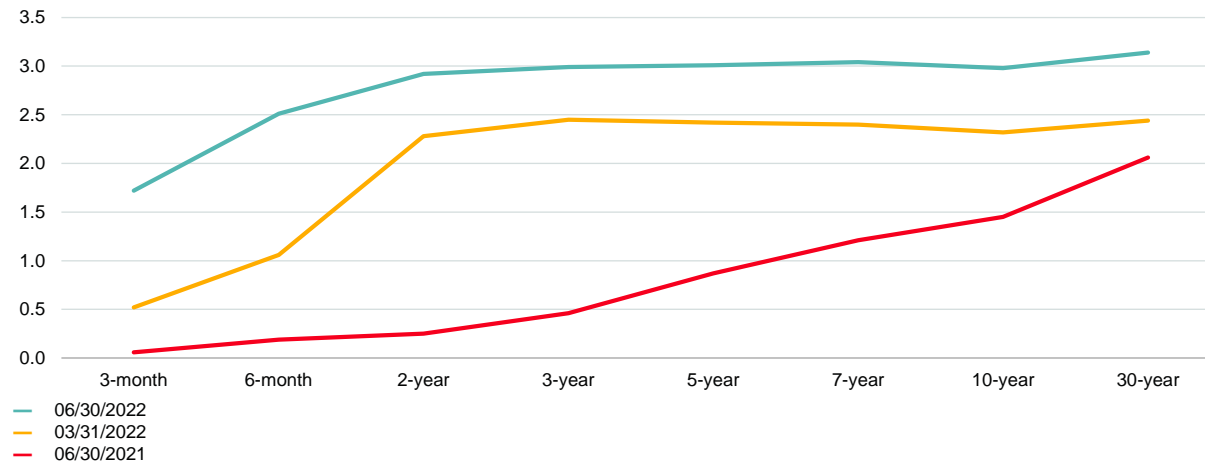
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Expiration date: 10/20/2023



U.S. Treasury yield curve—Brief inversion returns positive

Yield (%) and change (bps)	3-month	6-month	2-year	3-year	5-year	7-year	10-year	30-year
— Current yield (%)	1.72	2.51	2.92	2.99	3.01	3.04	2.98	3.14
— 3 mo. Δ	120	145	64	54	59	64	66	70
— 12 mo. Δ	167	245	267	253	214	183	153	108



Source: Morningstar.

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Slide ID #: S065503

Tracking #: 2301117

Expiration date: 10/20/2023



Market leadership changes

- Emerging markets equities appears at both the top and bottom multiple times, illustrating the relatively high volatility of single asset classes
- The balanced composite generally falls near the middle, demonstrating the volatility dampening effect of high-grade fixed income and the consistency resulting from holding a broadly diversified portfolio
- U.S. stock returns exceeded non-U.S. stock returns by a significant amount over the past ten years, yet it's important to remember that recent outperformance by a sub-asset class or market segment does not imply future outperformance

Source: Vanguard. Last observation: December 31, 2021; 10-year average performance from December 31, 2011 through December 31, 2021.

* Source: Hedge Fund Research, Inc.

** U.S. stocks: MSCI U.S. Broad Market Index.

[†] International Stocks: FTSE Global All Cap ex-US Index.

†† Bonds: Bloomberg US Aggregate Bond Index and Bloomberg Global Aggregate ex-USD Index Hedged.

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	10-year Average
Emg 18.1	Sml 38.8	REIT 30.4	Grw 5.1	Sml 21.3	Emg 31.1	IB 3.2	Grw 35.8	Grw 38.3	REIT 43.1	Grw 19.4
REIT 17.8	Grw 34.2	Lrg 13.2	REIT 2.5	Val 18.4	Grw 29.6	T-Bill 1.9	Lrg 31.4	Lrg 21.0	Cmd 27.1	Lrg 16.5
Val 17.5	Lrg 33.1	Val 12.7	IB 1.4	HY 17.1	Dev 26.3	Bnd 0.0	Val 26.3	Sml 20.0	Lrg 26.5	Sml 13.2
Dev 17.4	Val 32.7	Grw 12.4	Lrg 0.9	Lrg 12.1	Lrg 21.7	HY -2.1	REIT 25.8	Emg 15.5	Grw 25.8	Val 12.9
Lrg 16.4	Dev 20.5	IB 8.8	Bnd 0.5	Cmd 11.4	Bal 16.5	Grw -2.1	Sml 25.5	Bal 13.4	Val 25.4	REIT 11.3
Sml 16.4	Bal 16.8	Bal 6.4	T-Bill 0.0	Emg 10.3	Sml 14.6	REIT -4.6	Dev 22.3	Dev 10.0	Sml 14.8	Bal 9.7
HY 15.8	HY 7.4	Bnd 6.0	Bal -0.6	REIT 8.6	Val 13.2	Lrg -4.8	Bal 20.7	Bnd 7.5	Bal 12.0	Dev 8.3
Grw 15.2	HF 6.7	Sml 4.9	Dev -1.8	Grw 7.4	HY 7.5	Bal -5.5	Emg 20.4	HY 7.1	Dev 11.6	HY 6.8
Bal 12.7	REIT 2.5	Emg 2.6	HF -3.6	Bal 7.3	HF 6.0	HF -6.7	HY 14.3	HF 6.8	HY 5.3	Emg 5.8
IB 6.5	IB 1.2	HY 2.5	Val -4.1	IB 4.9	REIT 5.1	Val -8.6	Bnd 8.7	IB 3.9	HF 3.7	IB 3.8
Bnd 4.2	T-Bill 0.1	T-Bill 0.0	Sml -4.4	Dev 3.1	Bnd 3.5	Sml -11.0	HF 8.6	Val 2.9	Emg 1.5	Bnd 2.9
HF 3.5	Bnd -2.0	HF -0.6	HY -4.5	Bnd 2.6	IB 2.5	Cmd -13.0	IB 7.6	T-Bill 0.6	T-Bill 0.0	HF 2.6
T-Bill 0.1	Emg -3.2	Dev -4.4	Emg -13.5	HF 2.5	T-Bill 0.8	Emg -14.8	Cmd 5.4	Cmd -3.5	IB -1.4	T-Bill 0.6
Cmd -1.1	Cmd -9.6	Cmd -17.0	Cmd -24.7	T-Bill 0.3	Cmd 0.7	Dev -14.8	T-Bill 2.3	REIT -7.6	Bnd -1.5	Cmd -3.4

Val	Value oriented U.S. based stocks (Russell 3000 Value Index)
Grw	Growth oriented U.S. based stocks (Russell 3000 Growth Index)
Lrg	Large U.S. based stocks (Russell 1000 Index)
Sml	Small U.S. based stocks (Russell 2000 Index)
Dev	International stocks from developed countries (FTSE Developed All Cap ex US Index)
Emg	International stocks from emerging countries (FTSE Emerging ACap CN A Includ Idx)
Bnd	Investment-grade U.S. bonds (Bloomberg US Aggregate Bond Index)
HY	High-yield U.S. bonds (Bloomberg US Corp High Yield Index)
IB	Investment-grade international bonds (Bloomberg GA ex-USD Index Hedged)
T-Bill	Short-term Treasury rates (Citigroup 3-Month US T-Bill Index)
REIT	U.S. public equity real estate (REIT) (MSCI US REIT Index)
Cmd	Commodities (Bloomberg Commodity Index)
HF	Hedge funds (HFRX Global Hedge Fund Index*)
Bal	Balanced Static Composite (39% U.S. stocks**, 26% Int'l stocks†, 24.5% Invest-grade U.S. bonds††, 10.5% Invest-grade Int'l bonds††)

Past performance is no guarantee of future returns. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

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Market outlook

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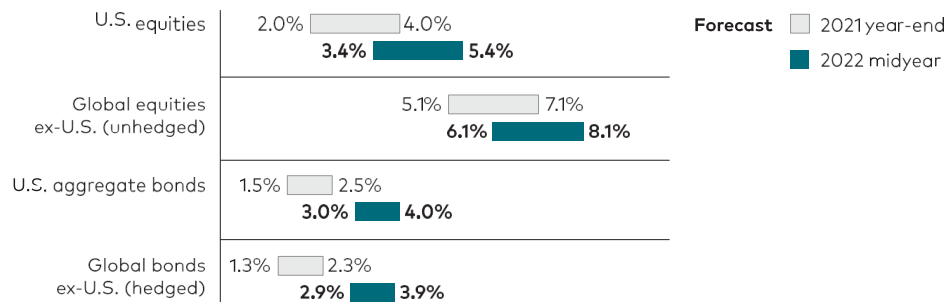
Vanguard July/August 2022 market and economic outlook

Compared with the start of the year, Vanguard has:

- Downgraded our 2022 GDP growth forecasts for all the major regions.
- Increased our inflation forecasts.
- Become more hawkish about monetary policy.

Global equity and fixed income outlook

Stock and bond markets have been hit hard so far in 2022. But there is an upside to down markets: Because of lower current equity valuations and higher interest rates, our model suggests higher expected long-term returns. Falling equity valuations and rising interest rates have largely increased our 10-year annualized developed market return forecasts in the first five months of 2022 by about 1 percentage point for stocks and 1.5 percentage points for bonds.



Note: Figures are based on a 1-point range around the 50th percentile of the distribution of return outcomes for equities and a 0.5-point range around the 50th percentile for fixed income.

IMPORTANT: The projections or other information generated by the Vanguard Capital Markets Model® regarding the likelihood of various investment outcomes are hypothetical in nature, do not reflect actual investment results, and are not guarantees of future results. Distribution of return outcomes from the VCMM are derived from 10,000 simulations for each modeled asset class. Simulations are as of December 31, 2021, and May 31, 2022. Results from the model may vary with each use and over time. For more information, see Important information page.

Source: Vanguard

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Vanguard July/August 2022 market and economic outlook

United States

~1.5%

Economic growth

We downgraded our forecast by 2 percentage points since the start of the year because of factors that we expect will continue throughout 2022—namely, tightening financial conditions, wages not keeping up with inflation, and the lack of demand for U.S. exports. The probability of a recession is 25% over the next 12 months and 65% over 24 months.

3.25% to 3.75%

Monetary policy

The Fed turned hawkish in recent weeks, further emphasizing inflation as a clear priority over potential implications for economic growth. We expect the target federal funds rate to end the year in a range of 3.25% to 3.75% and expect a terminal rate of at least 4% in 2023—much higher than what we consider to be the neutral rate (2.5%) and what's currently priced into the market.*

7% to 7.5%

Headline inflation

Surging energy and food prices keep our projections for headline CPI around 7% to 7.5% by year-end 2022 before it moderates in 2023. In the current environment, headline inflation will matter more for monetary policy than it typical does.

3% to 3.5%

Unemployment rate

Labor market trends are likely to keep downward pressure on the unemployment rate through year-end, though increases in 2023 are likely as the impacts of Fed policy and slowing demand take hold.

* The neutral rate is the theoretical interest rate at which monetary policy neither stimulates nor restricts an economy.

Notes: Figures related to economic growth, inflation, monetary policy, and unemployment rate are Vanguard forecasts for the end of 2022. Growth and inflation are comparisons with year-end 2021; monetary policy and unemployment rate are absolute levels.

Source: Vanguard

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Slide ID #: S037447

Tracking #: 2291735

Expiration date: 7/14/2025



Vanguard July/August 2022 market and economic outlook

Euro area

2% to 3%

Economic growth

We've twice downgraded our outlook this year because of higher energy prices—once before and once after Russia's invasion of Ukraine. Risks are growing, though recession in the next 12 months isn't a foregone conclusion. But a complete cutoff from Russian natural gas would almost certainly lead to rationing and recession.

0.5% to 0.75%

Monetary policy

The European Central Bank has signaled a July interest rate hike. We expect the deposit rate to move into positive territory in the third quarter for the first time since 2012. The ECB has turned hawkish recently given broadening inflation pressures. "Fragmentation risk" complicates matters: The ECB manages policy for 19 nations.

~8% to 8.5%

Headline inflation

We expect headline inflation to peak close to 10% in the third quarter, higher than current record levels. But by the end of 2023, we foresee inflation falling back toward the European Central Bank's 2% target. For now, European consumers grapple with rapid price rises that extend to an array of goods and services.

~7%

Unemployment rate

We foresee the labor market remaining historically strong with a comparatively low unemployment rate by year-end. Wage pressures continue to build as job vacancy rates have risen to new records.

Notes: Figures related to economic growth, inflation, monetary policy, and unemployment rate are Vanguard forecasts for the end of 2022. Growth and inflation are comparisons with year-end 2021; monetary policy and unemployment rate are absolute levels.
Source: Vanguard

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Slide ID #: S057304

Tracking #: 2291735

Expiration date: 7/14/2025



Vanguard July/August 2022 market and economic outlook

China

~3%

Economic growth

We foresee China's 2022 growth falling short of our 5% forecast at the start of the year as three priorities clash. A commitment to financial stability and a zero-COVID policy leave policymakers' target for growth "around 5.5%" vulnerable amid a weak domestic labor market and slowing global growth.

2.75%

Monetary policy

We expect only one further 10-basis-point cut in the one-year, medium-term lending facility rate, in line with consensus. We expect intensified policy efforts this year to focus on fiscal policy. Monetary policy is constrained by external and domestic forces: global central banks' tightening paths and a desire not to overstimulate China's property sector.

<2.5%

Headline inflation

Inflation has increased toward midyear but remains unlikely to reach policymakers' 3% target. Spillover from building global inflation pressures is likely to be offset by the weakening domestic growth picture. Producer price inflation remains elevated but in recent years has had little pass-through to consumer prices.

~5.5%

Unemployment rate

Our year-end forecast for the unemployment rate is higher than consensus and 100 basis points above the level that would be expected to promote inflation. China's below- trend growth translates to slack in the labor market, with recent university graduates faring worst.

Notes: Figures related to economic growth, inflation, monetary policy, and unemployment rate are Vanguard forecasts for the end of 2022. Growth and inflation are comparisons with year-end 2021; monetary policy and unemployment rate are absolute levels. Sources: Vanguard calculations, using data from Bloomberg and Refinitiv, as of March 31, 2022.
Source: Vanguard

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Tracking #: 2291735

Expiration date: 7/14/2025

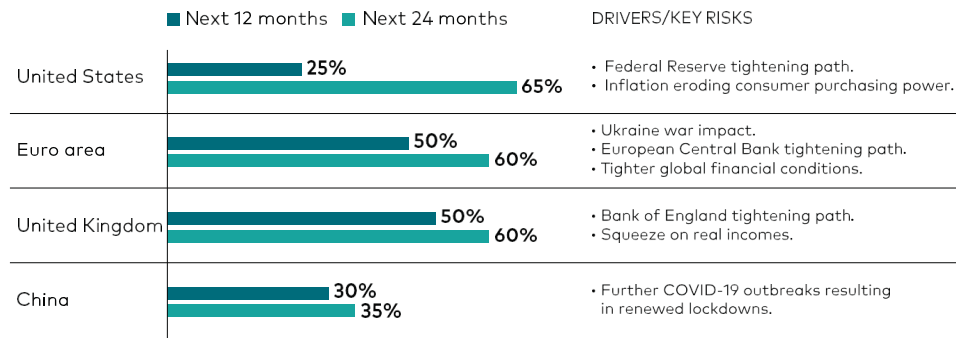


Vanguard July/August 2022 market and economic outlook

Emerging markets

We recently downgraded our forecast for full-year 2022 growth in emerging markets, from about 5.5% at the start of the year to about 3%. Emerging markets continue to face headwinds from slowing growth in the United States, the euro area, and China, as well as from developed markets' central bank tightening and from domestic and global inflation. Although higher commodities prices do benefit some emerging economies, they're a negative in the aggregate.

Probability of recession for select regions



Source: Vanguard as of July 7, 2022.

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Tracking #: 2291735

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Appendix

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Important information

IMPORTANT: The projections or other information generated by the Vanguard Capital Markets Model® (VCMM) regarding the likelihood of various investment outcomes are hypothetical in nature, do not reflect actual investment results, and are not guarantees of future results. VCMM results will vary with each use and over time.

The VCMM projections are based on a statistical analysis of historical data. Future returns may behave differently from the historical patterns captured in the VCMM. More importantly, the VCMM may be underestimating extreme negative scenarios unobserved in the historical period on which the model estimation is based.

The Vanguard Capital Markets Model® is a proprietary financial simulation tool developed and maintained by Vanguard's primary investment research and advice teams. The model forecasts distributions of future returns for a wide array of broad asset classes. Those asset classes include U.S. and international equity markets, several maturities of the U.S. Treasury and corporate fixed income markets, international fixed income markets, U.S. money markets, commodities, and certain alternative investment strategies. The theoretical and empirical foundation for the Vanguard Capital Markets Model is that the returns of various asset classes reflect the compensation investors require for bearing different types of systematic risk (beta). At the core of the model are estimates of the dynamic statistical relationship between risk factors and asset returns, obtained from statistical analysis based on available monthly financial and economic data from as early as 1960. Using a system of estimated equations, the model then applies a Monte Carlo simulation method to project the estimated interrelationships among risk factors and asset classes as well as uncertainty and randomness over time. The model generates a large set of simulated outcomes for each asset class over several time horizons. Forecasts are obtained by computing measures of central tendency in these simulations. Results produced by the tool will vary with each use and over time.

For more information about Vanguard funds, visit vanguard.com or call 866-499-8473 to obtain a prospectus or, if available, a summary prospectus. Investment objectives, risks, charges, expenses, and other important information are contained in the prospectus; read and consider it carefully before investing.

Mutual funds and all investments are subject to risk, including the possible loss of the money you invest. Prices of mid- and small-cap stocks often fluctuate more than those of large-company stocks. Investments in stocks or bonds issued by non-U.S. companies are subject to risks including country/regional risk and currency risk. These risks are especially high in emerging markets. Funds that concentrate on a relatively narrow sector face the risk of higher share-price volatility.

Investments in bond funds are subject to the risk that an issuer will fail to make payments on time, and that bond prices will decline because of rising interest rates or negative perceptions of an issuer's ability to make payments. Diversification does not ensure a profit or protect against a loss.

The information contained herein does not constitute tax advice, and cannot be used by any person to avoid tax penalties that may be imposed under the Internal Revenue Code. We recommend that you consult a tax or financial advisor about your individual situation.

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Important information

For more information about any fund, visit institutional.vanguard.com or call 866-499-8473 to obtain a prospectus or, if available, a summary prospectus. Investment objectives, risks, charges, expenses, and other important information are contained in the prospectus; read and consider it carefully before investing.

Vanguard ETF® Shares are not redeemable with the issuing fund other than in very large aggregations worth millions of dollars. Instead, investors must buy or sell Vanguard ETF Shares in the secondary market and hold those shares in a brokerage account. In doing so, the investor may incur brokerage commissions and may pay more than net asset value when buying and receive less than net asset value when selling.

Mutual funds and all investments are subject to risk, including the possible loss of the money you invest. Prices of mid- and small-cap stocks often fluctuate more than those of large-company stocks. Investments in stocks or bonds issued by non-U.S. companies are subject to risks including country/regional risk and currency risk. These risks are especially high in emerging markets. Funds that concentrate on a relatively narrow sector face the risk of higher share-price volatility. It is possible that tax-managed funds will not meet their objective of being tax-efficient. Because company stock funds concentrate on a single stock, they are considered riskier than diversified stock funds.

Investments in bond funds are subject to the risk that an issuer will fail to make payments on time and that bond prices will decline because of rising interest rates or negative perceptions of an issuer's ability to make payments. High-yield bonds generally have medium- and lower-range credit quality ratings and are therefore subject to a higher level of credit risk than bonds with higher credit quality ratings. Although the income from a municipal bond fund is exempt from federal tax, you may owe taxes on any capital gains realized through the fund's trading or through your own redemption of shares. For some investors, a portion of the fund's income may be subject to state and local taxes, as well as to the federal Alternative Minimum Tax. Diversification does not ensure a profit or protect against a loss. There is no guarantee that any particular asset allocation or mix of funds will meet your investment objectives or provide you with a given level of income.

While U.S. Treasury or government agency securities provide substantial protection against credit risk, they do not protect investors against price changes due to changing interest rates. Unlike stocks and bonds, U.S. Treasury bills are guaranteed as to the timely payment of principal and interest.

Investments in Target Retirement Funds and Trusts are subject to the risks of their underlying funds. The year in the fund or trust name refers to the approximate year (the target date) when an investor in the fund or trust would retire and leave the workforce. The fund/trust will gradually shift its emphasis from more aggressive investments to more conservative ones based on its target date. The Income Trust/Fund and Income and Growth Trust have fixed investment allocations and are designed for investors who are already retired. An investment in a Target Retirement Fund or Trust is not guaranteed at any time, including on or after the target date.

Vanguard is responsible only for selecting the underlying funds and periodically rebalancing the holdings of target-date investments. The asset allocations Vanguard has selected for the Target Retirement Funds are based on our investment experience and are geared to the average investor. Investors should regularly check the asset mix of the option they choose to ensure it is appropriate for their current situation.

Vanguard collective trusts are not mutual funds. They are collective trusts available only to tax-qualified plans and their eligible participants. Investment objectives, risks, charges, expenses, and other important information should be considered carefully before investing. The collective trust mandates are managed by Vanguard Fiduciary Trust Company, a wholly owned subsidiary of The Vanguard Group, Inc.

A stable value investment is neither insured nor guaranteed by the U.S. government. There is no assurance that the investment will be able to maintain a stable net asset value, and it is possible to lose money in such an investment.

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Important information

The Factor Funds are subject to investment style risk, which is the chance that returns from the types of stocks in which a Factor Fund invests will trail returns from U.S. stock markets. The Factor Funds are also subject to manager risk, which is the chance that poor security selection will cause a Factor Fund to underperform its relevant benchmark or other funds with a similar investment objective, and sector risk, which is the chance that significant problems will affect a particular sector in which a Factor Fund invests, or that returns from that sector will trail returns from the overall stock market.

The information contained herein does not constitute tax advice and cannot be used by any person to avoid tax penalties that may be imposed under the Internal Revenue Code. We recommend that you consult a tax or financial advisor about your individual situation.

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VALLEY COLLABORATIVE
PARS OPEB Trust ProgramAccount Report for the Period
7/1/2021 to 6/30/2022Heidi Kriger
Treasurer
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821*Account Summary*

Source	Beginning Balance as of 7/1/2021	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 6/30/2022
OPEB	\$5,271,479.28	\$1,640,580.00	-\$863,139.37	\$17,947.15	\$0.00	\$0.00	\$6,030,972.76
Totals	\$5,271,479.28	\$1,640,580.00	-\$863,139.37	\$17,947.15	\$0.00	\$0.00	\$6,030,972.76

Investment Selection

Source

OPEB Vanguard Balanced Strategy

Investment Objective

Source

OPEB The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	-5.63%	-11.17%	-13.19%	4.42%	5.47%	-	6/24/2015

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.

Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.

Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

**PUBLIC
AGENCY
RETIREMENT
SERVICES**

PARS

VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
5/1/2022 to 5/31/2022

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

Account Summary

Source	Beginning Balance as of 5/1/2022	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 5/31/2022
OPEB	\$5,864,224.04	\$0.00	\$2,970.91	\$1,772.60	\$0.00	\$0.00	\$5,865,422.35
Totals	\$5,864,224.04	\$0.00	\$2,970.91	\$1,772.60	\$0.00	\$0.00	\$5,865,422.35

Investment Selection

Source

OPEB **Vanguard Balanced Strategy**

Investment Objective

Source

OPEB The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	0.05%	-5.56%	-6.94%	7.88%	6.79%	-	6/24/2015

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Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.

Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

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



VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
6/1/2022 to 6/30/2022

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

Account Summary

Source	Beginning Balance as of 6/1/2022	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 6/30/2022
OPEB	\$5,865,422.35	\$500,000.00	-\$333,033.82	\$1,415.77	\$0.00	\$0.00	\$6,030,972.76
Totals	\$5,865,422.35	\$500,000.00	-\$333,033.82	\$1,415.77	\$0.00	\$0.00	\$6,030,972.76

Investment Selection

Source

OPEB **Vanguard Balanced Strategy**

Investment Objective

Source

OPEB The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	-5.63%	-11.17%	-13.19%	4.42%	5.47%	-	6/24/2015

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

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 Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
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Headquarters - 4350 Von Karman Ave., Suite 100, Newport Beach, CA 92660 800.540.6369 Fax 949.250.1250 www.pars.org

VALLEY COLLABORATIVE
PARS OPEB Trust ProgramAccount Report for the Period
7/1/2022 to 7/31/2022Heidi Kriger
Treasurer
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821*Account Summary*

Source	Beginning Balance as of 7/1/2022	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 7/31/2022
OPEB	\$6,030,972.76	\$0.00	\$327,843.80	\$2,178.09	\$0.00	\$0.00	\$6,356,638.47
Totals	\$6,030,972.76	\$0.00	\$327,843.80	\$2,178.09	\$0.00	\$0.00	\$6,356,638.47

Investment Selection

Source

OPEB Vanguard Balanced Strategy

Investment Objective

Source

OPEB The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	5.44%	-0.45%	-9.43%	6.13%	6.27%	-	6/24/2015

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

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Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.

Account balances are inclusive of Trust Administration, Trustee and Investment Management fees



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: September 15, 2022
Re: Re-approval of the Valley Collaborative Student and Family Handbook and Policies and Procedures Manual

Attached please find the Valley Collaborative Student and Family Handbook and Policies and Procedures Manual. The bulleted list below identifies the changes to the Handbook since its last approval on June 9, 2022.

- Incorporated language to the student policies section regarding voluntary participation in athletic, extra-curricular, or co-curricular activities per the recent M.A.S.S. legal release
- Updated Appendix D “PARTICIPATION IN VOLUNTARY ATHLETIC, EXTRA CURRICULAR, OR CO-CURRICULAR ACTIVITIES” per the recent M.A.S.S. legal release

Required Action:

- Vote to re-approve the Valley Collaborative Student and Family Handbook and Policies and Procedures Manual

Attachments:

- Valley Collaborative Student and Family Handbook and Policies and Procedures Manual
- Email: M.A.S.S. -Legal Release - liability and supervision of athletic and other extra-curricular programs
- Memo: Long, DiPietro, and Gonzalez, LLP, Re: Revised Handbook and Athletic Release Language

Student and Family Handbook & Policies and Procedures Manual



Valley Collaborative 25 Linnell Circle
Billerica, MA 01821
Tel: (978) 528-7826

Updated and Approved by the Board of Directors of Valley Collaborative on June 9, 2022

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INTRODUCTION

PURPOSE OF THE STUDENT AND FAMILY HANDBOOK & POLICIES AND PROCEDURES MANUAL

Welcome! This Student and Family Handbook & Policies and Procedures Manual (this “Handbook”) is intended to serve as a guide to help students and their families learn about policies and rules of the Collaborative as well as to set forth basic rights, responsibilities, and expectations of students.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at a school or the Collaborative. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of the Collaborative to deviate from normal rules and procedures set forth in this handbook. The Collaborative reserves the authority to deal with individual circumstances as they arise in the manner it deems most appropriate taking into consideration the best interests of the Collaborative, its faculty, employees, students, and the community.

Please take the time to familiarize yourself with the contents of this handbook. The Collaborative is hopeful that the handbook will answer many questions you may have about the Collaborative, its programs, rules, and policies. **Parents and students are instructed to sign and return Parent/Student Acknowledgement of Receipt of the Student and Family Handbook & Policies and Procedures Manual (Appendix G) and return it to the Collaborative school/ program in which the student participates.** Please feel free to contact the principal of the Collaborative program of which your child is enrolled should you have any questions concerning this Handbook.

ABOUT THE COLLABORATIVE

Valley Collaborative (the Collaborative) is an affiliation formed by geographically proximate public school districts for the purpose of better serving the needs of eligible students. Member school districts include Billerica, Chelmsford, Dracut, Groton-Dunstable Regional, Nashoba Valley Technical School District, North Middlesex Regional, Tewksbury, Tyngsborough, and Westford.

The Collaborative is a Massachusetts Department of Elementary and Secondary Education (DESE) approved public school entity that provides high quality academic and transitional services, and related therapies (speech and language, physical therapy, occupational therapy, home facilitation, behavior intervention, etc.) to individuals referred by local school districts and social service agencies. The Collaborative also provides ongoing professional development and training experiences for educators and educational agencies.

The Collaborative’s academic programs are designed to provide individualized educational programs in the least restrictive setting. Student progress in each program is carefully monitored. Programming is adjusted as needed to assure progress and transition to the next less restrictive program as soon as appropriate.

The Collaborative strives to maintain a close partnership with the local sending school and parents¹ of students served by the Collaborative, and is proud to serve and meet the evolving needs of students, the community, and member and

¹ For the purpose of this Handbook, the word “parent” shall mean the biological, adoptive, or foster parent of a child; a guardian (but not the state if the child is in state care); an individual acting in the place of a biological or adoptive parent (including a grandparent, step-parent or other relative) with whom the child lives; an individual who is legally responsible for the child’s welfare; or an individual assigned to be an educational surrogate parent.

sending school districts.

NONDISCRIMINATION STATEMENT

Valley Collaborative is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, disability, limited English speaking ability, or homelessness, as defined by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation. Inquiries regarding compliance with these policies may be directed to:

Kari Morrin
Director of Human Resources, Title IX and 504 Coordinator
25 Linnell Circle
Billerica, MA 01821
978-528-7863
kmorrin@valleycollaborative.org

or to the United States Department of Education, Office of Civil Rights (OCR), 617-289-0111, www.ed.gov/ocr

NONDISCRIMINATION IN VOCATIONAL PROGRAMMING

Valley Collaborative offers a variety of customized vocational experiences across its Transitional High School programs.

Valley's transitional programming offers supported work opportunities and learning through small student-to-staff ratios and group training models. Vocational training is first applied to a student's school schedule one to two days a week and then increase in frequency based on the student's age and progression through the program. Related Service Providers target vocational skills during class days and help students apply those skills to real-life vocational training at worksites through a train-the-trainer model, by working in tandem with job coaches.

Valley's alternative programming offers students the ability to explore vocational industries, including but not limited to hospitality, communications, landscaping, and early education, with less support than is offered in our transitional programs. Alternative programming offers students greater independence in vocational training experiences and training. Additionally, transition services are available for students exiting our DESE programs but entering one of our adult service programs, funded by Department of Developmental Services (DDS) and/or Massachusetts Rehabilitation Commission (MRC). All courses of study offered by Valley shall be open and available to students regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation.

Valley does not determine what courses or units of study are required of a student without regard to the race, color, sex, gender identity, religion, national origin, or sexual orientation of that student.

Valley does not schedule students into courses or units of study on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation.

No student, on the basis of race, color, sex, gender identity, religion, national origin, limited English-speaking ability or sexual orientation, shall be discriminated against in accessing the courses of study and other opportunities available through the Valley Collaborative.

In addition, the collaborative requires each employer recruiting at the collaborative to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, disability, religion, limited English speaking ability, sexual orientation and homelessness. Prospective

employers include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experiences. (Appendix M)

GUIDING PRINCIPLES

1. The Collaborative is dedicated to doing what is in the best interest of the people we serve with a common goal to be supportive and compassionate.
2. The Collaborative values the reputation we have built through understanding and quickly responding to the needs of students, the community, and member and sending school districts.
3. The Collaborative is committed to providing cost effective services.
4. The Collaborative takes pride in its professionalism, high standards, integrity, and dedication to excellence in education and technology.
5. The Collaborative strives to create new opportunities through diverse, flexible, and cutting-edge solutions.
6. The Collaborative nurtures a collegial, supportive work environment built on trust, respect, and continuous professional growth and teamwork.
7. The Collaborative empowers all employees through collaborative problem solving, shared decision-making, and strong leadership and direction.
8. By collaboratively pooling resources, we are able to realize economies of scale, which the Collaborative's member and sending school districts could not achieve individually.

COLLABORATIVE PROGRAM AND SCHOOL POLICIES AND PROCEDURES**SCHOOL CANCELLATIONS****School Closing Announcements**

On occasion, the Collaborative may need to close school because of bad weather or an emergency situation. Announcements for school cancellations, delayed openings, and early release will be made on AM radio, WBZ (1030), television channels 4, 5, and 7, Blackboard Mass Notifications, and the Collaborative website:

www.valleycollaborative.org

Early Release

In case of inclement weather or an emergency that develops in the middle of the day, the Executive Director may make the decision to release students early. In the event of an early release, the Collaborative will contact the parents of students before they are sent home. If a parent is out of contact on a particular day, they should let the driver and their child's teacher know in the morning where the Collaborative should send their child in the event of an early release.

NOTE: Parents of students should make sure that their child has a current emergency card with proper emergency contact information, including the contact information of alternative caretakers.

STUDENT SAFETY AND EMERGENCIES**Lost and Missing Children**

Very rarely, a child may leave home in the morning but not arrive at school, or may leave school but not return home. If a child is lost or missing, their parent should call the Collaborative school or program in which their child is enrolled first. If no one answers, they should call "911." The Collaborative will work with local authorities, including the local police department and the Department of Children and Families (DCF), as appropriate, to locate missing children and will keep the parents informed until the child is found.

Runaway Student

A "runaway student" shall be defined as: the student has left the classroom, assigned areas with staff, or school environment without permission and is exhibiting unsafe and/or noncompliant behavior. A student that has left his or her designated space, but is within the immediate area and within the staff's visual field is not a runaway student.

If a student runs off school grounds the following procedure will be implemented:

- Immediately call the local police department.
- Notify the Executive Director.
- Complete an Incident Report form as soon as possible.
- The principal or Executive Director will notify the parent and LEA.
- The Executive Director will notify the DESE.
- The Collaborative will file all notifications and Incident Reports in Student Record.

Medical Emergencies

Please refer to the student's school's policy for handling all health emergencies in the particular school or program in which the student is enrolled. Such emergency policies shall contain (1) local emergency response system telephone numbers (including ambulance, poison control number, local emergency care providers, etc.); (2) persons to be notified, i.e., parent, licensed prescriber, etc.; (3) names of persons in the school trained to provide first aid and cardio-pulmonary resuscitation; (4) scheduled programs for staff to be trained in first aid and CPR; (5) provision of necessary supplies and equipment and; (6) reporting requirements.

Release of Student to Adults Other than Parents

Collaborative schools and programs will not allow anyone other than a child's custodial parents to take the child away from school. If a parent wants a relative, friend, or care provider to pick up a student at school, the parent must give written permission or call the program or school. If a parent calls, the program or school must verify that it was the parent making the call. The individual must show identification before the program or school will release the student.

Whole School or Community Emergencies

There may be instances where there is a disaster or community emergency. In such instances, the Collaborative will work to reunite parents with their children if the program school is in containment or needs to be evacuated. Occasionally, there may also be a need to increase the level of security because of a possible disturbance in the community. When this happens, visitors may not be allowed into the Collaborative or school, and students and staff may not be allowed to leave.

Emergency Procedures

The Collaborative will develop and ensure that staff are familiar with emergency procedures, including emergency evacuation and lock down procedures for their building. During an evacuation, the priority is to get all students out of the building in an orderly, prompt, and safe manner. Staff should make arrangements in advance with the building principal (or designee) to provide additional assistance for the evacuation of any student requiring such assistance.

Collaborative emergency procedures and preparation include:

- A minimum of 2 evacuation and lock down drills conducted for each classroom annually;
- Initial training, including a walk-through of the setting, identification of sprinkler and fire extinguisher locations, and location of emergency number postings;
- Embedded program strategies to help all students understand the nature of the drills;
- Special provisions for the evacuation of any mobility-impaired student;
- Identification of the location of emergency information for students to be taken during an evacuation;
- A written log of each evacuation or lock down drill report sheets that includes date, time elapsed, participants (students and staff), witnesses, etc.

REPORTING CHILD ABUSE AND NEGLECT

M.G.L. c. 119 § 51A makes administrators, teachers, school nurses, guidance counselors and other Collaborative staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under M. G. L. c. 119, Section 51A, a Collaborative staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, Collaborative staff member, or other caretaker, must immediately report the abuse or neglect either directly to the DCF or to the person designated by the Collaborative to accept those reports, who, in turn, must promptly report the abuse to the DCF. Collaborative staff must adhere to the following guidelines in the handling of suspected abuse and neglect cases.

- Each program will designate a Child Protection Team for assisting and follow-up to each case of suspected child abuse. The Child Protection Team will consist of the principal or his/her designee, a clinician (social worker or psychologist), the program nurse and the staff member(s) reporting the initial concern.
- The Child Protection Team consists of:
 - Principal(s) 40 Linnell Circle, Billerica, MA, 978-528-7800
 - Principal 135 Coburn Road, Tyngsborough, MA, 978-528-7817
- The program employee who has the initial concern will initiate with the principal or his/her designee the involvement of the Child Protection Team.
- An immediate meeting of the Child Protection Team will be convened to discuss the steps to be taken in order to determine whether and when to file a 51A Report. These steps may include:
 - Gathering additional information from the child; documenting any physical signs of abuse.
 - Gathering information from other people familiar with the child and his or her situation. Confidentiality must be maintained in these cases.
 - Consulting with the Department of Children and Families.
- The Child Protection Team will determine the process and individuals to be involved in filing a 51A Report.
- If the Child Protection Team decides that a 51A Report will be filed, the Team determines who will telephone the report to the nearest DCF Office.
- The principal or his/her designee is responsible for ensuring completion of the required written forms, which will be submitted to DCF within 48 hours of the oral report.
- Un-resolvable differences of opinion among the Child Protection Team members may inhibit filing as a Team. It is important to note, however, that if notified of the suspicion, the principal or his/her designee assumes the responsibility of reporting. If the principal or his/her designee is not immediately present or available, the designated person in charge will perform the principal or his/her designee's obligation.
- If the Child Protection Team decides to file a 51A Report, the Team will also decide who will inform the parents and when this will take place. It is recommended that the principal or his/her designee notify the parents. The timing of the notification of the parents should take into account that the essence of the M.G.L. c. 51A is that the child's welfare is the top priority. DCF has discouraged notifying the parent if the child will be placed at risk for further abuse when the facts of the interview are revealed. When this is the case, the Team should decide in consultation with DCF at what time the parents should be informed.
- The principal or his/her designee will notify and keep the Executive Director informed of the concern throughout the process. The Executive Director may be directly involved in the process at the request of either the principal or his/her designee or staff.
- The principal or his/her designee will inform the Executive Director within 24 hours of filing of the 51A Report and send a copy of the 51A Report for filing in an administrative file at the Collaborative Administrative Office, as well as a completed Incident Report form.
- If the suspected abuse/neglect is the result of an action of a staff member or another student, DESE Form 2 will be completed and forwarded to the Department of Elementary and Secondary Education.
- When DCF requests to interview the child at school, the principal or his/her designee will be available to join the interview if requested by DCF.
- Unless specifically mandated, no reference to the 51A Report will be made in the child's

Student Record.

- If the student has an on-going case with DCF, a member of the Child Protection Team will initially attempt to contact the On-Going Worker of the case at DCF. If the students' On-Going Case Worker is unavailable, the On-Going Case Worker's supervisor will be contacted. In the event that neither person is available, the Team will follow the reporting policy as outlined above.
- If the student is 18 years of age or older, follow the above procedure and contact the Massachusetts Disabled Persons Protection Commission to file a report.

IMMEDIATE NOTIFICATION

In the event of a serious or unusual incident occurs, the Collaborative's Executive Director is notified immediately. Upon notification, the Executive Director directs the gathering of all available pertinent information from involved parties. The Executive Director meets with involved parties as necessary. The Collaborative Incident Report Form is to be completed by staff and included in the student record. The incident report form documents the incident, precipitating events prior to the incident, and follow up needed. The report form also documents notification to all parties of the incident. Serious incidents are those that result in injury, safety concerns, substantial discipline code violations, or emergency personnel responses.

In the event of a serious or unusual incident occurs, immediate notification by telephone, and by letter when appropriate, will be sent to the parents, Local Educational Agency ("LEA") representatives, any state agency involved in student care or program placement, and the Massachusetts Department of Elementary and Secondary Education using its online portal.

The protocol described below is followed for incidents that require immediate notification of the Department of Elementary and Secondary Education (DESE) or Department of Public Health (DPH). An Incident Report Form is submitted to DESE within 48 hours of the following types of incidents:

1. Death of a student;
2. The filing of a 51A report with DCF or a DPPC complaint alleging abuse or neglect of any student, against the school or a school staff member; and
3. Any action taken by a federal, state or local agency that might jeopardize the school's approval with the Department: Examples include change in EEC licensure status, frozen intake, investigation by another state agency, complaints or ongoing concerns from sending public school districts; and
4. Any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care or education of any of its students; and
5. The hospitalization of a student (including out-patient emergency room and urgent care visits) due to physical injury at school or previously unidentified illness, accident or disorder which occurs while the student is in the program; and
6. Whenever a student runs from the program;
7. Any other incident of a serious nature that occurs to a student: Examples include police involvement, community involvement and media coverage
8. Emergency termination of a Massachusetts student consistent with 603 CMR 28.09(12)(b) and 18.05(7)(d): (Day School AND Residential Hours)

COORDINATION WITH PUBLIC SCHOOL DISTRICTS AND THE IEP PROCESS

Student Referral and Admissions

Prior to student placement in a Collaborative program, the LEA will forward a comprehensive referral packet to the program in which the student's enrollment is to be considered. Upon receipt, the principal or his/her designee will work with the district to schedule a site visit and intake meeting with the parents and district, at which time the Intake Coordinator will provide detailed information about the program. Such information will include the Collaborative's purpose and services, policies regarding parent and student rights including student records, the health program including the procedures for providing emergency health care, and the procedure for termination of a student. The principal or his/her designee will also conduct a tour of the program to include the classroom in which the student would be placed. Prior to enrollment, the sending district and parents must provide: a current, signed Individualized Education Program (IEP), health and immunization records, and all required program forms.

Placement Meeting

Upon acceptance to a Collaborative program, the LEA may schedule a Team meeting to determine placement. Team participants will include: parents, LEA designee, principal or his/her designee, classroom teacher, clinical and support services staff working with the student, designee of any district/agency cost sharing the placement (if applicable), and any other persons determined appropriate by members of the Team or invited by the parent. The placement shall meet the requirements of 34 CFR 300.552 and shall be held within ten school days following the meeting at which the Team developed the IEP. At the request of the parent, the placement meeting may be held at a later date.

Written Contracts

It is the responsibility of the LEA to enter into written contracts with the Collaborative program in which a student is being placed. In each such contract, the Collaborative will provide the following assurances:

1. Assurances on the part of the Collaborative that its program(s) will comply with all elements of the IEP for the student and shall provide, in writing, to the LEA detailed documentation of such compliance through completion of required student progress reports.
2. The Collaborative will allow the placing school district to monitor and evaluate the education of the student and will make available, upon request, any records pertaining to the student to authorized school personnel from the LEA and the Department of Elementary and Secondary Education in accordance with the Massachusetts Student Record Regulations.
3. The Collaborative shall allow the placing school district and/or the Department of Elementary and Secondary Education to conduct announced and unannounced site visits and to review all documents relating to the provision of special education services to Massachusetts' students at public expense. Access to documents for the placing school district shall include general documents available to the public, documents specifically related to the student placed by such district, and other documents only to the extent they are necessary to verify and evaluate education services provided at public expense.
4. The Collaborative shall afford publicly funded students all the substantive and procedural rights held by eligible students, to be educated in the least restrictive environment, and shall comply with all other applicable legal requirements of the regulations and applicable policy statements and directives issued by the Department of Education and the Massachusetts Department of Elementary and Secondary Education.
5. The Collaborative assures the LEA that it does not deny a student access to its programs or services on the grounds of race, color, age, disability, gender, gender identity, religion, national origin, or sexual orientation.

Students of all Collaborative programs are entitled to protections and standards in accordance with:

- The MA DESE's Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs (603 CMR 18.00).
- The Massachusetts Special Education Regulations (603 CMR 28.00).
- The Individuals with Disabilities Education Act (IDEA) of the U.S. Federal Regulations.
- The Americans with Disabilities Act (ADA) (504)

Program Oversight

The Collaborative is responsive to the LEA, in ensuring that the student's IEP is being appropriately implemented and that the service delivery is aimed at assisting the student meet the goals identified within the student's IEP, and welcomes site visits by the LEA for program monitoring. Program visits by the LEA are documented in applicable student records. The Collaborative ensures that instructional groupings do not exceed the applicable guidelines of student staff ratio and age span. Student staff ratios do not exceed 8 students to 1 certified special educator, 12 students to 1 certified special educator and 1 assistant. If a situation arises that necessitates exceeding the above ratios, the Collaborative will provide written notification, including the reason, to the DESE, parents, and involved LEAs. The age span of instructional groupings does not exceed 48 months. If justified, the Collaborative will seek approval from DESE for a wider age span prior to increasing the age range.

Team Meetings

It is the responsibility of the LEA to schedule Team meetings in conjunction with Collaborative staff. Team participants will include: parents/guardians, LEA designee, appropriate Collaborative staff, designee of any district/agency cost sharing the placement (if applicable), and any other persons determined appropriate by members of the Team or invited by the parent/guardian.

Annually, and at the 3-year eligibility re-determination, the Team will evaluate the appropriateness of the student's placement in his/her Collaborative program as it relates to the student's needs as outlined within the student's IEP. Full consideration will be placed on transitioning the student to a less restrictive environment and, if determined appropriate, a transition plan will be implemented.

The team will discuss annually the student's transition and document its discussion on a Transition Planning Form. The Team will then prepare a new IEP for continued placement at the Collaborative program or movement to a new setting.

Testing for 3-year re-evaluations is the responsibility of the sending district. Collaborative program staff will be available to complete educational assessments. The sending district must provide 30 school days prior notification is required for testing completion.

IEP Development and Implementation

The principal or his/her designee is responsible for overseeing the implementation of all components of the student's IEP.

- Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the Collaborative provides the mutually agreed upon services without delay.
- At the beginning of each school year, the collaborative has a current IEP for each eligible enrolled student that has been issued by the responsible public school district and consented to and dated by the student's parent(s) (or the student, when applicable).
- Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student under it.

- The Collaborative does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs the responsible school district and parents in writing of any delayed services, reasons for delay, actions that the Collaborative is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the responsible school district and parents, the Collaborative implements alternative methods immediately until the lack of space or personnel issues are resolved.

Financial Obligations/Costs

When eligible disabled children are placed in a program with an IEP by their local school district, the local sending school is fiscally and programmatically responsible. All needed services are provided free of charge to the family.

Under applicable circumstances, if parents unilaterally place their child into a Collaborative program, they are responsible for tuition, transportation and all costs incurred. Parents in such cases are expected to pay monthly bills one month in advance or the child's placement may be terminated. If a child or parent injures, defaces, destroys or otherwise damages people, buildings, equipment, materials, vehicles or other aspects of the program, they are personally liable.

Student Involvement

Upon reaching 14 years of age or upon entering the ninth grade, whichever comes first, the student will be invited to participate as a member of the Team and participate in the development of his/her own IEP. The staff of the program and the parents may choose to extend these rights to students under the age of 14 or to students who have not yet entered the ninth grade.

If for any reason, the student has not participated as a member of the Team, written documentation as to the circumstances for non-participation will be included within the IEP under the Additional Information section of the IEP.

Student Participation and Consent at Age of Majority

When the student reaches the age of 18, he or she will have the right to make all decisions in relation to his or her programs and services. The LEA has the obligation to obtain consent from the student concerning the student's special education programs and services. To continue the student's special education program, the Collaborative will work together with the LEA under the following conditions:

1. The parent will continue to receive written notices and information but will no longer have decision-making authority, except as provided below.
2. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority.
3. The parent shall not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.
4. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the student's IEP.
5. Such choice shall be made in the presence of the Team and shall be documented in written form.
6. The student's choice shall prevail at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.
7. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such

choice shall be made in the presence of at least one representative of the school district and one other witness and shall be documented in written form and maintained in the student record.

Transitioning to a Less Restrictive Environment

The programs of the Collaborative ensure flexible procedures and mechanisms that maximize opportunities for enrolled students to gain the capacity to return to a less restrictive educational program. Moving to a less restrictive setting may include, but is not limited to, a capacity for part-time attendance at a public school or other community program or a period of transition from one program option to a less restrictive program. When a student successfully reaches the performance, expectations identified during the intake/placement process, the Team will develop a re-entry plan to an LEA school program.

As a component of the intake/placement process, the sending district will identify student performance expectation for the re-entry to a public school setting. The principal or his/her designee will work with the sending district to complete a student termination plan form. This form will be reviewed at the annual Team meeting through the IEP vision statement process.

At each student's annual Team meeting, program staff, the sending district, parents and students (if applicable), through the vision statement process, will identify if the student will be likely to transition back to the public school setting within that academic year. If it is determined that the student has reached the goals as outlined in the student termination plan prepared by the sending district at intake, the Team will then develop and implement the Student Termination Implementation Plan addressing the following areas:

- Background information – statement of the student's academic/behavioral/social-emotional needs and progress with specifics regarding what has been crucial to the student's success
- School history – recommendation for school placement
- Current educational needs – academic levels, accommodations, and materials needed in all subject areas
- Access to regular education classes
- Technology needs
- Behavioral needs recommendations – plan, preferred activities, motivators, frequency
- Learning style accommodations
- Additional therapies – short statement of current functioning, accommodations, specific materials, service delivery
- Therapeutic needs – individual/group therapy, daily/weekly check-ins/progress reports, outside therapist/community agency/physician(s) name and telephone numbers
- Goals – transition into school, preparation for class

Planned Termination

In circumstances where a student's needs can no longer be met in a Collaborative program, the Collaborative will notify the LEA of the need for IEP and Placement meetings and will provide notice of this meeting to all appropriate parties at least ten (10) days in advance of the intended date of the meeting. The purpose of the meeting is to share information and data with the goal of developing a clear and specific termination plan so that the student can transition from the Collaborative program in a planned and organized manner.

In instances where the termination is initiated by the parents or the LEA, the LEA must give the Collaborative 30 days prior notice of the student's termination. The district will be billed for a minimum of 30 days from the date of termination notice.

Emergency Termination of Enrollment

Consideration of termination of enrollment is part of the Team process in determining appropriate placement for a student. Every effort is made to continue enrollment for students that may be in crisis. However, if a student presents with severe behavioral incidents requiring more support and intervention than is routinely part of the Collaborative's therapeutic procedures, the following processes occur:

1. An emergency Team Meeting is convened to discuss alternative strategies to address the student's presenting issues.
2. The Team develops an interim action plan which can include, but is not exclusive to:
 - a. 1:1 staff supervision and support
 - b. Change in length of school day
 - c. Change in daily academic and behavioral expectations
 - d. Change in environment within the school program
 - e. Addition of therapeutic/clinical intervention
 - f. Or any other option as determined by the Team
3. A follow-up Team meeting is scheduled four (4) to six (6) weeks following the interim action plan to assess the student's status.

In the event of an emergency situation, it is the conclusion of the Team that the enrollment of a student should be terminated, the following assurances are given:

- The enrolling public school district shall receive immediate notification (see Immediate Notification - Policies and Procedures).
- In accordance with 603 CMR 28.09(12), at the request of the district, the student's termination can be delayed for two (2) calendar weeks to allow the district to convene an emergency Team meeting or to conduct other appropriate planning discussions.
- By mutual agreement, the student's termination can be delayed for longer than two (2) weeks.
- Staff will be available at the request of the enrolling district to attend the emergency Team meeting with the parents, the public-school representatives, and any other agencies responsible to the student.

An emergency situation will be defined as: a student presents a clear and present threat to the health and safety of him/herself or others.

If a student has been hospitalized due to an emergency situation, a re-entry after hospitalization meeting will be scheduled. The Team may determine an emergency termination is required.

Written Notification and Communication

The principal or his/her designee has the responsibility of notification and communication with school districts. The principal or his/her designee may delegate other program staff in fulfilling the Collaborative's to collaborate with the school districts. Such persons include the school administrative assistants, educational coordinators, clinicians, and nurses. The following is a guideline for delegation of collaboration and communication with sending districts.

School Secretary: Distribution of reports; scheduling meetings; distribution of attendance records; and medical emergency, injury or hospitalization

Clinicians: Student and family related issues; medical emergency, injury or hospitalization; and behavior implementation plans/functional behavioral assessments

Educational Coordinators/Teachers: Alignment with district curriculum, education and graduation requirements (if applicable); IEP implementation/revision, development/implementation of move to less restrictive environment or planned termination, and Team meetings; written progress reports to be written by service providers and sent to parents and LEA in a timely manner; ensure participation in state assessment programs in accordance with the student's IEP; progress reports; and student and family related issues

Principals/Executive Director: Student and family related issues; alignment with district curriculum, education and graduation requirements (if applicable); instances requiring disciplinary action; IEP implementation/revision, development/implementation of move to less restrictive environment or planned termination, and Team meetings; behavior implementation plans/functional behavioral assessments; manifestation determinations; medical emergency, injury or hospitalization; runaway student; filing of a 51A Report against a staff person (applicable sending district); and death of a student

PROGRESS REPORTS

All Collaborative programs will complete progress reports four times each year (quarterly progress reports). In all cases the quarterly progress reports will be provided to the LEA and to the parent(s) and will be kept on file at the Collaborative.

Quarterly progress reports will report to parents the progress of each IEP goal individually. Service providers must comment on whether they anticipate the student being able to meet the goal by the end of the IEP period. If they believe that the student will be unable to meet the goal, that must be indicated on the progress report and a Team Meeting must be held to amend the IEP. Progress Reports must answer two questions for each goal: (1) What is the student's progress toward the annual goal and (2) is the progress sufficient to enable the student to achieve the goal by the end of the IEP period? Information included on the quarterly progress reports will be derived from data collected throughout the reporting period.

Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the Collaborative will provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.

Copies of progress reports will be maintained in student records.

CURRICULUM AND COUNSELING MATERIALS REVIEW

The collaborative ensures that individual teachers in the collaborative continuously review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

In addition, to ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness, all counselors:

1. encourage students to consider programs of study, courses, extracurricular activities, and occupational

- opportunities on the basis of individual interests, abilities, and skills;
- 2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;
- 3. communicate effectively with ELs and disabled students and facilitate their access to all programs and services offered by the district;
- 4. ensure that ELs have the opportunity to receive guidance and counseling in a language the student understands;
- 5. support students in educational and occupational pursuits that are nontraditional for their gender.

STATE/DISTRICT WIDE ASSESSMENT

Both the Massachusetts Education Reform Law of 1993 and the Individuals with Disabilities Education Act (IDEA) requires the full participation of students with disabilities in state and district wide testing programs. The Massachusetts Education Reform Law requires all students in publicly supported programs, including students with disabilities, to participate in the Massachusetts Comprehensive Assessment System (MCAS), including students in educational collaboratives. The IDEA requires that all children with disabilities participate in state and district- wide assessment programs, either:

- Routinely, as do non-disabled students; or
- With appropriate accommodations and modifications in administration where necessary; or
- Through alternate assessments for students who cannot participate in state and district wide assessments as determined by their IEP Team.

The IDEA also requires that students with disabilities be given the opportunity to participate in and make progress in the general education curriculum, with emphasis on being provided the supports and services necessary to ensure their success in this regard. This means that all students, even those with significant disabilities, must receive instruction that addresses, at minimum, the skills, concepts, and information supported by the learning standards in the Massachusetts Curriculum Frameworks that are taught to all students.

It is the responsibility of the principal or his/her designee to:

- Ensure that all enrolled students have access to the general curriculum and participate in MCAS per state regulations.
- Ensure that all students with disabilities in the tested grades participate in MCAS in the manner prescribed by their IEP Team, and in accordance with student participation requirements described in the MCAS Alternate Assessment Educators Manual, and other MCAS publications.
- Allocate and coordinate Collaborative resources, including personnel to assist the student's primary teacher, in order to ensure timely and appropriate participation by designated students with disabilities in MCAS.
- Provide assurances that complete and accurate information on each student participating in MCAS is indicated on the student identification form, student answer booklets, and other forms as appropriate, including proper identification and labeling of student testing materials or portfolio.
- For students participating in MCAS Alternate Assessments, ensure that student portfolios are completed and submitted no later than the due date as assigned by DESE.
- For students participating in MCAS Alternate Assessments, monitor the alternate assessment process to ensure that student work is neither altered nor fabricated in a way that provides information that is

false or portrays the student inaccurately.

The student's IEP Team is responsible for determining how each student will participate in MCAS, what accommodations, if any, will be necessary and the format of the Alternate Assessment portfolio (*if Alternate Assessment is the assessment of choice*).

GRANTING OF DIPLOMAS AND CERTIFICATES

In accordance with M.G.L. c. § 691D and M.G.L. c. 71B § 1, the requirements of the competency determination are a condition for high school graduation or receipt of a high school diploma. Students and Parents should visit the DESE website to learn about the competency determination graduation requirements and should feel free to discuss such requirements with Collaborative staff. The following procedures will be used in awarding diplomas to Collaborative students:

- All students of the Collaborative will participate in the MCAS testing program (or alternate assessment) according to the federal special education law and MCAS administration guidelines published by the Department of Elementary and Secondary Education.
- At least one year in advance of a probable graduation date, the sending public school district has the responsibility to convene a Team meeting for annual review of the IEP. At this meeting, the public school district must indicate whether the student is expected to meet high school graduation standards and communicate the likelihood of graduation to the parent at the meeting and in the IEP that is proposed for the student. It is recommended that this dialogue begins upon the student's entrance into a Collaborative high school program.
- The standards for the award of a high school diploma include requirements set by the district and state standards including the competency determination standard. However, by choosing to send a student to a Collaborative program, the public school district is accepting the program as sufficient to meet local requirements that are necessary for graduation in addition to the competency determination.
- Students funded by their public school who have satisfied the Collaborative curriculum and attendance requirements, and who have achieved a passing or higher grade on the MCAS requirements are eligible for a high school diploma from their own sending public school.
- A sending public school district may issue a "certificate" to a Collaborative student. The certificate may recognize achievement, attendance, course completion, or participation.
- A Collaborative student who receives a certificate, but who has not received a high school diploma or its equivalent will continue receiving publicly funded special education services as long as the student continues to meet the eligibility criteria for such services. The right to continued services will end when the student turns 22 or receives a high school diploma or its equivalent, whichever comes first.
- A certificate issued to a Collaborative student will only be called a "diploma" and indicate "high school graduation" if the student has met the state MCAS competency determination standard.
 - In these circumstances, the sending public school district may award a high school diploma to the student.
 - If the high school diploma is awarded, then the diploma will indicate that the student has met state standards for high school graduation, and that the sending public school district awards the diploma.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS AND FAMILIES

The Collaborative takes responsibility for helping to identify resources and services for Limited English Proficiency (LEP) and English Language Learners (ELL) and will work with referring districts to ensure the language needs as well as the behavioral and social needs of these students are met. (Please refer to Appendix J)

All LEP and ELL students are afforded the same opportunities to access and participate in the Collaborative programs and services as other students. The Collaborative, in conjunction with the sending school district, implements necessary program modifications and support services to identify and effectively serve students who need special language assistance. Such program and support services are based on sound education theory, provide for English language development, provide for meaningful participation of limited English proficient students, and are evaluated and appropriately revised in an ongoing manner. These programs and support services are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency. Frequent assessments are completed to ensure student progress and to determine when modifications and support services are no longer required

In addition, the Collaborative arranges for a person or community organization to provide translation services and oral interpretation services for any notices to parents/guardians and/or students and program information or material regarding the Collaborative to ensure the civil rights of any student and his/her family with limited English proficiency. The Collaborative also ensures that any recruitment and promotional materials disseminated to residents in the area served by the collaborative are translated into the major languages spoken by residents with limited English skills. The Collaborative also ensures that any information provided to students and families about extracurricular activities and school events is provided to English Learners and to their parents/guardians in a language they understand. All notices, such as activities, responsibilities, and academic standards, provided to all students is provided to English Learners in a language and mode of communication that they understand.

Communications with parents are in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are blind or deaf, communications are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.

If the collaborative provides notices orally or in some other mode of communication that is not written language, the collaborative keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice, and (c) of the steps taken to ensure that the parent understands the content of the notice.

If a district's IEP Team determines that an LEP student will be placed in a Collaborative program, the Collaborative will work with the sending school district and the family to determine how to meet that student's needs relative to accessing content through sheltered content instruction and/or developing English proficiency through additional instruction in English as a Second Language (ESL). When an LEP student enrolls, staff will consult with an ELL/ESL specialist (who delivers professional development in the category trainings) and with the sending district's ELL coordinator to ensure that the student's needs, special education and ELL, are being addressed.

HOME AND SCHOOL COMMUNICATION

The Collaborative staff welcomes and encourages communication between school and home. The staff communicates with parents on a regular basis, through telephone calls, daily communication books and progress reports. Home contact

keeps parents informed of student progress and fosters continuity of behavior support programs at home, in the community and at school.

Collaborative staff hold parent conferences and open houses as appropriate to discuss programs, goals, progress, issues and concerns. A Parent Advisory Council (PAC) is annually organized for the purpose of advising the school on matters that pertain to the education, health, and safety of the students. The PAC also holds parent workshops on a variety of current pertinent topics.

All communications with parents will be in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. If the Collaborative provides notices orally or in some other mode of communication that is not written language, the Collaborative keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice.

OBSERVATION POLICY

In compliance with Massachusetts General Law chapter 71B, section 3, the Collaborative shall, upon request by a parent, provide timely access to parents and parent-designated independent evaluators and educational consultants for observations of a child's current program and of any program proposed for the child, including both academic and non-academic components of any such program.

Please understand that an evaluator hired by the parent is observing on behalf of the parent and, therefore, the parent may not simultaneously observe the student or program. The number of observers at any one time may be limited to avoid disruption of the classroom to be observed and to ensure the integrity of the educational program for the students within the classes to be observed.

Additionally, it is anticipated that an evaluator will have the appropriate credentials or expertise to perform the observation, and will be attempting to provide objective data as part of an evaluation about the student or program upon which educational decisions can be based.

Any potential observer must complete and submit an Observation Request Form (located in Appendix A) at least five (5) days in advance of any requested date for observation, except in exigent circumstances. This form asks observers to be as specific as possible about their requests, noting the purpose of their observation and whom or what they wish to observe. As a general practice, observations should be completed within not more than two (2) hours in order to minimize disruption of the classrooms/programs in which the specific student is to be observed. Where appropriate, additional observation time shall be provided on a case-by-case basis. Parents and their designees shall be afforded access of sufficient duration and extent to enable them to evaluate a child's performance in a current program and the ability of a proposed program to enable such child to make effective progress.

The principal or his/her designee shall have the sole discretion to approve observations and to determine the number, times, lengths, and dates of observations. Every effort will be made to accommodate the preferences of the observer as indicated on the "Observation Request Form" when possible. Under ordinary circumstances, observations are strongly discouraged during the first two weeks of school in September and January and during the month of June. After the form is submitted to the Collaborative, a designee of the principal will call the observer to schedule the visit and will send the observer written confirmation. The Collaborative may set conditions or restrict program observations in circumstances where it seeks to protect (a) the safety of the children in the program during the observation; (b) the integrity of the program during the observation; (c) children in the program from disclosure by an observer of confidential or personally

identifiable information he or she may obtain while observing the program.

Observers are asked to be punctual on the date of the scheduled observation. Observers should arrive at the Collaborative fifteen (15) minutes prior to the scheduled observation to sign in and otherwise comply with visitor procedures as set forth in the “School Visitor Procedures” contained in this Handbook. Late arrivals may have to reschedule their visit or wait until the following period to enter a classroom. Visitors are asked to limit the materials they bring with them. Food, drinks, books, catalogues, test reports, laptops, and other materials are discouraged, but a notepad is expected. Observers should not speak to staff or students during the observation or otherwise disrupt the class or therapy in anyway. In advance of an observation, an observer may request a conference with appropriate staff members. Such conferences may be limited by the availability of the particular staff member and shall be arranged at the discretion of the principal. A designated Collaborative staff member will be assigned to accompany visitors throughout their observations and during such staff conferences.

SCHOOL VISITOR PROCEDURES

While the Collaborative encourages the involvement of parents and community members in the education of the Collaborative’s students, the Collaborative has a duty to protect the safety and confidentiality of its students, as well as to ensure that the educational process is not unnecessarily disrupted. As a result, certain rules and procedures must be followed to ensure that visits are beneficial to the visitors and not harmful to the students or the educational process.

Visitors will only be permitted to enter school buildings for purposes of pre-arranged meetings, visits, or observations. The only exception shall be for “quick visits” by parents for the purpose of dismissing a student, bringing in medications, dropping off forgotten lunches, gym clothes, etc. Such “quick visits” need not be pre-arranged; however, such visitors may not be permitted beyond the main office depending on the circumstances.

All visitors to the Collaborative must report to the main office immediately upon entrance into a school building. All visitors whose destinations are other than the main office must sign in, noting the time of their arrival and identifying the location and purpose of their visit. These visitors must wear a visitor badge at all times while in the school building. The principal or his/her designee will designate a staff member to escort visitors to their appropriate destination.

Upon completion of their pre-arranged meetings, visits, or observations, all visitors shall proceed directly to the main office. They must sign out, noting the time of their departures, and return their visitor’s badges. Visitors may not proceed to any areas of the building other than the designated locations of their meetings, visits, or observations, without first returning to the main office and obtaining express administrative approval to access other areas of the building.

Please see the attached Observation Policy Form for more detailed procedures regarding arranging and attending an observation or visit of a program or classroom.

PARENTAL INVOLVEMENT

Parent Advisory Council

The rights of parents to be involved in the education and decision making regarding their child’s program and services is welcomed by the Collaborative. The Collaborative community, which includes school personnel, parents, and students, recognizes parent involvement in the educational process as a critical factor whose importance cannot be over-emphasized. As a result, and in conjunction with Massachusetts State regulations, an Advisory Council consisting of parents of Collaborative students has been formed. Rather than replacing the individual LEA Special Education Parent

Advisory Council, the Collaborative Parent Advisory Council (PAC) focuses on programs and emerging issues within the Collaborative. The PAC exists to give a formal channel for parent participation in the review of Collaborative policies, programs, and philosophy, as well as informing parents of their rights and assisting them with issues related to addressing the more intensive needs of students placed in the Collaborative's programs. The PAC aims to create a family-centered atmosphere to help families develop a sense of community and provide parents with support.

The Collaborative encourages feedback from the PAC regarding the education, health, and safety of students. The Collaborative PAC maintains its own officers and meeting schedule. The Executive Director is not directly involved with the PAC to allow the group a forum to address issues or concerns. As necessary, the Executive Director is available to meet with the PAC or confer with PAC officers. The Collaborative does not charge a fee for membership and welcomes all parents of the Collaborative.

Parents and guardians are valued members of the Team and essential to ensuring the school experience is positive for students. The Collaborative staff communicates regularly with parents/guardians to plan, evaluate, and share information. These interactions may take place in a variety of formal and informal ways including meetings, weekly reports, and phone calls.

Outreach to parents is organized on an annual basis for the sole purpose of establishing a Parent Advisory Council. This outreach begins in September of each school year. The PAC elects a parent representative on an annual basis. The school provides a co-chair on an annual basis. Current volunteers and telephone contact numbers are provided for all parents.

The PAC annually determines the frequency, duration, and schedule of meetings. The parent co- chair is responsible for developing an agenda for each meeting.

PAC may raise funds or participate in fund raising events. Any monies raised by the PAC will be kept in an account with the Collaborative Business Office. The parent chair or co-chairs must submit a Release of Funds form accompanied by the signature of two active parent participants from the PAC to access funds from this account.

PARENT CONSENT AND NOTIFICATION

The Collaborative collects consents for a variety of activities and protocols, including emergency medical treatment, medication administration, field trips, photographs and publicity.

Once a newly referred student is accepted for participation in a Collaborative program, the start date is not finalized until all consents and medical forms are returned by the parents or guardians.

Since the Collaborative is providing the program to the student at the request of the LEA, Collaborative staff work with each LEA to ensure that the annual consents are obtained prior to the end of the school year for the coming year as follows:

- Each year, a packet of consent forms and medical update forms are sent to each parent or guardian of an enrolled student with a self-addressed envelope.
- Any consents not received by the end of the school year triggers a call from the Collaborative to the family, reminding them of the need to return the forms. If there are questions or concerns expressed, a

follow-up call is made by the principal to the family.

- If the consents have not been received by the end of June, the LEA Liaison is notified that without the signed consents and updated medical information, the student will not be able to enter the program on the scheduled start date.
- As necessary, the Collaborative will resend form packets, hand-deliver form packets and continue to monitor the status of the forms.

When applicable, the Collaborative will request parental consent for the following:

- Research
- Experimentation
- Fundraising
- Publicity
- Observation

The Collaborative's policy and procedures include, when applicable, notification pursuant to Parental Notification Law M.G.L. c. 71, § 32A concerning curriculum that primarily involves human sexual education or human sexuality issues. Please refer to Appendix N of this manual.

CHANGE OF LEGAL\CUSTODIAL STATUS

If staff is notified of a change of legal status, the Collaborative Executive Director or principal will:

- Request a copy of official court documents.
- Enter official court documents into the Student Record, including restraining orders or other legal judgments.
- Notify the appropriate staff involved in the care and education of the student.
- In the event that a non-custodial individual attempts to violate a court order and attempts access to a student, the Collaborative is to be notified immediately.
- In the event that a non-custodial individual refuses to leave school property, local law enforcement authorities are to be notified immediately.
- Following any such event, an Incident Report form will be completed and forwarded to the Collaborative.

BEHAVIOR SUPPORT

Student Behavior

The goal of behavior support shall be to maximize the growth and development of the student and to protect the group and the individuals in it. The Collaborative directly relates consequences to the specific misbehavior and shall apply such consequences without prolonged delay. The Collaborative serves students who may, at times, display extremely unsafe behaviors. Collaborative staff uses de-escalation techniques and behavior support strategies to help students remain safe without the use of physical intervention. However, due to the nature of student behavior, it is sometimes necessary to physically intervene in order to keep students and staff safe.

Behavioral Programming

Behavior support is an important aspect of Collaborative programs with the goal of maximizing the growth and development of each student. The variety and complexity of students' behavioral and response issues require a range of

techniques. The long-term goal is to increase the internalization of control by the student. An important component of developing strategies for behavior intervention is an understanding of the function the behavior serves. Arrangement of the physical environment and classroom structure is an important management strategy. The placement of desks, availability of materials, length of work times, difficulty of tasks, establishment of predictable routines, and preparation of the child for changes in routine are all essential elements to managing student behavior successfully. The development and presentation of interesting and stimulating curriculum motivates students and is often the most successful management strategy.

Positive Reinforcement

The Collaborative emphasizes praise and positive feedback for all students as well as formal reinforcement schedules as appropriate. Staff takes the student's level of functioning into consideration when developing reinforcement schedules and using a variety of behavioral techniques, target and define specific behavior(s). The goal of most programs is to continue the process until the student can display the identified behavior without external reinforcement.

Mild Restrictive Behavior Support Procedures

When a student disrupts the learning of others, behavior support techniques may be utilized to assist the student in regaining control. Yelling, hitting, kicking, biting of self or others, or situations where a student's safety is in jeopardy are examples of instances when immediate intervention must occur. Recognizing cues and providing appropriate interventions to prevent further escalation are critical elements in successful behavior support.

Restraint Prevention and Behavior Support Policy and Procedures

BACKGROUND AND PURPOSE

The Massachusetts Department of Elementary and Secondary Education (DESE) establishes regulations governing the use of physical restraints on students. The Collaborative is required to follow the provisions of 603 CMR 46.00 which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, virtual schools and collaborative education programs. The purpose of this policy is to ensure that Collaborative students are free from the unreasonable use of physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or have been deemed inappropriate.

Physical restraint should be administered only when needed to protect a student or another from assault or imminent, serious physical harm. Physical restraint should be administered in a way that prevents or minimizes any harm to a student as a result of the use of restraint. This policy shall be annually reviewed and provided to program staff and made available to parents of enrolled students.

DEFINITIONS

As used in 603 CMR 46.00, the following terms shall have the following meanings in this policy:

Consent means agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language, or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time.

Mechanical restraint means the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been

prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication restraint means the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Parent means a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Physical escort means a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint means a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out.

Time-out means a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

USE OF RESTRAINT

Mechanical restraint, medication restraint, and seclusion are prohibited. Such restraints may never be used.

Prone restraints are prohibited except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The Collaborative obtained consent to use prone restraint in an emergency, and such use has been approved in writing by the principal; and,
6. The Collaborative has documented these circumstances in advance of the use of prone restraint and maintains the documentation.

Physical restraint, including prone restraint where permitted, will be considered an emergency procedure of last resort and is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

All physical restraints, including prone restraint where permitted, will be administered in compliance with this policy and 603 CMR 46.00.

Physical restraint will not be used:

1. As a means of discipline or punishment;
2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
3. As a response to property destruction, disruption of school order, a student's refusal to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

Physical restraints will be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.

Nothing in this policy or 603 CMR 46.00 prohibits:

- (a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- (c) The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A.

ALTERNATIVES TO PHYSICAL RESTRAINT

There are a variety of less intrusive intervention alternatives to physical restraint that may be appropriate under the circumstances. These alternative methods should be used prior to physical restraint. Physical restraints should only be used in emergency situations where these less intrusive alternatives have failed or have been deemed inappropriate under the circumstances.

Valley Collaborative uses a variety of methods for engaging parents and students in discussions about restraint prevention and use. Beginning during the referral process, parents and administration discuss school wide PBIS programs, behavioral and academic interventions, restraint procedures, notification policies and school wide supports prior to enrollment. After enrollment, engagement continues with ongoing team contact with families on student concerns, behavior plans and crisis intervention plans. IEP meetings, progress meetings, open house and teacher/parent conferences are held throughout the year to support ongoing discussions regarding prevention and the implementation of behavior support

methods.

Examples of less intrusive alternatives to physical restraint include, but are not limited to, the following:

Verbal Directives. A verbal directive is communicating what is expected behavior by clearly stating instructions and expectations.

Brief Physical Contact. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, and providing comfort. Such brief physical contact is an alternative to physical restraint.

Removals. Removals are used only when it is necessary to move a child a few feet in order to hold them to safer position. Removal includes removal of a student from a classroom for in situations where behavior can escalate other student, creating a less safe situation. Removals are only for a short distance, i.e. out of the classroom to the hallway.

Physical Escort. Physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Time-Out. Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from program staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Program staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out will cease as soon as the student has calmed. Principal approval is required for a time-out of more than thirty (30) minutes based on an individual student's continuing agitation.

PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

Trained Personnel. Only personnel who have received training in accordance with this policy and 603 CMR 46.00 will administer physical restraint on students. Whenever possible, the administration of a restraint will be witnessed by at least one adult who does not participate in the restraint. These training requirements do not preclude a teacher, employee or Collaborative employee from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Use of Force. A person administering a physical restraint will use only the amount of force necessary to protect the student or others from physical injury or harm.

Safest Method. A person administering physical restraint will use the safest method available and appropriate to the situation subject to the safety requirements set forth in this policy and 603 CMR 46.00.

Duration of Restraint. All physical restraints must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Safety Requirements. The following are additional requirements for the use of physical restraint:

- (a) No restraint will be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a program staffmember will continuously monitor the physical status of the student, including skin temperature and color, and respiration.

- (b) Restraint will be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student will be released from the restraint immediately, and school staff will take steps to seek medical assistance.
- (c) If a student is restrained for a period longer than 20 minutes, program staff will obtain the approval of the principal. The approval will be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
- (d) Program staff will review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- (e) After the release of a student from a restraint, the Collaborative will review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consider whether any follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints by parents or any Collaborative community member regarding the use of physical restraints may be made verbally or in writing to the applicable principal and/or the Collaborative's Executive Director. All such complaints will be thoroughly investigated in a manner deemed appropriate by the Executive Director. Upon completion of such investigation, a determination will be made regarding whether this policy or the relevant restraint laws and regulations have been violated and the Collaborative will take appropriate action.

PHYSICAL RESTRAINT TRAINING

Required Training for all Program Staff. The Collaborative will provide restraint training to all program staff. Each principal shall determine a time and method to provide all program staff with training regarding this policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The Collaborative's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

In-Depth Staff Training in the Use of Physical Restraint. At the beginning of each school year, the Executive Director will identify program staff who are authorized to serve as a Collaborative-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Such in-depth training will be competency-based and be at least sixteen (16) hours in length with at least one refresher

training occurring annually thereafter.

In-depth training in the proper administration of physical restraint shall include, but not be limited to:

- (a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- (b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- (e) Demonstration by participants of proficiency in administering physical restraint; and,
- (f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

PHYSICAL RESTRAINT REPORTING REQUIREMENTS

The use of physical restraints must be reported as follows:

Informing the principal. In each instance where a physical restraint is administered, the staff member who administered the restraint shall verbally inform his or her principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to the Executive Director for review. The Collaborative shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the applicable parent or the DESE upon request.

Informing Parents. The principal, the Executive Director, or his/her designee shall make reasonable efforts to verbally inform a student's parent of that student's physical restraint within twenty-four hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days after the restraint. If the Collaborative customarily provides a parent of a student with school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. Parents are afforded the opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Contents of Report. The written reports described above will include information below. Restraint report forms are attached at end of this policy.

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes.
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior

that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Weekly Individual Student Review. Collaborative principals shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess the student's progress and needs. The assessment shall include at least the following:

- (a) review and discussion of the written restraint reports submitted and any comments provided by the student and parent about such reports and the use of the restraints;
- (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) agreement on a written plan of action by the Collaborative.

If the principal directly participated in the restraint, a duly qualified individual designated by the Executive Director shall lead the review team's discussion. The Collaborative shall ensure that a record of each individual student review is maintained and made available for review by the DESE or the parent, upon request.

Monthly Administrative Review. Collaborative principals shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional program staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Report of all Restraint-Related Injuries to the DESE. When a physical restraint has resulted in an injury to a student or staff member, the Collaborative shall send a copy of the written report required above to the DESE no later than three school working days of the administration of the restraint. The Collaborative shall also send the DESE a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.

Annual Report of all Physical Restraints to the DESE. The Collaborative will collect and annually

report to the DESE data regarding the use of physical restraints in a manner and form directed by the DESE.

Time-out Guidelines and Student Separation

When used appropriately, time-outs are a very powerful method for managing behavior. The purpose is to temporarily isolate a child, giving him/her time to calm down, and, if developmentally appropriate, time to reflect on his/her behavior. Time-out means time-out from reinforcement, rewards, and attention.

Time-outs are utilized in order of least to most restrictive as follows:

1. Observational time-out is an effective means of having students remain in the classroom close to the group and watch what they are missing.
2. In-class exclusion time-outs take place in a quiet part of the room where the student does not see others.
3. Out-of class exclusion time-outs take place in an area immediately outside of the classroom.

For students in need of minimal stimulation and a safe area an out-of class exclusion time-out takes place in the time-out area. This area is free from distractions and objects to keep the student safe. If the time-out area has a door, the door has a window so the staff can remain visible to the student at all times. Staff members fill out the Time-Out Log documenting the reason for time-out and the length of the time-out. When a time-out of any type is over, the student must immediately be positively redirected back into an acceptable activity. This may be the same activity or something else. If possible, the antecedents of the behavior that caused the time-out will be moved.

All Collaborative staff working directly with students have the authority and training to implement student separation from their group or activity. However, any intervention that results in a student being involuntarily separated from their group or activity for more than thirty minutes must be approved by the principal and documented.

Students who are involuntarily separated from their group or activity will be observed at all times and must have at least one staff member accessible to them at all times. Any room or space used for time-out or separation will be safe and appropriate and will never be locked.

Collaborative students are always allowed to separate themselves voluntarily from their group or activity provided their separation does not result in safety concerns. In fact, students are encouraged to request a break when appropriate to assist in problem solving or seeking support. These breaks are not viewed as punitive, take place in an identified area of the classroom and are supervised directly by a licensed professional or a paraprofessional under the direction of a licensed professional.

Anti-Hazing

Commonwealth of Massachusetts: Anti-Hazing Law Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report a crime.

Section 19 of the Massachusetts General Laws, chapter 19 requires this anti-hazing law be distributed to all students and to all members of student groups, student Teams, and student organizations. Those who participate in and/or organize hazing shall be disciplined.

Chapter 269: Section 19.; issuance to students and student groups, Teams and organizations; report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student Team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student Team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, Teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, Teams or organizations.

Each such group, Team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, Team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, Team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, Team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, Teams or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen

and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution that fails to make such report.

Bullying Prevention and Intervention Plan

Priority Statement

Valley Collaborative's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber bullying, and each program in the Collaborative is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. The following is a Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. Each Collaborative program is responsible for the implementation and oversight of the Plan.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Collaborative will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Prohibition Against Bullying and Retaliation

The Collaborative will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in its school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. The Collaborative will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Collaborative will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent involvement. Acts of bullying, which include cyber bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Definitions

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

A **Perpetrator** is defined as a student or member of a school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional who engages in bullying behavior.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students, or by a member of school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or para professional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to Collaborative educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

Training and Professional Development

The Collaborative will provide ongoing professional development that will build the skills of all staff members to prevent, identify, and respond to bullying.

Annual staff training on the Plan

Annual training for all school staff on the Collaborative Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the principal or his/her designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyber bullying.

All students attending the Collaborative have an IEP. Therefore, professional development will emphasize ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEP; this will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the programs for professional development includes:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

Written notice to staff

Each school will provide all staff with an annual written notice of the Collaborative Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities in the Personnel Policy and Employee Handbook.

Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these students' families. The Collaborative Bullying Prevention and Intervention Plan include strategies for providing supports and services necessary to meet these needs. In order to enhance the Collaborative's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The Collaborative

programs provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

Identifying resources: Counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Collaborative works in collaboration with local and state agencies to adopt evidenced based curricula and to provide additional preventative services to students, parents, and faculty and staff.

Counseling and other services

The Collaborative administrators, counselors, nurses, and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community-based counseling referrals when appropriate. The student's Team meets with parents and staff as needed to help address student's academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, Board Certified Behavior Analysts (BCBA), and special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals will work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various programs:

- One-on-one and small group counseling
- Crisis intervention
- Facilitating classroom meetings to resolve problems
- School curriculum on issues of respect, sexual harassment and student success skills
- Peer Mediation
- Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning
- Parent guidance
- Behavior plan development
- Classroom observations
- Teacher consultation
- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Managing classroom behaviors constructively
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy

for others

- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students

Students with disabilities

As required by M.G.L. c. 71B, § 3, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Referral to outside services

The Collaborative will evaluate its current protocol for referring students and families to outside services to ensure relevance to the Collaborative Bullying Prevention and Intervention Plan, and revise as needed. School counselors and other specialists will use this protocol to help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

Assessing needs and resources

At least every four years beginning with the 2016-2017 school year, the Collaborative will administer a Department of Elementary and Secondary Education-developed survey to assess school climate and prevalence, nature, and severity of bullying in its programs. Additionally, the Collaborative will annually report bullying incident data to the Department.

Academic and Non-Academic Activities

The Collaborative will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the Collaborative programs' evidence-based curricula. Effective instruction includes classroom approaches, whole-program initiatives, and focused strategies for bullying prevention and social skills development.

Specific bullying prevention approaches

Bullying prevention curricula is informed by current research, which among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents with information regarding the school's bullying prevention curricula

General teaching approaches that support bullying prevention efforts

The following approaches are integral to establishing a safe and supportive school environment, and they underscore the importance of the Collaborative's bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents regarding the schools' goals and expectations for students and students' safety
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem- solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the Collaborative programs have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

In school systems, harassment may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student.

Reporting

Reports of bullying or retaliation may be made by staff, students, parents, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or his/her designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or other non-employees may be made anonymously, however, no disciplinary action can be taken against the perpetrator solely on the basis of an anonymous report. The schools will make reporting resources available to the school community including, but not limited to, the Collaborative Bullying Prevention and Intervention Incident Reporting Form.

Use of the Collaborative Bullying Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report. Programs will:

1. Include a copy of the Bullying Report Form in the beginning of the year packets for students and parents (See Appendix B);
2. Make it available in each Collaborative program's main office, the counseling office, and other locations determined by the principal or his/her designee;
3. At the beginning of each school year, the Collaborative will provide the school community, including administrators, staff, students, and parents, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name

and contact information of the principal or his/her designee, will be incorporated in student and staff handbooks.

Reporting by Staff: A staff member will report immediately to the principal or his/her designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or his/her designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior support and discipline.

Reporting by Students, Parents, and Others: The school system expects students, parents, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or his/her designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or his/her designee.

Responding

Before fully investigating the allegations of bullying or retaliation, the principal or his/her designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal or his/her designee contacts parents prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or his/her designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

Obligations to Notify Others

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the principal or his/her designee will promptly notify the parents of the target and the aggressor of this, and of the procedures for responding to it. Notice will be provided in the primary language of the homeland in compliance with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. Any parent wishing to file a claim/concern or seeking assistance outside of the Collaborative may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

Notice to another school district: If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or Collaborative school,

the principal or his/her designee first informed of the incident will promptly notify by telephone the principal or his/her designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or his/her designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or his/her designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.06 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or his/her designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and this policy, consult with local law enforcement and other individuals the principal or his/her designee deems appropriate.

Investigation

The principal or his/her designee will investigate promptly (within 24 hours) all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or his/her designee will, among other things, interview students, staff, witnesses, parents, and others as necessary. The principal or his/her designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews will be conducted by the principal or his/her designee, other staff members as determined by the principal or his/her designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or his/her designee will maintain confidentiality during the investigative process. The principal or his/her designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Collaborative policies and procedures for investigations and for possible disciplinary action. If necessary, the principal or his/her designee will consult with the Executive Director regarding consultation with legal counsel pertaining to the investigation of the alleged report.

Determinations

The principal or his/her designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/Director or his/her designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or his/her designee will determine what remedial action is required, if any, and what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or his/her designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or his/her designee will promptly notify the parents of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal/Director or his/her designee cannot report specific information to the target's parent about the disciplinary action taken unless it involves a "stay away" order

or other directive that the target must be aware of in order to report violations.

Responses to Bullying

The Collaborative has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of bullying and/or retaliation.

Teaching Appropriate Behavior through Skills-Building

Upon the principal or his/her designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill building approaches that the principal or his/her designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

Taking Disciplinary Action

If the principal or his/her designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or his/her designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this Collaborative Bullying Prevention and Intervention Plan.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or his/her designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with this Handbook.

Promoting Safety for the Target and Others

The principal or his/her designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or his/her designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or his/her designee will work with appropriate school staff to implement them immediately.

Collaboration with Families

The Collaborative Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each Collaborative program to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents

about the bullying prevention and intervention curricula used by the schools include:

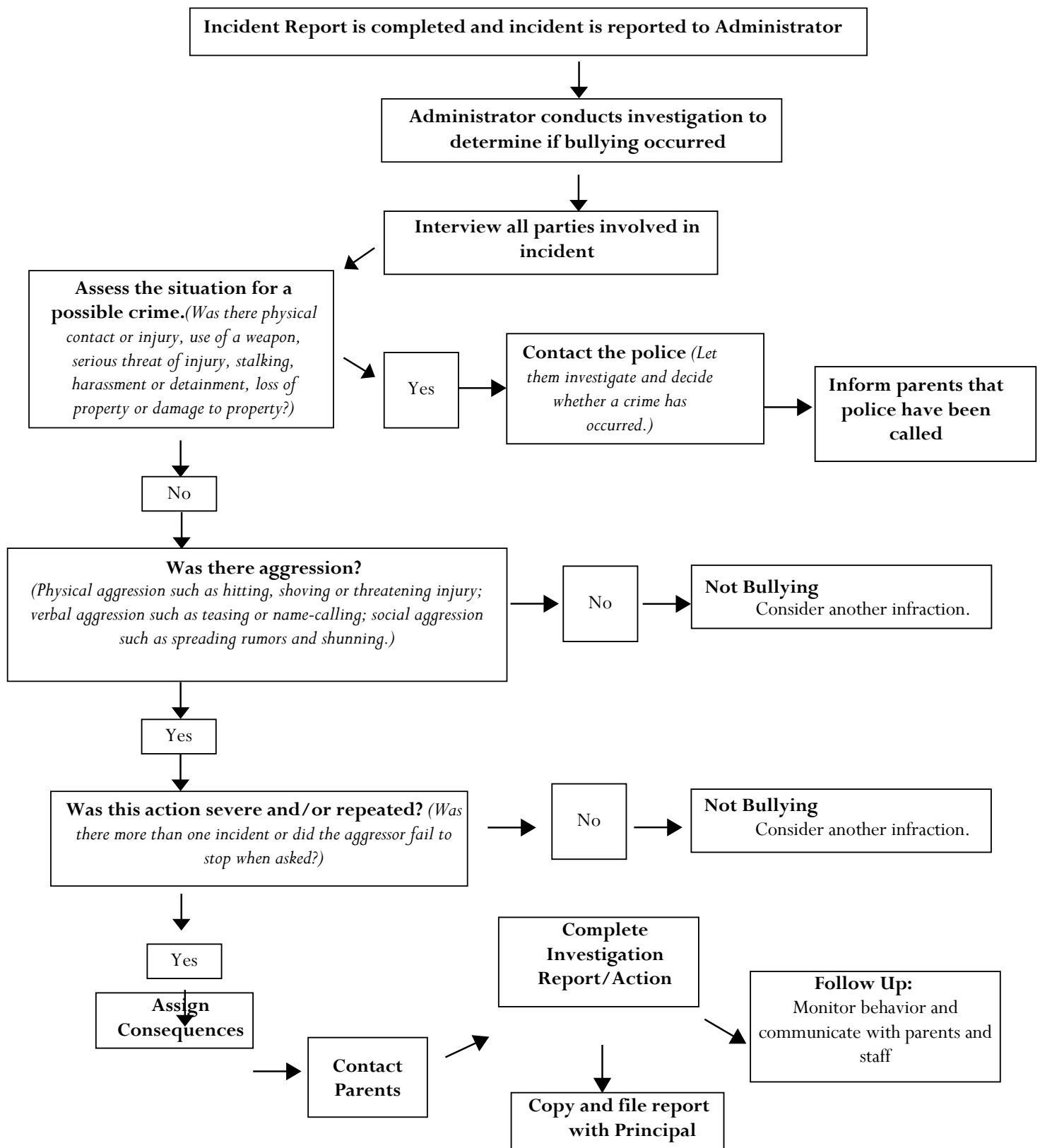
- 1) How parents can reinforce the curricula at home and support the school or district plan;
- 2) The dynamics of bullying, online safety and cyber bullying.
- 3) Parents will also be notified in writing each year about the student-related sections of the Collaborative Bullying Prevention and Intervention Plan.

Programs will collaborate with the PAC and/or parent volunteers to create parent resource and information networks. Programs will join with these parent groups to offer education programs for parents that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the program(s).

Programs will annually inform parents of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The schools will send parents written notice each year about the student related sections of the Collaborative Bullying Prevention and Intervention Plan and the Collaborative Internet Acceptable Use Policy. All notices and information made available to parents will be in hard copy and/or electronic formats.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, age, disability, gender, gender identity, religion, national origin, or sexual orientation. Valley Collaborative is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, disability, limited English speaking ability, or homelessness, as defined by state and federal laws. Nothing in the Collaborative Bullying Prevention and Intervention Plan prevents the Collaborative from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Collaborative Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, or 37H¾ or other applicable laws, or local program or Collaborative policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

Collaborative Bullying Response Flow Chart

COMPLAINTS

Students and parents are encouraged to communicate any concerns or questions they may have about their education, care, or possible violations of student rights (including discrimination or violation of a student's civil rights). They are welcome to communicate their concerns through the use of communication books, telephone calls, site visits and meetings. They are free to express their concerns at any time to many different staff such as classroom teachers, principals, or the Executive Director. In the event that they do not feel their concerns are being addressed adequately, they are encouraged to initiate a formal grievance process as follows:

- Request, in writing, a conference with relevant principal to make their concerns known.
- Within one week following the conference, principal will follow-up with a response to the student or parent concerns in writing, including any reasons for the decision made. If the decision supports the student or parent concerns, the principal will promptly put the decision into effect.
- The principal will notify and keep the Executive Director informed of the complaint throughout the process. The Executive Director may be directly involved in the complaint resolution process at the request of the principal.
- In the event that of a disagreement with any part of the decision made by the principal, they may in writing appeal the decision to and request a meeting with the Executive Director. The Executive Director will follow-up with a response addressing the concerns in writing, including any reasons for the decision made. If the decision supports the concerns, the Executive Director will promptly put the decision into effect.
- If the grievant is still unsatisfied with the decision, they should contact the Director of Special Education of their sending district and express their concerns in writing.
- In the event of an unsatisfactory resolution, the Executive Director will contact the Director of Special Education of the LEA and inform him/her of the impasse with the student or parent. The Executive Director will work with the Director of Special Education to address the concerns satisfactorily and in the best interest of the student.
- Nothing in this policy is to prevent a parent from exercising his/her right under the Options for Dispute Resolution (Section 28.08) of Massachusetts Special Education regulations

MEDICAL POLICY

The Collaborative maintains a nursing staff to promote the health and safety of its students, intervene with actual and potential health and behavioral issues, manage complex medical issues and provide case management services. A school nurse makes the decision if a student is to be sent home for medical reasons. All students must have a current physical and up-to-date immunization records and parent consents on file. Every school year, parents will be provided with a Student Health Packet containing relevant forms to be completed to ensure that the Collaborative has updated medical emergency contact information, medication information, and all other information relevant to the student's health, including parental authorizations for treatment and/or the administration of medication. The Collaborative maintains a separate Health Services Manual with more detailed medical policies. Copies of the Health Services Manual are kept in the Collaborative nurse's office and are available for parents upon request.

Health Care Policies Overview**Communicable Disease**

POLICY: In order to prevent the spread of communicable, disease students with a diagnosed communicable disease will be advised to stay home for the following period of time as listed in the table below.

Dismissal from School due to Illness

POLICY: The school nurse may exclude a student from school for health reasons if the student:

- Has returned from a hospital admission within the past 24 hours. This does not include routine tests or minor injuries. The student will remain at home for observation for the first 24 hours.
- Has a temperature of 100.5 degrees tympanic (by ear). Temperature must be 98.6 for a full 24 hours prior to returning to school. The exception is a child with a hypothalamic problem (temperature regulation problem) and is symptom free. Each case will be discussed individually.
- Has an infectious disease (Strep Throat/Pneumonia, etc.) and has not been on antibiotic therapy for 24 hours or as designated by MD.
- Eye drainage yellow/green in color with pink or red eyes, eyelids, etc.
- Any undiagnosed rash.
- Has a culture(s) pending (exceptions can be made at the discretion of the nurse).
- Is on respiratory precautions, cough/cold or has a significant change in respiratory secretions (green/yellow nasal drainage).
- Has Chicken Pox/Shingles, with active, draining rash (rash must be dry, non-weeping, and shingles must be covered). Students may attend school with poison ivy as it is not contagious. It should be washed thoroughly and covered.
- Is experiencing significant increase in seizures or seizure like activity (requires note from M.D. stating seizures stable).
- Has had persistent vomiting and diarrhea; must be symptom free for 24 hours before returning to school.
- Has a condition requiring immediate medical intervention, i.e., emergency dental care, sutures, bone setting, or pending a medical diagnosis for any condition.
- Has a condition that requires on-going supervision, which cannot be supervised in the school setting.
- Is very sleepy or is experiencing excessive bleeding after a dental visit.
- Has untreated Pediculosis, Scabies or body lice.
- Poses a significant health risk to others in the normal course of school activities.

Significant health risk is defined by:

- Any student is in the infectious stage of a serious airborne transmitted disease (T.B., Viral Pneumonia, Influenza, etc.).
- Students who are unable to hygienically manage their bowel and bladder functions and/or are in the infectious stage of an oral/fecal transmitted disease. Such diseases are, but are not limited to, Hepatitis A, Clostridium Difficile (c-diff), gastro-intestinal viruses (Salmonella, Shigella, Rotavirus) and parasites (Pinworms, Girdiasis.) and has not completed treatment.

- Students who have a disease which may be transmitted by body fluids, and have open lesions and whose developmental level makes it difficult for them to refrain from touching lesions and others, therefore, spreading the underlying infection to others. Such diseases are, but not limited to, Herpes, Impetigo, Hepatitis B virus, Staph Aureus, Beta Hemolytic Strep, and Conjunctivitis.

Hospital Re-Entry Policy

POLICY: To ensure the health and safety of every student re-entering one of Valley Collaborative programs following a psychiatric or medical hospitalization, the Collaborative has adopted the following policy. Any student who has required a psychiatric evaluation, an emergency room visit, or has been placed in inpatient hospitalization will be re-admitted to their respective program upon collaboration with their treatment planning team.

- I. Discharge Instructions
 - a. The student can return to school with the receipt of a signed discharge summary and medical clearance from the hospital/clinician providing treatment.
 - b. This summary will ensure that the most recent and credible information regarding treatment goals and restrictions are relayed back to the Collaborative treatment team and allow for a smooth transition back to school.
 - c. The plan should include, in writing, any changes in medications, any safety plans, medical procedures, and any follow-up plans with clinicians, therapists, and any other treatment providers.
 - d. When this policy is followed, the Collaborative can also ensure that the student will be safe upon their return and provisions are in place should they decompensate once back in the school setting.

Medications in School

POLICY: It is the policy of Valley Collaborative to have procedures in place for the safe and proper administration of prescription medications to students attending the Collaborative and for addressing the issues relating to the management of life-threatening food allergies in the school settings. The school nurse, who is an employee of the Collaborative, is designated as the supervisor of the medication administration program.

- I. Medication Orders/Parental Consent
 - a. The school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed yearly. Whenever possible, the medication order shall be obtained before the student enters or reenters the school.
 - b. Parents/Guardians must provide the following:
 - i. Written order from the prescriber, including diagnosis, medication name, dosage, side effects, and frequency of administration.
 - ii. Parental signature authorizing the nurse to administer the medication
 - iii. Medication should be delivered to the school nurse by parent/guardian, or responsible adult or alternative arrangements can be made by contacting the program nurse.
 - iv. No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.
 - v. Please call your school nurse for proper forms.

Preventative Health Care

POLICY: Students must be healthy to learn. The collaborative is committed to the health and well-being of its students. The plan for preventative health care of students includes, but is not limited to the following:

- I. Physical Exams
 - a. Documentation, from a licensed physician, of a complete physical examination not more than 6 months prior to admission for is required for every new student.
 - b. In the event of emergency placement, provisions for a complete examination of the student must be made within 30 days of admission.
 - c. Current students are required to have a physical exam every 3-4 years.
 - d. Each student is eligible to receive an annual comprehensive medical and dental examination through his/her own sending school district or local board of health.
 - e. A copy of the results should be provided to the school by the parent or sending school district.
- II. Immunizations
 - a. In accordance with state regulations (105 CMR 220.700), requires students entering an educational facility, as new student, to meet the minimum requirements for immunization.
 - b. Students will be denied entry in to programs until a completed Immunization Record is on file in the nursing office, upon presentation of written documentation that the student meets the standards for medical or religious exemption set forth in M.G.L. c. 76, § 15, or upon presentation of laboratory evidence of immunity.
- III. Mandated Screenings
 - a. Screenings are conducted per Department of Public Health guidelines for vision, postural, and body mass index.
 - b. Elementary Age students must have proof of lead screening.
 - c. Parents/sending school should provide the school with a copy of such screening results if screenings have been performed outside of school. Parents will be notified prior to administration of screenings.

Vaccination

POLICY: In accordance with state regulations (105 CMR 220.700), requires students entering an educational facility, as new student, meet the minimum requirements for immunization. Students will be denied entry in to Valley Collaborative programs until a completed Vaccination form is on file in the nursing office, upon presentation of written documentation that the student meets the standards for medical or religious exemption set forth in M.G.L. c. 76, § 15, or upon presentation of laboratory evidence of immunity.

Policy on Drug and Alcohol Abuse

Commonwealth of Massachusetts: Substance Use Prevention and Abuse Education Law Chapter 71, Sections 96 and 97.

Massachusetts law requires each public school to have a policy regarding substance use prevention and the education of its students about the dangers of substance abuse. Valley Collaborative's Substance Use and Abuse Prevention and Education Plan seeks to promote and maintain a safe and drug-free learning environment for all students and staff. The use of alcohol, marijuana, illegal drugs, or other illegal or controlled substances interferes with the learning, growth and well-

being of students, families and the entire Collaborative community. The possession, use, manufacture, distribution, sale, possession, intent to sell, or dispensation of alcohol, marijuana, illegal drugs, or other illegal or controlled substances of any kind is strictly prohibited. Such substances do not have a place in an educational environment and will not be tolerated on Collaborative property or at any Collaborative-sponsored event.

Illicit drugs include, but are not limited to:

- Controlled substances as defined in Massachusetts General Laws, Chapter 94C (e.g. cocaine, heroin, marijuana, LSD, steroids)
- The misuse of prescription or over-the-counter drugs
- Products misused for the purpose of mind-altering effects (e.g. aerosols, solvents).

Students are strictly prohibited from having alcohol, marijuana, illicit drugs and/or controlled substances in their system during school hours, on Collaborative property or at any Collaborative-sponsored event.

Prohibited activities include, but are not limited to:

- Using or being under the influence
- Possession
- Attempting to purchase
- Intending or attempting to sell/distribute
- Selling or distributing
- Possession of drug paraphernalia.

Additionally, students who know they are in the company of any individual using or selling illicit drugs or alcohol and who do not remove themselves from that situation also may be subject to discipline. As explained further within this Handbook, students and individuals who violate this policy will be subject to disciplinary action up to and including expulsion.

The Collaborative recognizes that close cooperation between school authorities, parents and law enforcement officials is essential if the problem of drug and alcohol abuse is to be addressed adequately. Education and prevention must remain the first priority and the Collaborative will maintain its efforts to provide meaningful programs of drug and alcohol education in whatever way the Collaborative deems appropriate. But where prevention fails, the Collaborative will fully cooperate with local law enforcement officials to address violations of the law and this policy, including without limitation a situation whereby a student or individual is found under the influence, in possession of or selling a controlled substance.

In addition to, or as part of, the disciplinary response to such abuses, prevention and intervention services will be offered to Collaborative students and families to support the Collaborative's goal of a safe and drug free environment.

In a case where a student self-discloses or seeks help regarding an alcohol or other drug use problem, which is not in current violation of Collaborative policy, no disciplinary action will be taken. However, because the use of alcohol and/or drugs by students at any time creates potential problems, a range of supportive services will be offered based on the best interest of the student and Collaborative community. The student support program is designed to provide a wide range of services for students dealing with alcohol and other drug-related problems. A multi-disciplinary student support team -- made up of the student's Team, including his/her principal, parent, classroom teacher, clinical and support services staff, or any other persons determined appropriate by the Collaborative or invited by the parent (or any

combination thereof) -- may carry out the appropriate activities of the program at each school.

Verbal Screening Tools

In keeping with the expressed goal of the Collaborative to have all school activities remain free and safe from alcohol and drug use, and in compliance with Massachusetts General Laws Chapter 71, Sections 96 and 97, the Collaborative shall utilize a verbal screening tool to screen students for substance abuse disorders. Screenings shall occur annually at two different grade levels. The Collaborative shall use the CRAFFT Screening Tool, which consists of a series of questions developed to screen adolescent students for high risk alcohol and other drug use disorders simultaneously. Any statement, response or disclosure made by a student during the screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the student or parent, except in cases of immediate medical emergency or where disclosure is otherwise required by law. Screening results shall be reported to the Massachusetts Department of Public Health, but no record, statement, response or disclosure shall be made in any form, (written, electronic or otherwise), that includes information identifying an individual student. A student or parent may opt out of the screening by written notification to the Collaborative at any time prior to or during the screening.

STUDENT POLICIES

STUDENT RECORDS

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act and M.G.L. c. 71, § 34H provide rights relative to student educational records. This Student Record Policy includes the rights of parents/guardians (or students) to:

- 1) Inspect and review his/her child's educational records.
- 2) Make copies of these records.
- 3) Receive a list of the individuals having access to those records.
- 4) Ask for an explanation of any item in the records.
- 5) Ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights.
- 6) Request a hearing on the issue if the program refuses to make the amendment.

Notification

The Collaborative Student Record Policy is distributed to students and their parents through this Handbook. The Commonwealth of Massachusetts regulation (603 CMR 23.00) regarding student records is available for review at all Collaborative programs.

Privacy and Security of Student Records

In accordance with federal and state requirements, the Collaborative protects the confidentiality of any personally identifiable information that it collects, uses or maintains. The Collaborative maintains and provides access to student records in accordance with federal and state requirements.

The Collaborative has designated a trained keeper of the records, who is responsible for the privacy and security of all student records. The keeper of records ensures that student records are kept physically secure, that authorized school personnel are informed of the provision of federal and state law pertaining to student records and the Student Records Policies of the Collaborative, and are educated as to the importance of information privacy and confidentiality; and that

any computerized systems are electronically secure.

Application of Rights

603 CMR 23.00 ensures parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records. These rights, set forth in 603 CMR 23.00, apply to the student under the following circumstances:

1. Upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.
2. If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his/her parents, or either acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she shall exercise these rights, subject to the following:
 - The parent may continue to exercise the rights until expressly limited by such student.
 - The student may limit the rights which extend to his/her parent (except the right to inspect the student record) by making a request in writing to the principal or his/her designee or the Executive Director who will honor the request and retain a copy of it in the student record.
 - The parent of a student may inspect the student record regardless of the student's age.
4. The staff of the program and the parents may extend these rights to students under the age of 14 or to students who have not yet entered the ninth grade.

Student Record

The student record will consist of and be defined by the following:

1. The transcript, which contains administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. This data shall be limited to:
 - Student name, address, and phone number
 - Date of birth
 - Parent name, address, and phone number
 - Course titles
 - Grades (or equivalent when grades are not applicable)
 - Course credit
 - Grade level completed
 - Year completed
2. The temporary record, which consists of all the information in the student record which is not contained in the transcript and which is clearly of importance to the educational process. Such information may include: standardized test results, class rank (when applicable), extracurricular activities, IEPs, and evaluations of teachers, counselors, and other school staff.
3. The student record, which consists of both the transcript and the temporary record, including all information recorded and computer tapes, microfilm, microfiche, or any other materials and is to be

labeled with the student's name, at a minimum.

Personal Files of Collaborative Employees

Student records do not include notes, memory aids and other similar information that is maintained in the personal files of a program employee. This information is not accessible or revealed to authorized school personnel or any third party, but may be shared with the student, parent or a temporary substitute of the maker of the record. If the personal files of an employee are released to authorized school personnel, it will then become part of the student record.

Collection of Data

Collection of student record data will be handled by the following procedures:

1. All information and data contained in or added to the student record shall only pertain to the educational needs of the student.
2. Information and data that is added to the temporary record will include:
 - Name, signature, and position of the person who is the source of the information.
 - The date of entry into the record.
3. Standardized group test results that are added to the temporary record only need to include:
 - Name of the test and/or publisher
 - Date of testing.

Access to Student Records

1. Access of Authorized School Personnel - The following school personnel are authorized to access student records:
 - School administrators
 - Teachers
 - Counselors
 - Direct service personnel
 - Administrative office staff
 - Clerical personnel
 - Evaluation team which evaluates a student
2. Authorized school personnel are permitted access to the student records of the students to whom they are providing services in order to perform their official duties. The consent of the eligible student or the parent is not necessary.
3. The Log of Access – A log of access is to be kept as part of each student's record. If parts of the student record are separately located, a separate log will be kept with each part. The log is to indicate all persons who have obtained access to the student record stating:
 - The name, position and signature of the person releasing the information
 - The name, position and, if a third party, the affiliation if any, of the person who is to receive the information
 - The date of access
 - The parts of the record to which the access was obtained

- Purpose of access
4. Unless student record information is to be deleted or released, this log requirement shall not apply to: Authorized school personnel who inspect the student record
 - Administrative office staff and clerical personnel who add information to or need to obtain access to the student record
 - School nurses who inspect the student health record
 5. Access of Eligible Students and Parents – The eligible student or parent shall have access to the student record. Access is to be granted within two (2) consecutive days of the initial request, unless the requesting party agrees to a delay. Upon the request for access, the entire student record regardless of location of its parts will be made available.
 - Upon request, copies of any information contained in the student record will be provided to the eligible student or the parent.
 - Any student, regardless of age, may request and will receive a copy of his/her transcript.
 - The eligible student or the parent may request to meet with qualified school personnel to have any of the contents of the student record interpreted.
 - The eligible student or the parent may grant a third party access to the student record with written authorization.
 6. Access of Third Parties – No third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student and parent must designate which parts of the student record shall be released to the third party. The eligible student or parent will retain a copy of the consent, and the original will be placed in the temporary record. Access to the student record is only to be granted to a third party if they consent not to share the information with any other third party without the written consent of the eligible student or parent. The following exceptions apply:
 - Upon receipt of a court order or lawfully issued subpoena the program shall comply, but will make every effort to notify the eligible student or parent of the order or subpoena in advance of compliance.
 - Upon receipt of request from the Department of Children and Families, a probation officer, a justice of any court, or the Department of Children and Families
 - Federal, state and local education officials, and their authorized agents shall be permitted access to student records in connection with the audit, evaluation or enforcement of federal and state education laws, or programs. When the collection of personally identifiable information is specifically authorized by law, the data collected is to be protected so that parties other than these officials cannot identify the students and their parents. Personally identifiable data obtained must be destroyed when no longer needed for this purpose.
 - The Collaborative staff may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals, which may include the local police department and the Department of Children and Families.
 - Upon notification by law enforcement authorities of a missing child, either current or former,

a mark shall be placed in the student record. The school shall report any request concerning the student records of the missing child to the appropriate law enforcement authorities.

- Authorized school personnel of a school that a student seeks or intends to attend may have access.
 - School health and local and state health department personnel may have access to student health records when access is required for the performance of their official duties.
7. Access Procedures for Non-Custodial Parents - a non-custodial parent may have access to the student record in accordance with the following provisions. (A non-custodial parent is defined as any parent who by court order does not have physical custody of the student.)
- A non-custodial parent is eligible to obtain access to the student record unless:
 - i. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - ii. The parent has been denied visitation or has been ordered to supervised visitation, or
 - iii. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
 - In order to obtain access, the non-custodial parent must submit a written request for the student record to the principal or his/her designee annually. The initial request must include the following:
 - i. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - ii. An affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.
 - The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access.
 - Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first-class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal or his/her designee or the Executive Director with documentation that non-custodial parent is not eligible to obtain access.
 - The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
 - Upon receipt of a court order, which prohibits the distribution of information (M.G.L. c. 71, § 34H), the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Amending Student Records

1. The eligible student or parent has the right to add information, comments, data or any other relevant

written material to the student record.

2. The eligible student or parent shall have right to request in writing deletion or amendment of any information contained in the student record, except for information inserted into the student record by the Evaluation Team. This request may be accepted after the acceptance of an IEP. If the IEP is rejected, the request may be accepted following the completion of the special education appeal process.
3. Any deletion or amendment of the student record will be done in accordance with the following:
 - If in the opinion of the eligible student or parent, adding information to the student record is not sufficient to explain, clarify or correct objectionable material, they have the right to present their objection in writing and to request in writing to have a conference with the principal or his/her designee to make their objections known.
 - Within one week of receipt of the objection or following the conference, the principal or his/her designee will render his/her decision in writing, stating the reasons for the decision. If the decision is in favor of the eligible student or parent, the principal or his/her designee will promptly put the decision into effect.
5. In the event that the eligible student or parent should disagree with any part of the decision made by the principal or his/her designee, they may appeal the decision and/or request a meeting in writing with the Executive Director. The Executive Director must respond in writing within two weeks of receipt of the appeal and will promptly see that his decision is put into effect.
6. If the eligible student or parent is still unsatisfied with the decision, it is recommended that they then contact the Director of Special Education of their sending district and express their concerns in writing.

Destruction of Student Records

Destruction of student records will be handled as follows:

During the time a student is enrolled in a program of the Collaborative, the principal or his/her designee of that program shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student, his/her parent, and sending district are notified in writing and are given opportunity to receive the information or a copy of it prior to its' destruction. A copy of the notice shall be placed in the temporary record.

Student Records for Students No Longer Enrolled

The principal or his/her designee will forward the Student Records of all students upon graduation or termination of enrollment to the appropriate LEA.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

Rights of Students

It is impossible to list all students' rights. The following is a non-exhaustive list of student rights which shall not be construed to deny or limit other rights retained by students, in their capacity as members of a school, or as citizens.

Students have the right to:

- Participate fully in classroom instruction and extracurricular activities regardless of race, color,

age, disability, gender, religion, national origin, or sexual orientation.

- A meaningful education that will be of value to them for the rest of their lives.
- Maintenance of high educational standards and the development of maximum potential.
- A meaningful curriculum and the right to voice their opinions in the development of such a curriculum.
- Physical safety and protection of personal property.
- Safe buildings, sanitary facilities, and available drinkable water. Students have the right to use school supplies and facilities and work in a clean, organized environment.
- Receive respect from teachers and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem.
- Consult with teachers, counselors, and administrators, and anyone else connected with their program if they so desire at appropriate times.
- Express their opinions and feelings.
- Freedom of expression provided that they do not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually (a) to express their views through speech and symbols; (b) to write, publish and disseminate their views; and (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Program Manager/Director or his/her designee. No expression made by the students in the exercise of these rights shall be an expression of school policy and no school officials shall be held responsible for any civil or criminal action for any expression made or published by the students.
- Personal dress and appearance as long as they do not violate reasonable standards of health, safety and cleanliness or disrupt the learning environment of others.
- The protections provided by state and federal special education concerning disciplinary actions resulting from manifestations of disabilities.
- Present petitions, complaints, or grievances to appropriate school authorities regarding disciplinary and other school-related issues except where this Handbook provides for formal right of appeal.
- Personal privacy, including the right to determine their own appearance and select their own style of hair and clothing, subject to reasonable rules necessary for health and safety.
- Not to be suspended, expelled, or otherwise disciplined or discriminated against on account of marriage, pregnancy, and parenthood or for conduct, which is not connected with any school-sponsored activities.
- Pregnant students will be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval must be on file at the school. The student and the physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Responsibilities of Students

Responsibilities are not a substitute for rules which are included in the Code of Conduct as described below in this Handbook. However, while it is not possible to list all student responsibilities, students who consistently behave in accordance with the following list of broad responsibilities will be in compliance with the rules of the Code of Conduct.

Students have the responsibility to:

- Respect the rights of all persons involved in the educational process.
- Respect the authority of school staff.
- Respect the diversity of staff and students in the Collaborative with regard to race, color, ethnicity, national origin, religion, sex, marriage, pregnancy, parenthood, sexual orientation, primary language, handicap, special needs, age, and economic class.
- Contribute to the maintenance of a safe and positive educational environment.
- Apply their abilities and interests to the improvement of their education.
- Exercise the highest degree of self-discipline in observing and adhering to rules and regulations.
- Recognize that responsibility is inherent in the exercise of every right.

Responsibilities of Parents

Parents have the responsibility to:

- Share the responsibility for the behavior of their child in school, at school-sponsored activities, and on the way to and from school.
- Prepare the child to assume responsibility for attending school, and for his or her own behavior.
- Foster in the child positive attitudes toward himself or herself, others, school, and the community.
- Communicate with school personnel about the child.
- Attend individual or group conferences.
- Recognize that the school staff has the right to enforce the policies, rules, and regulations of the Collaborative.
- Behave in a civil and non-disruptive manner when visiting the school.
- Assure that their child brings to school only those things that are appropriate in a school setting.

STUDENT CODE OF CONDUCT

Nondiscrimination, Civil Rights, and How to File a Grievance

In accordance with M.G.L. c. 76, s. 5, the Collaborative is committed to maintaining an educational environment where bigotry and intolerance, including discrimination on the basis of race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, disability, limited English speaking ability, or homelessness, as defined by state and federal laws have no place; and where any form of coercion or harassment that insults the dignity of others and creates an intimidating, threatening, or abusive educational environment is unacceptable. The Collaborative will not tolerate discrimination or the infringement of another's civil rights. This policy shall apply to conduct that occurs on Collaborative or school grounds, at school or Collaborative related activities, or traveling to or from school Collaborative related activities.

Prohibited Conduct

Conduct prohibited under this policy includes, but is not limited to:

- 1) **Bias Motivated Conduct**: Any act, including conduct or speech, directed at or which occurs to a

person or property because of actual or perceived race, color, national origin, ethnicity, religion, sex, gender identity, sexual orientation, disability, or age.

- 2) Discrimination: The unequal treatment of others based on race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, disability, limited English speaking ability, or homelessness, as defined by state and federal laws.
- 3) Harassment: Unwelcome, verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.
- 4) Sexual Harassment:
 - A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
 - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).
- 5) Hate Crimes: Criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.
- 6) Hostile Environment: Subjecting another student to threats, intimidation, or coercion that is/are sufficiently severe, persistent, or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the Collaborative's programs or activities or place the student in reasonable fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
- 7) Stalking: Intentional conduct involving two or more acts directed at a specific person, which would cause an average person substantial distress, where the perpetrator has made threats causing the targeted person fear of death or injury.
- 8) Retaliation: Retaliating in any way against another student for complaining of conduct prohibited under this policy.
- 9) Bullying: See Collaborative Bullying Prevention Plan contained in this Handbook.

- 10) Hazing: Conduct or any method of initiation into any student organization (official or unofficial), whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person. Hazing is a crime in Massachusetts. See the anti-hazing section of this Handbook for more information.

Commitment to Prevention and Investigation

The Collaborative is committed to the prevention and accurate reporting of all incidents of civil rights violations such that all students and staff can enjoy a safe, non-threatening educational and working environment. Program administrators will thoroughly investigate all instances of violation and take disciplinary appropriate disciplinary action in accordance with this Handbook, as well as report such instances to law enforcement agencies where appropriate.

Collaborative staff must intervene in all civil rights violations and instances of harassment whenever witnessed, reported or suspected. The Executive Director and the applicable principal will be notified immediately whenever civil rights violations are in question, and Collaborative staff will move quickly in preventing a recurrence of any civil rights violation or incidence of harassment.

Procedures for Responding to and Investigating Incidents of Discrimination (See Title IX Procedures for Responding to and Investigating Allegations of Sexual Harassment)

I. WHERE TO FILE A COMPLAINT

Any Valley Collaborative student, employee, or third party who believes that a Valley Collaborative student, employee, or third party has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, or activities may file a complaint with the Kari Morrin, Director of Human Resources, Title IX and 504 Coordinator, 25 Linnell Circle, Billerica, MA 01821, 978-528-7863, kmorrin@valleycollaborative.org who will serve as the grievance officer in such matters.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this procedure should generally be filed within twenty (20) days of the alleged discrimination or harassment. Complaints may be submitted orally or in writing. The complainant may select another person to help with the filing of the complaint. Any responsible employee who receives an oral complaint will memorialize the allegations in writing and forward the written allegations to the Kari Morrin, Director of Human Resources, Title IX and 504 Coordinator, 25 Linnell Circle, Billerica, MA 01821, 978-528-7863, kmorrin@valleycollaborative.org or designee by the following school day. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (and address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name(s) of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time(s), and location(s) of the alleged discrimination or harassment;
6. The names of all persons who have knowledge about the alleged discrimination or harassment (witnesses) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT

Complaints will be investigated promptly and resolved as quickly as possible. (Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who because of a disability is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Elementary and Secondary Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from Kari Morrin, Director of Human Resources, Title IX and 504 Coordinator, 25 Linnell Circle, Billerica, MA 01821, 978-528-7863, kmorrin@valleycollaborative.org. Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated, and in no case later than fifteen (15) school days following receipt of the complaint. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The complainant(s) and respondent(s) shall have an equal opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative and the respondent to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of meeting with the complainant and/or his/her representative and the respondent, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s), including a statement regarding whether the complaint was found to be credible and whether discrimination was found to have occurred. Where the grievance officer finds that discrimination has occurred, Valley Collaborative will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. The grievance officer will contact the complainant within thirty (30) school days following conclusion of the investigation to assess whether there has been on-going discrimination or retaliation, and to determine whether additional supportive measures are needed. If the grievance officer determines that additional supportive measures are needed, he or she shall offer such measures to the complainant within thirty (30) school days following conclusion of the investigation.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Valley Collaborative relating to the investigation of complaints and the due process rights of individuals affected.

IV. RETALIATION PROHIBITED

Retaliation against someone because he/she has filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Valley Collaborative will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

Consequences for Civil Rights Violations

1. Non-disciplinary corrective actions: Some violations can be addressed with steps that do not necessitate disciplinary action. These steps usually lay within the discretion of the principal or his/her designee. Such instances may warrant counseling, diversity awareness training, separating offender and victim, parent conferences, and/or special school assignments.
2. Disciplinary Action: Disciplinary actions will be taken toward the goal of eliminating the offending conduct, preventing recurrence, and reestablishing a school environment conducive for the victim to learn. Violations of civil rights of students or staff may result in sanctions including suspension, emergency termination of enrollment, and expulsion for students and suspension, depending on the severity of the infraction.
3. Failure to Act by Administrators or Staff – All staff have a duty to act to stop witnessed civil rights violations, as safely as can be done, and report such instances to program administrators. Failure to do so may result in disciplinary action.

Commitment to Non-Retaliation

The Collaborative will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Such action will result in disciplinary proceedings. Staff will monitor situations to ensure that no threats or acts of reprisal are made. Program administrators may use non-disciplinary procedures to prevent retaliation from occurring.

Referral to Law Enforcement Authorities

The Executive Director or designee has the responsibility of notifying the local police when they have reason to believe that a hate crime has been or is to be committed. This is mandatory for all hate crimes violations.

Documentation Requirements

- Record keeping –Records of all civil rights violations and hate crimes reported are maintained. Records will be compiled by school year. Record keeping will include particulars of the incident, response actions taken, results of the investigation and intervention.
- Monitoring and tracking to identify patterns – Records should be maintained and monitored to detect patterns in violations, repeat offenders, and locations for problems. Actions will be taken once patterns have been revealed.

Dissemination of Information and Training

- This policy will be available to staff, students and parents.
- Staff will receive training relevant to this policy annually during staff orientation.
- Students and parents will receive this policy annually and at time of admission to a Collaborative program.
- This policy will be reviewed annually for compliance with state and federal law.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance, which includes the programs of the Collaborative. Complaints or concerns relating to discrimination or harassment on the basis of disability may be directed to the 504 Coordinator. The Collaborative's 504 Coordinator is:

Kari Morrin
Director of Human Resources, Title IX and 504 Coordinator
25 Linnell Circle
Billerica, MA 01821
978-528-7863
kmorrin@valleycollaborative.org

Title IX Notice and Procedures

Title IX of the Education Amendments of 1972 states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. 20 USC §1681.

Sexual harassment, including sexual violence, is unlawful sex discrimination. As required by Title IX and in compliance with Title IX, the Valley Collaborative does not discriminate on the basis of sex in its education programs or activities including in its admission or employment practices. Inquiries regarding the application of Title IX to the Valley Collaborative education program and activities are directed to the Title IX Coordinator.

The following conduct constitutes sexual harassment:

- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

How to Report Sex Discrimination, including Sexual Harassment

Any person may report sex discrimination, including sexual harassment in person, by mail, by telephone, or by electronic mail, to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time by using the telephone number or electronic mail address, or

by mail to the office address, listed for the Title IX Coordinator.

Kari Morrin
Director of Human Resources and Title IX Coordinator
25 Linnell Circle
Billerica, MA 01821
978-528-7863
kmorrin@valleycollaborative.org

How to File a Formal Complaint of Sexual Harassment

A complainant may file a formal complaint with the Title IX Coordinator by mail, email, telephone or in person. The Title IX Coordinator may also initiate a formal complaint.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Valley Collaborative investigate the allegation.

How Valley Collaborative will respond.

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Supportive measures are offered whether or not the complainant files a formal complaint and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must treat complainants and respondents equitably and offer supportive measures to the complainant and respondent.

The Valley Collaborative may remove a respondent from school or an activity on an emergency basis, provided that the individualized safety and risk analysis determines that there is an immediate threat to the physical health or safety of any student or other individual. Respondents removed on an emergency basis will receive notice and an opportunity to challenge the decision immediately following the removal. This provision may not modify any rights for students with disabilities.

Grievance Process

In response to a formal complaint, the Valley Collaborative will adhere to the following grievance process.

Written Notice:

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties who are known. The written notice shall include:

- Notice of the grievance process, including notice of informal resolution process;

- Notice of the allegations that includes sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice and may inspect and review evidence; and
- Notice that the Valley Collaborative code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If any new allegations arise during the grievance process, the Title IX Coordinator will provide written notice of the additional allegations to the parties whose identities are known.

Investigation:

The Valley Collaborative will investigate the allegations in the formal complaint. Valley Collaborative will use trained personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party.

The Valley Collaborative may dismiss the formal complaint if:

- The conduct alleged would not constitute sexual harassment even if proved, did not occur in a Valley Collaborative's education program or activity, or did not occur in the United States.
- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint of any of the allegations in the formal complaint, or if the respondent is no longer enrolled or employed by the Valley Collaborative; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint.

Upon a dismissal, the Title IX Coordinator will promptly send written notice for the dismissal and reason(s) therefor simultaneously to the parties.

When investigating a formal complaint and throughout the grievance process, the Valley Collaborative will:

- Apply a presumption of innocence, and ensure that the burden of proof and the burden of gathering evidence rests on the Valley Collaborative and not on the parties;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during the grievance process;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;

- Prior to the completion of an investigative report, send to each party and the party's advisor, the evidence subject to inspection and review and provide the parties at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- Create an investigative report that fairly summarizes relevant evidence for their review and written response.

Determination regarding responsibility:

- The decision-maker, who shall not be the investigator or the Title IX Coordinator, will provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Complainants may not be asked inappropriate questions about prior sexual history. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.
- The decision-maker must issue a written determination regarding responsibility. To reach this determination, the decision maker shall apply a preponderance of the evidence standard. Preponderance of the evidence means that it is more likely than not that the alleged conduct occurred.
- The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals:

Either party may appeal the determination regarding responsibility (or from a dismissal) on the following ground:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondents generally or the individually that affected the outcome of the matter.

In the event of an appeal, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

Informal resolution:

An informal resolution process is available when a formal complaint is filed. Informal resolution process is available without a full investigation and nothing in the informal process shall preclude the parties from resuming a formal complaint process. Participation is voluntary and written consent is required. An informal resolution process is not permitted to resolve allegations that an employee sexually harassed a student.

Record Keeping

The Valley Collaborative will maintain records regarding sexual harassment reports and complaints for a period of seven years.

Retaliation Prohibited

Retaliation is prohibited against any individual, including complainants, respondents, and witnesses for reporting sexual harassment, participating (or refusing to participate) in any investigation/grievance process. Individuals may report retaliation to the Title IX Coordinator who will investigate and take measures to protect individuals from retaliation.

Complaints of Discrimination and/or Harassment on the basis of sex may also be reported to:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150
Electronic Mail: OCR.Boston@ed.gov

Student Conduct

Students are expected to conduct themselves in a manner consistent with school rules and regulations to the end that a positive learning atmosphere be established. Among other things, student conduct shall reflect care and respect for all other members of the Valley Collaborative school community.

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Violations of the code of conduct will subject a student to disciplinary action up to and including mediation, detention, suspension, or expulsion.

STUDENT RULES

- 1) Attendance and Tardiness: Collaborative students are expected to attend school on all days and on time. The student or their parent(s) are expected to let staff know prior to 8:00 A.M. if a student is ill, will not be attending school that day, or will be tardy. If a student is absent or tardy and no phone call is made, a call will be made to the student's home. Unexcused absences and excessive tardiness are unacceptable.
- 2) Appropriate Language: Collaborative students are prohibited from swearing, making rude comments or inappropriate noises, or using inappropriate voice levels.
- 3) Appropriate Dress: Students are expected to wear appropriate clothes for school or work. If they are working in an office or an outdoor maintenance setting, clothes should be chosen accordingly.
- 4) Borrowing of Money: Students are not permitted to borrow money from other students, purchase items for other students or sell items to other students.
- 5) Transportation: Individual sending districts are responsible for transportation of students to/from school/home each day. Students are not permitted to drive to school. If a student has a specific reason why he/she should be able to drive to school they may petition the Collaborative program. The Collaborative would then make a decision and notify the principal as well as the Special Education Director of the student's sending district to obtain their permission. Students cannot be driven to school or picked up from school without staff and parental permission. Parents need to complete a transportation permission slip for students to be driven to or picked up from Collaborative

programming. Students will only be permitted to be transported by those people the parent has indicated are appropriate (See Release of Students to Adults Other than Parents). If any of these people become disruptive to the school environment the Collaborative has the authority to not allow that person on school grounds. Students are not permitted to ride home on any bus or van except the one to which they have been assigned. Students are not permitted to drive to school or be picked up from school without permission from the Collaborative.

- 6) Appropriate Conduct: Students are expected to behave in an appropriate manner exhibiting respect for themselves and others at all times while in school or participating in Collaborative programs or activities, including off-site and Collaborative related activities such as field trips.
- 7) Leaving the School Building: Students are not permitted to leave the school building, work site, or vehicle without permission from the staff. The staff is responsible for each student's welfare, and expects students to treat the staff with respect and let them know where each student is at all times.
- 8) Portable Music Players/Electronics Games: Students are not permitted to use any of these devices during the school day. If they are brought in for use on the bus, they need to remain in the locker area at all times.
- 9) Cellular Telephones: Students are only permitted to use cellular phones before and after school hours outside of school buildings, or at evening or weekend activities inside school buildings. The use of cell phones for any purpose is not permitted at any other time on school grounds. Cell phones must not be visible during the school day and must be turned off (not simply on silent or vibrate mode).
- 10) Personal Property: The Collaborative strongly encourages that students do not bring valuable items to school. If the personal property of a student causes disruption while at school, the Collaborative may take the property away from the student. The Collaborative will make every effort to return all personal property to the student or parent. However, the Collaborative is not responsible for lost or stolen property, or compensating students or parents for value of such property.
- 11) Drugs or Alcohol: No drugs or alcohol are permitted in school or on school grounds, and students are not permitted to come to school under the influence of substances. The possession, use, manufacture, distribution, sale, or possession with intent to sell, or dispensation of alcohol, marijuana, illegal drugs, or other illegal or controlled substances of any kind is strictly prohibited.
- 12) Smoking and Tobacco: In accordance with M.G.L. c. 71, § 2A, it is unlawful for any student enrolled in a public primary or secondary school in the Commonwealth to use tobacco products of any kind, including but not limited to cigarettes, cigars, pipes, smokeless tobacco, and vaping. The use of any tobacco products is prohibited within the Collaborative school buildings, the school facilities, on the school grounds, or on school buses by any individual, including school personnel.
- 13) Theft and Vandalism: Students are prohibited from stealing, vandalizing, or destroying the

property of others, including property belonging to the Collaborative or its staff, faculty, students, parents, volunteers, and visitors. School pride is enhanced by a well maintained and clean building. The Collaborative hopes that all students will share in this belief. Students involved in theft, vandalism, graffiti, destruction of property, or arson will be required to reimburse the school for the materials and labor necessary to fix any damage they cause, and will be subject to appropriate disciplinary action, up to and including suspension, emergency termination of enrollment, or expulsion

- 14) Weapons: The Collaborative strictly prohibits the possession of all weapons in school, on school grounds, school buses, or at any school functions. All knives, handguns, rifles, shotguns, other fire arms, explosives, incendiary devices, and other weapons are forbidden. If a student is found to be in possession of such an object for which there is clearly no known educational use, the weapon will be confiscated and the student's parents will be notified, and if necessary, the police will also be contacted. The Federal Gun-Free School Act of 1994 (GFSA) is Section 14601 of the Improving America's Schools Act, and deals with disciplining special education students in compliance with the IDEA in cases where the student is found in possession of a firearm. The GFSA permits the Collaborative to place a special education student found in possession of a firearm in an interim alternative educational setting as determined by the evaluation team for up to 45 days. The student shall remain in the interim alternative setting pending any special education manifestation determination or special education hearing initiated by the parent, unless the parent and the Collaborative agrees otherwise.
- 15) Violence and Threats of Violence: All violence and threats of violence (including physical fighting, assault, battery, kidnapping, threat of robbery, robbery using force, homicide, other drug-related or crime-related violence, and all acts that endanger or cause bodily harm to others) are strictly prohibited at school, the Collaborative, or Collaborative related activities. All threats of violence or physical attack will be taken seriously by the Collaborative.
- 16) Destruction of Property: Students are prohibited from the destruction of Collaborative property or the property of others.
- 17) Student Lockers: Some Collaborative students will be provided with lockers to store school supplies and personal belongings. It is important for students and parents to understand that lockers remain the property of the Collaborative or school in which they are located. Collaborative and school staff have the right to search lockers and any personal items inside lockers where reasonable cause to do so exists.
- 18) Care of Books and Other Materials: The Collaborative supplies students with the textbooks and other educational materials they need for school, free of charge. Textbooks and library books are owned by the Collaborative. If a student damages or loses a book or other school property, the student or parent may have to pay for a replacement. Families should be aware that many textbooks are very expensive.
- 19) Rules of Public Schools with Co-located Collaborative Programs: Students in Collaborative programs

co-located within public schools are also subject to the rules of those public schools.

- 20) Students are prohibited from knowingly making false statements or knowingly submitting false information during a grievance process, including but not limited to harassment/bullying reports and investigation.

DISCIPLINARY ACTION

All students have the responsibility to comply with the rules and policies set forth in this Handbook and to refrain from engaging in negative or disruptive behavior, or violating the rights of others. Any failure to comply with the rules or policies contained in this Handbook may result in disciplinary action, up to and including suspension, emergency termination, and/or expulsion. Disciplinary proceedings will be conducted in accordance with Massachusetts law. Disciplinary action will depend on and be commensurate with the circumstances, nature, and severity of a student's infraction. Where possible and appropriate, the Collaborative will include all parties involved or affected by the negative or disruptive behavior in the disciplinary decision making process. In preparing students for the adult world, it is important that they learn and understand the effect that their behavior has on others and the consequences of their actions, to the extent that they are able.

In the event that a student repeatedly disrupts others, it will be necessary for the parents and school system to be notified. A meeting will be called, if determined necessary. If a student leaves the school premises, the parents and school system will be notified. The local police will also be notified.

The Collaborative Program's Principal or designee conducts semiannual reviews of all discipline data by selected populations. These semiannual reviews allow for the disaggregation of data by race and ethnicity, gender, socio-economic status, English learner status, and students with a disability status. The Principal's accesses the extent of in-school suspensions, short- and long-term suspensions, expulsions and emergency removals and the impact of such disciplinary action on selected student populations. The Principal determines whether it is necessary or appropriate to modify disciplinary practices due to an over-reliance on suspensions, expulsions or removals on selected student populations compared with other students.

No student shall be subjected to abuse or neglect, cruel, unusual, severe or corporal punishment, including the following practices:

- Any type of physical hitting or pain inflicted in any manner upon the body;
- Requiring or forcing the student to take an uncomfortable position such as squatting or bending or requiring or forcing the student to repeat physical movements when used as punishment;
- Punishments which subject the student to verbal abuse, ridicule or humiliation;
- Denial of visitation or communication privileges with family;
- Denial of sufficient sleep;
- Denial of shelter, bedding, food or bathroom facilities.

STUDENT DISCIPLINE

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and

shall avoid using expulsion until other remedies and consequences have been employed.

Suspension

A suspension is a short term or long term removal from regular classroom activities.

Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.

The Principal or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

In school suspension

At the discretion of the Principal, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. Students will be subject to limitations on their movements and activities as determined by the Principal. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal, if such meeting has not

already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

Removal from Extracurricular Activities and Attendance at school sponsored events

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H^{3/4} or 603 CMR 53.00.

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Student due process rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

Short Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Executive Director. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Executive Director of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Executive Director. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17,

M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)

Notice and principal's meeting:

For any suspension under this section, the principal or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

b. Long Term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the collaborative; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Executive Director and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal:

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the Executive Director in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following

school day, which meets the requirements as described above.

In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Executive Director's hearing:

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Executive Director but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Executive Director will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Executive Director's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The Executive Director shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the Executive Director shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Executive Director will issue a written decision within 5 calendar days of the hearing. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Executive Director's decision is the final decision of the Collaborative.

3 to 5 Day Suspension

If a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the program convenes a meeting with the Team to explore possible program modifications within the program in an attempt to prevent total suspension of the student. Student suspensions are recorded; the number and duration are tracked, including suspensions from any part of the student's IEP. Suspension from transportation is included in the tracking.

Suspensions exceeding 10 days (consecutive or cumulative in one year)

The Collaborative provides the following safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, the Collaborative, sending district personnel, the parent(s), and other relevant members of the Team, as determined by the Collaborative, parent(s) and the sending district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a

direct and substantial relationship to the disability or was the direct result of the failure to implement the IEP—"a manifestation determination."

3. If the Collaborative, the sending district, the parent(s), and other relevant members of the Team determine that the behavior is not a manifestation of the disability, then the suspension or expulsion may go forward consistent with Collaborative policies and procedures. The sending district, however must offer the student:
 - a. services to enable the student, although in another setting, to continue to participate in general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavior assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. If the Collaborative, the sending district, the parent(s), and other relevant members of the Team determine that the behavior is a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting, the student returns to the original placement unless the Collaborative, parent(s) and sending district agree otherwise or the hearing officer orders a new placement.
5. No later than the date of the decision to take disciplinary action, the parent(s) is notified of that decision and provided with written notice of procedural safeguards. Any party may request a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

School Wide Educational Services Plan

To ensure that students who are suspended or expelled for more than 10 consecutive days have the opportunity to make academic progress during the period of suspension or expulsion, professional tutoring is provided by LearnWell or Valley Collaborative Staff. These tutoring services are based on and provided in a manner consistent with the academic standards for all students. It is the responsibility of the Program's Principal to notify the student and their parent or guardian of the opportunity to receive education services and to arrange such services at the time that the student is expelled or placed in long-term suspension.

INTERNET USE POLICY

Students should read this policy and complete the Student Internet Use Agreement and Parental Permission Form (Appendix F). The permission form is required for internet use.

Introduction

Valley Collaborative's aims to provide students with accessible, up-to-date and reliable information to support them in their studies and educational experience. This goal requires the Collaborative to provide access to the vast information resources on the Internet to help students in their studies and to be well informed. The Internet is an educational tool for the Collaborative. Users must understand that this access is for educational purposes and not for non- educational activities. Students will be utilizing the Internet, but WILL NOT have access to email or instant messaging.

Internet Use

The Collaborative provides students with Internet access in most classrooms and some locations have computer labs. All students may have access to the Internet. Students who wish this access must read and sign the “Student Internet/Email Usage Policy” form.

Authorized Use

The Collaborative’s Internet connection is intended primarily for educational use. That means we expect students to use Internet access primarily for education-related purposes, i.e. to research relevant topics and to obtain useful information. The following are specific provisions regarding authorized use of the Collaborative's Internet connection:

- Users may use the Collaborative’s Internet services for personal improvement provided that such use is consistent with staff and educational conduct.
- Internet use should be restricted to sites and materials such as news or information that might be considered reasonable if read as a text publication in a classroom or library environment.

Unauthorized Use

Users shall not use the Collaborative’s Internet services to view, download, save, receive, or send material related to the following:

- Offensive content of any kind, including pornographic material.
- Propagating a virus, worm, Trojan horse, or trap-door program code.
- Disabling or overload any computer system or network.
- Circumventing any system intended to protect the privacy or security of another user.
- Promoting discrimination on the basis of race, religion, ethnicity, disability, gender, sexual orientation race, age, or marital status.
- Visiting web sites that promote threatening or violent behavior.
- Using the Internet for illegal activities including the illegal downloading of music, movies, or other copyrighted materials.
- Distributing commercial messages.
- Gambling web sites.
- Hosting of ‘game servers’ for online or network gaming.

The above list of prohibited actions is by way of an example only and is not intended to be exhaustive.

Privacy and Monitoring

The Collaborative has software and systems in place to monitor and record all Internet usage. The Collaborative’s security systems are capable of recording each Web site, email, and instant message into and out of its internal networks. The Collaborative reserves the right to do so at any time. No student should have any expectation of privacy as to his or her Internet usage. The Collaborative’s technicians will periodically review Internet activity and contact staff of improper use to ensure that the Collaborative Internet resources are devoted to maintaining the highest levels of access and integrity. The Collaborative reserve the right to inspect any and all files stored in private areas of its network in order to assure compliance with this policy.

Accidental/Unintended Violations

The Collaborative does utilize software designed to identify inappropriate or sexually explicit Internet sites. The Collaborative blocks access from within its networks to all such sites. If a student accidentally connects to a site that contains sexually explicit or offensive material, they must disconnect from that site immediately, regardless of whether that site had been previously deemed acceptable by any screening or rating program. A user who accidentally accesses a prohibited site is encouraged to report the incident to staff without the threat of consequences.

Consequences

Students who are not responsible and who do not follow the Collaborative's policies on the use of the Internet and email may face one or all of the following penalties. Remember, the use of the Internet and various technologies offered by the Collaborative is a privilege, not a right.

Students grades K-5

- Parent Notification
- District Notification
- Possible Parent Conference or Team Meeting
- Loss of Internet access

Students grades 6-12+

- Parent Notification
- District Notification
- Possible Parent Conference or Team Meeting
- Loss of Internet access
- Possible Suspension from school
- Civil and Criminal Penalties when appropriate

POLICIES RELATIVE TO CONDUCT OF TEACHERS OR STUDENTS

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Elementary and Secondary Education for informational purposes only.

In each school building containing the grades nine (9) to twelve (12), inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a copy of this Handbook setting forth the rules pertaining to

the conduct of students. The Board of Directors shall review this Handbook each year to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- a.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b.) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c.) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation at private expense, along with the opportunity to present evidence and witnesses at said hearing before the principal.
- d.) After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- e.) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of his appeal. The student has the right to counsel at a hearing before the Executive Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- f.) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Executive Director of the school district to which the application is made may request and shall receive from the Executive Director of the school expelling said student a written statement of the reasons for said expulsion.

PARTICIPATION IN VOLUNTARY ATHLETIC, EXTRA CURRICULAR, OR CO-CURRICULAR ACTIVITIES

The Students participating in voluntary co-curricular activities, including but not limited to intra-mural or interscholastic athletics, are required to return a signed release of liability to the director of the event/activity prior to engaging in the activity, event, or the commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Program Principal and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intra-mural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and compliance with these laws,

policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

STAFF POLICIES

STAFF ORIENTATION; ANNUAL TRAINING; AND PROFESSIONAL DEVELOPMENT

Orientation

Staff orientation is the responsibility of Collaborative principals. Staff orientation is mandatory for all full and part-time staff, for interns and for volunteers.

Annual Training

All staff, including new employees, interns and volunteers, must participate in annual in-service training on average at least two hours per month. The following topics are required in-service training topics and must be provided annually to all staff:

- Reporting abuse and neglect of students to the Department of Children and Families and/or the Disabled Persons Protection Commission;
- Disciplinary and behavior support Procedures used by the program, such as positive reinforcement, point/level systems, token economies, time-out procedures and suspensions and terminations; as well as Restraint Procedures including de-escalation methods used by the program;
- Runaway policy;
- Emergency procedures including Evacuation Drills and Emergency Drills; and
- Civil rights responsibilities (discrimination and harassment).

The following additional topics are required in-service training topics and must be provided annually to all teaching staff:

- How the learning standards of the Massachusetts Curriculum Frameworks are incorporated into the program's instruction;
- Procedures for inclusion of all students in MCAS testing and/or alternate assessments; and
- Student record policies and confidentiality issues.

The following additional topics are required in-service training topics and must be provided annually to appropriate staff based on their job responsibilities:

- CPR training and certification;
- Medication administration (including, but not limited to, administration of antipsychotic medications and discussions of medications students are currently taking and their possible side effects);
- Transportation safety (for staff with transportation-related job responsibilities); and Student record

policies and confidentiality issues (for staff who oversee, maintain or access student records).

Professional Development

The Collaborative considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings. To this end, the Collaborative ensures that all staff, including both special education and general education staff, are trained on state and federal special education requirements and related local special education policies and procedures.

The Collaborative provides in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs; for any such student it also provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. Transportation providers include drivers of general and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.

STAFF CODE OF CONDUCT

The Collaborative considers professionalism to be of utmost importance. We expect our staff's conduct to be professional and ethical at all times. The following behaviors are expected of all staff.

- Behave in a professional manner at all times while on school premises or at a function at which the staff is a representative of the Collaborative.
- Follow all policies and procedures, manuals, and handbooks as outlined.
- Conduct day-to-day activities in a safe, responsible manner, and avoid situations that may endanger the safety of others.
- Maintain the security of confidential information. Unauthorized disclosure of confidential information is forbidden.
- No vaping, smoking or other use of tobacco products and no illegal or unauthorized drugs or alcohol at any Collaborative program, field trip or function.
- Provide accurate and non-judgmental information on all school records and reports.
- Regularly report to work on time, and give notification of any absences in a prompt and responsible manner in accordance with Collaborative policies and procedures.
- Complete assignments accurately and in a timely manner.
- Utilize only Collaborative-sanctioned modes of communication with students and follow all applicable laws, regulations, and Collaborative policies. This includes complying with the social media policy in the Employee Handbook.

[End of Handbook]

Appendix A**Valley Collaborative
Observation Request Form**

With this form you should have received a copy of the Collaborative's "School Visitor Procedures" and "Observation Policy". Please review those documents carefully before completing this form and again before arriving for your pre-arranged visit. Please thoroughly and carefully complete this form in order to help the Collaborative best arrange for a visit that will meet your needs as well as cause minimum disruption to the students and staff. This form must be completed and returned to the main office of the building you wish to visit at least five (5) days prior to the date of any requested visit.

Name of student or program to be observed: _____

Please briefly describe the purpose of your observation: _____

Please identify which setting(s) you would like to observe:

____ Integrated Classes (please specify if you wish to see a specific class or subject area):

____ Therapy Sessions (please specify if you wish to see a specific type of therapy):

____ Special Education Classes (please specify if you wish to see a specific class or subject area):

As stated in the Collaborative's "Observation Policy," due to the distraction inherent in the presence of any outside observer, observations may be limited to two (2) consecutive classes/periods/therapy sessions or for a maximum of two (2) hours, at the discretion of the principal of his/her designee depending on the nature of the individual program being visited. Given that limitation, please rank, in order of importance, the components of the program you wish to observe:

Observation Request Form Continued

If you have particular questions about the program or there is general information that you would find helpful, please describe such information below so that we can have it prepared for you in advance of your visit. For example, you might be seeking information such as student/teacher ratios, a student's schedule, class size, text used, etc.

Please list, in order of preference, several available dates on which you would like to observe. If your availability is limited to certain hours on any of these days, please note that as well:

If you are an individual authorized by the parent or legal guardian (i.e., an evaluator), please attach written documentation signed by the Parent/Guardian showing your status as an evaluator.

After this form has been submitted to the main office of the building in which the observation is sought, a designee of the principal will call you to schedule the visit and will send you written confirmation.

Thank you in advance for your cooperation with the attached policies and procedures.

Name of observer: _____

Organization or affiliation: _____

Signature: _____ Date: _____

Approved:

Disapproved:

Signature: _____ Signature: _____

Appendix B

Bullying Report Form

A. Reporter info:

1. Name of Reporter/Person making complaint: _____

2. Reporter info:

☐ Target of behavior ☐ Staff Member ☐ Parent ☐ Other(specify): _____
B. Information about incident:

1. Name of the Target: _____

2. Name of the Aggressor: _____

3. Date of the incident: _____

4. Witnesses:

1) _____ Student ☐ Staff ☐ Other ☐ _____2) _____ Student ☐ Staff ☐ Other ☐ _____

5. Location of incident: _____ Time of incident: _____

Type of incident: _____

Racial or Ethnic Harassment: comments, jokes, name calling of this nature

Sexual Harassment: A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

Verbal/Written Aggression: name calling, teasing, threats, note writing, written threats, etc.**Physical Aggression:** hitting, tripping, kicking, pulling a chair out from someone, purposely destroying someone's property, taking someone else's belongings**Social Aggression:** spreading rumors, excluding from the group, embarrassing someone on purpose, ganging up on someone**Cyber Bullying:** includes bullying through the use of technology, all social networking sites, any electronic communication, images, data, the creation of a web page or blog knowingly impersonating an individual**Intimidation:** threatening or intimidating someone into a particular action, gesture directed toward an individual, actions that create a hostile environment for the victim

Appendix B

Bullying Report Form Continued

Description of incident:

For Administrative Use Only

A. Investigation:

Interviewed:

Aggressor Name: _____ Date: _____

Target Name: _____ Date: _____

Witness Name: _____ Date: _____

Witness Name: _____ Date: _____

Witness Name: _____ Date: _____

Any prior documented incidents by the aggressor
yes, have incidents involved same target Yes/No If
Yes/No

Summary of Investigation:

B. Conclusions from Investigation

1. Finding of bullying or retaliation: Yes
N
o

2. Does the conduct constitute discrimination or harassment in violation of other applicable state
and/or federal laws? (Is the target a member of a protected class?)
Yes No

3. Contacts:

Parent/Legal Guardian of target notified? Yes/No Name: _____ Date: _____

Parent/Legal Guardian of aggressor notified? Yes/No Name: _____ Date: _____

Other agencies notified (specify):

_____ Date: _____

_____ Date: _____

_____ Date: _____

4. Disciplinary Action taken

5. Further Action Required

Appendix C

Authorization for Student Participation in the Experiential Physical Education Program

I understand that, in connection with my/my child's participation in the Valley Collaborative (the "Collaborative") Experiential Physical Education Program (the "EPE Program") during the school year, I/my child will engage in physical activities at school and on field trips locally, out-of-town, and out-of-state. I understand that such activities include, but are not limited to, archery, canoeing, cross-country skiing, downhill skiing, snowboarding, snowshoeing, fishing, geocaching, hiking, physical fitness training, rappelling, rock climbing, ropes courses, whitewater rafting, and other similar activities. I understand that my/my child's participation in the EPE Program also will include travel and transportation in connection with such activities and field trips. I authorize myself/my child to voluntarily participate in the EPE Program and in consideration for being permitted to do so agree as set forth herein.

I understand that my/m y child's voluntary participation in the EPE Program includes the risk of injury that may range in severity from minor to disabling to even death. I assume full responsibility for any risk of personal injuries or death to myself/my child or others or property damages arising from my/m y child's participation in the EPE Program. I agree to forever RELEASE, HOLD HARMLESS, AND INDEMNIFY the Collaborative, its member school districts, and its current and former directors, members, employees, volunteers, and agents (the "Releasees") from all claims, liabilities, losses, damages, causes of action, and/or expenses, including attorney's fees that have arisen or may arise in the future in connection with my/m y child's participation in the EPE Program, including for personal injuries or death to myself/my child, personal injuries or death to others, and property damage arising from my/m y child's participation in the EPE Program. I further understand that my/my child's participation in the EPE Program will involve activities off of Collaborative property, and agree that the Releasees shall not have any responsibility for the condition and use of non-Collaborative property.

I/my child agree(s) to abide by Collaborative Student and Family Handbook and Policies & Procedures Manual, codes of conduct, and disciplinary procedures, and to abide by all instructions and decisions made by teachers, staff, and those in authority while participating in the EPE Program. I agree that my/my child's participation in the EPE Program may at any time be terminated for failure to follow these rules.

If the student is 18 years of age or older and is his/her own legal guardian, the following statement must be read and signed by the student:

I certify that I am at least 18 years of age, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions. This remains in effect unless Valley Collaborative receives written notice that I revoke agreement to participate in the EPE program.

Student Signature

Date

If the student is less than 18 years of age, or otherwise is not his/her own legal guardian, the following statement must be read and signed by the student's parent(s) or legal guardian(s).

I certify that I am the parent and/or legal guardian of the student, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student. This remains in effect unless Valley Collaborative receives written notice that I revoke consent for the student to participate in the EPE program for the duration of his/her enrollment at Valley Collaborative.

Parent(s)/Legal Guardian(s) Signature

Date

Appendix D

PARTICIPATION IN VOLUNTARY ATHLETIC, EXTRA CURRICULAR, OR CO-CURRICULAR ACTIVITIES

PARENTAL CONSENT, RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

We, the undersigned parent/guardian of _____ [student's name] ("Student") and Student, do hereby consent to Student's participation in voluntary athletic, extra-curricular, or co-curricular programs of the Valley Collaborative and do forever RELEASE, acquit, discharge, and covenant to hold harmless the Valley Collaborative, a public school entity in the State of Massachusetts, and its successors, departments, officers, employees, servants, agents, and volunteers ("Releasees"), of and from any and all actions, causes of action, claims, demands, damages, costs, loss of services, expenses and compensation, inclusive of attorney fees, on account of, or in any way growing out of, directly or indirectly, Student's participation in the voluntary athletic, extra-curricular, or co-curricular programs, including but not limited to all known and unknown personal injuries or property damage which we/I may now or hereafter have as the parent(s) or guardian(s) of said Student, and also all claims or right of action for damages which said Student has or hereafter may acquire, either before or after Student has reached majority, resulting or to result from Student's participation in the Valley Collaborative athletic, extra-curricular, or co-curricular programs.

This release includes, but is not limited to, any claim based on allegations of negligence or negligent supervision, or any related claims arising out of the action or non-action of the District's agents, employees, servants, volunteers, or representatives regarding monitoring or supervising the activity of other students, or transfer of them to, on, or in any District facility including, but not limited to, play or practice fields and facilities, locker rooms, and vehicles used to transport participants. This release expressly excludes claims based on gross negligence or intentional acts, as defined by M.G.L. c. 258.

Furthermore, we hereby agree to protect the Releasees against any claim for damages, compensation or otherwise on the part of Student growing out of or resulting from injury to said Student in connection with Student's voluntary participation in the Valley Collaborative's athletic, extra-curricular, or co-curricular programs, and to INDEMNIFY, reimburse or make good to the Releasees any loss or damage or costs, including attorney's fees, the Releasees or their representatives may have to pay if any litigation arises from Student's intentional, grossly negligent or reckless acts or omissions while participating in said athletic, extra-curricular, or co-curricular programs.

Appendix D

PARTICIPATION IN VOLUNTARY ATHLETIC, EXTRA CURRICULAR, OR CO-CURRICULAR ACTIVITIES
(cont.)

By signing below, I further certify that Student has had a physical examination and that Student is physically able to participate in said athletic, extra-curricular, or co-curricular programs.

School: _____

Sport/Activity and Season: _____

Parent/Guardian Name (Print)	Relationship
------------------------------	--------------

Signature of Parent/Guardian, On behalf of myself and, if Student is a minor/under my guardianship, on behalf of Student	Date
---	------

Signature of Student	Date
----------------------	------

Audiotape, Photograph, Videotape & Website Agreement Form**Appendix E**

Student Name: _____ Date: _____

We have found it to be very beneficial to use photos, audiotape, and videotape in order to:

- Help student express themselves
- Improve communication by using pictures to describe situations and sequence events
- Facilitate understanding of routines, schedules, and roles
- Improve communication with parents by allowing them to view their child's performance at school
- Enhance students self-image and self esteem
- Heighten student understanding of group processes, sequencing of events, visual processing, and memory
- Appear in a printed publication such as a class picture, newspaper, magazine, or yearbook
- Submitted as sample to programs (examples: sports programs or play programs) or as contest entries to sponsors
- Utilized as a demonstration or sample in educational workshops, classrooms, and/or conferences
- Appear on video/electronic image made during a student presentation of a project, or in broadcasts or video/electronic image, which may or may not be used by a local television station or school/county project
- Facilitate other educational activities as Valley Collaborative deems necessary

Permission to Publish Photos on Valley Collaborative website

Photos of classroom activities, field trips, and school events enrich the school's website (www.valleycollaborative.org). Parent/Guardian consent is required to allow the faculty to publish photos containing students on the school website. To protect students' identities, last names or other personal information of students will not be published on the website. Only faculty will be allowed to add photographs to the school website. For further information please refer to the Children's Online Privacy Protection Act of 1998 (www.ftc.gov/ogc/coppal.htm).

Parent/Guardian Consent

Your permission grants Valley Collaborative approval to publicize without prior notification and remains in effect until Valley Collaborative receives written notice that you would like this revoked. I am the parent or legal guardian of the above-named student and give consent as indicated below for the duration of my student's enrollment at Valley Collaborative:

Permission for Audiotape, Photographs, Videotape	Yes	No
Permission to publish photos on the Valley Collaborative website	Yes	No

Parent/Guardian/Representative Signature

Date

Student Signature

Date

Appendix F

Valley Collaborative Student Internet Use Agreement Permission Form for the Duration of Enrollment

As a user of the Internet and other technologies offered by Valley Collaborative, I have read, fully understand, and will comply with the Collaborative's Acceptable Internet Use Policy.

Student Signature: _____

Date: _____

As the parent or legal guardian of the above student, I give permission for him or her to use the Internet and other network technologies offered by the Collaborative for the duration of his/ her enrollment at Valley Collaborative. This permission remains in effect until Valley Collaborative receives written notification that you would like it revoked. I understand the rules of the Acceptable Use Policy and also understand the consequences if said rules are not followed. I hereby release the Collaborative and its employees from any and all liability arising from my child's use, or inability to use, the Collaborative's Internet and/or other networking systems for the duration of his/her enrollment at Valley Collaborative.

Parent/Guardian Signature: _____ Date: _____

Name of Student: _____ Date: _____

Appendix G**VALLEY COLLABORATIVE****Parent/Guardian/Student Acknowledgement of Receipt of
Student and Family Handbook & Policies and Procedures Manual**

Student's Name: _____ Age: _____

Parent/Guardian Name(s): _____

Parent/Guardian Email(s): _____

School/Program: _____ Grade: _____

By signing below, the parent and student acknowledge and agree as follows:

- 1) We have received a copy of the Valley Collaborative Student and Family Handbook & Policies and Procedures Manual (the "Handbook").
- 2) We understand that the Handbook contains important information about the home-school partnership and rules and policies of the Collaborative with respect to the student's education and participation in Collaborative programs.
- 3) We have read and discussed the contents of the Handbook, and agree that the student's participation in Collaborative programs is subject to the rules and policies contained in the Handbook.
- 4) We agree that we will work together with each other and with Collaborative staff to make sure that the student follows the rules and policies contained in the Handbook.

Parent/Guardian Signature(s): _____ Date: _____

_____ Date: _____

Student Signature: _____ Date: _____

Appendix H

VALLEY COLLABORATIVE

Parent/Guardian Acknowledgment of Restraint Prevention and Behavior Support Policy and Procedures

Student's Name: _____ Age: _____

Parent/Guardian Name(s): _____

Parent/Guardian Email(s): _____

School/Program: _____ Grade: _____

- 1) We/I have received a copy of Valley Collaborative's Restraint Prevention and Behavior Support Policy and Procedures (the Restraint Policy).
- 2) We/I understand that the Restraint Policy has been developed and implemented as required by 603 CMR 46.00, the Massachusetts regulation that regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, virtual schools and collaborative education programs.
- 3) We/I understand that the Restraint Policy contains important information about the Collaborative's policies and practices with respect to physical restraints.
- 4) We/I have read and understand that contents of the Restraint Policy and acknowledge that all student restraints are subject to the policy for the duration of his/her enrollment at Valley Collaborative.

Parent/Guardian Signature(s): _____

Date: _____

Appendix I

Valley Collaborative
REPORTING FORM FOR INCIDENTS OF
RESTRAINT *CONFIDENTIAL*

Student Restrained: _____

Restraint by: _____

Witnessed by: _____

Reported by: _____

Place of Restraint: _____

Date & Time Restraint Began: _____

Date & Time Restraint Ended: _____

Name of School Principal Who Received Report: _____

Date & Time of Report: _____

Description of activity in which restrained student and other students and staff were engaged immediately preceding the restraint

Description of the behavior that prompted the restraint

Description of the efforts made to de-escalate, including less intrusive restraint alternatives that were attempted.

Justification for initiating the restraint

Description of the administration of the restraint including the holds used and reasons such holds were necessary

Description of the student's behavior and reactions during the restraint and how the restraint ended

Were there any injuries to student(s) and/or staff during restraint? _____ YES _____ NO

If so, identify who was injured and describe the injury and any medical care provided

Nurse / Social Worker Assessment (if applicable)

Reporter's Signature: _____

TITLE: _____

Teacher's Signature: _____

Principal's Signature: _____

PARENT COMMENTS

Parent(s) Name(s):

If you have comments regarding this restraint, please provide them below and return a copy of this comment form to your child's principal. _____

Appendix J

Albanian

Informacioni i bashkëngjitur është i rëndësishëm. Lutemi kërkojini ndonjë anëtar të familjes, miku ose komshiu që t'ju përkthejë. Nëse nuk njihni asnjë njeri që t'ju përkthejë, lutemi plotësoni informacionin e mëposhtëm dhe kthejeni tek drejtoresha e shkollës së fëmijës suaj, së bashku me njoftimin e bashkëngjitur. Dikush që flet gjuhën tuaj do t'ju telefonojë për ta diskutuar informacionin me ju në telefon.

Ju lutem më telefononi rreth këtij njoftimi. Unë flas _____ . Numri i telefonit tim gjatë ditës është _____ . Emri im është _____ .

Arabic

رجاء ملأت داخل المعلومة أدناه، إن أنت لا تعرف أي شخص الذي يستطيع ترجمت هو. ترجم هو ل أنت رجاء سألت أسرة عضوة صديقة أو جار أن ي. ال يربط معلومة مهمة سيدعو أحد ما الذي يتكلم لغتك أنت أن يراجع المعلومة مع أنت على الهاتف. ورجعت هو إلى المسؤولة من طفلك مدرسة مع ال يربط إشعار ي نهار هاتف. أنا أتكم. رجاء دعائتي حول هذا إشعار رقم _____ . اسمي _____ .

French

L'information jointe est importante. Veuillez demander à un membre, à un ami, ou à un voisin de famille de le traduire pour toi. Si vous ne savez pas n'importe qui qui peut le traduire, pour compléter svp l'information ci-dessous et pour la renvoyer au principal de l'école de votre enfant avec la notification jointe. Quelqu'un qui parle votre langue vous appellera pour passer en revue l'information avec toi au-dessus du téléphone. Veuillez m'appeler au sujet de cette notification. Je parle le _____. Mon téléphone de journée le nombre est _____. Mon nom est _____.

Armenian

Կցվող տեղեկությունը կարևոր է: Խնդրեք մի հարազատից, բնակիչից կամ հարևանից որ քարգմանի ձեզ համար: Եթե չեք ճանաչում որևէ մեկին որ կարող է քարգմանել, խնդրում ենք լրացնել ներքևի տեղեկանքը եւ ձեր երեխայի դպրոցի տնօրենին վերադարձնել կցված ազդիւն հետ: Չեր լեզուն խոսող մեկը կզանգահարի ձեզ՝ հեռախոսով քննարկելու տեղեկությունը:

Խնդրում եմ ինձ զանգեք այս տեղեկության մասին: Խոսում եմ _____ : Իմ օրվա հեռախոսահամարն է _____ : Իմ անունն է _____ :

Chinese

以下的消息是非常重要的。请你让家人，朋友，或邻居帮你翻译。如果你找不到帮你翻译的人，请填写好下面的表格。然后交给孩子学校的校长。翻译人员会打电话给你，通过电话为你解释消息。

请打电话给我。我的语言是_____。 我的名字是_____。

Dutch

De informatie in bijlage is belangrijk. Gelieve te vragen een een familielid, vriend, of buur om het voor u te vertalen. Als u iedereen niet kent wie het kan vertalen, alstublieft de informatie hieronder invullen en het teruggeven aan het hoofd van de school van uw kind samen met het bericht in bijlage. Iemand wie uw taal spreekt zal u roepen om de informatie te herzien met u over de telefoon.

Gelieve te roepen me over dit bericht. Ik spreek _____. Mijn dagtelefoon het aantal is _____. Mijn naam is _____.

Farsi

اطلاعات ضمیمه شده بسیار مهم هستند. لطفاً از وابستگان، افراد فامیل، دوستان و یا همسایگان خود تقاضا کنید که این متن را برای شما ترجمه کنند. اگر کسی را نمیشناسید که بتواند این ترجمه را برایتان انجام دهد خواهشمندیم رقم زیر را پر کرده و بهمراه مدرک اصلی (اطلاعه یا اعلامیه) برای مدیر مدرسه فرزندان ارسال فرمایید. شخصی که بزبان شما آشنایی کامل دارد برای توضیح و مرور اطلاعات مربوطه، از طریق تلفن با شما تماس خواهد گرفت.

لطفاً بر مورد این مدرک (اطلاعه یا اعلامیه) با من تماس بگیرید. من بزبان صحبت میکنم.
شماره تلفن من در طی روز
نام و نام فامیل من

Finnish-Suomi

Oheiset tiedot ovat tärkeitä. Pyydä perheenjäsentä, ystävää tai naapurua kääntämään ne sinulle. Jos et tunne ketään, kuka voisi kääntää ne, täytä alla olevat tiedot ja palauta ne lapsesi koulun rehtorille oheisen ilmoituksen kanssa. Kieltäsi puhuva henkilö soittaa sinulle ja käy läpi tiedot puhelimessa kanssasi.

Soita minulle tästä ilmoituksesta. Puhun _____.
Puhelinnumeroni on päivällä _____. Nimeni on _____.

French

L'information jointe est importante. Veuillez demander à un membre, à un ami, ou à un voisin de famille de le traduire pour toi. Si vous ne savez pas n'importe qui qui peut le traduire, pour compléter svp l'information ci-dessous et pour la renvoyer au principal de l'école de votre enfant avec la notification jointe. Quelqu'un qui parle votre langue vous appellera pour passer en revue l'information avec toi au-dessus du téléphone. Veuillez m'appeler au sujet de cette notification. Je parle le _____. Mon téléphone de journée le nombre est _____. Mon nom est _____.

German

Die angebrachten Informationen sind wichtig. Bitten Sie bitte ein Familie Mitglied, einen Freund oder einen Nachbar, es für Sie zu übersetzen. Wenn Sie nicht niemand wissen, das es übersetzen kann, die Informationen bitte unten auszufüllen und sie zur Direktion der Schule Ihres Kindes zusammen mit der angebrachten Nachricht zurückzubringen. Jemand, das Ihre Sprache spricht, ruft Sie an, um die Informationen mit Ihnen über dem Telefon zu wiederholen.

Rufen Sie mich bitte über diese Nachricht an. Ich spreche _____. Mein Tagestelefon Zahl ist _____. Mein Name ist _____.

Greek

Οι συνημμένες πληροφορίες είναι σημαντικές. Παρακαλώ ζητήστε από ένα οικογενειακό μέλος, έναν φίλο, ή έναν γείτονα για να τον μεταφράσετε για σας. Εάν δεν ξέρετε καθενός που μπορεί να το μεταφράσει, παρακαλώ να συμπληρώσει τις πληροφορίες κατωτέρω και να το επιστρέψει στον προϊστάμενο του σχολείου του παιδιού σας μαζί με τη συνημμένη ειδοποίηση. Κάποιος που μιλά τη γλώσσα σας θα σας καλέσει για να αναθεωρήσει τις πληροφορίες με σας πέρα από το τηλέφωνο. Παρακαλώ με καλέστε για αυτήν την ειδοποίηση. Μιλώ _____. Το πρωινό τηλεφώνό μου ο αριθμός είναι _____. Το όνομά μου είναι _____.

Gujarati

સંલગ્ન માહિતી મહત્વપૂર્ણ છે. કૃપા કરીને આપના પરિવારજન, મિત્ર અથવા પાડોશીને તેનો અનુવાદ કરી આપવા કહો. જો આપ કોઈ અનુવાદકર્તાને ના જાણતા હો, તો કૃપા કરીને નીચે જણાવેલ માહિતી ભરો અને સંલગ્ન નોટિસ સાથે તેને આપના બાળકની સ્કૂલના પ્રિન્સિપાલને મોકલી આપો. આપની ભાષા જાણનાર કોઈક વ્યક્તિ આ માહિતીના અવલોકન માટે આપની સાથે ફોન પર વાત કરશે. કૃપા કરીને આ માહિતી વિશે મને ફોન કરો. હું _____ બોલું છું. મારો દિવસનો ફોન નંબર _____ છે. મારું નામ _____ છે.

Haitian Creole

Ransèyman ki atache-la-a enpòtan anpil. Tanpri mande yon moun nan fanmi-ou, yon zanmi oswa yon vwazen tradwi-li pou ou. Si ou pa konnen okenn moun ki ka tradwi pou ou, tanpri founi ransèyman nan espas-yo anba-a epi retounen pape-a nan biwo direktè lekòl pitit-ou avèk nòt ki atache avèk li-a. Yon moun ki pale lang-ou va rele-ou pou ba-ou plis esplikasyon nan telefòn. Tanpri rele-m konsènen nòt-la. M pale kreyòl ayisyen. Nimewo telefòn-mwen lajounen se: _____ Non-mwen se: _____

Hindi

संलग्न सूचना महत्वपूर्ण है। कृपया परिवार के किसी सदस्य, दोस्त, या पड़ोसी से कहें कि वे आपके लिए इसका अनुवाद कर दें। अगर आप किसी ऐसे व्यक्ति को नहीं जानते जो इसका अनुवाद कर सकता है, तो कृपया नीचे की सूचना भरें और संलग्न नोटिस के साथ अपने बच्चे के स्कूल के प्रिंसिपल को लौटा दें। आपकी भाषा बोलने वाला कोई व्यक्ति आपको फोन करके आपके साथ इस सूचना के बारे में बात करेगा। कृपया मुझे इस नोटिस के बारे में फोन करें। मैं _____ बोलता हूँ। मेरा दिन का टेलीफोन नंबर है _____। मेरा नाम है _____।

Italian

Le informazioni allegate sono importanti. Chieda prego ad un membro, ad un amico, o ad un vicino della famiglia di tradurrglielo per. Se non conoscete chiunque che possa tradurlo, per riempire prego le informazioni qui sotto e per restituirle al principale della scuola del vostro bambino con l'avviso fissato. Qualcuno che parli la vostra lingua li denominerà per rivedergli le informazioni con sopra il telefono. Denominilo prego circa questo avviso. Parlo il _____. Il mio telefono di giorno il numero è _____. Il mio nome è _____.

Japanese

添付されている情報はとても重要です。
ご家族、お友達、またはご近所の方に翻訳してもらってください。
もし翻訳できる人がいなければ、以下に必要事項を記入して、添付された通知と一緒にお子様の学校のプリンシパル（校長）に提出してください。
あなたの言語を話す人がお電話し、記載されている内容について説明いたします。

この通知について電話をください。私は _____ 語を話します。
日中の連絡先電話番号は _____ です。
私の名前は _____ です。

Korean

첨부된 내용은 중요한 정보입니다. 친척, 친구, 또는 이웃에게 번역을 부탁하십시오. 번역해 줄 사람이 아무도 없다면 아래의 정보를 기입하셔서 자녀가 재학하고 있는 학교의 교장에게 첨부된 통지서와 함께 보내십시오. 귀하의 언어를 구사하는 사람이 전화를 통해 이 정보를 귀하와 함께 검토해 드릴 것입니다.

이 통지서에 관해 제게 전화해 주십시오. 제가 구사하는 언어는 _____입니다. 저와 통화가 가능한 낮시간 전화번호는 _____입니다. 제 이름은 _____입니다.

Laotian

ໃບຮ້ອງຂໍການແປພາສາໄທພໍ່ແມ່ຫຼືຜູ້ປົກຄອງ

ຂໍ້ມູນຄັດຕິດນີ້ສໍາຄັນ. ກະລຸນາໃຫ້ທ່ານຂໍສະນາຊີກຄອບຄົວ ພູ່ເພື່ອນ ຫຼືເພື່ອນບ້ານແປຂໍ້ມູນນີ້ໃຫ້ທ່ານ. ຖ້າຫາກວ່າທ່ານບໍ່ຮູ້ຈັກຄົນໃດທີ່ສາມາດແປໃຫ້ທ່ານໄດ້ ຂໍໃຫ້ຂຽນຕື່ມໃສ່ຂໍ້ມູນທາງລຸ່ມນີ້ ແລ້ວສົ່ງຄືນພ້ອມດ້ວຍໃບແຈ້ງຄວາມທີ່ຄັດຕິດໄວ້ໄປຫາອາຈານໃຫຍ່ຢູ່ທີ່ໂຮງຮຽນຂອງລູກຂອງທ່ານ. ຄົນນຶ່ງທີ່ເວົ້າພາສາຂອງທ່ານຈະໄປຫາທ່ານເພື່ອພິຈາລະນາຂໍ້ມູນນີ້ນໍາທ່ານໂດຍທາງໂທລະສັບ.

ຂໍໃຫ້ໂທມາຫາຂ້າພະເຈົ້າກ່ຽວກັບໃບແຈ້ງຄວາມທີ່ຄັດຕິດ. ຂ້າພະເຈົ້າເວົ້າພາສາ _____. ເລກໂທເມື່ອກາງເວັນຂອງຂ້າພະເຈົ້າແມ່ນ _____. ຂ້າພະເຈົ້າຊື່_____.

Nepali

समावेश गरिएको जानकारी महत्वपूर्ण छ । कृपया आफ्नो परिवार, साथी, अथवा आफ्नो छिमेकी सँग यो अनुवाद गर्न अनुरोध गर्नुहोस् । यदि तपाईंले अनुवाद गर्ने कोही पनि भेट्नु भएन भने, कृपया तलको जानकारीहरु भरि आफ्नो बच्चाको स्कूलको हेडमास्टरलाई सुचनाको साथै बुझाउनु होला । तपाईंको भाषा बोल्ने मनिषले तपाईंसँग फोनमा तपाईंको जानकारीको मुल्याङ्कनको लागि संपर्क गर्नेछ ।

कृपया यो सुचनाको लागि मलाई संपर्क गर्नुहोस् । म _____ भाषा बोल्छु । मलाई दिउसो संपर्क गर्ने फोन नम्बर _____ हो । मेरो नाम _____ हो ।

Portuguese

A informação unida é importante. Peça por favor que um membro, um amigo, ou um vizinho da família traduzam-no para você. Se você não souber qualquer um que pode o traduzir, para preencher por favor abaixo a informação e para a retornar ao principal da escola da sua criança junto com a observação unida. Alguém que fala sua língua chamá-lo-á para rever a informação com você sobre o telefone.

Chame-me por favor sobre esta observação. Eu falo o _____. Meu telefone do dia o número é _____. Meu nome é _____.

Pushto

د مور او پلار/څارونکي د ترجمي درخواست فورمه
نښلول شوی معلومات مهم دي. مهرباني وکړي او د کورني د يو غړي، ملگري، يا ګاونډي، نه غوښتنه وکړي چه دا ټاکل شوی معلومات تاسي ته ترجمه وکړي. که تاسي څوک نه پيژني چه دا معلومات تاسي ته ترجمه وکړي، مهرباني وکړي دا لاندي معلومات ډک کړي او د خپل د ماشوم ښوونځي مشر ته د دا ټاکل شوی خبرتيا سره يو ځای بيرته راواستوي. څوک چه د ستا په ژبه باندی پوهيږي تاسي سره تماس به ونيسي او دا معلومات د تاسي سره يو ځای په تېلفون باندی کتنه وکړي.

لطفاً زما سره د دی خبرتيا په برخه کی تېلفون وکړي. زه په _____ ژبه باندی خبری کوم. زما د ورځی له خوا تېلفون نمبر دا _____ دی. زما نوم _____ دی.

Romanian

Informatia anexata este importanta. Va rog sa rugati un membru de familie, prieten sau vecin sa v-o traducă. Daca nu cunoasteti pe nimeni care sa o poata traduce, va rog completati informatia de mai jos si restituiti-o directorului scolii copilului dumneavoastra impreuna cu anuntul anexat. Cineva care vorbeste limba dumneavoastra va telefona sa revizuiasca informatia cu dumneavoastra la telefon.

Va rog telefonati-mi despre acest anunt. Eu vorbesc _____. Numarul meu de telefon din timpul zilei este _____. Numele meu este _____.

Russian

Приложенная информация важна. Пожалуйста спросите, что член, друга, или сосед семьи переводит его для вас. Если вы не знаете любое, то может перевести его, пожалуйста для того чтобы заполнить внутри информацию ниже и возвратить ее к главе школы вашего ребенка вместе с прикрепленным извещением. Кто-то говорит ваш язык вызовет вас для того чтобы рассмотреть информацию с вами над телефоном.

Пожалуйста вызовите меня о этом извещении. Я говорю _____. Мой телефон дневного времени номер будет _____. Моим именем будет _____.

Spanish

La información unida es importante. Pida por favor que un miembro, un amigo, o un vecino de la familia lo traduzcan para usted. Si usted no sabe a cualquier persona que pueda traducirlo, para completar por favor la información abajo y para volverla al principal de la escuela de su niño junto con el aviso unido. Alguien que habla su lengua le llamará para repasar la información con usted sobre el teléfono.

Llámeme por favor sobre este aviso. Hablo el _____. Mi teléfono del día el número es _____. Mi nombre es _____.

Swedish

Den fäste informationen är viktig. Behaga frågar en familjemedlem, en vän eller ett grann att översätta den för dig. Om du inte vet någon som kan översätta det, att behaga fyll in den nedanför informationen, och återgå till skolan till rektor av ditt barn tillsammans med fäst märker. Någon, som talar ditt språk, ska appell dig för att granska informationen med dig över ringa.

Behaga appellen som jag märker härom. Jag talar _____. Min dag ringer numrera är _____. Mitt känt är _____.

Thai

เอกสารที่แนบมานี้เป็นเอกสารสำคัญ กรุณาสอบถามสมาชิกในครอบครัว ,เพื่อน ,หรือเพื่อนบ้านของท่าน เพื่อแปลให้ท่านเข้าใจ ถ้าท่านไม่รู้จักรใครที่จะสามารถแปลเอกสารเหล่านี้ให้ท่านได้ กรุณากรอกข้อมูลในแบบฟอร์มข้างล่าง อาจารย์ใหญ่ของโรงเรียนที่บุตรหลานของท่านกำลังศึกษาอยู่ พร้อมเอกสารที่ต้องการให้แปล จะมีบุคคลที่พูดภาษาของท่านจะโทรกลับเพื่อช่วยในการแปลและสื่อสารกับท่านผ่านทางโทรศัพท์ กรุณาโทรหาข้าพเจ้า เกี่ยวกับเอกสารนี้

ข้าพเจ้าพูดภาษา _____

หมายเลขโทรศัพท์ที่สามารถติดต่อได้ระหว่างวันคือ _____

ข้าพเจ้าชื่อ _____.

Urdu

منسلک معلومات اہم ہے۔ براہ کرم اپنے کسی اہل خانہ، دوست، یا پڑوسی سے اپنے لئے اس کا ترجمہ کرنے کو کہیں۔ اگر آپ کسی ایسے فرد سے واقف نہیں ہیں جو اس کا ترجمہ کرسکتا ہو تو، براہ کرم ذیل کی معلومات بھر کر منسلک نوٹس کے ساتھ اپنے بچے کے اسکول کے پرنسپل کو واپس کردیں۔ آپ کی زبان بولنے والا کوئی شخص فون پر آپ کے ساتھ معلومات پر گفتگو کے لئے کال کرے گا۔

براہ کرم اس نوٹس کے سلسلے میں مجھے کال کریں۔ میں _____ زبان بولتا / بولتی ہوں

میرا دن کے وقت کا فون نمبر _____ ہے میرا نام _____ ہے

Vietnamese

Thông tin đính kèm rất quan trọng. Xin vui lòng yêu cầu một người thân trong gia đình, bạn bè, hoặc hàng xóm dịch lại cho bạn. Nếu bạn không biết người nào có thể dịch được, vui lòng điền thông tin dưới đây và gửi lại cho hiệu trưởng trường học của con bạn cùng với thông báo đính kèm. Sẽ có người biết nói ngôn ngữ của bạn gọi điện cho bạn để xem xét lại thông tin với bạn qua điện thoại.

Xin vui lòng gọi cho tôi về thông báo này. Tôi nói tiếng _____. Số điện thoại ban ngày của tôi là _____. Tên tôi là _____.

Appendix K

VALLEY COLLABORATIVE

Sexual discrimination/Harassment Reporting Form

Sexual harassment, including sexual violence, is unlawful sex discrimination. Any person may report sex discrimination, including sexual harassment in person, by mail, by telephone, or by electronic mail, to: Kari Morrin, Director of Human Resources and Title IX Coordinator, 25 Linnell Circle, Billerica, MA 01821, 978-528-7863, kmorrin@valleycollaborative.org Use this form to report sex discrimination or sexual harassment. Assistance is available from the Title IX Coordinator if you need help completing this form.

Name of Reporter/Person Filing the report:

Circle whether you are a: **Student** **Staff Member** **Parent** **Administrator** **Other**

If you are a student, your school name:

Your grade:

If you are a staff member, your school name or work site:

Your role:

Your address and telephone number if not a student or employee:

Name of Person you alleged discriminated/ harassed you:

Circle whether that person is a: **Student** **Staff Member** **Parent** **Administrator** **Other**

Date(s) and time(s) of alleged discrimination or harassment:

Location of alleged discrimination or harassment:

Witnesses (people who saw the incident or have information about it)

Name:

Name:

Name:

Please provide a detailed description of the conduct you allege to be discrimination or harassment:

Describe include the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used).

Signature of Person Filling out Report:

Date:

FOR ADMINISTRATIVE USE ONLY

Form Given to/Received by:

Position:

Circle how was report received: in person, by mail, by telephone, or by electronic mail

Signature: _____

Date Received:



2022 - 2023 Academic Calendar

Valley Elementary School,
Valley Middle School, and
Valley Transitional High School

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

	First/Last Day of Summer Program
	*Professional Development Day All Staff - No School for Students
	No School/Holiday/School Vacation
	Professional Development Day for Licensed Staff - No School for Students

	First/Last Day of School Year (5 snow days used)
	Early Release - Professional Development for staff (specific number of PD days will vary by position)
	Board of Directors Meeting (Regular School Day for Staff and Students)
	Early Release

Appendix M



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

Hiring and Employment Practices

Name of Employer: _____

Date: _____

As a hiring manager/supervisor at the above named organization, I affirm the following:

The above named employer and all hiring managers/supervisors comply with applicable federal and state laws prohibiting discrimination in hiring or employment practices. This specifically includes the following protected categories: race, color, national origin, sex, gender identity, disability, religion, limited English speaking ability, sexual orientation, and homelessness.

This statement is true for hiring employees/students completing work-study programs, apprenticeship training programs, as well as those completing cooperative work experiences at Valley Collaborative.

Signature

Date

Printed Name

Title

Appendix N

Human Sexuality Education Notification

Valley Collaborative dedicates itself to providing your child with an educational curriculum that addresses all areas of their everyday functioning. A component of our programming involves health education, which provides instruction regarding human development and human sexuality.

This instruction may be provided by a team of educators including the classroom teacher, physical education teacher, social workers/counselors, nurses, and the life skills coordinator. Together the team will work to provide age and developmentally appropriate instruction of skills and provide your child with the information they need to navigate this time in their lives. We are sensitive to the individual needs of each student and will adjust the curriculum as we deem necessary for each student.

As we move forward, Valley Collaborative will implement evidence-based Sexuality Education curricula that were developed with an understanding of our student population and is trauma informed.

The lesson plans topics for this curriculum includes:

- Gender expression and identity
- Relationship development
- Communication styles
- Problem-solving, safety and decision making, including internet safety and consent
- Hygiene and caring for the body
- Human anatomy and physiology
- Sexual development and health, including sexual transmitted infections and pregnancy

Under Massachusetts law and Valley Collaborative's policy, you may exempt your student from participating in Sexuality Education. If you choose to exempt your student please indicate it below and provide it to your student's Valley Collaborative program. Please note: no student who is exempted from this portion of the curriculum will be penalized.

_____ I **DO NOT** allow my student to participate

Parent/Guardian Signature

Student

Date

From: [Supersonly](#) on behalf of [Erica Hedrick via Supersonly](#)
Subject: [EXTERNAL] [Supersonly] Legal Release - liability and supervision of athletic and other extra-curricular programs
Date: Tuesday, August 16, 2022 5:53:39 PM
Attachments: [Athletic Extracurricular HB language and Release Memo. M.A.S.S. PDF 8.11.22.pdf](#)
[ATT00001.txt](#)

CAUTION: This email came from someone outside Valley Collaborative. Please use caution when clicking on any links or images in this message.

Please see the attached from Attorney Mike Long - As a follow up to the discussion at the 2022 Paul J. Andrews Summer Institute concerning liability and supervision of athletic and other extra-curricular programs, we are including some suggested language which you may want to review and consider including in your Student Handbooks, particularly at the high school level.

Erica Hedrick
Assistant to the Executive Director
Massachusetts Association of School Superintendents (M.A.S.S.)
ehedrick@massupt.org
(T) 781-541-5098
(F) 781-541-5534
NEW ADDRESS EFFECTIVE 7/1/21:
209 Burlington Road, Suite 113
Bedford, MA 01730
www.massupt.org

"Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has." - Margaret Mead

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SHARI B. ARIAIL**

**TELEPHONE (781) 749-0021
FACSIMILE (781) 749-1121
email@long-law.com**

To: Thomas Scott, M.A.S.S.
From: Atty. Michael J. Long of Long, DiPietro, and Gonzalez, LLP
Re: Revised Handbook and Athletic Release Language
Date: August 11, 2022

INTRODUCTION

As a follow up to the discussion at the 2022 Paul J. Andrews Summer Institute concerning liability and supervision of athletic and other extra-curricular programs, we are including some suggested language which you may want to review and consider including in your Student Handbooks, particularly at the high school level. The purpose of the proposed language is simply to put all participants on notice that bullying, hazing, harassment and discriminatory behavior is not acceptable student behavior, including while engaged in these activities.

You will also find included new language in a release of claims, which many clients already require, as a condition of participation in sports and extra-curriculars. The previous release language had been in circulation for many years and was approved by the Supreme Judicial Court in the case of Sharon v. Newton, 437 Mass. 99 (2002). The revised language, below, builds on the Newton rationale, but has not been tested in court. We have added language to specifically release claims based on staff negligence in locker room supervision, or in other extra-curricular activities. The new language does NOT release districts from intentional acts of employees or gross negligence, both of which were expressly excluded from such release coverage by the court in Newton.

You may have unique circumstances which require further modification of these samples, or community expectations which render the use of these terms unlikely. Please consult with local counsel to discuss how these terms can be modified or adapted to fit your circumstances.

HANDBOOK LANGUAGE

Students participating in voluntary co-curricular activities, including but not limited to intra-mural or interscholastic athletics, are required to return a signed release of liability to the director of the event/activity prior to engaging in the activity, event, or the commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intra-mural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and compliance with these laws, policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

SAMPLE RELEASE – BASED ON *SHARON V. NEWTON*; MODIFIED TO ADDRESS LOCKER ROOM SUPERVISION

PARENTAL CONSENT, RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

We, the undersigned parent/guardian of _____ [student's name] ("Student") and Student, do hereby consent to Student's participation in voluntary athletic, extra-curricular, or co-curricular programs of the _____ Public Schools and do forever RELEASE, acquit, discharge, and covenant to hold harmless the _____, a municipal corporation of the State of Massachusetts, and its successors, departments, officers, employees, servants, agents, and volunteers ("Releasees"), of and from any and all actions, causes of action, claims, demands, damages, costs, loss of services, expenses and compensation, inclusive of attorney fees, on account of, or in any way growing out of, directly or indirectly, Student's participation in the voluntary athletic, extra-curricular, or co-curricular programs, including but not limited to all known and unknown personal injuries or property damage which we/I may now or hereafter have as the parent(s) or guardian(s) of said Student, and also all claims or right of action for damages which said Student has or hereafter may acquire, either before or after Student has reached majority, resulting or to result from Student's participation in the _____ Public Schools athletic, extra-curricular, or co-curricular programs.

This release includes, but is not limited to, any claim based on allegations of negligence or negligent supervision, or any related claims arising out of the action or non-action of the District's agents, employees, servants, volunteers, or representatives regarding monitoring or supervising the activity of other students, or transfer of them to, on, or in any District facility including, but

not limited to, play or practice fields and facilities, locker rooms, and vehicles used to transport participants. This release expressly excludes claims based on gross negligence or intentional acts, as defined by M.G.L. c. 258.

Furthermore, we hereby agree to protect the Releasees against any claim for damages, compensation or otherwise on the part of Student growing out of or resulting from injury to said Student in connection with Student's voluntary participation in the _____ Public Schools athletic, extra-curricular, or co-curricular programs, and to INDEMNIFY, reimburse or make good to the Releasees any loss or damage or costs, including attorney's fees, the Releasees or their representatives may have to pay if any litigation arises from Student's intentional, grossly negligent or reckless acts or omissions while participating in said athletic, extra-curricular, or co-curricular programs.

By signing below, I further certify that Student has had a physical examination and that Student is physically able to participate in in said athletic, extra-curricular, or co-curricular programs.

School: _____

Sport/Activity and Season: _____

Parent/Guardian Name (Print)

Relationship

Signature of Parent/Guardian,

Date

On behalf of myself and, if Student is a minor/under my guardianship, on behalf of Student

Signature of Student

Date



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Matthew Gentile, Director of DDS Services
Date: September 15, 2022
Re: Approval of the Today & Tomorrow Program Handbook & Policies and Procedures Manual

Attached please find the updated Program Handbook for Valley Collaborative's Today & Tomorrow Program which is distributed to all individuals and families informing them of the program policies, procedures, and expectations.

This version of the handbook has been slightly altered with updated staff titles, noteworthy dates, and services offered. This Program Handbook was created in line with the expectations of the Office of Quality Enhancement (OQE), who oversees and preforms a biennial audit of the Today & Tomorrow program.

Required Action:

Vote to approve the Today & Tomorrow Program Handbook & Policies and Procedures Manual

Attachments:

Today & Tomorrow Program Handbook & Policies and Procedures Manual



Today & Tomorrow Program Handbook & Policies and Procedures Manual

Valley Collaborative
25 Linnell Circle, Billerica, MA 01821
Tel: (978) 528-7826; Fax (978) 663-0759
www.valleycollaborative.org

*Updated and Approved by the Board of Directors of Valley Collaborative on

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Appendix D: Health Services Manual

Appendix E: ISP Timeline

Appendix F: Assessment of Functional Living Skills

Appendix G: Person Centered Plan

INTRODUCTION

Purpose of the Today & Tomorrow Program Handbook & Policies and Procedures Manual

Welcome! This Today & Tomorrow Program (the Program) Handbook is intended to serve as a guide to help Individuals and their families learn about policies and rules of the Collaborative as well as to set forth basic rights, responsibilities, and expectations of Individuals.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at the Program or the Collaborative. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of the Collaborative to deviate from the rules and procedures set forth in this handbook. The Collaborative reserves the authority to deal with individual circumstances as they arise in the manner it deems most appropriate taking into consideration the best interests of the Collaborative, its faculty, employees, Individuals, and the community.

Please take the time to familiarize yourself with the contents of this handbook. The Collaborative is hopeful that the handbook will answer many questions you may have about the Collaborative, its programs, rules, and policies. **Guardians and Individuals are instructed to sign the Individual/Guardian Acknowledgement of Receipt of the Today & Tomorrow Program Handbook & Policies and Procedures Manual and return it to the Director of DDS Services.**

Please feel free to contact the Director of DDS Services should you have any questions concerning this handbook.

About the Collaborative

Valley Collaborative is operated by the following school districts: Billerica, Chelmsford, Dracut, Groton-Dunstable Regional, Nashoba Valley Technical High School, North Middlesex Regional, Tewksbury, Tyngsborough, and Westford.

The Collaborative is a Massachusetts Department of Elementary and Secondary Education (DESE) approved public school entity and a contracted provider of services for the Executive Office of Health and Human Services (EOHHS) that provides high quality academic, transitional, vocational, and community inclusion services.

The Collaborative's Today & Tomorrow Programs offer opportunities for Individuals to work in the community with supports funded through Department of Developmental Services, Massachusetts Rehabilitation Commission, and Massachusetts Commission for the Blind.

¹For the purposes of this Handbook, the word "Individual" shall mean the Today & Tomorrow Program participant referred to Valley Collaborative Adult Services Department by a Health and Human Services Agency.

Mission Statement

The mission of the Valley Collaborative Adult Services Department is to empower Individuals to navigate confidently and with optimal independence in their community by promoting lifelong learning and self-direction of services.

Vision Statement

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



2022 - 2023 Calendar

Adult Services Today & Tomorrow Program

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2022						
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28	29	30	31			

September 2022						
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25	26	27	28	29	30	

October 2022						
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23/30	24/31	25	26	27	28	29

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
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29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28				

March 2023						
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April 2023						
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16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

	Professional Development Day All Staff - No Today & Tomorrow Program
	Professional Development Day for Adult Services Staff - No Today & Tomorrow Program
	Board of Directors Meeting (Regular School Day for Staff and Students)

	Early Release
	Holiday/Break

240 Total Program Days

2022 - 2023 PROGRAM YEAR**List of Holidays or Closings**

July 4, 2022	Fourth of July
September 5, 2022	Labor Day
September 6, 2022	Professional Development Day
October 10, 2022	Columbus Day
November 11, 2022	Veterans Day
November 23, 2022	Half Day
November 24 - 25, 2022	Thanksgiving Break
Dec. 22, 2022 - January 2, 2023	Winter Break
January 16, 2023	Martin Luther King Day
February 20, 2023	Presidents Day
April 7, 2023	Good Friday
April 17, 2023	Patriots' Day
May 29, 2023	Memorial Day
June 19, 2023	Juneteenth

GENERAL PROGRAM POLICIES AND PROCEDURES

Program Closing Announcements

On occasion, the Collaborative may need to close programing because of bad weather or an emergency situation. Announcements for Program cancellations, delayed openings, and early release will be made on: AM radio - WBZ (1030); local television channels; the Collaborative website: www.valleycollaborative.org.

Program Closings

In the event of inclement weather or an emergency, the Today & Tomorrow Program will be closed.

- 40 Linnell Circle, Billerica, MA
- 25 Linnell Circle, Billerica, MA

Early Release

In case of inclement weather or an emergency that develops in the middle of the day, the Executive Director may make the decision to release Individuals early for the sake of safety.

NOTE: Individuals/Guardians should make sure that a current emergency form with proper emergency contact information, including the contact information of alternative caretakers is on file with the Program Nurse.

Observation Policy

The goal of this observation policy is to allow a guardian, consultant to the Program, or evaluator to observe an Individual or Program in order to gain the information the observer is seeking with as little disruption as possible to the Individuals, staff, and Program.

Program Visitor Procedures

While the Today & Tomorrow Program encourages the involvement of guardians and community members in the services provided to Individuals, the Program has a duty to protect the safety and confidentiality of its Individuals, as well as to ensure that their Program Services are not disrupted. As a result, certain rules and procedures must be followed to ensure that visits are beneficial to the visitors and not harmful to the Individuals.

All visitors to the Program must report to the Program Coordinator/Program Nurse immediately upon entering the building. All visitors must sign in, noting the time of their arrival and identifying the purpose of their visit. The Program Coordinator/Program Nurse will designate a staff member to escort visitors to their appropriate destination.

All visitors must sign out, noting the time of their departures. Visitors may not proceed to any areas of the building other than the designated locations of their meetings, visits, or observations.

Release of Individual Other than Guardian

The Today & Tomorrow Program will not allow anyone other than the Individual/guardian to dismiss from the Program without prior notification. If a guardian wants a relative, friend, or care provider to pick up an Individual from the Program, the guardian must give permission to the Director of DDS Services. If a guardian calls, the Program must verify that it was the guardian making the call. The Individual must be signed out by the guardian/relative/provider before the Program will release the Individual.

Attendance Policy

Regular attendance is vital in order for Program Services to be delivered in a meaningful and consistent manner. The Today & Tomorrow Program requires Individuals maintain an attendance rate of at least 90% throughout the Program year. This translates into a maximum of 24 annual absences, albeit for vacation, illness, or personal reasons.

Attendance dropping below 90%; that is not the result of hospitalization, may result in removal from the Program.

As per our health policy, any absences due to illness lasting 3 or more consecutive days require a doctor's note before returning to the Program.

Whole Program or Community Emergencies

There may be instances where there is a disaster or community emergency. In such instances, the Program will work to reunite guardians/group home managers/parents with Individuals if the Program is in containment or needs to be evacuated. Occasionally, there may also be a need to increase the level of security because of a possible disturbance in the community. When this happens, visitors may not be allowed into the Today & Tomorrow Program, and Individuals and staff may not be allowed to leave until local authorities have deemed it safe to do so.

Emergency Evacuation Safety Plan

The Today & Tomorrow Program will develop and ensure that staff are familiar with emergency procedures, including the emergency evacuation safety plan for their building. During an evacuation, the priority is to get all Individuals out of the building in an orderly, prompt, and safe manner. Staff should make arrangements in advance with the Program Coordinator (or designee) to provide additional assistance for the evacuation of any Individual requiring such assistance.

The Today & Tomorrow Program Emergency Evacuation Safety Plan includes the following procedures:

- Every two years the plan is reviewed in the location that affects safe evacuation;
- When existing evacuation plans are no longer effective or changes are proposed, the plan is updated and sent to DDS Area Director(s);
- A minimum of 2 evacuation drills are conducted by the Program annually;
- Initial training, including a walk-through of the setting, identification of sprinkler and fire extinguisher locations, and location of emergency number postings;
- Embedded Program strategies to help all Individuals understand the nature of the drills;
- Special provisions for the evacuation of any mobility-impaired Individual;
- Identification of the location of emergency information for Individuals to be taken during an evacuation;
- A written log of each evacuation drill report sheet that includes date, time elapsed, participants (Individuals and staff), witnesses, etc.

Written Notification and Communication

The Today & Tomorrow Program staff welcomes and encourages communication between program and home.

The Director of DDS Services or his/her designee has the responsibility of notification and communication with Individuals, families, state agencies, and stakeholders. Such persons include the Program Coordinators and Program Nurse. The following is a guideline for delegation of collaboration and communication:

Program Nurse: Distribution of reports; scheduling meetings; distribution of attendance records; and medical emergency, injury or hospitalization; Today & Tomorrow Program related issues; medical emergency, injury or hospitalization; and behavior implementation plans/functional behavioral assessments; filing of an incident or DPPC report.

Program Coordinator: Distribution of reports; scheduling meetings; distribution of attendance records; ISP implementation, development, updates; and progress reports; behavior implementation plans/functional behavioral assessments; filing of an incident or DPPC report.

Case Manager: Distribution of reports; scheduling meetings; distribution of attendance records; ISP implementation, development, updates; and progress reports; behavior implementation plans/functional behavioral assessments; filing of an incident or DPPC report.

Director of DDS Services: Today & Tomorrow Program related updates; behavior implementation plans/functional and safety assessments; filing of an incident or DPPC report.

Director of DDS Services/Executive Director: Medical Emergency, injury or hospitalization and death of an Individual.

Individual Records

115 CMR 4.00 governs the creation, maintenance and destruction of, and access to, records relating to services and supports provided, purchased, or arranged for the Individuals by the Department of Developmental Disabilities and shall apply to all programs and services or supports which are operated, licensed, certified, or contracted by the Department.

Valley Collaborative maintains legal and Program Services binders for all Individuals in the Today & Tomorrow Program. Please see Appendices A and B.

Per 115 CMR 4.03 and 4.04 Individual records will consist of the following:

- Identifying Information including but not limited to Individual's full name, Social Security number, religious preference (if disclosed voluntarily), language, health and insurance information, identification of family and/or guardians including addresses and phone number(s), legal competency status including guardianship documents, a list of providers current and from previous 2 years, and employment history.
- Emergency Information including but not limited to a photograph taken within 5 years after age 18 and/or marked change in Individual's appearance, name (including nicknames), age, general physical characteristics, contact information of legal guardian, emergency contact information, health insurance information, relevant abilities and behavior characteristics, list of allergies and medications, pattern of movement (if lost previously), likely response to search efforts, places frequented, physician(s) information, contact information for service coordinator and other providers if applicable.
- Current assessment reports
- ISP
- Medical Information including recent physical and dental exams, special diet, record of medical protocols including occurrence log, and list of health conditions requiring ongoing management
- Incident Reports
- Behavior Modification Plans
- Referral/Transfer Information
- Record Access Log
- Progress Notes
- Medication Information
- Human Rights Trainings

Access to Individual Records

The following Program personnel are authorized to access Individual records:

- Program administrators
- Direct service personnel
- Administrative office staff
- Clerical personnel
- Evaluation team which evaluates an Individual

Authorized Program personnel are permitted access to the records of the Individuals to whom they are providing services in order to perform their official duties. The consent of the eligible Individual or the guardian is not necessary.

A log of access is to be kept as part of each Individual's record. If parts of the Individual's record are separately located, a separate log will be kept with each part. The log is to indicate all persons who have obtained access to the Individual record stating:

- The name, position and signature of the person releasing the information
- The name, position and, if a third party, the affiliation if any, of the person who is to receive the information
- The date of access
- The parts of the record to which the access was obtained
- Purpose of access

4.06: Access to Records and Record Privacy

(1) Access or Inspection by the Individual, Guardian, or Representative.

(a) The Individual, guardian, designated representative, or other legally authorized representative shall be permitted to inspect and copy the Individual's records upon request. Legally authorized representatives shall be permitted to inspect and copy on request only those records relevant to those matters within their authority.

(b) When necessary for the understanding of the Individual, guardian, or representative, the staff shall read or interpret the record.

(2) Inspection by Other Persons. Records of an Individual shall be private and not open to inspection by third parties, other than those in 115 CMR 4.06(1)), except as provided in 115 CMR 4.06(2).

(a) Records shall be open to inspection by a third party upon informed consent by the Individual or guardian:

-Before consent is obtained, the Individual or guardian shall be afforded an opportunity to examine the records to be released, and shall be provided with the name of the recipient, possible uses of the information, and possible risks and benefits of, and alternatives to disclosure.

-A record of such authorization shall be included in the Individual's record.

(b) Records of an Individual shall be open to inspection upon proper judicial order. For the purpose of 115 CMR 4.06(2)(b), the term "proper judicial order" shall mean an order signed by a justice or special justice of a court of competent jurisdiction.

(c) The head of the provider or a designee shall provide access to an Individual's record by:

-Provider staff, as necessary and appropriate, including the human rights officer and associated professional consultants providing habilitation services and supports to the Individual;

-Persons authorized by the Department to monitor the quality of services and supports offered to the Individual, including the human rights committee;

-Persons approved by the Department and authorized under Department regulations to engage in research;

-Agencies which require specified information as a prerequisite for third party reimbursement of essential service;

-Department investigators appointed to conduct an investigation pursuant to 115 CMR 9.00 or M.G.L. c. 19C;

-Agencies or attorneys who are authorized by statute, by court decision, or by the Department to represent, advocate for, or protect the legal rights of the Individual.

(d) Where the Individual is legally competent, but not capable in fact of making a knowing decision concerning the release of records, the head of the provider or a designee may authorize, where necessary and appropriate, inspection of records by persons likely to further the habilitation of the Individual, including:

-Staff of providers proposed to provide habilitation services to the Individual in the near future;

-Insurers, trustees, and other persons through whom financial or legal assistance is or may be available.

(e) The head of the provider or a designee may make records available, as necessary and appropriate, to a physician who requests such records in the treatment of a medical emergency; provided, however, that the Individual and any guardian are given notice of the access as soon as possible.

(f) The provisions of 115 CMR 4.06(2)(a) through (e) notwithstanding, the Commissioner or the Commissioner's written designee may authorize access to Individual records when deemed in the best interest of an Individual or Individuals served by the Department.

(g) The Commissioner may authorize access to Individual records by attorneys representing the Department when necessary to the defense of specific legal claims brought by, concerning, or on behalf of the Individual against the Commonwealth, the Department, or its agents or employees.

(3) Restrictions on Scope of Access. Where the head of the provider or a designee authorizes release of the records, every precaution shall be taken to protect the confidentiality of the Individual.

(a) The head of the provider or a designee shall, wherever possible, set reasonable restrictions on access to a person's records by ascertaining from the area office director the persons who may inspect the record and the permitted uses to be made of the record, specifying the duration of time that the record may be held, and setting any other restrictions that will serve to protect the confidentiality of the record.

(b) Only those records which are necessary to meet the legitimate purposes of the requesting person(s) shall be released, and, whenever possible, the name or personal identifying information of the Individual shall be withheld.

(c) A listing shall be kept of every person or organization, other than those identified in 115 CMR 4.06(1) and 4.06(2)(c)1., given access to the Individual's records, the uses to be made of that information, a brief description of the information which has been released, and the person authorizing access. A list of such accesses shall be made available to the Individual, guardian, designated representative, legally authorized representative, and the human rights committee, upon request.

(d) The Individual, guardian, designated representative, or legally authorized representative of the Individual may challenge a decision to permit access to a record by filing a complaint with the head of the provider in accordance with the Department's regulations on investigations, 115 CMR 9.00. The provider shall promptly send a copy of this complaint to the human rights committee. Once a complaint is filed to challenge access to a record, no records which are the subject of the complaint shall be further disclosed to the person(s) or organization(s) involved until the complaint is resolved.

(e) An Individual or guardian shall be informed of a subpoena or court order commanding production of an Individual's records in a court or agency proceeding, and of the Individual's right to request the court to quash or modify the subpoena or order on the grounds that it is unreasonable or oppressive, or on any other grounds permitted by law.

(4) Accuracy of Information. The record maintained by the provider and area office shall contain accurate, complete, timely, and relevant information, consistent with the requirements of 115 CMR.

(a) If an Individual or guardian believes that the record contains inaccurate or misleading information, or objects to the collection of information or its use, he or she may file a complaint with the head of the provider. If the Individual or guardian seeks to challenge the decision made at this level, or if the complaint concerns information contained in the records at the office of the case management team, a complaint may

be filed with the Department. A copy of this complaint shall be sent promptly to the human rights committee.

(b) If an Individual or guardian believes that the record contains inaccurate or misleading information, he or she may prepare a statement of disagreement, with assistance if requested, which shall be entered into the record.

(5) Disclosure of Existence of Record. The provider shall inform an Individual, guardian, or designated or legal representative, upon request, whether the Individual is the subject of a record system maintained by the provider.

Privacy and Security of Individual Records

In accordance with federal and state requirements, the Collaborative protects the confidentiality of any personally identifiable information that it collects, uses or maintains. The Collaborative maintains and provides access to Individual records in accordance with federal and state requirements.

Records for Individuals No Longer Enrolled

The Program Coordinators will keep the Individual records for a minimum of three years from the Individual's exit date from the Program.

The Director of DDS Services is responsible for the ongoing process of identifying documents that have met the required retention period and overseeing their destruction.

Per 115 CMR 4.07 (b) and (c) the last three years of the Individual's record will be made available to the Department of Developmental Services.

*For full and complete regulations please see 115 CMR 4.00: RECORDS Section

Reporting Abuse and Neglect – Disabled Persons Protection Commission

As mandated reporters, Collaborative employees are required to file a complaint per 115 CMR 9.00 guidelines when there is believed to be a non-frivolous allegation of mistreatment, an illegal, dangerous, or inhumane condition or incident, or a medicolegal death of an Individual. It is also mandated to file a report with DPPC under M.G.L 19C if there is reason to believe serious harm either physical or emotional has been inflicted to an Individual.

Immediate Notification

In the event of a serious or unusual incident occurring, the Collaborative's Executive Director is notified immediately. Upon notification, the Executive Director directs the gathering of all available pertinent information from involved parties. The Executive Director meets with involved parties as necessary. The Collaborative Incident Report Form is to be completed by staff and included in the Individual's record. The incident report form documents the incident, precipitating events prior to the incident, and follow up needed. The report form also documents notification to all parties of the incident. Serious incidents are those that result in injury, safety concerns, substantial discipline code violations, or emergency personnel responses. In addition to the Executive Director, the Director of DDS Services will notify the appropriate state agencies.

- Death of an Individual
- Filing of a DPPC report or a complaint to the Disabled Persons Protection Commission against the Program or a Program staff member for abuse or neglect of an Individual
- Any action taken by a federal, state or local agency that might jeopardize the Program's approval with the Department
- Any legal proceeding brought against the Program or its employee(s) arising out of circumstances related to the care or education of any of its Individuals regardless of state of residency
- Unexpected hospital visit
- Motor vehicle accident during transport by Program staff
- Individual runaway/leaving Program property without notification/permission
- Significant behavioral incident
- Fire
- Theft
- Criminal activity
- Victim of physical altercation
- Property damage
- Suicide attempt
- Emergency termination of an Individual under circumstances in which the Individual presents a clear and present threat to the health and safety of him/herself or others
- Medical/psychiatric intervention not requiring a hospital visit

Guardian Consent and Notification

The Program collects consents for a variety of activities and protocols, including emergency medical treatment, medication administration, community outings, Program events, photographs and publicity.

Once a newly referred Individual is accepted for participation in the Program, the start date is not finalized until all consents and medical forms are returned by the Individuals/guardians.

Per fiscal year, a packet of consent forms which are included in the Appendix will need to be returned to the Program Nurse. If the consents have not been received within 30 days, the Program Nurse will notify the Individual/guardian and participation may be interrupted until completed consent forms are returned.

Change of Legal Status

If staff is notified of a change of legal status, the Director of DDS Services will:

- Request a copy of official court documents.
- Enter official court documents into the Individual's Record, including restraining orders or other legal judgments.
- Notify the appropriate staff involved in the care and education of the Individual.
- In the event that a non-custodial Individual attempts to violate a court order and attempts access to an Individual, the Director of DDS Services is to be notified immediately.

Complaints and Grievances

In the event differences of opinion or conflicts arise between Valley Collaborative and the Individuals and families we support a formal conflict resolution model specific to Individuals being served will be established:

Step 1

- Attempted resolution through communication between the Individual/guardian with the Program Coordinator of Adult Services. Area Office Staff will be notified and included if they so choose.
- A summary of meeting and outcome will be made available to all participants. If resolution is agreed upon, it will be included in said summary.

Step 2

- If conflict is not resolved at Step 1 the Individual/guardian can escalate the issue to the Director of DDS Services. Area Office Staff will be notified and included if they so choose.
- The Director of DDS Services can enter into mediation with the Individual/guardian.
- A summary of meeting and outcome will be made available to all participants. If resolution is agreed upon, it will be included in said summary.

Step 3

- If conflict is not resolved at Step 2 either the Individual/guardian and/or the Director of DDS Services can escalate the matter to the Valley Collaborative Executive Director and Senior Level Area Office Staff would be notified and included in the attempt at resolution.
- A summary of meeting and outcome will be made available to all participants. If resolution is agreed upon, it will be included in said summary.

Valley Collaborative recognizes that from time to time an Individual/guardian may choose to work with another provider and supports their choice to do so. If at any time an Individual seeks to leave the Collaborative family, Valley is committed to a smooth transition and uninterrupted services for that individual. Valley will work closely with the Individual and the local area office to make the changes as stress free and seamless as possible for all those involved.

Program Oversight-DDS

The Collaborative is responsible to ensure that the Individual's ISP is being appropriately implemented and that the service delivery is aimed at assisting the Individual to meet the goals identified within the Individual's ISP, and welcomes site visits for Program monitoring. Program visits by external support staff are documented in each Individuals' access log. Any person either internal or external requesting access to an Individual's binder must provide the proper documentation prior to access. The Collaborative ensures that instructional groupings do not exceed the applicable guidelines per 115 CMR of Individual to staff ratio and intensity level.

Individual Referral and Admissions

Prior to Individual placement in a Collaborative Program, DDS will forward a comprehensive referral packet to the Program in which the Individual's enrollment is to be considered. Upon receipt, the Director of DDS Services or his/her designee will work with the Service Coordinator to schedule a site visit and intake meeting with the guardians at which time detailed information about the Program will be discussed. Such information will include the Collaborative's services and policies.

The Director of DDS Services or his/her designee will also conduct a tour of the Program in which the Individual would be placed. Prior to enrollment, an Admissions Packet will need to be filled out by the Individual/guardian. Please see Appendix B.

Placement Meeting

Upon acceptance to a Collaborative Program, the Service Coordinator may schedule a Team Meeting. Team participants will include: the Individual, guardian(s), Service Coordinator, Director of DDS Services or his/her designee, external support staff working with the Individual, designee of any district/agency cost sharing the placement (if applicable), and any other persons determined appropriate by members of the team.

Service Agreements

It is the responsibility of the state agency to enter into service agreements with the Collaborative Program in which an Individual is being placed. In each service agreement, the Collaborative will provide the following assurances:

Assurances on the part of the Collaborative that the Program will comply with all elements of the ISP (Individual Service Plan) for the Individual and shall provide, in writing, to state agency detailed documentation of such compliance through completion of required Individual Progress Reports.

1. The Today & Tomorrow Program shall allow state agency to conduct announced and unannounced site visits and to review all documents and Program.
2. The Today & Tomorrow Program shall afford all applicable legal requirements of the regulations and applicable policy statements and directives issued by both federal and state health and human service agencies.

The Today & Tomorrow Program assures the state agencies that it does not deny an Individual access to its programs or services on the grounds of race, color, age, disability, gender, gender identity, religion, national origin, or sexual orientation.

INDIVIDUAL POLICIES: RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS AND GUARDIANS 115 CMR 5.03 and 5.04

Rights of Individuals

It is impossible to list all Individuals' rights. The following is a non-exhaustive list of individual rights which shall not be construed to deny or limit other rights retained by Individuals, in their capacity as members of a Program, or as citizens.

Individuals have the right to:

Receive services and supports provided in a manner that promotes:

- Human Dignity
- Humane and adequate care and treatment
- Self-determination and freedom of choice to the Individual's fullest capability
- The opportunity to live and receive services or supports in the least restrictive and most typical setting possible
- The opportunity to undergo typical developmental experiences, even though such experiences may entail an element of risk; provided however, that the Individual's safety and well-being shall not be unreasonably jeopardized
- The opportunity to engage in activities and styles of living which encourage and maintain the integration of the Individual in the community
- The right to communicate
- The right to be protected from private and commercial exploitation
- The right to be visited and to visit others under circumstances that are conducive to friendships
- The right to enjoy basic goods and services without threat of denial or delay for any purpose by providers
- The right to reasonable expectation of privacy
- The right to decline any service or support
- Physical safety and protection of personal property
- Safe buildings, sanitary facilities, and available drinkable water. Individuals have the right to use Program supplies and facilities and work in a clean, organized environment
- Respect from staff and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem
- Consulting with staff and anyone else connected with their Program if they so desire at appropriate times
- Expressing their opinions and feelings

Responsibilities of Individuals

While it is not possible to list all Individual responsibilities, Individuals who consistently behave in accordance with the following list of broad responsibilities will be in compliance with the rules of the Program.

Individuals have the responsibility to:

- Respect the rights of all persons.
- Respect the diversity of staff and Individuals in the Collaborative with regard to race, color, ethnicity, national origin, religion, sex, marriage, pregnancy, guardianship, sexual orientation, gender identity, primary language, handicap, special needs, age, and economic class.
- Contribute to the maintenance of a safe and positive environment.
- Exercise the highest degree of professionalism in observing and adhering to rules and regulations.
- Recognize that responsibility is inherent in the exercise of every right.
- Comply with Program service definitions as set forth by DDS.

Individual Code of Conduct

Nondiscrimination, Civil Rights, and Due Process

The Collaborative is committed to maintaining an environment where bigotry and intolerance, including discrimination on the basis of race, color, national origin, sex, sexual orientation, gender, gender identity, religious beliefs, disability, or age have no place; and where any form of coercion or harassment that insults the dignity of others and creates an intimidating, threatening, or abusive environment is unacceptable. The Collaborative will not tolerate discrimination or the infringement of another's civil rights. This policy shall apply to conduct that occurs on Collaborative or Program grounds, at Program or Collaborative related activities, or traveling to or from Collaborative Program related activities.

Prohibited Conduct

Conduct prohibited under this policy includes, but is not limited to:

Bias Motivated Conduct: Any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, color, national origin, ethnicity, religion, sex, gender identify, sexual orientation, disability, or age.

Discrimination: The unequal treatment of others based on race, color, national origin, ethnicity, religion, sex, sexual orientation, disability, or age.

Harassment: Unwelcome, verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive program environment, or substantially interfere with the progress of an Individual's services.

Sexual Harassment: Physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile environment for the victim, sexual assault, and rape.

Hate Crimes: Criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

Hostile Environment: Subjecting another Individual to threats, intimidation, or coercion that is/are sufficiently severe, persistent, or pervasive so as to interfere with or limit an Individual's ability to participate in or benefit from the Collaborative's programs or activities or place the Individual in reasonable fear for his or her safety. Whether a Program environment has become hostile must be

evaluated based on the totality of the circumstances. A hostile environment does not necessarily entail that an Individual exhibits quantifiable harm.

Stalking: Intentional conduct involving two or more acts directed at a specific person, which would cause an average person substantial distress, where the perpetrator has made threats causing the targeted person fear of death or injury.

Retaliation: Retaliating in any way against another Individual for complaining of conduct prohibited under this policy.

Commitment to Prevention and Investigation

The Collaborative is committed to the prevention and accurate reporting of all incidents of civil rights violations such that all Individuals and staff can enjoy a safe, non-threatening educational and working environment. Program administrators will thoroughly investigate all instances of violation and take disciplinary action in accordance with this Handbook, as well as report such instances to law enforcement agencies where appropriate. Collaborative staff must intervene in all civil rights violations and instances of harassment whenever witnessed, reported or suspected. The Director of DDS Services and the applicable Program Coordinator will be notified immediately whenever civil rights violations are in question, and Collaborative staff will move quickly in preventing a recurrence of any civil rights violation or incident of harassment.

Procedures for Responding to and Investigating Incidents

All instances of civil rights violations, witnessed or suspected, must be reported to the Program Coordinator or Director of DDS Services.

Any Individual coming forward to report a civil rights violation he or she has experienced will be directed to the Program Coordinator or Director of DDS Services, following any emergency needs being attended to.

Consideration will be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation of the complainant.

- The investigation must determine whether a civil rights violation has in fact occurred.
- The investigation must include preservation and gathering of evidence from the scene of an incident. For example, bias-related notes will be copied.
- The investigation will include interviewing victims and witnesses as soon as possible, as well as others who may have relevant knowledge.
- The investigation may include other methods and documents deemed relevant and useful.

- All interviews and evidence should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation.
- The investigation will conclude with a finding as to whether a civil rights violation has or has not occurred.

Consequences for Civil Rights Violations

Non-disciplinary corrective actions: Some violations can be addressed with steps that do not necessitate disciplinary action. These steps usually lay within the discretion of the Program Coordinator or his/her designee. Such instances may warrant counseling, diversity awareness training, separating offender and victim, guardian conferences, and/or special Program assignments.

Disciplinary Action: Disciplinary actions will be taken toward the goal of eliminating the offending conduct, preventing recurrence, and reestablishing a Program environment conducive for the violator to learn. Violations of civil rights of Individuals or staff may result in sanctions including suspension, emergency termination of enrollment, and expulsion for Individuals and suspension, depending on the severity of the infraction.

Failure to Act by Administrators or Staff: All staff have a duty to act to stop witnessed civil rights violations, as safely as can be done, and report such instances to Program administrators. Failure to do so may result in disciplinary action.

Commitment to Non-Retaliation

The Collaborative will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Such action will result in disciplinary proceedings. Staff will monitor situations to ensure that no threats or acts of reprisal are made. Program administrators may use non-disciplinary procedures to prevent retaliation from occurring

Referral to Law Enforcement Authorities

The Executive Director or his/her designee has the responsibility of notifying the local police when they have reason to believe that a hate crime has been or is to be committed. This is mandatory for all hate crimes violations.

Documentation Requirements

Record keeping – Records of all civil rights violations and hate crimes reported are maintained. Records will be compiled by Program year. Record keeping will include particulars of the incident, response actions taken, results of the investigation and intervention.

Monitoring and tracking to identify patterns – Records should be maintained and monitored to detect patterns in violations, repeat offenders, and locations for problems. Actions will be taken once patterns have been revealed.

Dissemination of Information and Training

This policy will be available to staff, Individuals and guardians. Staff will receive training relevant to this policy annually during staff orientation. Individuals and guardians will receive this policy annually and at time of admission to a Collaborative Program. This policy will be reviewed annually for compliance with state and federal law.

Individual Guidelines

Attendance and Tardiness: Individuals are encouraged to attend the Program on all days and on time. The Individual or caretaker are expected to let staff know prior to 6:00 AM if an Individual will not be attending the Program that day, or will be tardy/dismissed. Individuals/Guardians are to call the Program Dispatcher at 978-799-7358 for Individuals who will not be using Collaborative transportation for that day. If an individual is absent or tardy and no phone call is made, a call will be made to the individual's home. Individuals who are tardy will be allowed to join the Program day as long as they arrive before 11:00AM. Individuals leaving the Program early will be allowed to do so as long as it is after 11:00AM. This policy may be adjusted based on unforeseen medical needs. Excessive unscheduled absences, dismissals, and tardiness are unacceptable.

Appropriate Language: Collaborative Individuals are encouraged to behave in a professional manner which includes refraining from swearing, making rude comments or inappropriate noises, or using inappropriate voice levels.

Appropriate Dress: Individuals are expected to wear appropriate clothes for the Program or work. Individuals should adhere to the dress code of their work site(s). Please refer to Appendix C for specific work site dress code.

Transportation: The Collaborative provides transportation for many Individuals in the Today & Tomorrow Program. Service Coordinators are responsible to contract for the transportation of Individuals to/from the Program/home each day. Individuals cannot be driven to the Program or picked up from the Program without permission from an authorized representative. Individuals/Guardians are to call the Program Dispatcher at 978-799-7358 for Individuals who will not be using Collaborative transportation for that day. Individuals will only be permitted to be transported by those people the guardian has indicated are appropriate (See Release of Individuals to Adults Other than Guardians).

Appropriate Conduct: Individuals are expected to behave in an appropriate manner exhibiting respect for themselves and others at all times while in the Program or participating in Collaborative Programs or activities.

Personal Property: The Collaborative strongly encourages that Individuals do not bring valuable items to the Program. If the personal property of an Individual causes disruption while at the Program, the Collaborative may take the property away from the Individual. The Collaborative will make every effort to return all personal property to the Individual or guardian. However, the Collaborative is not responsible for lost or stolen property or compensating Individuals or guardians for value of such property.

Drugs or Alcohol: No drugs or alcohol are permitted in the Program or on the Program grounds, and Individuals are not permitted to come to the Program under the influence of substances. The possession, use, manufacture, distribution, sale, or possession with intent to sell, or dispensation of alcohol, marijuana, illegal drugs, or other illegal or controlled substances of any kind is strictly prohibited.

Smoking and Tobacco: The use of any tobacco products is prohibited within the Collaborative Program buildings, the Program facilities, on the Program grounds, or on Collaborative vehicles by any Individual, including Program personnel.

Theft and Vandalism: Individuals are prohibited from stealing, vandalizing, or destroying the property of others, including property belonging to the Collaborative or its staff, faculty, Individuals, guardians, volunteers, and visitors. Program pride is enhanced by a well maintained and clean building. The Collaborative hopes that all Individuals will share in this belief. Individuals involved in theft, vandalism, graffiti, destruction of property, or arson will be required to reimburse the Program for the materials and labor necessary to fix any damage they cause, and will be subject to appropriate disciplinary action, up to or including suspension, emergency termination, and legal action.

Weapons: The Collaborative strictly prohibits the possession of all weapons in the Program, on Program grounds, Program buses, or at any Program functions. All knives, handguns, rifles, shotguns, other fire arms, explosives, incendiary devices, and other weapons are forbidden. If an Individual is found to be in possession of such an object, the weapon will be confiscated and the police will also be contacted.

Violence and Threats of Violence: All violence and threats of violence (including physical fighting, assault, battery, kidnapping, threat of robbery, robbery using force, homicide, other drug-related or crime-related violence, and all acts that endanger or cause bodily harm to others) are strictly prohibited at the Program, the Collaborative, or Collaborative related activities. All threats of violence or physical attack will be taken seriously by the Collaborative.

Destruction of Property: Individuals are prohibited from the destruction of Collaborative property or the property of others.

Rules of Public Programs with Co-located Collaborative Programs: Individuals in Collaborative Programs co-located within public programs are also subject to the rules of those public programs.

Internet Use

The Program provides Individuals with Internet access in most locations. All Individuals may have access to the Internet. Individuals using this access must read and adhere to the following use policies:

Authorized Use

That means we expect Individuals to use Internet access primarily for Program-related purposes, i.e. to research relevant topics and to obtain useful information. The following are specific provisions regarding authorized use of the Collaborative's Internet connection:

- Users may use the Collaborative's Internet services for personal improvement provided that such use is consistent with staff and Program conduct.
- Internet use should be restricted to sites and materials such as news or information that might be considered reasonable if read as a text publication in a professional environment.

Unauthorized Use

Users shall not use the Collaborative's Internet services to view, download, save, receive, or send material related to the following:

- Offensive content of any kind, including pornographic material.
- Propagating a virus, worm, Trojan horse, or trap-door Program code.
- Disabling or overloading any computer system or network.
- Circumventing any system intended to protect the privacy or security of another user.
- Promoting discrimination on the basis of race, religion, ethnicity, disability, gender, sexual orientation, race, age, or marital status.
- Visiting websites that promote threatening or violent behavior.
- Using the Internet for illegal activities including the illegal downloading of music, movies, or other copyrighted materials.
- Distributing commercial messages.
- Gambling websites.
- Hosting of 'game servers' for online or network gaming.

The above list is by way of an example only and is not intended to be exhaustive.

MEDICAL POLICIES

The Program maintains a Program Nurse to promote the health and safety of its Individuals, intervene with actual and potential health and behavioral issues, manage complex medical issues, and provide case management services. The Program Nurse makes the decision if an Individual is to be sent home for medical reasons. All Individuals must provide the following documentation: physical (required yearly) and dental exam (or opt-out option), up-to-date immunization records, list of all medications taken by Individual, medical and guardian consents, and if applicable: verification to self-administer, any required action plans due to allergies, asthma, diabetes, seizures, and any diet or nutritional guidelines or restrictions. Every Program year, Individuals will be provided with a Valley Collaborative Health Packet containing relevant forms to be completed to ensure that the Collaborative has updated medical emergency contact information, medication information, and all other information relevant to the Individual's health including guardian authorizations for treatment and/or the administration of medication. The Collaborative maintains a separate Health Services Manual with more detailed medical policies. Copies of the Health Services Manual are kept in the Collaborative nurse's office and are available for Individuals upon request.

Please note no medication is to be brought to the Program without first consulting with the Program Nurse.

Please see Appendix E.

Special Medical Conditions

The Collaborative will maintain the Individual's safety at all times. Individuals with special medical conditions (ex. allergies, asthma, seizure disorders, and diabetes) will be required to have a doctor's order on file (yearly) explaining any protocols and procedures.

Seizures: Seizure Action Plan - For any Individuals whose seizure lasts more than 5 minutes an ambulance will be called. (An exception will be made if a physician specifies in a physician's order.) An ambulance will be called immediately for any Individual with no history of seizure activity. Parents/Guardians will be notified whenever any seizure activity has taken place.

Asthma: Asthma Action Plan – Individuals who have a diagnosis of asthma and require a rescue MDI (metered dose inhaler) or nebulizer treatment will have guidelines written by a physician; this includes any activity/weather/situation that exasperates the asthma and if the Individual can self-administer the inhaler.

Allergies: Allergy Action Plan – For Individuals with life threatening allergies who require an Epi-Pen, an Allergy Action Plan will be written by the Program Nurse; this includes the Individual's name, DOB, allergies and reaction. The Program Nurse will ensure a valid physicians order for Epi-Pen is on file (required yearly). An ambulance will be called immediately if an Epi-Pen is used. Parents/Guardians will be notified whenever an allergic reaction has taken place. The Program Nurse will educate staff on signs and symptoms of allergic reactions.

Diabetes: Diabetic Treatment Plan - Individuals who have a diagnosis of diabetes will be required to have a treatment plan signed by a physician; this includes any glucose monitoring, medication to be administered, emergency protocol, and if the Individual can self-administer/self-test blood glucose. The Program Nurse will educate staff about the signs and symptoms of hypo/hyperglycemia.

Diet and Nutrition: Any dietary guidelines or restrictions must be documented by a physician yearly. Staff will encourage healthy eating by following Executive Order of Health and Human Services 504.

Communicable Disease

In order to prevent the spread of communicable disease, Individuals with a diagnosed communicable disease will be advised to stay home for the following period of time as listed in the table below.

Communicable Disease	Requirements
Bacterial Conjunctivitis	May return to the Program after medical treatment has been provided for 24 hours.
Chicken Pox	May return to the Program after all lesions have dried and crusted or one week from appearance of first eruption.
Coronavirus	May return to the Program 5 days after positive test assuming symptoms have subsided.
Measles	May return to the Program four days after first appearance of rash.
Impetigo	May return to the Program after all open sores have healed or is small enough that a Band-Aid will cover the entire area.
Strep Throat	May return to the Program after antibiotic treatment has been given for 24 hours.
Ringworm	May return to the Program after treatment with antifungal cream has begun; lesions should be covered.
Pediculosis /Scabies	May return to the Program when treated; scabies must be treated with anti-parasitic for 24 hours before Individual may return to work or after one treatment.

Dismissal from Program due to Illness

The Program Nurse may exclude an Individual from the Program for health reasons if the Individual:

- Has returned from a hospital admission within the past 24 hours. This does not include routine tests or minor injuries. The Individual will remain at home for observation for the first 24 hours.
- Has a temperature of 100.5 degrees tympanic (by ear). Temperature must be 98.6 for a full 24 hours prior to returning to the Program. The exception is an Individual with a hypothalamic problem (temperature regulation problem) and is symptom free. Each case will be discussed individually.
- Has an infectious disease (Strep Throat/Pneumonia, etc.) and has not been on antibiotic therapy for 24 hours or as designated by MD.
- Eye drainage yellow/green in color with pink or red eyes, eyelids, etc.
- Any undiagnosed rash.
- Has a culture(s) pending (exceptions can be made at the discretion of the nurse).
- Is on respiratory precautions, cough/cold or has a significant change in respiratory secretions (green/yellow nasal drainage).

Hospital Re-Entry

To ensure the health and safety of every Individual re-entering the Program following a psychiatric or medical hospitalization, the Program has adopted the following policy:

1. Any Individual who has required a psychiatric evaluation, and emergency room visit or had been placed in inpatient hospitalization will be readmitted to their respective Program upon collaboration with their treatment planning team.
2. The Individual can return to the Program with the receipt of a signed discharge summary from the hospital/clinician providing treatment and medical clearance from his/her medical provider.
3. This summary will ensure that the most recent and credible information regarding treatments, goals and restrictions are relayed back to the Program and allow for a smooth transition.

The plan should include, in writing, any changes in medications, medical procedure, and any follow-up plans with clinicians, therapists, and any other treatment providers.

When this policy is followed the Program can also ensure that the Individual will be safe upon their return and provisions are in place should they decompensate once back in the setting.

INDIVIDUAL SERVICE PLAN (ISP) PROCESS

ISP Development and Implementation

The Director of DDS Services or his/her designee is responsible for overseeing the implementation of all components of the Individual's ISP.

- Where the ISP of the Individual has been accepted in whole or in part by that Individual's guardian, the Program provides the mutually agreed upon services without delay.
- There must be an ISP in effect for each enrolled Individual. Individuals just beginning services with DDS will have an ISP scheduled within 60 days.
- Each provider described in the ISP is informed of his or her specific responsibilities related to the implementation of the Individual's ISP and the specific accommodations, modifications, and supports that must be provided for the Individual under it.

In circumstances where services may no longer be beneficial or that an Individual's needs can no longer be met, the Collaborative will notify the ISP Team and set up a meeting. All appropriate parties will be notified at least ten (10) days in advance of the intended date of the meeting. At the meeting a plan will be developed so that the Individual can transition from the Collaborative Program in an organized manner.

Progress Reports

All Collaborative Programs will complete Semi-Annual Progress Reports two times each year. In all cases the Semi-Annual Progress Reports will be submitted in HCSIS and sent to the Service Coordinator and will be kept on file at the Collaborative.

Annual Progress Reports will report to guardians the progress of each ISP goal individually. Service providers must comment on whether they anticipate the Individual being able to meet the goal by the end of the ISP period. If they believe that the Individual will be unable to meet the goal, that must be indicated on the Progress Report and a Team Meeting must be held to amend the ISP. Progress Reports must answer two questions for each goal:

- (1) What is the Individual's progress toward the annual goal and
- (2) Is the progress sufficient to enable the Individual to achieve the goal by the end of the ISP period?

Information included on the Annual/Semi-Annual Progress Reports will be derived from data collected throughout the reporting period. Copies of Progress Reports will be maintained in the Individuals' records.

Please see Appendix E for ISP Timeline

Assessments

All Individuals in the Today & Tomorrow Program are given the Assessment of Functional Living Skills (AFLS) assessment upon starting the program and then annually. This assessment measures safety, adaptive living skills and work readiness. This helps to develop an Individual's Person Centered Plan which focuses on four domains. This includes Community Living, Employment, Adaptive Living Skills and Quality of Life. This is also reviewed annually with the Individual as part of the ISP process.

Please see Appendix F for AFLS and Appendix G for Person Center Plan.

STAFF EXPECTATIONS

Valley Collaborative considers its employees to be one of its most valuable resources and is committed to providing the supports and structures necessary for them to be successful in their positions. Supervisory staff work closely with Valley Collaborative employees to ensure services are being provided in a safe, skillful, and respectful manner. Regular Team Meetings are held to facilitate the highest levels of communication and support.

Feedback is regularly solicited from Individuals, agency staff, parents/guardians, stakeholders and Valley Collaborative staff to continually measure the quality of staff providing services to Individuals at various locations in the community. Valley Collaborative uses this feedback to continually improve upon programming and staff development. Individuals receiving services from Valley have formal and informal opportunities to provide feedback at the time of hire and on an ongoing basis on the performance of staff that support them.

All Valley Collaborative staff are expected to:

- Follow all policies and procedures, manuals, and handbooks as outlined.
- Behave in a professional manner at all times while on the Program premises or at a function at which the staff is a representative of the Collaborative.
- Conduct day-to-day activities in a safe, responsible manner, and avoid situations that may endanger the safety of others.
- Maintain the security of confidential information. Unauthorized disclosure of confidential information is forbidden.
- No smoking or other use of tobacco products and no illegal or unauthorized drugs or alcohol at any Collaborative Program, field trip or function.
- Provide accurate and non-judgmental information on all Program records and reports.
- Regularly report to work on time, and give notification of any absences in a prompt and responsible manner in accordance with Collaborative policies and procedures.
- Complete assignments accurately and in a timely manner.
- Utilize only Collaborative-sanctioned modes of communication with Individuals and follow all applicable laws, regulations, and Collaborative policies. This includes complying with the social media policy in the Valley Collaborative Employee Handbook.
- Support and advocate for the rights of all Individuals in the Program.

The above list is by way of an example only and is not intended to be exhaustive.

[End of Handbook]

Appendix A

Individual: _____

ISP/LP Month: _____

**Individual File- Today & Tomorrow Program, Valley Collaborative
Table of Contents**

Front Pocket

- Emergency Fact Sheet
- Access Log

I. Identifying Information

1. Copies of identification Cards (ID, Health Insurance, Social Security, Passport, Birth Certificate, etc.) as applicable or available
2. Intake Info (Referral Packet, SRF, etc.)
3. Search Plan

II. Service Planning

4. Current ISP/ LP Packet
5. ISP Assessments (Annual Progress Summaries, Safety, Semi-Annual Progress Summaries)
6. Provider Support Agreement, Goal 1- "Work"
 - a. Monthly notes (if 3168 applicable)
7. Provider Support Agreement, Goal 2- "CBDS"
8. Assistive Technology Assessment

III. Vocational Information

9. Current T&T Schedule
10. Vocational Assessments (Person-Centered Plans, Worksite Surveys, AFLS, Resume)
11. Financial Information (Direct Deposit Info, I9, M4, W4, etc.)
12. Misc. Vocational Information/ Correspondence (Specific Employer Info, Trainings, etc.)

IV. Health & Medical Information

13. Health Packet
14. Annual Physical & Dental
15. Medication Sheet
16. Immunization Records
17. Specific Health Protocols (if applicable)
18. Misc. medical paperwork/ assessments (if applicable)

V. Legal Information

19. Current Consent Forms
 - b. Release of Information Form
 - c. Photo/ Media Releases
 - d. Transportation/ Home Alone Form
 - e. Worksite-Specific Consents (if applicable)
 - f. Other Misc. Consent Forms
20. Documentation of Annual Trainings (HR, Safety, etc.)
21. Guardianship & Roger's Monitor Info (if applicable or available)
22. Incident Reports (All)
23. Misc. Legal Information or Correspondence

Inactive (Previous year ISP/ Life Plan, Annual ISP Assessments, Semi-Annual Assessments)

Appendix B

Admissions Checklist

Legal Documents:

- Copy of Birth Certificate
- Copy of Social Security Card
- Court Mittimus (If Individual is in the custody of the State)
- Guardianship Decree
- Court Appointment Letter (for Individuals who have medical Guardian Ad Litem's')
- Conditions of Probation (if applicable)
- Signed Releases of Information completed by the Individual/Legal Guardian
- Signed Acknowledgement of the Human Rights Handbook
- Signed Releases for Transportation/Photographs and related Permission Slips
- Referral/Request Form
- Billing/Services Form/CDAT

Medical/Health Documents:

- Physician's Orders for prescribed medications.
- Health and Immunization Record
- Standing Orders/Protocols from the physician with regard to medical issues (Epilepsy, Allergic Reactions, etc.)
- Copy of Roger's Orders (for Individual's in state custody receiving psychotropic medications)
- Emergency Medical Form
- Copy of Insurance Card
- Copy of most recent Psychiatric, Neuropsychiatric, or other related Evaluations and Assessments.

Vocational Documents:

- I-9 Forms/Tax Forms/W-2
- Direct Deposit Form
- Copy of Social Security Card or Copy of Birth Certificate
- Copy of picture ID (if available)
- Vocational or Adaptive Assessments
- Copy of Social Security Benefit Statement (if applicable)
- Naturalization Card (if applicable)

Appendix C

Dress Code

In order to continue to maintain our professional presentation in the community, it is important to follow the dress code for each work site. Please see below:

3M, Seque

- Closed toe shoes
- Long pants (no shorts)
- No tank tops

Billerica Town Hall

- Closed toe shoes
- Long pants preferred
- No tank tops

Bristol Myers Squibb (BMS)

- Closed toe shoes
- Long pants (no shorts)
- Clean and neat T-shirts without large graphics
- No tank tops

Cross Point

- Closed toe shoes
- T-shirts without large graphics
- Khaki material shorts in the summer
- No tank tops or hats

Nashoba Tech, Westford Academy, Chelmsford High School (CHS)

- Closed toe shoes
- Long pants preferred
- No tank tops

Chelmsford High Kitchen

- *Black closed two shoes*
- *Plain white t-shirt (no graphics)*
- *Black pants*

Primark

- Closed toe shoes
- Long pants (no shorts)
- No tank tops

Billerica Housing Authority (BHA)

- Closed toe shoes
- Long pants preferred
- No tank tops

Community Catering

- Closed toe shoes
- *Plain white t-shirt (no graphics)*
- Long pants (no shorts)

Camp Paul

- Closed toe shoes
- Long pants preferred

Meals on Wheels, Food Bank, Strongwater Farm

- Closed toe shoes preferred

Please note that schedules can occasionally fluctuate, so closed toe shoes and pants are suggested on a regular basis. Feel free to reach out with specific questions as seasons change. Thank you!

Health Packet



Dear Parent/Guardian/Caregiver,

The Valley Collaborative Today & Tomorrow Program, in accordance with DDS and DPH, requires the following documentation to be on file and updated yearly.

- ☐ Copy of Annual Physical Exam, including list of current medications
- ☐ Documentation of a dental exam within past year/ or a signed refusal form
- ☐ Valley Collaborative Health Packet, attached
- ☐ Standing order permission form signed by physician and guardian
- ☐ If Individual has one of the following medical conditions, the following medical documentation is required (you may use doctor's own form or call Valley Program Nurse to receive a Valley Collaborative form):

*Seizure Action Plan, signed by physician

*Allergy Action Plan, signed by physician

*Diabetes Action Plan, signed by physician

*Diet Restrictions, signed by physician

If an Individual is prescribed medication to be taken during Program hours or is diagnosed with a medical condition, please contact the Program Nurse at 978-528-7889 or by email at pvong@valleycollaborative.org.
Fax: 978-663-0759

EMERGENCY MEDICAL INFORMATION

Individual's Name: _____ Date of Birth: _____

Address: _____ Telephone#: _____

Contact #1 -Parent/Guardian Name: _____

Address: _____

Email Address: _____

(In boxes below please list preferred contact order 1- being first, 3- being last.)

☐ Home phone#: _____☐ Work phone#: _____☐ Cell phone#: _____**Contact #2** -Parent/Guardian Name: _____

Address: _____

Email Address (optional): _____

(In boxes below please list preferred contact order 1- being first; 3- being last.)

☐ Home phone#: _____☐ Work phone#: _____☐ Cell phone#: _____**Emergency Contact (if parents cannot be reached)** -Name: _____

Telephone#: _____ Relation to Individual: _____

Diabetic: ☐ yes ☐ no (If yes, please see sheets attached)**Allergies:** ☐ yes ☐ no (If yes, please see sheets attached)

Allergy	Describe Reaction	Treatment

(Please use back of form if more room is needed.)

Asthma: ☐ yes ☐ no (If yes, please list below)

Asthma	Describe Reaction	Treatment

(Please use back of form if more room is needed.)

Seizure Activity: ☐ yes ☐ no (If yes, see sheets attached):

Describe Seizure	Treatment

Medical/Social/Emotional/Mental Health Diagnoses:**Individual's Name:** _____ **Date of Birth:** _____**Insurance Information** (to be used in the event of emergency hospitalization):

Insurance Company: _____ Policy#: _____

Policy Holder: _____

Medical Specialists

Primary Care Physician: _____ Telephone#: _____ Fax#: _____

Dentist: _____ Telephone#: _____ Fax#: _____

Other: _____ Telephone#: _____ Fax#: _____

EMERGENCY MEDICAL TREATMENT CONSENT

I understand that in the case of a Medical Emergency, requiring treatment or hospitalization, Individual will be taken to the nearest treatment facility and given all lifesaving measures, unless otherwise indicated.

RELEASE OF RECORDS

I, **(circle one)** DO / DO NOT give the Valley Collaborative my permission to exchange medical information with the Individual's medical team for the purpose of sharing pertinent information necessary for proper treatment.

Any information obtained by Valley Collaborative will be held in the strictest confidence.

Parent/Guardian Signature: _____ **Date:** _____

If you do not wish for your Individual to receive ANY medical treatment while attending Valley Collaborative Programs please sign the declination form below.

HEALTH CARE DECLINATION

I, _____, prefer that, _____ not receive any health care during Program hours. In the event of an illness or injury while at the Program, please contact me at the following number(s): _____

Parent/Guardian Signature: _____ Date: _____

***Please note: This form will expire one year from date signed. Please inform the Director of DDS Services of any changes.**

PHYSICIANS MEDICATION ORDER FORM

Name of Individual: _____ Date of Birth: _____

Address: _____ Telephone #: _____

Physician/Clinic: _____ Telephone #: _____

Allergies/Adverse medication reactions: _____

MEDICATIONS TO BE GIVEN DURING DAY PROGRAM HOURS

Medication & Dose	Route & Frequency	Treatment Purpose	Special instructions (Including parameters for vital sign monitoring, if needed)	Duration/Stop Date

I give permission for the Program Nurse or MAP certified personnel to administer scheduled medications while Individual is at the Program: ____ YES or NO ____

The Program may only hold a thirty day supply of medication and that medication must be delivered to the Program Nurse by a parent/guardian/group home.

Parents/Guardians/Group home may retrieve the medication from the Program at any time; however, the medication will be destroyed if it is not picked up within one week following termination of the order.

Does Individual have Physician permission to self-medicate? / Self-Carry ____ YES or NO ____

**Unless indicated by Physician, above medications may be administered by trained staff.*

MEDICATIONS BEING TAKEN BY INDIVIDUAL AT HOME

Medication & Dose	Route & Frequency	Treatment Purpose	Prescribed by

Physicians Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Note: This form will expire one year from date signed. Please inform Nursing Department of any changes.

Individual's Name: _____ Date of Birth: _____

PHYSICIAN PERMISSION FOR STANDING ORDERS

Nurse, MAP trained staff or Individual named above may administer/self-carry the following over the counter medication as needed with a physician's permission.

Please draw a line through any item you do not want given.

1. Acetaminophen (Tylenol) every 4 hours for complaint of pain or fever over 100.5 degrees.
Dosage: Over 60lbs give 325- 650mg by mouth. Not to exceed 4g/day
2. Ibuprofen (Motrin/Advil) every 6 hours for complaint of pain or fever over 100.5 degrees.
Dosage: Adult 200-400mg by mouth. Not to exceed 3.2g/day
3. Oral pain reliever for tooth pain or mouth sores as needed.
4. Calcium Carbonate antacid (Tums) for indigestion up to 2 tabs for one dose only.
5. Diphenhydramine (Benadryl) every 4 hours as needed for *allergic reactions: itching, and/or hives*.
Dosage: Weight over 50lbs. give 25mg by mouth
6. Hydrocortisone skin ointment 1% for itch.
7. Cough drops as needed for throat discomfort/cold symptoms.
8. Neosporin to affected areas as needed

Prescription PRN Medications below must be provided by the family:

1. Rescue Inhaler: Order to be written and signed by MD.

Order: _____

2. Diabetes testing supplies and Insulin: must be accompanied by the signed Diabetic Action Plan.
3. Epi-Pen: must be accompanied by an MD order and Allergy Action Plan

Dosage and administration for anaphylactic reaction, laryngeal edema, or hives:

Adult: 0.3cc IM or SC (weight greater than or equal to 50lbs.)

****Repeat injection in 5-15 minutes if the Individual's condition has not improved/deteriorated and EMS has not arrived yet.****

Does physician give permission for Individual to self-administer/self-carry above medications? ☐ YES or ☐ NO

Assessment form with MD signature must be completed and attached.

Physician Signature: _____ Date: _____

Physician Name/Clinic: _____ Tel: _____

Parent/Guardian Signature: _____ Date: _____

***Please note: This form will expire one year from date signed. Please inform Program Supervisor/Nursing Department of any changes.**

INDIVIDUALIZED SEIZURE PROTOCOL

NAME _____ DOB _____

TYPE OF SEIZURE _____ DURATION _____

LAST SEIZURE _____

DESCRIPTION _____

_____**CALL EMS (911)**

- If seizure last greater than _____ minutes (VC policy 5 minutes)
- If the Individual has one seizure after another **yes** **no**
- If there is a CHANGE in a seizure pattern **yes** **no**
- If the Individual has been injured **yes** **no**
- If Individual has a seizure who has an INACTIVE pattern (greater than 1 year) **yes** **no**

- Other instructions or any changes to the above statement: _____

CALL NEUROLOGIST- (Program Nurse will call)

- If the seizure last longer than _____ minutes.
- If the Individual experiences _____ seizures in 24 hour period.
(Number)
- If the Individual experiences _____ seizures in a week.
(Number)
- If Individual has a seizure who has an INACTIVE pattern (greater than 1 year) **yes** **no**
- If post seizure behavior (confusion, agitation, decrease in activity etc.) continues longer than 30 minutes
yes **no**

Additional Information: _____

Physician Name: _____ Tel: _____

Physician Signature: _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Seizure Protocol

PROTOCOL:

1. All Individuals' physical safety will be insured at all times.
2. **For seizure lasting more than 5 minutes 911 will be called & Individual will be transported to nearest hospital.** (An exception will be made if a physician specifies in a physician's order.)
3. For students who exhibit any seizure like activity and do not have a current seizure diagnosis **911 will be called immediately & Individual will be transported to nearest hospital.**
4. Guardian/parent will be notified whenever any seizure activity has taken place.
5. Individuals with a diagnosed seizure activity must have protocol signed by Physician.
6. When possible, two staff members should be present when an Individual is having a seizure, one staff to maintain safety, one staff to make phone calls if necessary.
7. If Individual has a witnessed, unwitnessed or suspected head or other bodily injury, **911 must be called.**

PROCEDURE:

1. As soon as seizure activity is noted, a safe position will be established either in their chair or on the floor.
2. Remove any furniture or equipment that may pose as a safety issue.
3. Loosen clothing around neck and chest and release body jacket if wearing one.
4. Turn person onto side or if sitting tip head slightly forward.
5. Never place anything in the mouth (tongue depressor or airway).
6. Do not try to restrict the person's movements.
7. Stay with the person until motor segment of the seizure is over.
8. During the seizure observe the characteristics of the seizure including the following:
 - ☐ Precipitating factors (fever, menses, loud noise, bright lights etc.)
 - ☐ Time of onset
 - ☐ Aura
 - ☐ Clinical progression of the seizure activity (from arm twitching to generalized activity) skin pallor, cyanosis of tongue or around the mouth
 - ☐ Loss of consciousness
 - ☐ Duration of motor activities
 - ☐ Post-ictal state (sleepy, lethargic, confusion, crying, vocalizing, and headache).
9. Document the seizure on Seizure Activity Flow sheet.
10. As per protocol, inform parents/guardian that seizure activity has occurred.

Individuals name: _____ Date of birth: _____

Parent/Guardian Signature: _____ **Date:** _____

*Individual with a diagnosed seizure activity must have protocol signed by Physician. **Form valid for one year from date signed.***

Physician Use only

____ Please use the above protocol for my patient.

____ Please follow alternate protocol for my patient. Protocol is attached.

Physician's additional instructions: _____

Physician signature: _____ **Date:** _____

ALLERGY ACTION PLAN

Name: _____ Date of birth: _____

ALLERGY TO: _____Asthmatic: ☐ Yes* ☐ No *Yes= Severe risk for reaction**SIGNS OF AN ALLERGIC REACTION:****Systems:****Symptoms:****MOUTH**

Itching & swelling of the lips, tongue, or mouth

THROAT

Itching and/or a sense of tightness in the throat, hoarseness and hacking cough

SKIN

Hives, itchy rash, and/or swelling about the face or extremities

GUT

Nausea, abdominal cramps, vomiting and/or diarrhea

LUNG

Shortness of breath, repetitive coughing, and/or wheezing

HEART

“Thready” pulse, “passing-out”

The severity of symptoms can quickly change.***All above symptoms can potentially progress to a life-threatening situation.**1. If ingestion is suspected and/or symptoms are: _____ Give: _____ **IMMEDIATELY!**2. **Call 911.** **DO NOT HESITATE TO CALL EMS/ 911 !!!**

3. Notify Parent/Guardian- Name: _____

(In boxes below please list preferred contact order 1- being first, 3- being last)

☐ Home phone#: _____☐ Work phone#: _____☐ Cell phone#: _____**Emergency Contact (if parent/guardian cannot be reached)**

Name: _____

Telephone#: _____ Relation to student: _____

Parent/guardian Signature: _____ Date: _____

**A medication order and Allergy plan must be on file for any individual with an allergy that requires an Epi-Pen. Physician may use this form or provide their own.*

Individual's Name: _____ Date of birth: _____

For physician use only:

Physician Name _____ Phone#: _____

Physician Signature: _____ Date: _____

Does above Individual have permission to self- medicate? Please circle: yes or no

Diabetic Action Plan

Mild to Moderate Hypoglycemia	Treatment
<ul style="list-style-type: none"> • Behavior changes (may include): <ul style="list-style-type: none"> • Acting quiet and withdrawn • Being stubborn or restless • Tantrums of sudden rage • Confusion • Inappropriate emotional responses (eg: laughter, crying) • Poor concentration or day dreaming • Shakiness • Sweatiness • Headache • Dizziness • Pallor • Increased Heart Rate • Staggering walk • Uncontrollable crying episode • Slurred speech • Blank stare • Refusal to take anything by mouth 	<p>If blood sugar is below: _____</p> <ul style="list-style-type: none"> • If you don't know what the blood sugar is, treat the symptoms. • Give the Individual some quick-acting sugar such as: <ul style="list-style-type: none"> 2 – 4 glucose tablets if ordered 3 – 4 ounces of juice 6 – 8 ounces of REGULAR soda 6 – 8 ounces Milk • Check the blood sugar 10 -20 minutes after treatment. If the blood sugar result is less than 80, or if the Individual still has symptoms, repeat the quick sugar treatment and blood sugar testing cycle until the Individual is symptom free and the blood sugar result is above 80. • When the Individual feels better and the blood sugar result is above 80, give additional snack if next meal is more than 30 minutes away and/or if the child will be participating in active play/ sports following this low blood sugar episode. • The Individual may resume Program activities after the blood sugar is above 80 and the Individual is symptom free. • Notify parent/ guardian as soon as possible

Symptoms Individual *may* exhibit:

Mild to Moderate Hyperglycemia	Treatment
<ul style="list-style-type: none"> • Frequent urination • Increased thirst • Blurred vision • Fatigue • Headache • Fruity-smelling breath • Nausea and vomiting • Shortness of breath • Dry mouth • Weakness • Confusion • Coma • Abdominal pain 	<p>If blood sugar is over: _____</p> <ul style="list-style-type: none"> • If the Individual has warning signs of high blood sugar, check the blood sugar. • Encourage water • NEVER WITHHOLD FOOD FOR HIGH BLOOD SUGAR! • Notify parent/guardian

Severe Hypoglycemia	Treatment
<ul style="list-style-type: none"> • Unconscious • Unresponsive • Convulsion-like movement • Failure to respond to cake icing (gel type) or glucose gel 	<ul style="list-style-type: none"> • Be sure the Individual is lying down in a safe area protected from head and bodily injury. • Position the Individual on his/her side • Call 911 • Inject glucagon if ordered/available. (RN only, if a registered nurse is unavailable to administer, 911 should be called) • Please note that as the Individual regains consciousness, nausea and vomiting may occur • Notify parent/guardian as soon as possible

Individual's Name: _____ Date of birth: _____

Daily Medications: _____

Physician Name: _____ Phone Number: _____

Physician signature: _____

Notify Parent/Guardian: Name: _____

(In boxes below please list preferred contact order 1- being first, 3- being last)

☐ Home phone#: _____

☐ Work phone#: _____

☐ Cell phone#: _____

Emergency Contact (if parents cannot be reached) -Name: _____

Telephone#: _____ Relation to Individual: _____

Program Nurse Signature: _____ Date: _____

Program Nurse Phone Number: 978-528-7889

Feeding & Diet Sheet

To be completed by Physician

Individual's Name: _____

Date of Birth: _____ Weight: _____ Height: _____

Allergies: _____

Reason for Modified Diet: _____

History of Aspiration?

- ☐ Yes, when: _____
- ☐ No

Has this Individual undergone past feeding evaluation or Modified Barium Swallow Study?

If yes, please attach copies of all reports to this form. Please see attached release of information form.

- ☐ Yes
- ☐ No

Current Diet Recommendations:

Texture:

- ☐ Regular/Solid
- ☐ Mechanical Soft
- ☐ Ground
- ☐ Pureed with some texture possible
- ☐ Pureed
- ☐ Non-oral-feeding tube

Liquid Consistency:

- ☐ Regular/Thin
- ☐ Nectar/Thick
- ☐ Honey Thick
- ☐ Pudding
- ☐ Non-oral-feeding tube

Medications:

- ☐ Whole with water
- ☐ Whole with puree
- ☐ Crush and mix with puree
- ☐ Use liquid form
- ☐ Non-oral feeding tube

Physician Signature

Date

Dental Refusal Form

I, _____, am opting not to receive dental care at this time. This includes any preventative care such as cleanings and checkups.

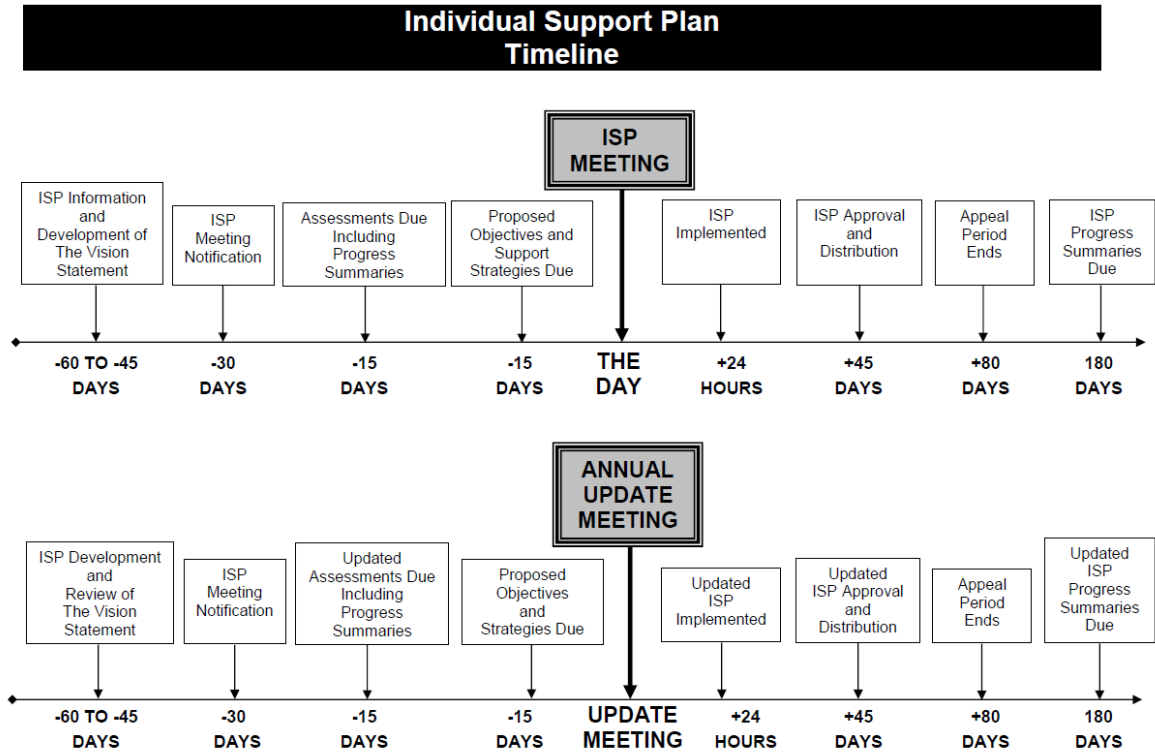
Individual Signature: _____

Guardian Name: _____

Guardian Signature: _____

Date: _____

Individual Support Plan (ISP)



Appendix F

Assessment of Functional Living Skills

Assessment of Functional Living Skills BASIC VOCATIONAL SKILLS Employment Assessment: 3168, 3181, CBDS 3163 SAFETY Assessment: 3168, 3181, CBDS 3163		Site: Date:
Job Coach/Job Developer Name:		
NAME:		
Current or New WORK GOAL (3181 & 3168):		
Current or New CBDS GOAL (3163):		
ISP Process Cycle: (Circle One) Full Semi Year 1 Annual Semi Year 2		
1a	Punctuality:	
	Transitions to work on time consistently	
	Transitions to work on time inconsistently	
1b		
	Transitions from work on time consistently	
	Transitions from work on time inconsistently	
2a	Attendance:	
	Rarely or never misses work	
	Misses work less than twice per month	
	Misses work more than twice per month	
2b		
	Notifies employer when absent or tardy	
	Rarely/ Never notifies employer when absent or tardy	
3	Hygiene:	
	Always maintains appropriate hygiene for work	
	Maintains appropriate hygiene at least half of work days	
	Rarely or never arrives to work with appropriate hygiene	
4a	Grooming/Clothing	
	Always dresses appropriately for work	
	Requires occasional reminders to dress appropriately for work	

	Rarely or never dresses appropriately for work	
4b		
	Always keeps self and clothing clean when performing tasks	
	Requires verbal reminders to keep self and clothing clean when performing tasks	
4c		
	Always adjusts clothing when needed	
	Requires verbal reminders to adjust clothing when needed	
5	Accepting Criticism/Admitting Mistakes	
	Recognizes and self corrects mistakes when possible and voluntarily notifies supervisor	
	Acknowledges their mistake when asked if they did something incorrect	
	Never accepts mistakes or criticism without negative behavior	
6	Greets Others	
	Initiates and returns greetings	
	Returns greetings	
	Never initiates or returns greetings	
7	Demonstrates Eye Contact when Talking with Others	
	Always maintains eye contact	
	Remains physically orientated to speaker but requires verbal cues to maintain eye contact	
	Never maintains eye contact	
8a	Interacting with Others	
	Always uses friendly and courteous interactions with everyone	
	Only uses friendly and courteous interaction style with people they know	
	Rarely or never uses courteous interaction style	
8b	Respects Personal Space of Others	
	Maintains acceptable space between others	
	Requires occasional reminders to respect others personal space	
	Always requires reminders to respect others personal space	
9a	Remains Calm at Work	
	Consistently reacts appropriately/calmly to given situations	
	Reacts inappropriately or in a disruptive manner once per week	

	Rarely to never reacts inappropriately or in a disruptive manner	
9b	Demonstrates Non-Disruptive Behavior at Work	
	Never disrupts work environment	
	Requires occasional reminders to correct disruptive behavior while working	
	Frequently requires reminders to correct disruptive behavior while working	
9c	Displays Trustworthiness	
	Is truthful with employers and employees and does not steal	
	Does not steal at work	
	Has not demonstrated trustworthiness	
10a	Follows Simple Verbal Direction	
	Consistently follows 4-step directions	
	Consistently follows 3-step directions	
	Consistently follows 2-step directions	
	Consistently follows 2-step directions with verbal prompts only	
10b	Follows Written Direction	
	Consistently follows 4-step written directions	
	Consistently follows 3-step written directions	
	Consistently follows 2-step written directions	
	Consistently follows 1-step written directions	
11	Confirms Information	
	Asks for clarification when needed	
	Tells instructor when confused	
	Does not confirm information when confused	
12	Maintains Focus	
	Remains focused and attentive to tasks up to 45 mins	
	Remains focused and attentive to tasks up to 30 mins	
	Remains focused and attentive to tasks up to 15 mins	
	Remains focused and attentive to tasks up to 5 mins	
13a	Takes Breaks	
	Takes scheduled breaks and returns on time independently	
	Sometimes requires prompts to take scheduled breaks and return on time	

	Always requires prompts to take scheduled breaks and return on time	
13b	Lunch/Breakroom Etiquette	
	Always appropriate, demonstrates behavior and follows norms and rules when in break room	
	Sometimes appropriate, demonstrates behavior and follows norms and rules when in break room	
14	Learn New Skills	
	Learns most skills after one demonstration	
	Learns skills after five or less demonstrations	
	Requires more than five demonstrations	
15a	Task Performance	
	Always agrees to completes non-preferred tasks	
	Sometimes agrees to completes non-preferred tasks	
	Requires prompts to complete non-preferred tasks	
	Refuses to complete non-preferred tasks	
15b	Performing all Assigned Tasks During Shift	
	Independently and consistently performs all job tasks and expectations throughout entire shift	
	Occasionally requires verbal prompts to ensure all job tasks are completed	
	Always requires prompting to ensure all job tasks are completed	
16	Speed	
	Maintains expected speed on job	
	Occasionally requires reminders to maintain expected pace	
	Always requires reminders to maintain expected pace	
17	Prioritizing	
	Always independently prioritizes tasks correctly	
	Occasionally requires verbal prompts to prioritizes tasks correctly	
	Requires job coach to prioritize tasks correctly	
18	Seeking Additional Work	
	When task is complete, finds additional work on his/her own	
	When task is complete, asks supervisor for additional work	
	When task is complete, will occasionally ask for additional work	
	Does not seek additional work, but will do it when given	

	Refuses to do additional work	
19a	Use/Care of Equipment	
	Uses and cares for equipment with respect	
	Uses equipment, and returns it the majority of the time	
	Uses equipment appropriately, but may not return it	
	Carelessly uses equipment, but returns it to original place	
	Carelessly uses equipment; does not put it away	
19b	Keeps a Clean and Tidy Work Area	
	Always keeps work area and personal belonging neat and tidy	
	Sometimes keeps work area and personal belongings neat and tidy	
	Rarely keeps work area and personal belonging neat and tidy	
20	Overall Improvement (From day one until the end of the training)	
	Outstanding	
	Very Good	
	Average	
	Minimal	
	None	
21	Safety & Evacuation	Yes / No / NA
	Can Individual evacuate work site safely?	
	Can Individual state/show name, address, phone number?	
	Does Individual carry an ID card?	
	Does Individual carry/wear a medical ID?	
	Can Individual use a cell phone or telephone?	
	Can Individual call 911?	
	Can Individual call (yell to) supervisor for help?	
	Does the Individual stay with the group?	
	Can the Individual navigate crowds and curbs?	
	Can the Individual identify 5 basic community signs (exit, restroom, caution, etc.)?	
	Can the Individual cross the street safely?	
	Can the Individual cross a parking lot safely?	
	Can the Individual fasten his/her seatbelt?	

	Can the Individual identify 2 sources of community help (police, fire, etc.)?	
	Does the Individual cooperate during evacuations?	
	Can the Individual identify alternative exits if main exit is blocked?	
	Does this Individual require assistance to exit in a timely manner? (describe below)	
	Assessor's Signature:	
	Individual's Signature:	

Person Centered Plan

Annual Review

Name: _____

Date: _____

Next Review Date: _____

Case Manager: _____

QUALITY OF LIFE: CBDS

Any changes to Physical Needs:

Any changes to Mental Needs:

Any changes to Spiritual Needs:

Any changes to Social Needs:

ADULT LIVING: CBDS

Any changes in Adaptive Living Skills?

Any changes in Adaptive Living Strengths?

COMMUNITY ENGAGEMENT: CBDS

What does your community mean to you?

What are your interests in the community?

What types of leisure activities do you want to pursue?

EMPLOYMENT

What new Skills do you have?

What new Abilities do you have?

What are your career choices?

Additional Comments:

Case Manager Signature: _____ Date: _____

Individual Signature: _____ Date: _____



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Renato Silva, Administrative Coordinator
Date: September 15, 2022
Re: Valley Collaborative Facilities Update – Summer 2022

Facilities Projects – Summer 2022

40 Linnell Circle - Billerica

- Replaced all three aging water heaters in the building
- Performed seasonal preventative maintenance on HVAC system
- Replaced all 4” black cove baseboards with 6” navy blue cove baseboards throughout the entire first floor
- Replaced all carpeted rooms on the first floor with new high-traffic commercial tile
- Re-stripped parking lot lines and added two crosswalks
- Installed new interior and exterior safety signage including signs designating a previous parking lot entrance as exit only thereby increasing the safety of students being picked-up and dropped-off
- Purchased and installed \$50K of new commercial equipment for cafeteria
- Oversaw first floor construction alterations including demolishing wall between classrooms #161 and #162 and installing new drop-ceiling and floor tiles to create a new Intensive Special Needs classroom. Also created a new timeout/break-room on the first floor
- Stripped and waxed all first-floor hallways
- Painted 11 classrooms and 4 office spaces
- Cleaned and shampooed all carpeted rooms on second floor
- Purchased and installed new custom high-traffic area rugs with the Valley Collaborative logo in the lobby, side entrances, and cafeteria to greet students, staff, and visitors
- Elevator died and is being repaired – will take a couple of months

135 Coburn Road – Tyngsborough

- New Window Project in the South Street wing of building
 - New windows are on backorder due to supply-chain issues, oversaw implementation of temporary plexiglass in each classroom and restrooms along with installation of adequate insulation
- Painted hallway ceilings and walls in both wings
- Stripped and waxed all hallway, lobby, and gymnasium floors
- Re-stripped parking lot. Added a fire lane, handicap spaces, and student drop-off parking
- Ordered and installed new interior and exterior signage including numbers for each classroom and student drop-off area signs
- Purchased new commercial cooking equipment for cafeteria kitchen
- Cleared brush and weeds from overgrown area in parking lot by main entrance to be replaced by mulch and plants to greet students, staff, and visitors
- Installing new 6” navy blue cove baseboard in the lobby
- Purchasing new custom rug with Valley Collaborative logo for the lobby

11 Executive Park Drive – North Billerica

- Oversaw implementation of all finishes (tile, baseboard, paint, etc.)
- Purchased custodial fixtures to be used (paper towel dispensers, soap dispensers, custodial carts, trash and recycle bins, etc.)
- Purchased all major appliances for training kitchen and break station (washer/dryer, dishwasher, refrigerators, etc.)
- Purchased furniture for reception area

Required Action:

None

Attachments:

None



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Jessica Scalzi, Lead Nurse
Date: September 15, 2022
Re: COVID-19 Update

COVID cases since 9/9/22:

Elementary: 0

Middle: 1

High: 5

Adult: 1

Valley Collaborative is offering COVID-19 testing to students and staff who become symptomatic during the day. We continue to support students and families who wish to have their children wear a mask. Valley follows all DESE and DPH COVID-19 guidelines for testing, isolation and exposure precautions.

Required Action:

None

Attachments:

Fall 22 COVID Flyer



Valley Collaborative Nursing News

Healthy Guidance from Your Nursing Department

COVID-19 Updates Fall 2022

As we prepare to start our new school year, we want to ensure you that Valley Collaborative is using all guidance from the Department of Public Health (DPH) and the Department of Elementary and Secondary Education (DESE) to promote the health and safety of our students, staff and families. Valley Collaborative will not be participating in surveillance testing, universal mask requirements, contact tracing or the test to stay testing program. Valley Collaborative will continue to offer symptomatic testing for students and staff who develop COVID-19 symptoms during school hours. We will support any families who wish to continue wearing masks at school as well. [COVID-19 Guidance K -12 Fall 2022](#)

VACCINE CLINIC

Throughout August and September, DPH will be offering free family friendly vaccine clinics. No appointment is needed.

[Back to School COVID-19 Vaccine Clinics](#)



Isolation and Exposure Precautions

If your child was exposed to COVID-19, regardless of their vaccination status: Your child may return to school if they have no COVID-19 symptoms such as cough, fever, sore throat, headache, congestion. Together with the CDC we recommend that instead of quarantining, you wear a high-quality mask for 10 days and get tested 5 full days after your last exposure (day 6). Report all positive COVID-19 tests to jscalzi@valleycollaborative.org

Testing Positive for COVID-19

If your child tests positive, they must isolate for 5 days.

- To count days for isolation, Day 0 is the first day of symptoms OR the day the positive test was taken, whichever is earlier.
- Return to school:
 - Your child must be fever free for 24 hours without the use of fever reducing medication.
 - If your child can mask, they may return to school on Day 6. They may remove the mask if they test negative on Day 6. If they continue to test positive, masks are required.
 - If your child is unable to mask, please check in with your school nurse to discuss protocol.



Valley Nurses

Jessica Scalzi RN, BSN, NCSN

Lead Nurse

jscalzi@valleycollaborative.org

Sandy Gamache, LPN

Middle/High School Nurse

sgamache@valleycollaborative.org

Kathryn Richard RN, BSN

Elementary School Nurse

krichard@valleycollaborative.org

Katherine Lozano, LPN

Elementary School Nurse

klozano@valleycollaborative.org



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: September 15, 2022
Re: Communications

The following communications are attached for your review:

MOEC Update

- Collaborative Board Member Breakfast at MASS/MASC Joint Conference
- FY'22 MOEC Annual Report

Community and Staff Relations

- MTRS Census Data Audit of Valley Collaborative
- Staff Orientation Day
- Valley's Principals Meetings
- Thank you Email from Robert Piscitelli
- Thank you Email from Nikki Gounaris
- Resignation Letter from Patricia Evans
- Return to Elementary School Memo from Principal Mackay
- Valley Elementary School September Newsletter

Required Action:

None

Massachusetts Organization of Educational Collaboratives



Meet and Greet Your Collaborative Colleagues Across the State

You are cordially invited to meet and greet your collaborative board member colleagues from across the state at our inaugural MOEC Continental Breakfast to be held at the MASS/MASC Conference this year. This session is being offered as a result of a deepening partnership with MASS and MASC. It will provide a forum for you to network with other collaborative's board members and to increase your knowledge of MOEC as an entity. A brief presentation will be provided about the work of MOEC on your collaborative's behalf.

Date: Friday, November 4, 2022 from 8 - 8:30 am. Presentation at 8:15am

Background: MOEC and its member collaboratives have a successful 40-year history of extending capacity in over 300 member and non-member school districts with programs and services.

MOEC serves as the voice of its 24 collaboratives and works to develop a full appreciation for, and understanding of, educational collaboratives at the state, regional, and local levels. As an influential facilitator and highly visible proponent of regional thinking in service delivery, MOEC is the Commonwealth's primary advocate for collaboratives and the critical role they play in the Massachusetts educational system.

MOEC provides a forum to enhance the ability of collaboratives to promote leadership and direction to their organizations through professional development, information exchange, and advocacy for collaborative programming so that Massachusetts collaboratives may better serve their constituents. Please join us to learn more!

Register today! [Click Here to Register](#)

If you have any questions, please email Emily Stephens at estephens@moecnet.org

A photograph of a woman with dark hair smiling and holding a young girl. The girl has dark curly hair and is wearing a red dress over a white shirt. She has a hearing aid in her ear, which is being adjusted by a hand. The background is a solid orange color.

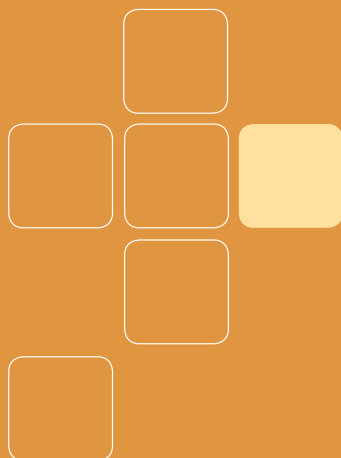
Embracing Excellence in Special Education

Massachusetts Organization of
Educational Collaboratives

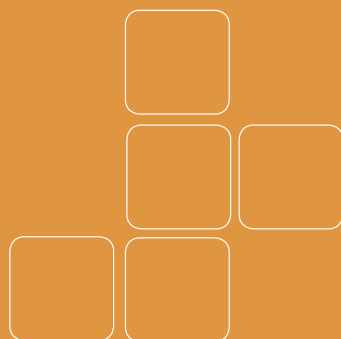
www.moecnet.org

2021 - 2022 Annual Report

Executive Board



Regional Liaison Representatives



The 2021 - 2022 MOEC Board of Directors

President	Liz McGonagle The Education Collaborative (TEC) www.tec-coop.org
Vice-President	Theresa Craig READS Collaborative www.readscollab.org
Treasurer	Chris Scott Valley Collaborative www.valleycollaborative.org
Secretary	Stephen Donovan North River Collaborative (NRC) www.northrivercollaborative.org
Past President	Catherine Lawson SEEM Collaborative www.smecollaborative.org
AESA Liaison:	Catherine Lawson SEEM Collaborative www.smecollaborative.org
Executive Director	Joanne Haley Sullivan Massachusetts Organization of Educational Collaboratives (MOEC) www.moecnet.org
Greater Boston:	Jacki Clark Shore Educational Collaborative www.shorecollaborative.org
North:	Francine Rosenberg Northshore Education Consortium www.nsedu.org
South:	Catherine Cooper Southeastern Massachusetts Educational Collaborative (SMEC) www.smecollaborative.org
Central:	Arnold Lundwall Southern Worcester County Educational Collaborative (SWCEC) www.swcec.org
West:	Roland Joyal Lower Pioneer Valley Education Collaborative (LPVEC) www.lpvec.org

Committees, Commissions, and Advisory Boards

The Board appreciates the following members for serving on the MOEC committees:

Legislative Committee

- Catherine Cooper (Chair), Executive Director, Southeastern Massachusetts Educational Collaborative (SMEC)
- Paul Hilton, Executive Director, Cape Cod Collaborative
- Roland Joyal, Executive Director, Lower Pioneer Valley Education Collaborative
- Cathy Lawson, Executive Director, SEEM Collaborative
- Liz McGonagle, Executive Director, The Education Collaborative (TEC)

Professional Development Committee

- Liz McGonagle (Chair), Executive Director, The Education Collaborative (TEC)
- Helen Deranian, Coordinator, Crest Collaborative
- Fran Rosenberg, Executive Director, Northshore Education Consortium
- Dymna Thomas, Executive Director, Pilgrim Area Collaborative

Finance Committee

- Chris Scott (Chair), Executive Director, Valley Collaborative
- John Demanche, Executive Director, Keystone Collaborative
- Todd Gazda, Executive Director, Collaborative for Educational Services
- Cathy Lawson, Executive Director, SEEM Collaborative
- Liz McGonagle, Executive Director, The Education Collaborative (TEC)
- Rick Reino, Executive Director, South Shore Educational Collaborative
- Jim George, CPA (Advisor), Valley Collaborative

The Board appreciates the following members for representing MOEC on Commissions and Advisory Boards:

Digital Learning Advisory Committee

- Angela Burke, Director of Professional Services, Collaborative for Educational Services

Safe and Supportive Schools Commission

- Susan Farrell, Executive Director, Central Massachusetts Collaborative

Special Education Advisory Council

- Susan Farrell, Executive Director, Central Massachusetts Collaborative

BirCH Project

- Francine Rosenberg, Executive Director, Northshore Education Consortium

Educational Collaboratives in Massachusetts

Massachusetts collaboratives are educational services agencies that bring school districts together to form partnerships to create regional educational capacity and resources. Collaboratives benefit school districts, students, families, educators and taxpayers by maximizing efficiency through shared costs and expertise. They play a leadership role in developing a broad range of innovative programming to meet emerging needs by providing training, enabling the sharing of exemplary educational practices, and serving and educating many of our most vulnerable students across the Commonwealth.

In 1974, Massachusetts enacted the legislation that encouraged school districts to come together to address demands for special education services through collaboratives. Further legislation in 2012 clearly delineated the authority under which educational collaboratives now operate. The resulting partnerships have grown to encompass many diverse educational services and programs.

Today, educational collaboratives offer a wide range of programs and services ranging from:

- Special education programs and services
- Vocational and school-to-work programs
- Early childhood services
- Supplemental educational and therapeutic services
- Virtual learning and the Commonwealth Virtual School
- Recovery High Schools
- Health and safety initiatives (including mental health and family support)
- Professional development programs
- Cooperative purchasing programs
- Transportation services for both regular and special education students
- School Based Medicaid reimbursement services
- Services designed for individuals with disabilities post 22 years old

The Massachusetts Organization of Educational Collaboratives (MOEC)

The Massachusetts Organization of Educational Collaboratives (MOEC) is the professional organization representing the Commonwealth's educational collaboratives. MOEC serves as the voice of our members and works to develop a full appreciation for and understanding of educational collaboratives at the state, regional, and local levels. As an influential facilitator and highly visible proponent of regional thinking in service delivery, MOEC is the Commonwealth's primary advocate for collaboratives and the critical role they play in the Massachusetts educational system.

MOEC provides a forum to enhance the ability of collaboratives to promote leadership and direction to their organizations through professional development, information exchange, and advocacy for collaborative programming so that Massachusetts collaboratives may better serve their constituents.





Executive Director's Letter

21-22

was a school year in which schools and districts and collaboratives continued to experience the impact of the COVID-19 pandemic. While we had hoped that COVID-19 transmission was waning and that we would return to a more traditional year, it did not turn out that way. Collaboratives

and school districts continued to be challenged to provide equitable high-quality services to their students while also working diligently to help mitigate the spread of COVID-19 through testing and quarantine protocols for students and staff.

Adequate staffing was at a crisis level for the field of education in general, and special education in particular, this year. This became a significant challenge for collaboratives and prompted us to find new ways to most effectively support our students. On top of that, across the country and the state students were presenting with needs that were more acute than we have seen in the past, and this was certainly true in collaboratives as well. At times, this prevented us from accepting new students into our programs and services, leaving our districts without these needed resources. Despite these challenges, collaboratives continued to provide programs and services for a total of over 35,000 students across the Commonwealth. This was a true testament to the tenacity and resilience of the leadership and staff in our collaboratives.

The staffing shortage, along with increasing mental health issues that are adversely affecting the students in the Commonwealth, are overburdening an already depleted field. Recognizing that these issues will become an even greater crisis if not addressed, MOEC collaborated with DESE and with legislators, and with other partners to identify solutions to this crisis so that we can continue to meet student needs.

We regrettably are saying goodbye to one of our members this year; EDCO Collaborative will be dissolving as of June 30th after many years of significant benefit to educators and students across the state and in their districts. We are grateful for their contributions to the work of MOEC as well.

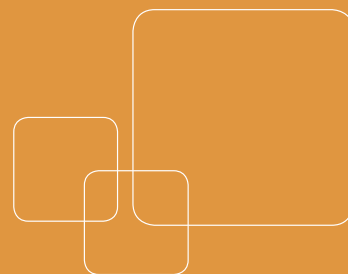
Despite the challenges the year presented, 2021-22 was also a period of considerable progress for MOEC and its member collaboratives. Our organization continues to advance the interests of our members and our member school districts to ensure that every child in the Commonwealth receives a high-quality education. Since our beginning in the 1970s, and through subsequent legislative action over the years, our reputation for providing student and district support continues to flourish. MOEC's impact across the Commonwealth is realized in the important areas of advocacy, partnership and professional development.

We are grateful to Commissioner Jeffrey Riley and his staff for the many ways they have continued to elevate the awareness and use of educational collaboratives. We particularly want to thank Ruth Hersh, Paulajo Gaines, and Nina Marchese for their advocacy on our behalf.

It is my honor to submit the Massachusetts Organization of Educational Collaboratives' annual report.

Joanne Haley Sullivan
Executive Director
Massachusetts Organization of Educational Collaboratives

The staffing shortage, along with increasing mental health issues that are adversely affecting the students in the Commonwealth are overburdening an already depleted field. These issues will become an even greater crisis if not addressed.



The Commonwealth's 25 Collaborative employ 5,396 educators and staff to serve 35,052 students in a variety of ways.



Collaborative Data and Offerings

MOEC's member collaboratives have long standing partnerships that enhance districts' capacity to provide high quality programming to meet the complex needs of our most vulnerable students. MOEC members provide a wide array of services to schools, educators, communities, and learners of all ages, from professional development and consultation to specialized student programs, wrap-around services, and more.

Collaborative Data

The Commonwealth's 25 Collaboratives employ 5,396 educators and staff to serve 35,052 students:

- serve over 5,253 students in special education programs
- provide special education services to over 4,089 students
- provide general education services to over 5,042 students
- provide special education transportation to over 1,979 students
- provide general education transportation to over 18,689 students

Collaborative Student Enrollment by Race/Ethnicity (2020-2021) Data:

- | | |
|-------------------------------------|--------|
| • African American | 8.7 % |
| • Asian | 3.2 % |
| • Hispanic | 21.6 % |
| • Native American | 0.3 % |
| • White | 61.1 % |
| • Native Hawaiian, Pacific Islander | 0.1 % |
| • Multi-Race, Non-Hispanic | 5.0 % |

Collaborative educational programs serve students with the following needs:

- Autism Spectrum
- Communication
- Developmental Delay
- Emotional/Therapeutic
- Intellectual
- Multiple Disabilities/Complex Health
- Neurological
- Post-High School Transition
- Sensory: Deaf-Blind; Hearing; Vision
- Specific Learning
- Substance Use Disorders

Collaboratives provide the following special education services:

- Applied Behavior Analysis
- Parent Training
- Assistive Technology
- Physical Therapy
- Home/Hospital Tutoring
- Program Evaluation & Consultation
- Mental Health Services
- Speech & Language Therapy
- Nursing
- Student Assessments
- Occupational Therapy
- Transitional & Vocational Services
- Orientation & Mobility
- Vision

Collaboratives provide the following other education services:

- Career and Technical Education
- Recovery High Schools
- Cooperative Purchasing
- Student Data Privacy
- Family Supports/Wrap-around Services
- Student Transportation
- Medicaid Reimbursement
- Mental Health Supports
- Professional Development
- Virtual Schooling

Massachusetts Organization of Educational Collaboratives (MOEC)

Three overarching goals were set for MOEC for 2021-22:

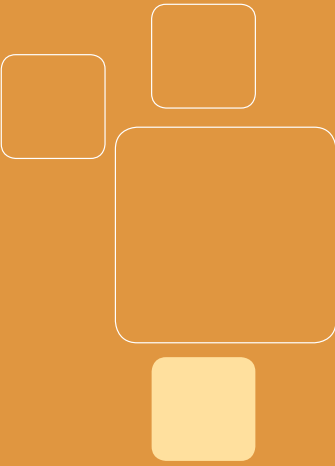
1. Expand the role of MOEC as a statewide resource for collaboratives.
2. Provide advocacy with DESE and with state and local legislators.
3. Advocate for greater recognition and use of collaboratives.

1. MOEC as a resource for collaboratives.

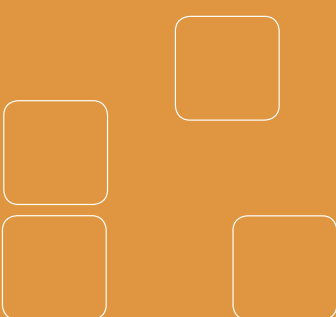
- **Job Alike Groups:** To support collaborative leaders with communication, networking, and support MOEC provided various learning communities across collaboratives. We enhanced and created new job-alike groups who met multiple times this year. Participants experienced opportunities to share common issues and concerns and learn from one another, including:
 - EL Program Leaders (new for FY22)
 - Equity Specialists (new for FY22)
 - Executive Directors
 - Business Leaders
 - Special Education Program Leaders
 - Professional Development Leaders
 - Home Services Providers Leaders
 - Technology Leaders
 - Human Resources
 - Transportation Leaders
 - Data Specialists
- **Professional Development specific to the needs of Collaborative Leaders**
 - *Virtual Learning Tours*
Collaborative Leaders were able to join colleagues from across the state, to network and learn more about educational design being used in other collaboratives. This virtual professional development provided an opportunity to share new ideas, successful practices, and current solutions for models of instruction in collaborative settings.
 - *Social Security for Collaborative Employees*
A Regional Public Affairs Specialist for Social Security provided a high level overview to all interested collaborative employees about this important benefit that they may be entitled to receive.
 - *Make Friends with Legislators Before You Need Them*
This panel session focused on what the panelists have done to maintain positive relationships with elected officials to promote the good work and the needs of collaboratives.
 - *Self Care, Mindfulness and the Importance of Relationships*
Former LABBB Executive Director, Patric Barberi, facilitated a session on self-care, mindfulness, and the importance of relationships.
 - *Integration of Collaborative Programs in Host Schools*
Former LABBB Executive Director, Patric Barberi, provided effective strategies to ensure collaborative programs are welcomed in host schools.
 - *Legal Issues Workshop*
Sarah Spatafore from Murphy, Hesse, Twomey, and Lehan discussed timely and meaningful topics including: Title IX, Maternity Leave/FMLA, and District-based/contracted staff and the notion of joint employment.



Participants in Job Alike Networks had increased opportunities to share common issues and concerns and learn from one another.



In FY22, MOEC successfully advocated for Collaboratives to access federal funds allocated for K-12 education to reimburse them for extraordinary expenses related to keeping students and staff safe during the pandemic.



Training to keep Executive Directors informed about changes that pertain to collaboratives as they arise

- Collaborative Dissolution

Executive Directors learned more about the considerations to protect member districts in the event of dissolution of a Collaborative. Topics include real estate liability, RFP, and Collaborative vs. District Responsibility--what are the appropriate protections for member districts?, Retirees Health Insurance Trust, Vacation Liability, and Liability of Districts after leaving the Collaborative

2. Provide advocacy with DESE and with Federal, State, and Local Legislators.

A significant challenge for collaboratives throughout the pandemic has been the lack of dedicated funding to reimburse collaboratives for the extraordinary expenses needed to keep students safe during the COVID-19 pandemic. Our unique governing structure left us lacking COVID related funds for our programs that have been available to others in the educational domain. In FY21, Collaboratives were unable to access the state and federal funds allocated for k-12 education to respond to this unprecedented pandemic as these funds were reserved for LEAs.

The Department of Elementary and Secondary Education (DESE)

- MOEC and its members participated in numerous sessions with Department policy makers to ensure that the collaboratives' perspectives are embedded in their initiatives and outreach efforts, particularly during this continuing Pandemic year.
 - Reimbursements to Collaboratives for additional expenses due to COVID-19 (75% reimbursement)
 - Staffing shortages: MOEC worked closely with DESE and our partners at ASE and MAAPS to seek solutions to the staffing crisis in special education. Working in partnership with MASSHire, we participated in the development of regional and statewide job fairs.
 - Regional Liaisons discussed timely topics with the Commissioner and Associate Commissioners. Topics included:
 - mental health,
 - services for students who turned 22 during COVID-19,
 - family supports,
 - and other issues.
- We collaborated with DESE to enhance clarity of the Cumulative Surplus Guidance. This document is designed to provide sufficient information to allow collaboratives to conform with the intent of the regulations.
- We were successful in advocating for inclusion in some grant opportunities that collaboratives may not have been eligible for in the past. We are grateful to DESE for their openness to these opportunities to best serve our students.
- We were represented on DESE Advisory Groups:
 - Safe and Supportive Schools Commission
 - Special Education Advisory Council
 - Digital Learning Advisory Committee

Massachusetts Great and General Court

An ongoing challenge for collaboratives that has been exacerbated by the pandemic is a provision in the Ethics Law that limits the ability of collaboratives to leverage the expertise of member district staff to meet the needs of students in collaborative programs and to provide high quality professional development to staff. We have advocated for the filing of *An Act to Support Educational Collaboratives (S2066 and H4350)*. This bill is designed to address what we perceive is an unintended consequence of the statute. Current law limits the ability of collaboratives to leverage the expertise of member district staff who are currently precluded from sharing their expertise across and among collaborative member districts or within collaborative programs. This bill is a keystone element of the effort to reduce this shortage and allow us to more effectively meet the needs of our students while ensuring a fair approach to recruiting and hiring the needed staff. We are grateful to Senator Adam Hinds and Representative Marc Pacheco for their recognition of this need and filing this bill on our behalf.

We look forward to continued discussion regarding the consequences of this dilemma and are confident of its resolution.

3. Advocacy for Greater Recognition and Use of Collaboratives

Statewide Educational Organizations

MOEC is recognized as a significant voice in the educational community across the Commonwealth. We have longstanding and valued partnerships with the Massachusetts Association of School Superintendents (MASS), the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Business Officials (MASBO). Together, our organizations focus on our primary mission of ensuring high quality programs and services for each and every child and staff member in our school districts. We are proud of our relationship with these organizations and welcome their support of educational collaboratives. We are frequent presenters and participants at their annual conferences and institutes and appreciate the respect that their organizations afford us.

Promote public awareness and knowledge about the state's educational collaboratives. MOEC continues to advocate for greater recognition and use of collaboratives by promoting public awareness and knowledge about the state's educational collaboratives. In addition, MOEC contracted with a Public Relations firm to produce stories raising awareness of collaboratives. In FY22, we engaged in dialogue with the following statewide leaders for this purpose.

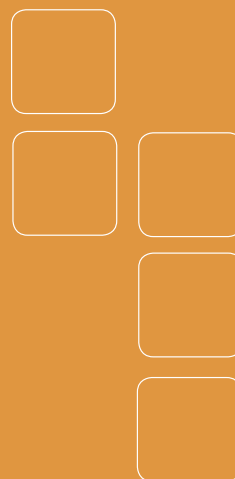
- Deputy Commissioner Regina Riley
- Office of the Child Advocate
- Legislators, including Speaker of the House of Representatives Ron Mariano's office
- BirCH Advisory Board

Expand Relationships with statewide educational groups

MOEC consistently works to expand relationships with statewide educational groups in order to find new and creative ways to address student needs. In FY22, we formed new partnerships and continued existing partnerships with the following organizations:

- Massachusetts Partnership for Youth (New for FY22)
- Workforce Investment Boards (New for FY22)
- Massachusetts Association of School Superintendents
- Massachusetts Association of School Committees
- Massachusetts Administrators of Special Education
- Coalition for Special Education Funding
- Transition Aged Youth Coalition
- Association of Educational Service Agencies
- Massachusetts Association of Pupil Transportation
- Special Education Transportation Task Force
- Massachusetts Association of Approved Private Schools

We are extremely grateful to Senator Adam Hinds and Representative Marc Pacheco for filing *An Act to Support Educational Collaboratives (S2066) and H4350* on our behalf.



MOEC Member Collaboratives

West

Collaborative for Educational Services (CES)
Lower Pioneer Valley Educational Collaborative (LPVEC)

www.collaborative.org
www.lpvec.org

Central

Assabet Valley Collaborative (AVC)
CAPS Education Collaborative
Central Massachusetts Collaborative (CMC)
Keystone Collaborative
Southern Worcester County Educational Collaborative (SWCEC)

www.avcollaborative.org
www.capsed.net
www.cmasscollaborative.org
www.keystone.org
www.swcec.org

Greater Boston

ACCEPT Education Collaborative
CASE Collaborative
EDCO Collaborative*^(closed as of June 30, 2022)
LABBB Collaborative
Shore Educational Collaborative
The Education Cooperative (TEC)

www.accept.org
www.casecollaborative.org
www.edcollab.org
www.labbb.com
www.shorecollaborative.org
www.tec-coop.org

North

Collaborative for Regional Educational Services & Training (CREST)
Valley Collaborative
Northshore Education Consortium (NEC)
SEEM Collaborative

www.crestcollaborative.org
www.valleycollaborative.org
www.nsedu.org
www.seemcollaborative.org

South

Bi-County Collaborative (BICO)
Cape Cod Collaborative
North River Collaborative (NRC)
Pilgrim Area Collaborative (PAC)
READS Collaborative
South Coast Educational Collaborative (SCEC)
Southeastern Massachusetts Educational Collaborative (SMEC)
South Shore Educational Collaborative

www.bicounty.org
www.capecodcollaborative.org
www.northrivercollaborative.org
www.pilgrimac.org
www.readscollab.org
www.scecoll.org
www.smeccollaborative.org
www.ssec.org

Massachusetts Organization of Educational Collaboratives

33 Water Street
Sandwich, MA 02563
(774) 313-6650
www.moecnet.org





Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Kari Morrin, Director of Human Resources, Title IX & 504 Coordinator
Date: September 15, 2022
Re: Massachusetts Teacher's Retirement System (MTRS) Audit

Valley Collaborative was selected as one of the Massachusetts school districts whose employee census data provided to the Commonwealth and the Massachusetts Teachers Retirement System (MTRS) will be audited this year. The MTRS and the Office of the State Comptroller have agreed to use Clifton Larsen Allen (CLA), the Commonwealth's independent auditor, to conduct these audits of local school systems' data.

CLA requested Valley to submit requested payroll data to CLA by August 19, 2022. Valley submitted its data to CLA on August 5, 2022 and at this time, is awaiting any necessary next steps for this audit.

Required Action:

None

Attachments:

- MTRS Audit Request Letter
- CLA Census Data Audit Request Letter



Main Office
500 Rutherford Avenue, Suite 210
Charlestown, MA 02129-1628
Phone 617-679-MTRS (6877)
Fax 617-679-1661

Western Regional Office
One Monarch Place, Suite 510
Springfield, MA 01144-4028
Phone 413-784-1711
Fax 413-784-1707

Online mass.gov/mtrs



Members of the Board

Dr. Ventura Rodriguez
*Chair, Designee of the
Commissioner of
Elementary and
Secondary Education*

Deborah B. Goldberg
State Treasurer

Suzanne M. Bump
State Auditor

Dennis J. Naughton

Jacqueline A. Gorrie

Richard L. Liston

Anne Wass

Executive Director

Erika M. Glaster

July 21, 2022

Chris Scott, Collaborative Leader
Valley Collaborative School
25 Linnell Circle
Billerica, MA 01821

RE: Census data audit of your school system

Dear Collaborative Leader Scott:

We are writing to inform you that your district has been selected as one of the school districts whose employee census data provided to the Commonwealth and MTRS will be audited this year, pursuant to the Governmental Accounting Standards Board Statement No. 67 (GASB 67). Census data consists of demographic data as well as wages, contributions and employment dates submitted to the MTRS by each employer. Audits of districts are to be conducted on a rolling basis, such that the information provided by individual districts generally will need to be attested to every five or ten years, depending on a district's size.

In order for the Commonwealth to meet the GASB 67 reporting standard, the American Institute of Certified Public Accountants (AICPA) requires that independent auditors verify, or attest to, the accuracy of employee census data provided by governments to the Commonwealth's pension plans and used by the Commonwealth in calculating the Commonwealth's pension liability. For the MTRS, this requires either that the independent auditors of Massachusetts cities and towns themselves attest to the accuracy of the pension information provided by their school systems, or that an auditor hired by the Commonwealth or MTRS conducts audits and verifies census data provided to MTRS.

The MTRS and the Office of the State Comptroller have once again agreed that the most efficient way to provide for these attestations is for the



Comptroller to have Clifton Larsen Allen (CLA), the Commonwealth's independent auditor, conduct the audits of local school systems.

Clifton Larsen Allen will be emailing you a letter this week that describes the audit and requests the December 31, 2021 year end Master payroll file for your district.

If you have any questions, please do not hesitate to contact Sean Neilon, MTRS Assistant Executive Director at 617-679-6889. Please also feel free to contact Mathew Goulet, Senior at CLA, who will be overseeing CLA's fieldwork. Mathew can be reached at (781) 402-6342.

Sincerely,

A handwritten signature in black ink that reads "Erika M. Glaster". The signature is written in a cursive style.

Erika M. Glaster
Executive Director
Erika.glaster@trb.state.ma.us
617-679-6859

cc: Joia Mercurio, Deputy Director



CliftonLarsonAllen LLP
131 Hartwell Avenue, Suite 300
Lexington, MA 02421

phone 781-402-6300 fax 781-402-6350
CLAconnect.com

July 28, 2022

To Whom It May Concern:

We are auditing the Massachusetts Teachers Retirement System (MTRS) as of and for the fiscal year ended June 30, 2022. In connection therewith, we are required to test the completeness and accuracy of census data provided to MTRS by participating employers. Your School District has been chosen to be included in the test sample of representative contributing employers.

The following attributes for certain active employees on your Master Payroll File will be tested:

- Birth Date
- Salary/Pensionable Pay
- Years of Service (Date of Hire)

We respectfully request that you send us your Master Payroll File **(in Microsoft Excel format)** as of/for the year ending **December 31, 2021** (since we are testing census data as of 1/1/22). To send us the file, please use our secure file transfer program – LeapFILE. Instructions for using LeapFILE are included as an attachment to this letter.

Please send us the file as soon as possible but no later than August 19, 2022. In the event you experience difficulties with the secure file transfer process, please contact me at 508-838-6837 or Ross.Smith@claconnect.com.

We are requesting the following fields be included in the master payroll file:

- First and Last Name
- Social Security Number (last four digits)
- Date of Birth
- Date of Hire
- Gross Wages – itemized if possible (i.e. regular pay, sick leave, hazard pay, etc.) for the period January 1, 2021 to December 31, 2021
- All Deductions (at a minimum the MTRS contribution deduction)
- Net Wages



CLA is an independent member of Nexia International, a leading, global network of independent accounting and consulting firms. See nexia.com/member-firm-disclaimer for details.

We understand that each employer being tested is unique and since a standard report cannot be expected from everyone, we are available if you need additional clarification of our request.

In addition to this request for your Master Payroll File, at a later time, we may be sending you a list of active employees for whom we need further supporting documentation for the attributes listed below. Examples of acceptable supporting documentation are:

- Birth Date
 - Birth Certificate
 - I-9 Documentation (i.e. copy of driver's license or passport)
 - Screen print from the HR/payroll system showing the date of birth
- Salary
 - Contract
 - Human resources form showing approved pay rate
 - Screen print from the HR/payroll system showing the pay rate
- Years of Service
 - If available, human resources form showing start date
 - Screen print from the HR/payroll system showing the hire date

We appreciate your help in this matter. Please contact me with any questions you may have.

Sincerely,

Ross Smith

Ross Smith
CliftonLarsonAllen, LLP
781-402-6342
Ross.Smith@claconnect.com



LeapFILE Quick Reference Guide for Clients

UPLOAD FILES

1. Browse to <http://www.CLAconnect.com/>. *Note: LeapFILE works with any browser.*
2. At the top right side of the page click on **CLIENT LOGIN** and choose **SECURE FILE TRANSFER (LEAPFILE)** from the list.



3. Choose **Secure Upload**.



4. Enter the CliftonLarsonAllen employee's email address (ie. John.Doe@CLAconnect.com), then click on the **Start** button.



5. Enter your name and email address.
6. Type a Subject and message to the recipient. If you want to track the transfer, check the box for **"Notify me when the files have been downloaded."**
7. Click on **Select Files to send (Regular Upload)** and then browse to each file separately.
8. Or, click on **Select Files and Folders to Send (Enhanced Upload)** and then browse and select multiple files at once.

The screenshot shows the 'Secure Upload' form. At the top, it says 'Deliver To: John Doe'. Below this is a section titled 'Please enter your contact information' with fields for 'Name', 'Email', and 'Confirm Email'. A red arrow labeled 'Step 5' points to the 'Email' field. Below this is a section titled 'Please create a message for the recipient' with a 'Subject' field and a larger 'Message/Description/Instructions' text area. A red arrow labeled 'Step 6' points to the 'Subject' field. Below this is a section titled 'Select delivery options' with a checkbox labeled 'Notify me when the files have been downloaded.'. At the bottom, there are two buttons: 'Select files to send (Regular Upload)' and 'Select files and folders to send (Enhanced upload)'. A red arrow labeled 'Step 7 or 8' points to the 'Select files to send (Regular Upload)' button.

REGULAR UPLOAD – INDIVIDUAL FILES

Browse to each file you need to upload – one or many.

The screenshot shows the 'Secure Upload' form in 'Regular Upload View'. It features a list of file selectors labeled 'File #1' through 'File #10'. Each selector has a 'Browse...' button next to it. At the bottom, there is an 'Upload & Send' button. A note at the bottom states: '*** More file selectors will automatically appear if you run out ***'.

ENHANCED UPLOAD – FOLDERS AND FILES

Browse to multiple files and folders to send.

The screenshot shows the 'Secure Upload' form in 'Enhanced Upload View'. It features a table with columns 'Directory', 'File', and 'Size'. Above the table are buttons for 'Add', 'Remove', and 'Remove All'. Below the table is an 'Upload' button.

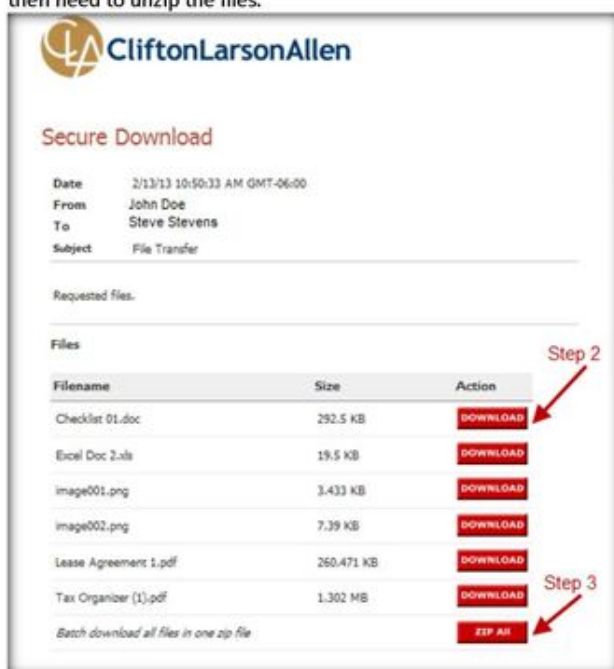
After choosing the files and/or folders, click on **Upload & Send** or **Upload**. The selected file(s) will be sent.

DOWNLOAD FILES

1. You will receive an email with a link. Click on the link. Then, respond to the security question prompt with the answer you were provided.



2. You can download the files individually by clicking on the **Download** button next to each file, then browsing to where you want to save the files.
3. Alternatively you may download all of the files at one time by clicking on the **Zip All** button. This will download a zip file, which includes all of the files in the transfer, to the location you specify. You will then need to unzip the files.



4. To unzip files, right click on the zip file and choose **Open with → Compressed (zipped) Folders**. In the window, click on **Extract all files** and complete the extraction wizard to extract the files to a location you choose.

QUESTIONS OR PROBLEMS?

Please contact your CliftonLarsonAllen representative.



Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

**Orientation Day
2022 - 2023 School Year
Tuesday, September 6, 2022**

8:00 a.m. Dr. Chris A. Scott, <i>Executive Director</i>	Dr. Chris A. Scott – Executive Director Welcome Collaborative Philosophy Mission Statement Organizational Chart District Improvement Planning Update Annual Report Highlights “Valley by the Numbers”
8:30 a.m.	Keynote Speaker – Dr. Regina Robinson Deputy Commissioner Massachusetts Department of Elementary and Secondary Education
9:00 a.m.	Guest Speaker – Dr. Anthony Bent Leadership Consultant for Massachusetts Association of School Superintendents (MASS) and Former Superintendent of the Year
9:30 a.m.	Closing Remarks

**Orientation Day
2022-2023 School Year
Tuesday, September 6, 2022**

Agenda

8:00 a.m.	<p>Dr. Chris A. Scott – Executive Director</p> <p>Welcome, Collaborative Philosophy, Mission Statement, Organizational Chart, District Improvement Planning Update, Annual Report Highlights, “Valley by the Numbers”</p>
8:30 a.m.	<p>Keynote Speaker – Dr. Regina Robinson Deputy Commissioner – Massachusetts Department of Elementary and Secondary Education</p>
9:00 a.m.	<p>Guest Speaker – Dr. Anthony Bent, Leadership Consultant for Massachusetts Association of School Superintendents (MASS) and Former Superintendent of the Year</p>
9:30 a.m.	<p>Closing Remarks</p>



Welcome
Collaborative Philosophy
Mission Statement
Organization Chart
District Improvement Plan Update
Annual Report Highlights

Valley Collaborative District Plan Overview

Mission Statement

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

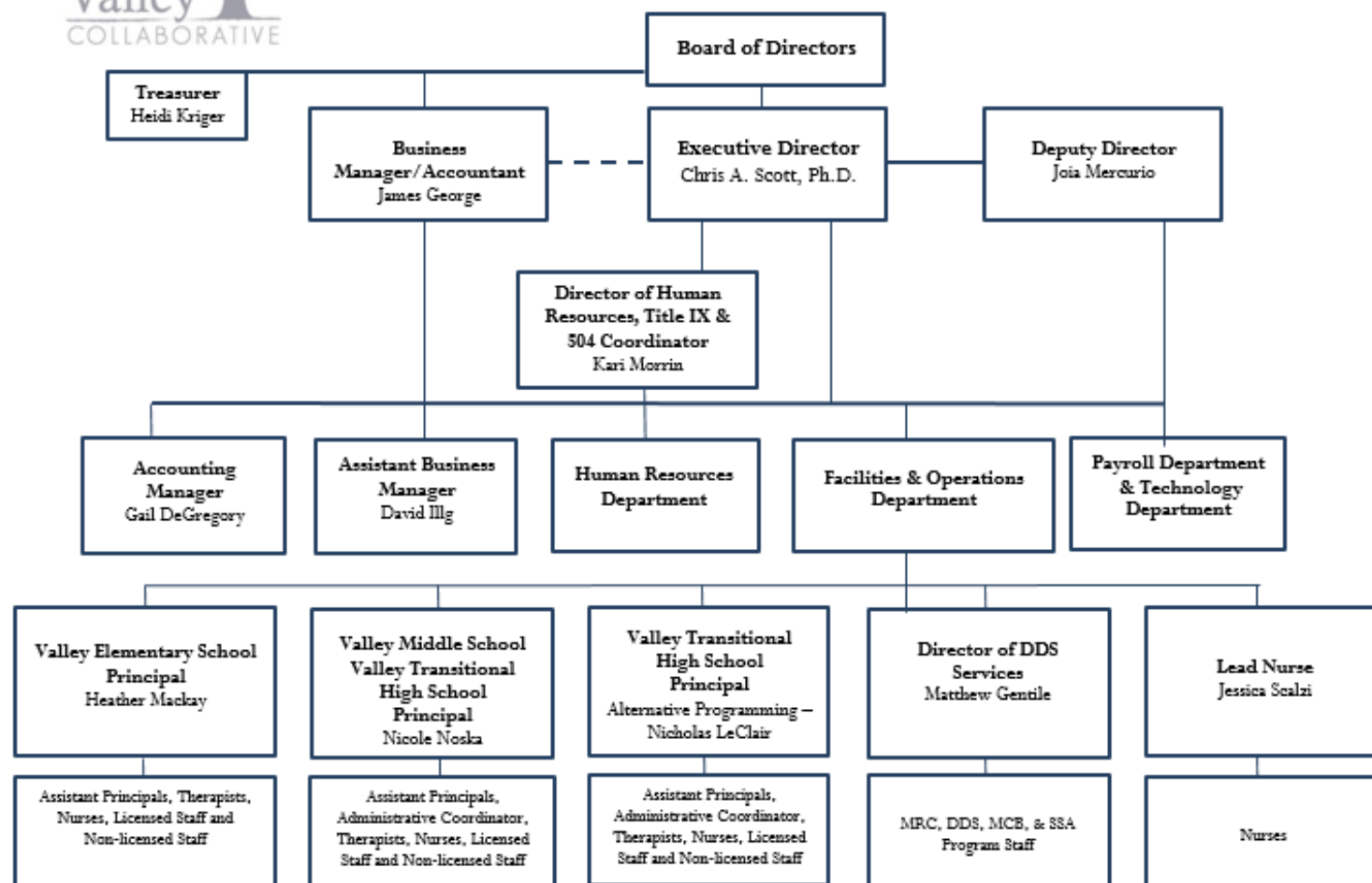
Valley Collaborative District Plan Overview

Vision Statement

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



FY'23 Organizational Chart



2020-2023 District Improvement Plan Summary – “Bridge Years”*

- SY22-23 promises to be an exciting one for Valley Collaborative as it further advances its DEI work. Congratulations to the Valley Collaborative community for their many accomplishments to date.
- Valley Collaborative has been very successful in both implementing its five-year plan and in achieving the outcome measures that demonstrate success of that plan.
- *Before the Pandemic, Valley was originally working on a one year “Bridge Plan” but in March 2021, Valley was informed by DESE that we were entering into our Coordinated Program Review for the 2021-2022 school year. As a result, the ‘Bridge Plan’ has been extended for an additional year.

2020-2023 District Improvement Plan Summary – “Bridge Years” (Cont’d)

- 3.1 Strengthen Outreach and Two-Way Communication with Students and Families: Improve the use and effectiveness of the Aspen Family Portal
- 3.2 Ensure Valley Offers Programming that Meets Student Needs: Improve the use and effectiveness of the Referral System
- 3.3 Support Student, Family, and Staff Sense of Belonging During the Pandemic: Administer Sense of Belonging survey in winter and spring and use data to improve stakeholders’ experience
- 3.4. Ensure Valley is a diverse, equitable, and inclusive organization: Develop a DEI (diversity, equity, inclusion) committee and Plan

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2020-2021 Sense of Belonging Survey Results

Board of Directors

Digital Board Books

Board Meeting Minutes

Financial Statements

Annual Report

DESE Coordinated Program Review

District Improvement Plan 2015 - 2020

District Improvement Plan Bridge Years 2020 - 2022

District Improvement Plan Bridge Years 2020 - 2022 Update

Articles of Agreement

Organizational Chart

2022-2023 Academic Calendar

2022-2023 Valley Collaborative Board Meeting Calendar

DISTRICT IMPROVEMENT PLAN BRIDGE YEARS 2020 - 2022 UPDATE

Valley COLLABORATIVE

Central Administration

25 Linnell Circle, Billerica MA 01821 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors

From: Dr. Chris A. Scott, Executive Director
Dr. Lori Likis, Principal Consultant, Creative Coaching

Date: June 9, 2022

Re: Valley Collaborative District Improvement Plan Update

In SY21-22, Valley Collaborative continued to implement its Bridge Plan, having postponed the development of the next multi-year district improvement plan due to the pandemic and a Coordinated Program Review. The Bridge Plan, which consists of the four initiatives below, continued to serve the collaborative well:

- 3.1 Strengthen Outreach and Two-Way Communication with Students and Families: Improve the use and effectiveness of the Aspen Family Portal
- 3.2 Ensure Valley Offers Programming that Meets Student Needs: Improve the use and effectiveness of the Aspen Family Portal

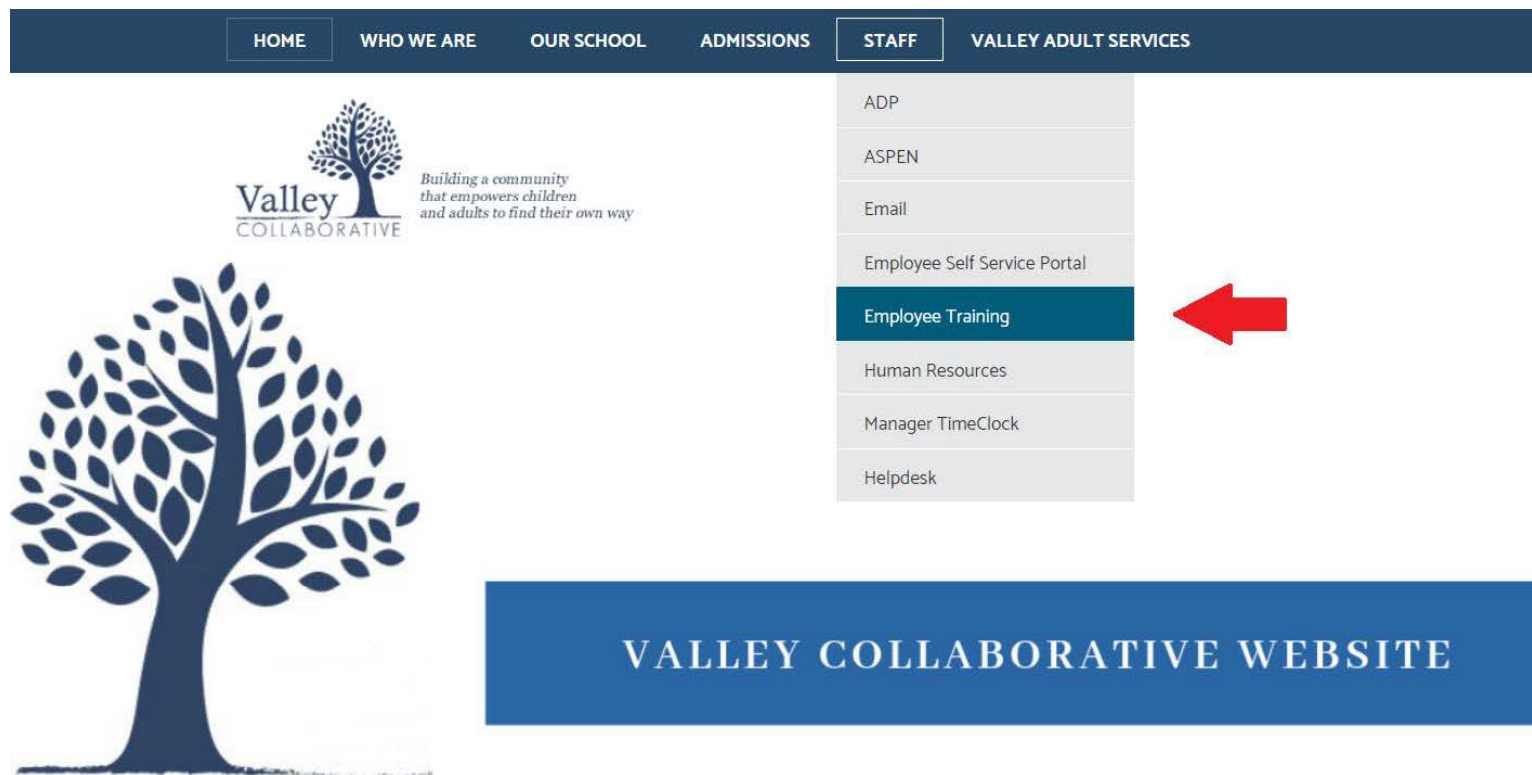
268

Acknowledgment of Orientation Day Training & Mandated Training Modules

URGENT!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
ACTION REQUIRED!
!!

Accessing Online Training Modules :

www.valleycollaborative.org



Student and Family Handbook & Policies and Procedures Manual

Valley Collaborative Student and Family Handbook
& Policies and Procedures Manual

Employee Handbook

Valley Collaborative Employee Handbook

Conflict of Interest Summary

Summary of the Conflict of Interest Law for Municipal Employees

Acknowledgement of Orientation Day Training 2022-2023

User Options

HOME WHO WE ARE OUR SCHOOLS DEPARTMENTS ADMISSIONS STAFF INFO VALLEY ADULT SERVICES CONTACT US

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

Home > Staff Info > Employee Training > Home

EMPLOYEE TRAINING

EMPLOYEE TRAINING PROGRAM

ADP
ASPEN
Email
Employee Self Service Portal
Employee Training
Human Resources
Help Desk

Valley Collaborative aligns its employee training programs with all state and federal regulations. Above and beyond the mandated trainings, Valley Collaborative is dedicated to offering robust professional development. This ensures that all students and adults have access to the highest quality education and care possible.

Home

▼ Mandated Training Modules

- Anti-Bullying
- Behavior Management
- Bloodborne Pathogens
- Collaborative Safety and Runaway Students
- Conflict of Interest
- COVID-19 Staff Training
- Driver Training
- EpiPen
- IDEA/504
- Reporting Child Abuse and Neglect
- Student Discipline
- Student Rights Confidentiality
- Acknowledgement of Orientation Day Training 2020-2021

Valley Collaborative by the Numbers



Analytical Review 2021-2022

Coordinated Program Review

- 3 days of onsite review from DESE Specialized Program Liaisons
- 24 staff interviews
- Zero findings



Nursing



- 548 COVID tests administered
 - 28 positive tests at school
 - 247 positive cases this SY
-
- 203 participants in our at-home, weekly COVID testing program
 - 5,000 face masks used
 - 7,000 pairs of gloves used



Facilities

- 25 touchless paper towel dispensers installed
- 25 touchless soap dispensers installed
- 15 touchless hand sanitizers installed
- An additional automatic door push plate for ADA accessibility

New Technology

- 10 iPads
- 200 Chromebooks
- 4 Smartboards



Valley Graduates and Outcomes

- 12 students from Transitional Programming

- (2) Valley's adult program
- (6) other adult programs
- (2) working in their community
- (2) other programming

- 18 students from Alternative Programming

- (8) 2 year college
- (3) 4 year college
- (1) Vocational School
- (2) applied to Labor Union
- (2) applied to Coast Guard
- (2) working Full Time



Adult Program

- Over 50 devices loaned/purchased for individuals for remote programming
- 40 individuals are now independently employed in the community
- 15 paid and volunteer work sites

Elementary School

- 53 students received haircuts from the mobile barber
- 3,963 books in the Elementary library
- 9 school-wide events were held this year (Roller Kingdom, Parlee Farms, Dr. Seuss Magic Show, and African Drumming Ensemble were among the students' favorite events)

Valley Middle and High School IXL Performance

- Over 195K questions were answered this year.
- Skills Gained
 - 4173- Mastered
 - 4792- Proficient
 - 7841- Practiced



Valley Elementary School ST Math Performance

Over 9100
Puzzles
Completed in
13,000 minutes

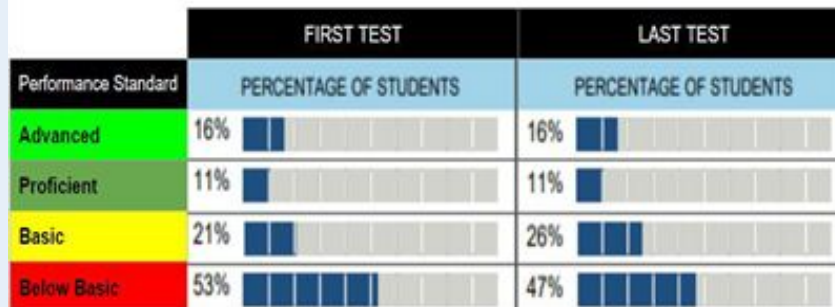
	How Many Students Played	Total Minutes Played	Total Puzzles Completed
Week of 05/23/2022 to 05/29/2022	18	316	206
This School Year	70	12,942	9,150

Grade	Total # of Students	Average # of Minutes Played per Student During 05/23/2022 to 05/29/2022	Average # of Puzzles Completed per Student During 05/23/2022 to 05/29/2022	# of Students With Unresolved 'High-Tries' Alerts as of 05/29/2022	Average % Completion as of 05/29/2022
K	24	9	7.8	2	10.2
1st	9	12	4.7	1	20.7
2nd	5	18	3.2	0	8.1
3rd	17	1	0.5	1	2.0
4th	1	0	0	0	8.7
6th	8	1	0	2	3.8

Reading Comprehension Test Participation and Growth for Middle School and High School Programs 2021 - 2022

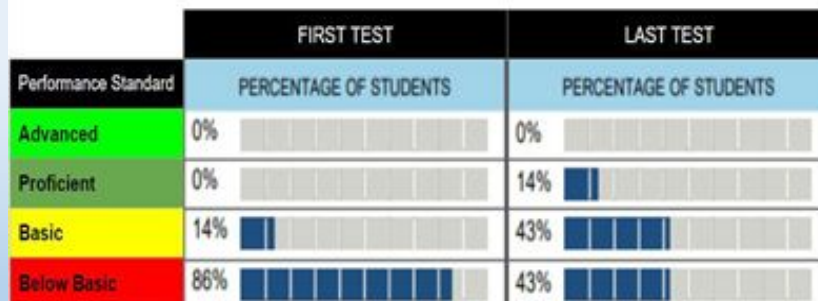
- **130 students** at 40 Linnell participated in reading comprehension progress monitoring assessments
- **89%** of students targeted for progress monitoring participated
- **52 students** who participated in three test sessions increased their reading comprehension scores for the year
- **177 Lexiles** is the average growth for students who participated in three test sessions (150 Lexiles is more than 1 full grade level)

Alternative Middle School - Reading Comprehension



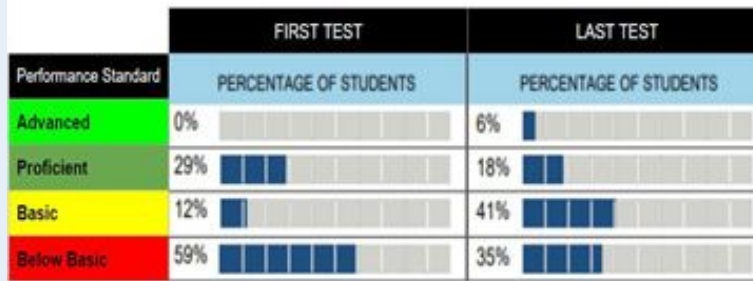
- “Below Basic” is considered more than 2 grade levels behind.
- **6% of students** in the Alternative Middle School tested out of “Below Basic” performance standard over the year

Transitional Middle School - Reading Comprehension



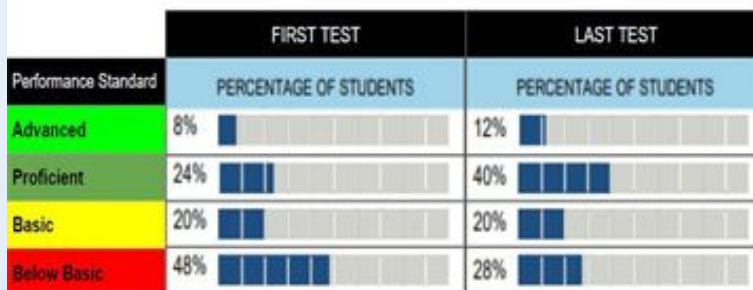
- “Below Basic” is considered more than 2 grade levels behind.
- **43% of students** in the Transitional Middle School tested out of “Below Basic” performance standard over the year

High School - Site 1 - Reading Comprehension



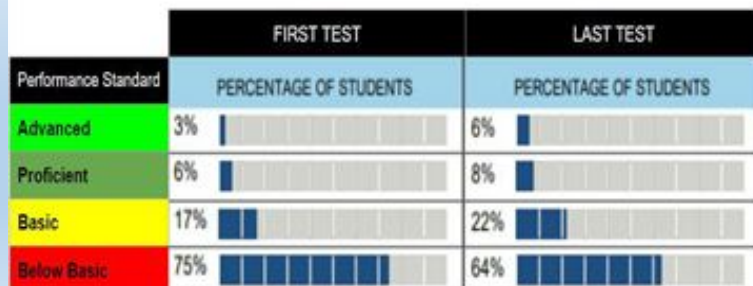
- “Below Basic” is considered more than 2 grade levels behind.
- **24% of students** on Site 1 tested out of “Below Basic” performance standard over the year

High School - Site 2 - Reading Comprehension



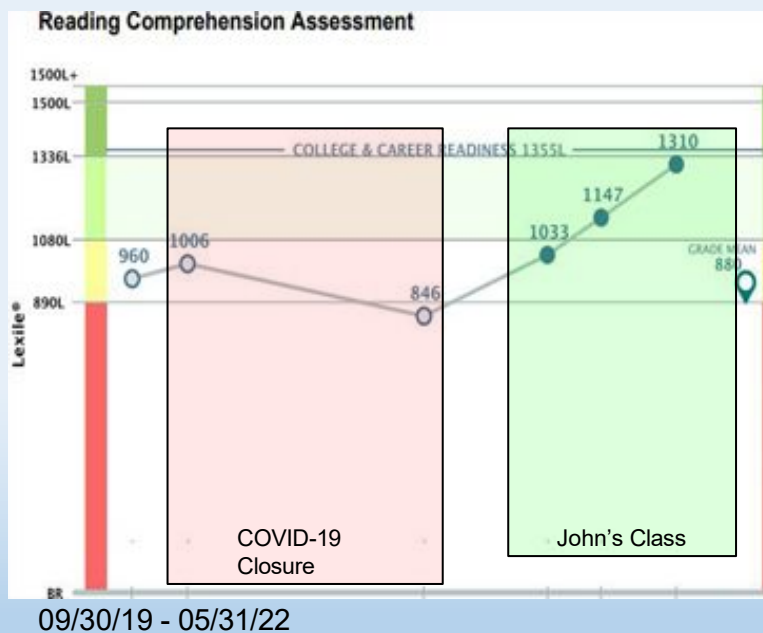
- **20% of students** on Site 2 tested out of “Below Basic” performance standard over the year

High School - Site 3 - Reading Comprehension



- **11% of students** on Site 3 tested out of “Below Basic” performance standard over the year

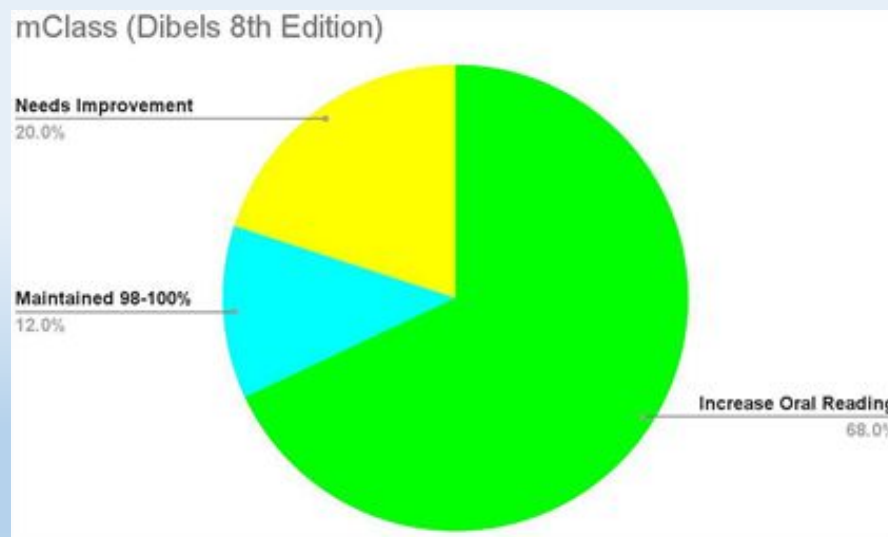
Valley Student Case Study: High School Success Story



- Student enters Valley in 2019 reading 1 grade level behind.
- Student makes progress, then COVID closes schools
- Student's score drops at the height of the closure
- Student enters John Shea's class, and after a full year of instruction is reading above grade level

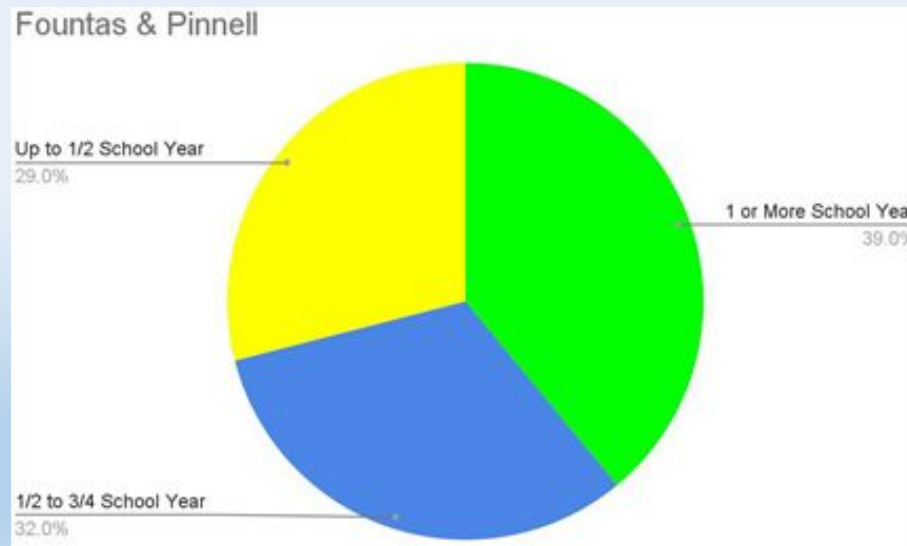
Decoding Data for Elementary School - Dibels 8th Edition

- **68% of students** increased their Oral Reading Accuracy in reading grade level text
- **12% of students** maintained grade level Oral Reading Accuracy of 98-100%



Fountas & Pinnell Data for Elementary School

- **39% of students increased** their reading level by **1 school year or more**
- **32% of students increased** their reading level by $\frac{1}{2}$ to $\frac{3}{4}$ of a school year
- **29% of students increased** their reading level up to $\frac{1}{2}$ of a school year



Induction/Mentor Program

- 14 mentors
- 30 mentees



Valley MS & HS Sports

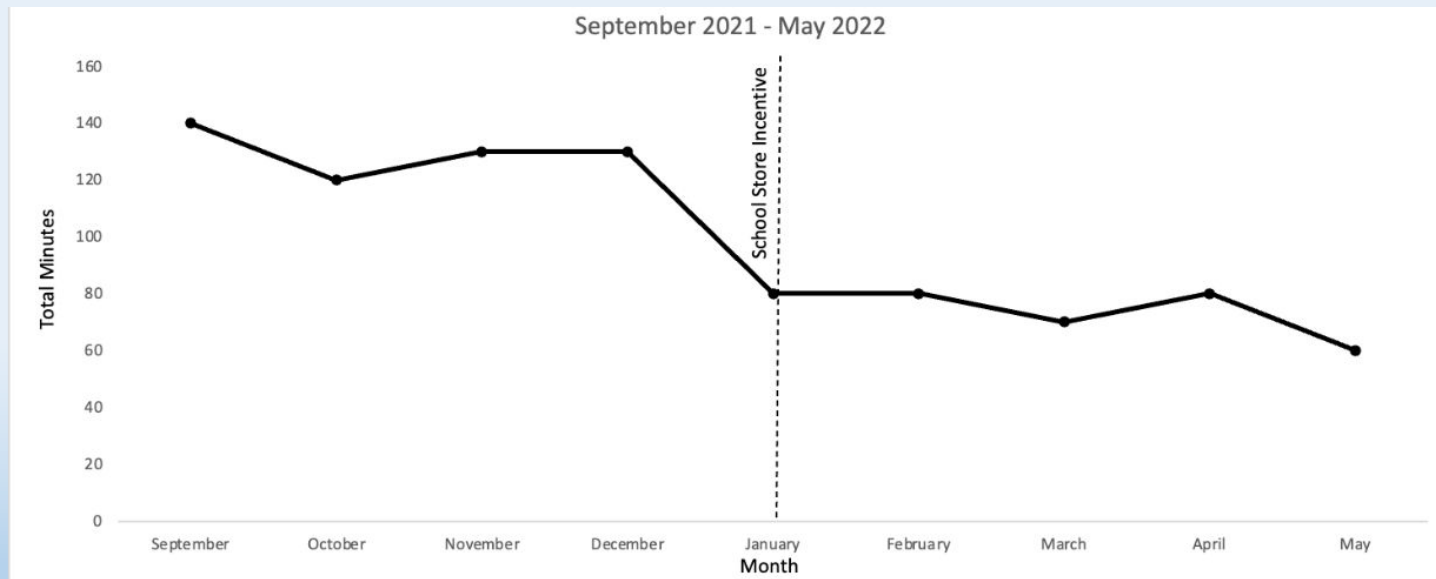
- 37 students played G.B.B.L. Basketball
- G.B.B.L. Varsity Team took 1st Place
- 25 students participated in a soccer league
- 90 students from Transitional MS & HS participated in Special Olympics

Valley's School Store

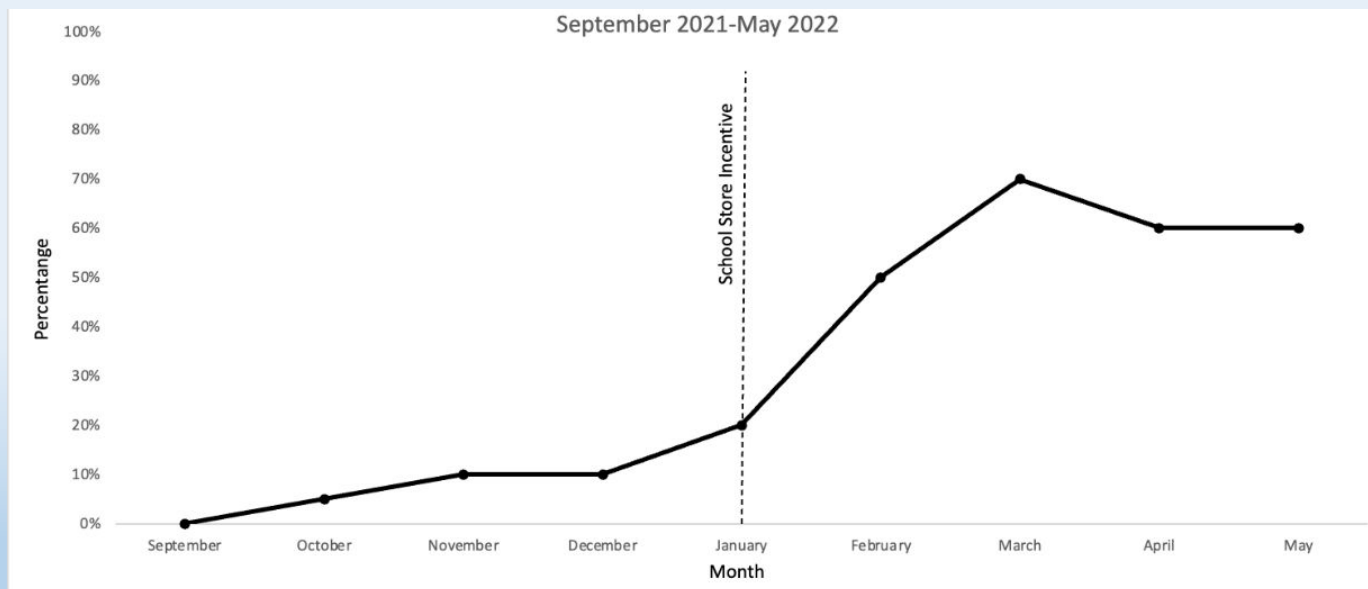
- Each dojo point is worth 25 cents
- Students have the opportunity to earn up to 16 points a day which is equivalent to \$2.00.
- Popular items include sports gear, headphones, Pokémon cards, Gatorades, and Valley gear
- School store items range in price from \$.25c-\$50.



Decrease in Student Non-Compliant Behavior



Increase in Student Participation During Group Instruction



Transitional High School Vocational Programming

- 25- 30 students go to work each day (75 total work hours per day)
- 10 students are currently employed part-time
- 25 Total work sites

Alternative Program Outdoor Education Club

Hiked over 70 miles throughout the White Mountains of New Hampshire summiting over 20 peaks.



The Wish Project

- 75 backpacks with school supplies
- 150 families received gifts for the holiday season
- 75 Spring Bags

Student Council

- 35lbs of candy donated to Treats for Troops
- 122 pounds of food collected for the Merrimack Valley Food Bank

Washington D.C.

- 5 days, 4 nights
- 1400 miles traveled through 5 states
- 18 students and adults
- 5 staff chaperones



Dr. Regina Robinson,

Deputy Commissioner

Massachusetts Department of Elementary and Secondary Education

Keynote Speaker

This year our Keynote Speaker will be Dr. Regina Robinson – the Deputy Commissioner of the Massachusetts Department of Elementary and Secondary Education.

Dr. Robinson is an Executive educational leader who leads with authenticity in student centered work and who values equity and inclusion at all levels including board leadership, policy making, and organizational management. A persuasive communicator with well-tested emotional judgment, sound decision-making, and problem-solving skills having an excellent ability in maintaining productive relationships with diverse audiences. A 14 year educational activist for individuals impacted by disability in order to develop a culture of inclusion that values students, parents, teachers, and the communities that support them. A 20+ years veteran of public speaking and strategic thinking in effective bridge building efforts for organizations. Frequent conference, graduation, and retreat keynote speaker. A 20+ years faith and culture professional with the ability to coach and counsel individuals for greater clarity and life purpose.

Dr. Anthony Bent, Leadership Consultant, Massachusetts Association of School Superintendents (MASS) Guest Speaker

This year our Guest Speaker will be Dr. Anthony Bent. Dr. Bent holds a bachelor's degree, master's degree and doctorate from Boston College. His career includes the following: foreign language teacher, high school department head, and district coordinator of foreign languages. He also has held central office positions in Watertown and was superintendent in Shrewsbury for fifteen years. In 2008-2009, Dr. Bent was president of the Massachusetts Association of School Superintendents (MASS). From 2009-2014 he was interim superintendent in three districts (Masconomet Regional, Leominster, Groton-Dunstable). Dr. Bent was elected to the Wellesley School Committee in 2015. Under the auspices of the Massachusetts Association of School Superintendents (MASS), Dr. Bent co-leads the Assistant Superintendent Leadership Seminars (ASLS), a program that focuses on developing the leadership capacity of Assistant Superintendents and other Central Office administrators. Additionally, he chairs the Global Studies-21st Century Skills Committee of MASS. For eight years Dr. Bent has facilitated Valley's "Leadership at Every Level" professional development series. This year we will welcome Dr. Bent again to share his knowledge and expertise with Valley Administrators and future Administrators.



From: [Robinson, Regina M. \(DOE\)](#)
To: [Chris Scott](#)
Cc: [Riley, Jeffrey \(DOE\)](#); [Tim Piwowar](#)
Subject: RE: Panelist for Valley Collaborative Staff Orientation Day Webinar - 8:00 a.m. Tuesday, September 6, 2022
Date: Wednesday, September 7, 2022 8:27:04 PM
Attachments: [4761A35846CC46E2AE28FF041DEC1027.png](#)

CAUTION: This email came from someone outside Valley Collaborative. Please use caution when clicking on any links or images in this message.

Chris,

It was the highlight of my day! I greatly appreciate the opportunity to encourage your staff and look forward to visiting you this year and walking the halls to meet your students.

Keep up the good work,

Regina

Regina M. Robinson, EdD

Deputy Commissioner

W 781-338-3104 | **C** 781-873-9551

regina.m.robinson@mass.gov

Pronouns: she, her, hers

[Office of the Commissioner](#)

Massachusetts Department of Elementary and Secondary
Education

75 Pleasant Street, Malden, MA 02148

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Massachusetts public schools are ready! [Learn](#) how we're supporting students every step of the way.

From: [Chris Scott](#)
Sent: Wednesday, September 7, 2022 1:49 PM
To: [Robinson, Regina M. \(DESE\)](#)
Cc: [Riley, Jeffrey \(DESE\)](#); [Tim Piwowar](#)
Subject: RE: Panelist for Valley Collaborative Staff Orientation Day Webinar - 8:00 a.m. Tuesday, September 6, 2022

CAUTION: This email originated from a sender outside of the Commonwealth of Massachusetts mail system. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Dear Deputy Commissioner Robinson,

Thank you so much for delivering such an amazing Keynote Zoom during Valley's Staff Orientation Day presentation yesterday. While walking through the halls of the schools and in speaking with our staff since your Zoom, numerous staff members have commented on your inspirational speech. Your "three

S's" have left a lasting impression for our staff to incorporate in their practice going forward.

I wish you and your family all the best for a very successful school year.

Sincerely yours,

-Chris

Chris A. Scott, Ph.D.
Executive Director



25 Linnell Circle
Billerica, MA 01821
978-528-7826



Central Administration

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

Principals Meeting August 10, 2022 Agenda

- Restraint Reporting for out of state students
- ESY End
- Start of School
- Staff Orientation Day
- Professional Development
- Timberlane Amendments
- Unpaid Hours for Salaried Staff
- SRO

Standing Items

- Curriculum Review (CCR 24)
- Counseling and counseling materials free from bias and stereotypes (CCR 14)
- Student Discipline (CCR 10C) - Suspension Data Review
- Use of physical restraint on any student enrolled in a publicly-funded education program (CCR 17A) – Restraint Data Review

From: [Robert Piscitelli](#)
To: [Chris Scott](#)
Cc: [Heather Mackay](#)
Subject: Thank you
Date: Monday, August 8, 2022 9:04:13 AM

Hello Chris,

I am writing to let you know that I will be leaving my employment with Valley Collaborative at the end of the 2022 Extended School Year session. I have accepted a Physical Therapist position with the Milton Public Schools in Milton, MA. This was a very difficult decision, but with increasing demands being put on me due to personal and family obligations, I now feel the need to limit my daily commute and remain closer to my home in Dedham, MA. The administrative team at the Elementary School has been notified and we are working together to ensure a smooth transition process.

In addition to giving you notice; I am also writing to express my gratitude for your unwavering support throughout my nearly 5 years at Valley Collaborative. I am sure you will remember our conversation back in March 2019 when, rather than reducing my contract hours due to a shrinking Physical Therapy caseload, you suggested that I remain a full-time employee by taking on additional responsibilities in collaborating and co-teaching with the Physical Education teacher. At the time, I was moved by your acknowledgement of my contributions to the Elementary School team and I viewed your generous proposal as an act of kindness. Now, I realize that your decision was not only kind but also prudent and perhaps prescient. In the 3 years I have held this "hybrid" position, there have been three different Physical Education teachers at Valley Elementary (4 different teachers if you count the two months in early 2021 when the position was vacant and I assumed that role). I certainly understand and appreciate the importance of providing our students the opportunity to engage in meaningful physical activity and play throughout the school day. By having the foresight to create this hybrid position, which incorporates aspects of both Physical Therapy and Physical Education, you have not only helped me to become a better professional, you have provided stability and consistency for the students at Valley who require services from these two disciplines on a daily basis. For this, I thank you and I wish you continued success.

If there is anything I can do to be of assistance with this transition in the coming weeks, please do not hesitate to contact me.

Bob Piscitelli, PT

From: [Nikki Gounaris](#)
To: [Chris Scott](#)
Subject: Thank You!
Date: Monday, August 22, 2022 3:24:35 PM

Dear Dr. Scott,

First, I want to thank you again for meeting with me last week and allowing me the time to present some of my work and achievements over the past few years. Asking for and adjustment to my pay is not something I was comfortable asking for, and is a difficult subject to bring up and discuss. I have been so blessed working here at Valley for the past 18 years, and want nothing more than to continue doing so for many years to come. I appreciate all of the increases received over the last few years including the most recent increase which will help me to focus more on my work and less on my bills. I am grateful that you felt a rate increase was justified and that my contributions are appreciated and meet the quality and standards you expect for the Today & Tomorrow program. I want nothing more than to bring the individuals in this program the very best curriculum and programming that I possibly can while helping them reach their goals. I look forward to using my newly acquired skills and talents to continue contributing to our programming while continuing to learn from our wonderful team here at Valley. I have had a lot of great role models over the years that have shown me that continued hard work and dedication are rewarded here at Valley.

I also want to thank you very much for the card I received this weekend. Your continued support and encouragement over the years have truly meant more than I could express in words. Thank you for taking the time out of your day to send me such a heartfelt card to congratulate me on my achievements and let me know you stand behind me and my work. These are the little things that feel like the big things, especially on some of the tougher days! Thank you for reminding me that I am an important part of this team.

Kind regards,

Nikki Gounaris, M.Ed.
Teacher- Adult Services

Valley Collaborative
25 Linnell Circle
Billerica, MA 01821
ngounaris@valleycollaborative.org

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

August 25, 2022

Dear Dr. Scott,

I would like to inform you that I am resigning from my part-time position at Valley Collaborative on September 2, 2022.

Thank you for the opportunities for personal and professional development that you have provided me during the last 35 years. I have enjoyed working here at Valley and appreciate all the support that the company has given to me. I would welcome any opportunity to contribute in the future as a Human Rights volunteer or on any other projects that you might need an interested party.

I wish you and your excellent team good luck on returning to full enrollment in the new building.

Sincerely,

Patricia Evans.



Elementary School

135 Coburn Road, Tyngsboro MA 01879 Tel: (978) 528-7843
www.valleycollaborative.org

MEMORANDUM

To: Families and Guardians
From: Heather Mackay, Principal
Date: August 10th, 2022
Re: Returning to the Elementary School – 135 Coburn Road, Tyngsborough, MA

Our last day of our Extended School Year will be Friday, August 19, 2022. For the start of our 2022-23 School Year, we will be returning to our beloved Elementary School at 135 Coburn Road. All steps for the window replacement project have been completed to date with the exception of the arrival of the windows. Plexiglass will be installed prior to arrival to allow for the least disruption to the students. We will be sure to update you when the windows arrive. They will be installed off hours to eliminate disruption to our students.

Thank you for the continued support and we look forward to this upcoming school year.

Please reach out to me with any questions via email at hmackay@valleycollaborative.org



Valley Collaborative Elementary School Newsletter

September



Summer in Review

This year in our summer program, students went on field trips, participated in assemblies, and made lasting memories. Students learned about magnets in a STEM workshop from the Acton Discovery Center, saw a motivational BMX show, learned about animals with Curious Creatures, participated in African drum and dance classes, and competed in a "Wild & Crazy Game-Show." Classes went out in the community to visit parks, museums, and many other field trips including an exciting day of skating at Roller Kingdom!



Principal's Welcome

I would like to introduce myself to any families that may not know me. My name is Heather Mackay and I am the principal here at the Valley Elementary School. We are so excited to start this new school year! Our staff had a great two weeks off to rest and rejuvenate following our ESY program. It feels great to be back in our school building and we are looking forward to all the great programming we have planned for your student. If you have any questions please do not hesitate to reach out to me at hmackay@valleycollaborative.org or 978-528-7843.

Our daily communication from teachers will be on our school wide platform- Class Dojo. Please reach out to your teachers if you need support in setting up your account.

September 15th: Dot Day

On September 15th we will celebrate the anniversary of the publication of the book "The Dot" by Terry Shay. The students will be encouraged to make their own mark and change the world. Please encourage your students to wear dots, don't forget to be creative!

September Event

September Calendar

Parent Advisory Group

Please consider joining our Parent Advisory Group! We are always looking for new parents and families to come on board to collaborate, plan and help support our community. Please consider joining as this is a fun way to give back, have your voices heard, share creativity with a team, and support the students and staff here at the Elementary School! If you are interested, or would like further information, please email:

Bryan Thomas at
bthomas@valleycollaborative.org



Mo	Tu	We	Th	Fr
			1	2
5	5	7 <i>First Day of School for Students</i>	8	9
12	13	14	15 <i>Dot Day</i>	16
19	20	21 <i>Early Release for Students</i>	22	23
26	27	28	29	30