



AVC
Assabet Valley
COLLABORATIVE



Innovation


Inclusion

ANNUAL REPORT
2018

Collaboration

Collective Inquiry





**EDUCATING and
EMPOWERING
All Learners
through Partnership
and Collaboration**

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Providing joint programs and services for school districts of:

Assabet Valley Regional
Berlin/Boylston Region
Berlin
Boylston
Grafton
Hudson
Marlborough
Maynard
Millbury
Nashoba Region
Northborough
Northborough/
Southborough Region
Southborough
Shrewsbury
Westborough

Offering the following programs:

Consultation Services
Evolution
Family Success Partnership
Orchard Street Academy
Professional Development
REACH
SOAR
Transportation Services

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Assabet Valley Collaborative Community Members,

I am pleased to present our 2017-2018 Annual Report.

The year was one of introspection for the organization in many ways. We embarked on several strategic planning processes to explore the future of AVC with our many varied stakeholders. A crowd-sourced vision of the future of AVC emerged throughout the year and led us to prioritize the following throughout 2017-2018:

STABILIZING AND EXPANDING PROGRAMS & SERVICES

- Re-opened REACH 1 (early elementary classroom)
- Added 5th Grade and changed name of therapeutic day program to Orchard Street Academy
- Continued support of FSP replication program
- Moved Evolution cohort to location at Lord Road
- Administrators attended Google Level 1 Bootcamp to strengthen technology leadership across AVC
- Leaders embarked on a study of Design Thinking and a Design Team was convened to support visioning, analysis, and development of ideas for AVC's future (to be continued)

EQUITY-CENTERED LEADERSHIP

- Consultants apprenticed with Patti DeRosa (equity consultant) to hone internal & external equity-centered facilitation skills
- Held 3-day Leadership for Inclusive Practices Conference - Collaborative Problem Solving, Restorative Practices, Universal Design for Learning
- Hosted Culturally Responsive Teaching and the Brain Seminar – by renowned author Zaretta Hammond
- Partnered with Zaretta Hammond and Patti DeRosa to submit a proposal for a contract with DESE to deliver cultural proficiency PD for 2018-2019
- Delivered equity-centered PD internally to AVC staff and externally to member and nonmember districts

INCREASED EXPERTISE IN DISTRICT CONSULTATION

- Two consultants completed training in strategic planning facilitation through DESE's Planning for Success program
- Consultants completed program evaluations for districts related to therapeutic programming and transition services

- Consultants facilitated strategic planning processes in two nonmember districts
- Consultants presented at national and statewide conferences
- At the close of 2017-2018, AVC was awarded a capacity-building grant for 2018-2019 to engage in training and facilitator development in Service Design Thinking
- At the close of 2017-2018, AVC was awarded a contract by DESE to deliver “Developing Cultural Proficiency in K12 Contexts” to department staff and teams from 19 districts in 2018-2019

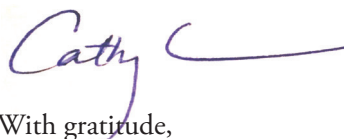
As we concluded the 2017-2018 year, AVC increased financial stability and its leaders and stakeholders had created a shared vision for next steps in designing our future. These steps will include application of human-centered design and design thinking in our service and infrastructure development including in our internal and external equity-centered leadership.

VALUE

Highlights and achievements of our programs and services will be described more fully throughout the rest of this report. Each program and service will be described in each section, including a discussion of accomplishments, value, and cost effectiveness each program or service brings to member districts.

It is important to note that while there are many elements of membership at AVC that result in clear cost savings and efficiencies, there are many aspects of membership that are related to supporting core values, inclusion, innovation, collaboration with peers, and deep collective inquiry. This document will strive to highlight both the tangible cost efficiencies available to members as well as the intangible value-added benefits that come with being an active member of the AVC community of learners.

Thank you for your contributions to our work at AVC. We rely on active and engaged districts, parents, students, staff and community members – because we can do so much when we do it together.



With gratitude,
Cathy Cummins
Executive Director

MISSION

Assabet Valley Collaborative partners with students, families and member school districts to deliver highly-specialized expertise and resources to foster empowerment of all learners.

VISION

AVC is deeply committed to bringing communities together to maximize diverse resources to provide the best services to children, families and our region. Through collaboration and partnership we strive to map resources, identify needs and develop and support services that will effectively and efficiently address evolving needs in our member school district communities.

BOARD OF DIRECTORS	MEMBER DISTRICTS	MEMBER SINCE
Ernie Houle	Assabet Valley Regional Vocational	1976
Jeffrey Zanghi	Public Schools of Berlin and Boylston	1976
James Cummings	Grafton Public Schools	2015
Marco Rodrigues	Hudson Public Schools	1976
Maureen Greulich	Marlborough Public Schools	1976
Robert Gerardi, Vice-Chair	Maynard Public Schools	1976
Gregory Myers	Millbury Public Schools	2011
Brooke Clenchy	Nashoba Regional School District	1976
Christine Johnson	Public Schools of Northborough and Southborough	1976
Joseph Sawyer, Chair	Shrewsbury Public Schools	1976
Amber Bock	Westborough Public Schools	1976

**2017
2018
SENIOR
LEADERSHIP
TEAM**



Cathy Cummins
Executive Director



Anne Mahan
Assistant Executive Director
of Finance and Operations



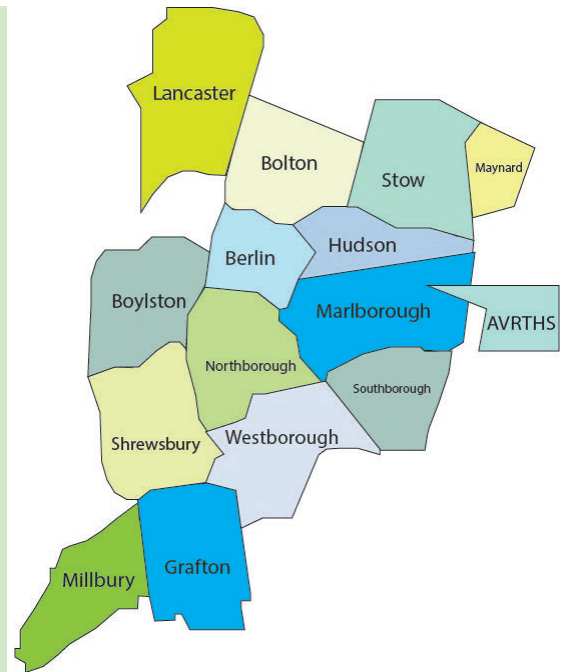
Nancy Ahrabi-Nejad
Director of
Consultation Services



Karen Laskey
Director of
Satellite Programs



Shannon VanderSwaagh
Director of
Therapeutic Programs



**“Alone we can do so
little; together we can
do so much.”**
—Helen Keller

2017-2018 Advisory Committees

The Collaborative's Advisory Committees meet monthly to collaborate, share expertise and make recommendations to our Board of Directors to identify areas of growth and need. The members of these committees are listed below.

OPERATING COMMITTEE MEMBERS

Catherine Kilcoyne, Chair • Hudson Public Schools, Director of Pupil Services
Charla Boles • Assabet Valley Regional Technical High School, Special Education Coordinator
Karen Molnar • Berlin/Boylston Public Schools, Director of Pupil Personnel
Arnold Lundwall • Grafton Public Schools, Special Education Administrator
Jody O'Brien • Marlborough Public Schools, Director of Special Education
Carol Gahan • Maynard Public Schools, Director of Student Services
Kate Ryan • Millbury Public Schools, Director of Pupil Personnel
Joan DeAngelis • Nashoba Regional School District, Director of Special Education
Marie Alan • Northborough/Southborough Public Schools, Director of Student Support Services
Meg Belsito • Shrewsbury Public Schools, Director of Pupil Personnel
Meghan Bartlett • Shrewsbury Public Schools, Out-of-District Coordinator
Sherrie Stevens • Westborough Public Schools, Director of Pupil Personnel

COOPERATIVE SERVICES ADVISORY COMMITTEE MEMBERS

Rick Bedard, Chair • Millbury Public Schools, Business Manager
Kristopher Luoto • Assabet Valley Regional Technical High School, Director of Business Operations
Robert Conroy • Berlin/Boylston Public Schools, Director of Financial Services
Daniel Gale • Grafton Public Schools, Director of Finance
Patricia Lange • Hudson Public Schools, Director of Finance
Michael Bergeron • Marlborough Public Schools, Assistant Superintendent of Finance and Operations
Michelle Resendes • Maynard Public Schools, Business Manager
Patricia Marone • Nashoba Regional School District, Interim Business and Operations Manager
Matthew Wells • Northborough/Southborough Public Schools, Business Director
Patrick Collins • Shrewsbury Public Schools, Assistant Superintendent of Operations and Finance Administration
Irene Oliver • Westborough Public Schools, Director of Finance and Administration

“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.”

— *Andrew Carnegie*

HISTORY Assabet Valley Collaborative

The Assabet Valley Collaborative (AVC), an educational service agency located in Central Massachusetts, was established in 1976.

An educational service agency is a regional public multiservice agency (not a private organization), authorized by state law to develop, manage and provide services or programs to local education agencies, such as public school districts. In the Commonwealth of Massachusetts, education collaboratives were formed by local school committees and charter boards under Chapter 40, Section 4E (1974). On 2 March 2012, Governor Deval Patrick signed into Session Law, Chapter 43 of the Acts of 2012: An Act Relative to Improving Accountability and Oversight of Education Collaboratives. The purpose of an educational collaborative is to supplement and strengthen the programs and services of member school committees and charter boards.

The purpose of our Collaborative is to provide:

- Specialized education programs and services for students ages 3 to 22
- Special education transportation services
- Professional development, training and resource sharing
- An array of consultative services
- Cooperative purchasing/procurement services
- Cost-effective responses to needs articulated by member districts

The focus of our collaborative is the development and delivery of high-quality programs and/or services to member districts that shall complement and strengthen those provided by member school committees.

The overall objectives include:

- The creation and/or delivery of cost-effective responses to needs articulated by member districts
- The delivery of high-quality, specialized education programs and services for students ages 3 to 22
- The delivery of cost effective and efficient special education transportation services
- The development and delivery of high-quality and cost-effective consultative services
- The development and delivery of high-quality and cost-effective professional development, training and resource sharing
- The provision of effective and efficient cooperative purchasing/procurement services

Legal Autonomy and Fiscal Independence

AVC was established and governed pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and Session Law, Chapter 43 of the Acts of 2012: An Act Relative to Improving Accountability and Oversight of Education Collaboratives.

AVC's operations are funded by membership fees, tuitions and rates for educational and contractual services provided. Rates are calculated as part of the annual budgeting process for each program based on enrollment and projected participation. Our Board Members are responsible for ensuring that any borrowing, loans or mortgages are cost effective and necessary to carry out the purposes for which the collaborative is established. They approve all expenditures, including, but not limited to contracts, borrowing and the purchase and sale of fixed assets.

BENEFITS

AVC Member Offerings

Receive member discounts

1 All AVC programs and services are provided to members at membership rates. Nonmember districts may access AVC programs and services at a 12-15% surcharge. Membership pricing is generally competitive with similar, private vendors resulting in cost efficiencies. Services and programs are also designed using quality indicators that are based on member feedback and guidance; members rely on AVC to provide high-quality services that maximize local resources working with neighboring districts.

Influence and guide decision making

2 Member districts influence and guide decision-making regarding existing and new programming, improving the quality of services and pooling resources with neighboring districts. AVC has started several new programs since 2008 based on needs of member districts, including a middle school program for students with emotional/behavioral needs, a 45-day assessment program, vocational program for students ages 18-22, wraparound services, transition programming and child psychiatry.

Obtain cooperative/volume purchasing advantages

3 Members have access to Cooperative/Volume Purchasing through collective procurement activities. AVC procures goods and services on behalf of member communities, resulting in more competitive pricing for goods districts need to purchase. In FY18 AVC contracts included office supplies, copy paper, school supplies, and transportation services.

Gain access to grant-funded initiatives

4 Members have access to grant-funded initiatives through collective, collaborative stakeholder groups. AVC seeks to identify areas of need and determine grant funding or other sources of revenue to support the launch of new initiatives. AVC's innovative Family Success Partnership was launched in this way, providing community-based wraparound services for area families at no cost to districts in years 2007-2012. In 2017-2018, AVC applied for a grant to fund a service design thinking initiative to advance district and school improvement planning.

Discover Job-Alikes and join initiatives opportunities







5 Members have access to Job-Alikes and joint initiatives for district faculty. Through joint initiatives, member districts share expertise, pool resources to increase capacity, collaborate on new regulations and mandates, and launch innovations and projects to improve public education in our region.

Enroll in neighboring district specialized programs

6 Enrollment in neighboring districts' specialized programs is possible due to the collective and collaborative partnerships fostered through membership at AVC. Districts can expand each other's capacity to provide public school specialized programs through tuition agreements between districts for special education programs in the least restrictive environment.

Progress in Achieving PURPOSE

The following table highlights AVC's progress in 2017-2018 in achieving the purposes articulated in the existing Collaborative Agreement.

Progress towards Purpose in FY18	
Programs/Services which “shall complement and strengthen member school committees and increase educational opportunities for children ages 3-22.”	
 Specialized education programs and services for students ages 3-22	AVC continued to provide specialized programs as noted in the sections of this report describing programs. Student enrollment in programs in 2017-2018 127.03 student FTE (pages 14-21).
 Services education transportation services	AVC transported over 425 students in 2017-2018 from 37 districts (page 30-31).
 Professional development, training and resource sharing	AVC provided over 200 contact hours of training to over 550 participants through targeted professional development activities. AVC convened over 40 Job-Alike meetings for district administrators including superintendents, special education administrators, business administrators, curriculum leaders, instructional technology specialists and technology leaders. Job-Alike meetings resulted in resource sharing, joint initiatives, projects, and collaboration (pages 26-29).
 An array of consultative services	AVC provided consultation therapy services to over 150 students from 9 member districts and 2 nonmember districts (page 22-25). AVC's Family Success Partnership (FSP) delivered wraparound services to 7 districts supporting over 175 families.
 Cooperative purchasing/ procurement services	AVC joint purchasing for office supplies, copy paper, and school supplies resulting in an estimated \$333,677 in cost savings to districts (pages 32-34).
 Cost effective responses to needs articulated by member districts	AVC's cost-effective responses to districts include: programming for low-incidence populations, Special Education transportation services, cooperative purchasing, professional development and consultation services. Progress in these areas are referenced above.

PERFORMANCE Report Update

AVC experienced growth in FY18 in the following areas: Increased therapeutic services across programs, increased wraparound services provided, increased transportation services provided, and facility rentals of professional development space. The following charts provide a graphic representation of AVC's enrollment trends and revenue sources for FY18.

Figure 1

FY18 Revenue Sources

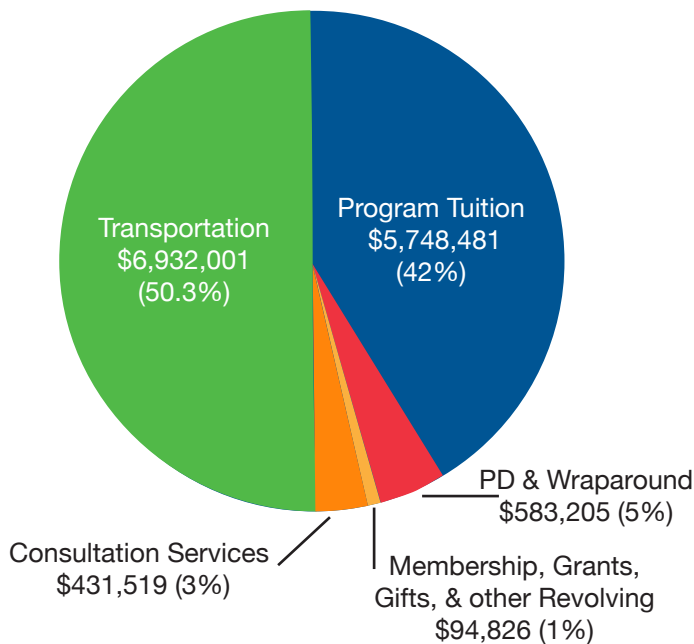
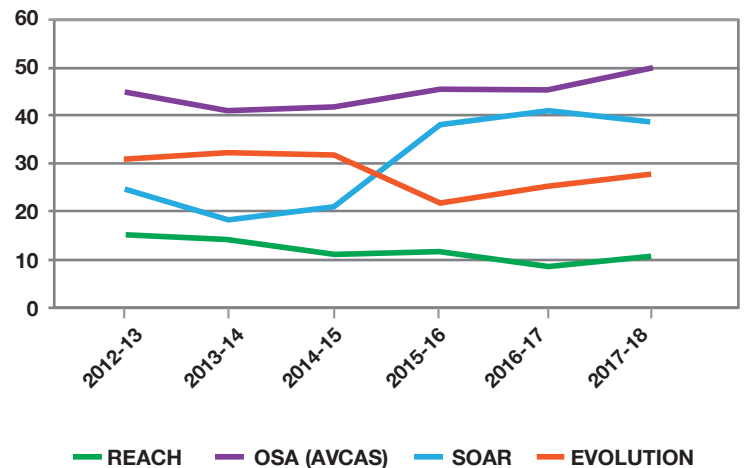


Figure 1 displays revenue sources for the past fiscal year. Direct Support Services to our member districts students, families and district educators account for over 99% of our revenues. These services include special education programming, consultation and therapeutic services, wraparound services, transportation and professional development. Figure 2 reflects more recent (2013-2018) full-time equivalent (fte) student enrollment trends by program.

Figure 2

**Student Enrollment by Program
FY13-FY18**



REVENUE SOURCES	FY18 REVENUE	
Program Tuition	\$5,748,481	42%
Consultation Services	\$431,519	3%
Transportation	\$6,932,001	50%
PD and Wraparound Services	\$583,205	5%
Membership, Grants, Gifts, and other Revolving	\$94,826	1%
TOTAL	\$13,790,032	

	FY13	FY14	FY15	FY16	FY17	FY18
Reach	15	12.73	10.93	11.1	8.95	10.6
OSA	44.62	40.52	42.92	46.53	46.15	50.1
SOAR	26.62	17.91	21.36	38.29	41.58	38
Evolution	31.46	32.21	32.22	21.06	25.96	28.33
Total All Programs	117.7	103.26	107.43	116.98	122.64	127.03



“AVC made me become a stronger person, believe in myself, learn to be patient, and realize that things will work out ... and they did.”



“Education is not a tool for development - individual, community and the nation. It is the foundation for our future. It is empowerment to make choices and emboldens the youth to chase their dreams.”

– Nita Ambani

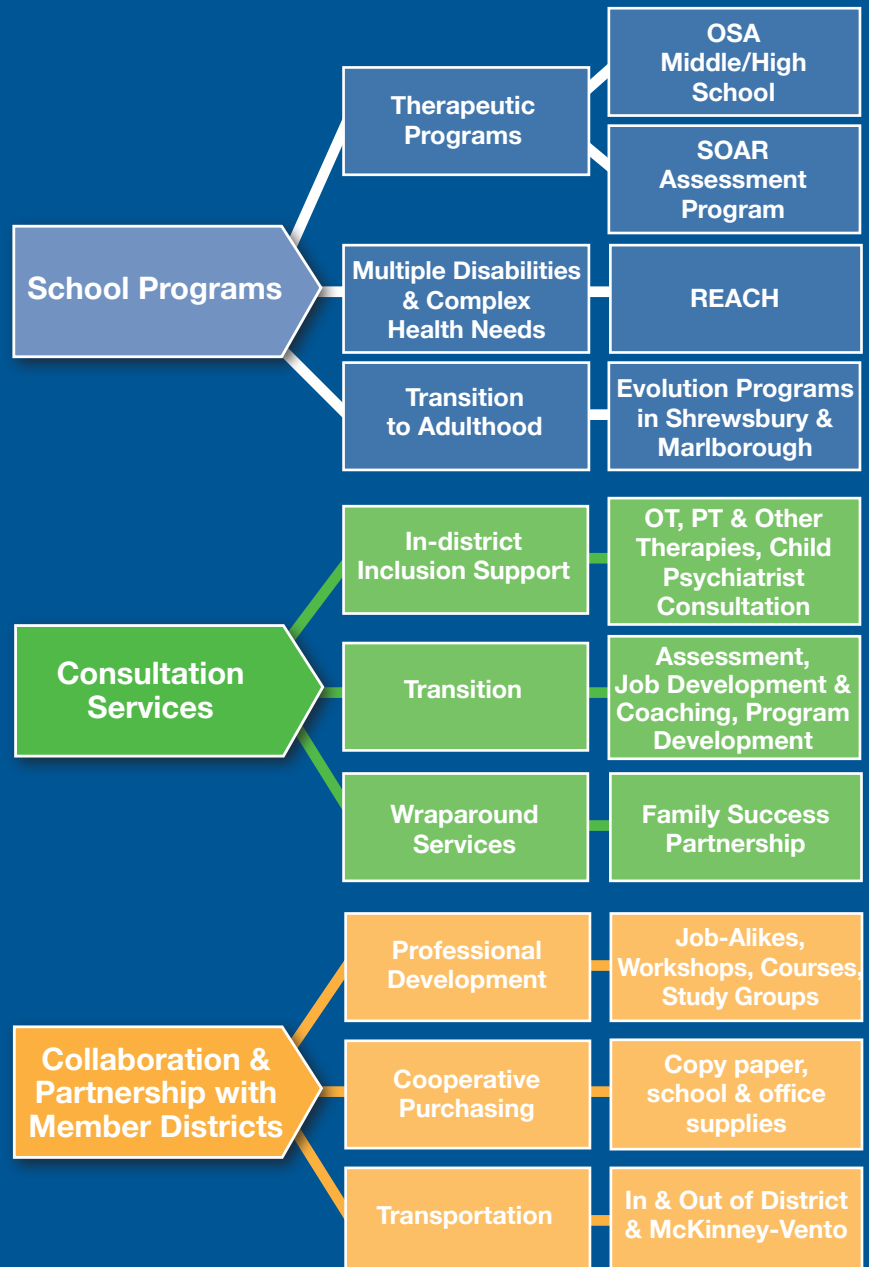




Assabet Valley Collaborative (AVC) provides unique, high-quality services to empower students, families and districts to overcome obstacles and achieve their goals. Our licensed and experienced educators and related staff are ready to support students with social/emotional, intellectual and/or physical needs.

AVC takes a multi-dimensional approach to promoting student success, family support and community integration. Through partnership and collaboration, we share resources, identify needs and create programs to effectively and efficiently support and address the evolving needs of our students, their families and our districts. Our services include: school programming, consultation services, cooperative professional development, purchasing and regionalized transportation.

COLLABORATIVE OFFERINGS



Orchard Street Academy (OSA)

formerly AVCAS



“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

—Kofi Annan

PURPOSE

Our therapeutic day school offers academic rigor and clinical services to students in grades six through twelve who are experiencing emotional, learning and behavioral difficulties. Programming includes a strong emphasis on academics, clinical services, expressive arts, vocational supports and high-interest electives. OSA supports students in overcoming challenges related to mental and behavioral health to achieve individualized goals. OSA staff collaborate with students, families, sending school districts, state agencies and community mental health providers to ensure that students are supported during the school day as well as beyond the scope of the school day when indicated. Programming includes:

- Small instructional groups led by master’s-level professionals
- Integration of academics, expressive therapy and transition skills
- Tiered behavioral support model that build skills and relationships



OSA
TUITION 180 DAYS

\$48,218
MEMBER RATE

\$5,787
MEMBERSHIP SAVINGS

\$54,005
NONMEMBER RATE

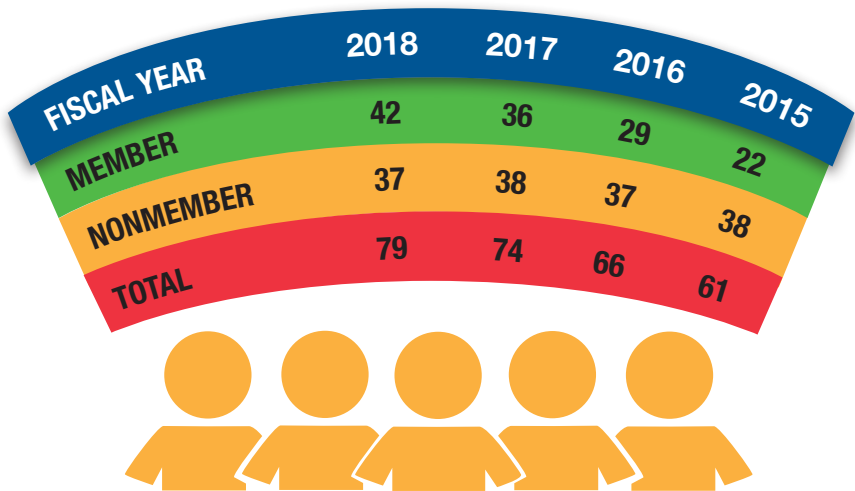
VALUE

OSA provides a regional option for students who may otherwise be referred for private school placements further from their home community. OSA is invested in supporting students in returning to their home district and working with the member districts to build the capacity to support the needs of students with social and emotional disabilities. OSA's expressive therapy programs and high-interest electives add value to our comprehensive academic and therapeutic setting. In addition to achievements noted for 2017-2018, our students and staff participated and experienced:



- Assemblage Art display at Marlborough Public Library
- Work Study Program and Service Learning Projects
- Community-based instruction
- Ocean Science and Computer Applications classes
- Enhanced curriculum delivery and implementation due to increased number of student Chromebooks
- Computer-based MCAS for eighth grade
- College Acceptances:
 - Becker College
 - Ben Franklin Institute of Technology
 - Middlesex Community College
 - Mass Bay Community College
 - Quinsigamond Community College

ENROLLMENT



ACHIEVEMENTS

- Gay-Straight Alliance (GSA) NOH8 (No Hate)
- Yoga
- Intramural basketball
- Student Council activities
- Theatre Arts elective and performance
- Music recording studio elective
- SAT/MCAS prep
- Creative writing/poetry
- Financial literacy
- Psychology classes
- Virtual learning classes
- Dialectical Behavior Therapy (DBT) full implementation
- Universal Design for Learning (UDL) full implementation
- Professional development for staff in: Restorative Practices, Universal Design for Learning (UDL), PBIS-Year 3, UDL Curriculum Bias, Crisis Prevention and Intervention, Cultural Proficiency, CPR, Culturally Responsive Teaching and the Brain, Effective teaching practices

DIRECTOR OF THERAPEUTIC PROGRAMS
Shannon VanderSwaagh
Orchard Street Academy
57 Orchard Street
Marlborough, MA

SOAR (at OSA)



“Education is not a tool for development - individual, community and the nation. It is the foundation for our future. It is empowerment to make choices and emboldens the youth to chase their dreams.”

– David A. Paterson

PURPOSE

Short-term Option for Assessment and Recommendations (SOAR) is a short-term stabilization and diagnostic assessment program for middle and high school students (grades 5-12). Our team collaborates closely with parents and districts to identify appropriate academic and clinical supports for students with social/emotional difficulties. We help teams better understand the skills and needs of our students to identify supports and strategies that will enable our students to progress in the least-restrictive environment. Program features include:

- Customized educational and clinical assessments
- Individualized academic and clinical services
- Comprehensive reports and recommendations

VALUE

SOAR is housed in the same building as OSA which provides access to services, expertise and facilities not typically found in other assessment programs – including comprehensive academic support, music, art and other elective teachers, physical education and clinical support services. Our highly-skilled school psychologists and child psychiatrist enable us to pass cost savings in clinical evaluations on to districts. SOAR staff is committed to supporting districts in responding to referral questions and



SOAR
TUITION 45 DAYS

\$5,787
MEMBERSHIP SAVINGS

\$12,984
MEMBER RATE

\$14,543
NONMEMBER RATE

identifying recommendations to support the student's need in the least-restrictive environment. Because of the diversity of expertise available within AVC faculty, SOAR can serve a wide range of students, many of whom are transitioning from more restrictive settings like hospitalizations or residential settings, and many of whom are referred because of incidents or crises at home or school. In 2017-2018, our students and staff participated and experienced:

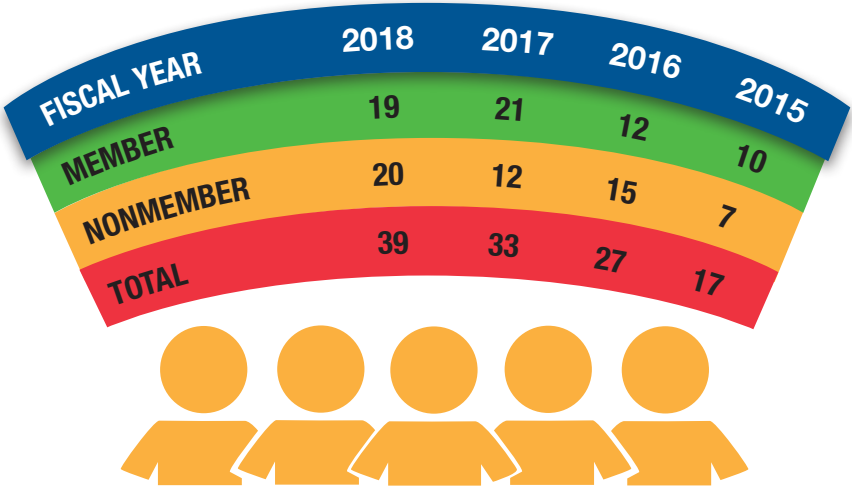
- Assemblage Art display at Marlborough Public Library
- Work Study Program and Service Learning Projects
- Community-based instruction
- Psychology, Ocean Science and Computer Applications classes
- Enhanced curriculum delivery and implementation due to increased number of student Chromebooks



ACHIEVEMENTS

- Yoga
- Student Council activities
- Theatre Arts elective
- Mindfulness
- Distress Tolerance skills
- Dialectical Behavior Therapy (DBT)-full implementation
- Universal Design for Learning (UDL) full implementation
- Professional development for staff in: Restorative Practices, Universal Design for Learning (UDL), PBIS-Year 3, UDL Curriculum Bias, Crisis Prevention and Intervention, Cultural Proficiency, CPR, Culturally Responsive Teaching and the Brain

ENROLLMENT



DIRECTOR OF THERAPEUTIC PROGRAMS

Shannon VanderSwaagh
Orchard Street Academy
57 Orchard Street
Marlborough, MA

REACH Program



“”

“I’m so grateful to you and your team for all of the contributions towards making my son’s graduation a great day for our family. Thanks for all the speeches, poems, flowers, gifts and entertainment and most especially for the love that was showered on us. Our son learned a lot and participated in many great activities. Watching the slide show, I’m grateful for the great work you do when teaching our special children. My heart is filled with appreciation as I remember him walking down the aisle.”

- parent

PURPOSE

REACH provides a multidisciplinary approach to meet the varied and complex academic, therapeutic and healthcare needs of students with multiple disabilities between the ages of 5-18.

REACH infuses social communication throughout programming with a particular emphasis on assistive technology and augmentative communication. Our classrooms are equipped with educational technology including Interactive Whiteboards. Our classes include:

- Embedded speech/language, physical, occupational, vision and music therapies
- Comprehensive nursing support
- Inclusion opportunities with typical peers
- Art, cooking, adaptive physical education, music and animal-assisted activities



REACH
TUITION 204 DAYS

\$75,281
MEMBER RATE

\$9,034
MEMBERSHIP SAVINGS

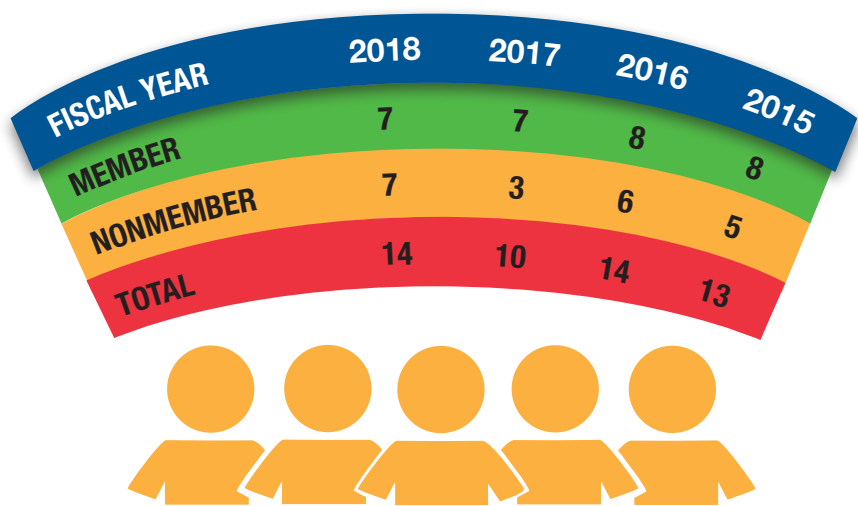
\$84,315
NONMEMBER RATE



VALUE

AVC’s REACH program provides a high-quality, cost-effective alternative to enrollment in private schools that are further away from our students’ home communities. Although quality and cost are important considerations, geography and inclusion are vital to the value AVC’s REACH classrooms offer our students, particularly from member districts. Most private placements are in the Metro Boston area that add travel time (during heavy commuting hours) and increased costs for districts. AVC’s REACH classrooms are housed in public school settings, which add the value of inclusion opportunities with peers in the host school community as well as being able to participate in home community activities.

ENROLLMENT



ACHIEVEMENTS

- iPad for therapeutic intervention
- Community-based Instruction
- Adapted PE
- Animal-assisted activities
- Art projects
- Nursing students
- Assistive Technology
- PBIS-year 1
- Adapted kayaking
- Book Club
- Quarterly newsletter for families and member districts
- Community service projects included: “Pink Out” for breast cancer awareness, letter writing campaign for first responders in Las Vegas, spring food drive to benefit Northborough Food Pantry, Central Mass Kibble Kitchen
- Professional development for staff in: ASL, CPI (Crisis Prevention) Training, PBIS (Behavior Interventions and Supports) planning, Google Bootcamp, CVI

DIRECTOR OF SATELLITE PROGRAMS

Karen Laskey
 REACH I/II: Trottier Middle School
 49 Parkerville Road
 Southborough, MA (Ages 5-14)
 REACH III/IV: Algonquin Regional High School
 79 Bartlett Street
 Northborough, MA (Ages 14-18)

Evolution Program



“If we are to achieve a richer culture, we must weave one in which each diverse human gift will find a fitting place.”
— Margaret Meade



PURPOSE

The Evolution Program is located in Shrewsbury and Marlborough. This transition program is designed for students ages 18-22, who continue to be eligible for educational services as they transition to adulthood. Evolution blends educational opportunities within real-world settings in the community. Our programming includes:

- Transition assessment, job development and job coaching
- Community-based instruction – Travel training, fitness, college coursework, shopping, and recreation
- School-based instruction – healthy relationships, cooking, finance, laundry, and hygiene
- Internships with retailers, health care centers and non-profit organizations

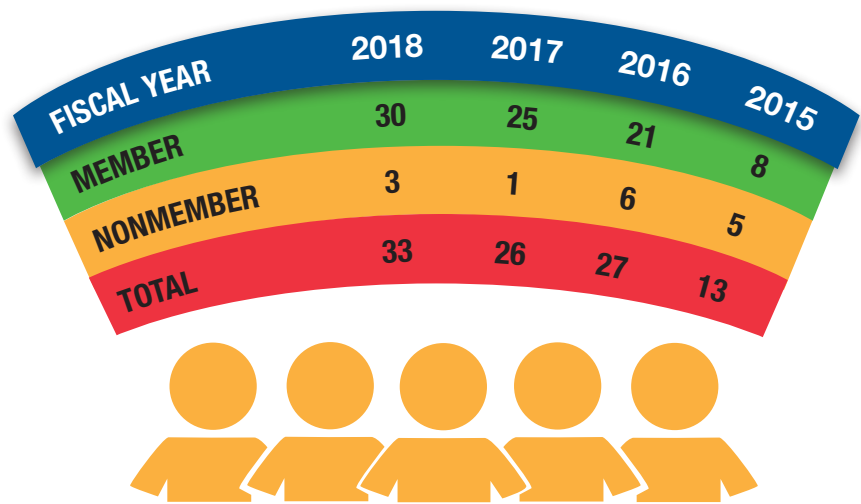
TUITION 180 DAYS >	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
Evolution Tier 1	\$33,155	\$37,134	\$3,979
Evolution Tier 2	\$49,183	\$55,085	\$5,902
Evolution Tier 3	\$75,281	\$84,315	\$9,034



VALUE

Evolution opened in 2009 with nine students. Over the next few years, the enrollment tripled and the program relocated to a larger space, cofounded through a partnership with Shrewsbury Public Schools. In 2014, Evolution opened a satellite campus in Marlborough to provide additional expanded options geographically and programmatically. Because Evolution connects students with local community-based opportunities, it increases the likelihood that our young adult students will stay connected with those resources when they leave Evolution by graduating or turning 22. Evolution served 33 students in 2017-2018.

ENROLLMENT



ACHIEVEMENTS

- Quinsigamond Community College Coursework
- Framingham State University Coursework
- Community-based Instruction
- Experiential social skills class
- iPad for therapeutic intervention
- Music therapy
- YMCA membership
- Adaptive kayaking
- Community gardening
- Garden-to-table activities
- Animal-assisted activities
- Quarterly newsletter for families and member districts
- Competitive employment
- After-school social events, “Friday Night Out”
- Family Workshop series
- Wraparound services
- Community service projects included: Central Mass Kibble Kitchen, Worcester Food bank
- Professional development for staff in: ASL, CPI (Crisis Prevention) Training, PBIS (Behavior Interventions and Supports) planning, Google Bootcamp, CVI

DIRECTOR OF SATELLITE PROGRAMS

Karen Laskey
 Shrewsbury High School
 64 Holden Street
 Shrewsbury, MA

 AVC- Marlborough
 28 Lord Road
 Marlborough, MA

OT, PT, and Other Therapies



“Change is the end result
of all true learning.”

– Leo Buscaglia

OVERVIEW

Assabet Valley Collaborative Consultation Services offer our member districts expertise and assistance to address a wide range of therapeutic needs for students and families. We provide a variety of related services that include:

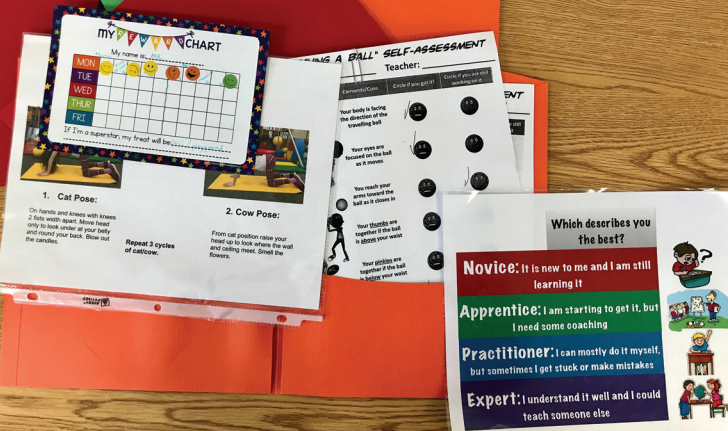
- Highly-trained staff
- Programs designed to address specific students’ needs
- Collaborative and flexible scheduling and consultation

In-district Inclusion Support

AVC employs a range of experts with particularly specialized training and credentials that helps to support the low-incidence needs in member districts. Additionally, AVC’s consultants are committed to integrated services and expanding the capacity of our member districts to provide increasing support to students in their home districts in the least-restrictive setting.



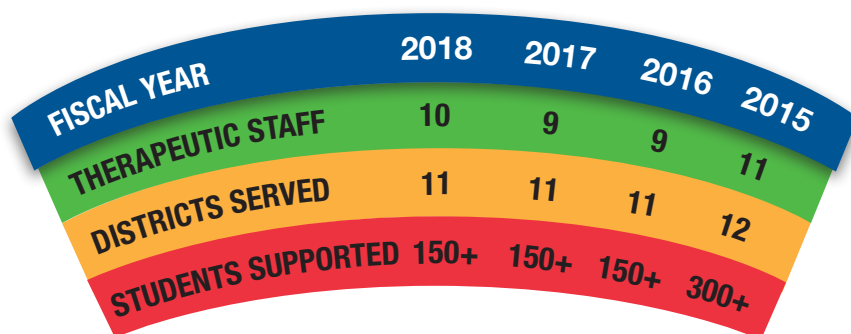
HOURLY CONSULTATION	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
OT, PT, SLP, Assistive Technology, Music Therapy, Social Work/ Counseling	\$89.85	\$100.65	\$10.80
Therapy Assistants – PTA, COTA, SLP	\$59.90	\$67.10	\$7.20
Child Psychiatry Consultation	\$273.50	\$306.35	\$32.85



“Whenever I have a question or a problem to solve I always call the Collaborative first.”
 –District Director of Special Education

Our inclusion supports include direct student assessments and evaluations, developing and implementing individual/group programs and providing consultation to district staff, parents or teams. Our team focuses on the whole child and developed interventions for students while building district capacity as well. AVC staff utilized their professional skills and expertise in collaboration to provide support to students, families and districts while ensuring seamless communication amongst stakeholders. FY18 offerings:

- OT and PT assessments and screening
- Vocational and program assessments
- PBIS training



ACHIEVEMENTS

- iPads for therapeutic service delivery
- Partnerships with statewide organizations to support inclusion and professional development
- Child psychiatrist consultation and professional development
- Community partnerships developed to expand district vocational opportunities
- Transition partners: Hudson and Marlborough Public Schools
- Adaptive equipment trainings for medically fragile students
- Whole class yoga instruction
- Professional development for staff in: evidence approach to standing and walking, therapy in the schools, brace selection, compassion fatigue and the art of chronic self-care, Google bootcamp, cultural proficiency, clinical performance instrument training
- Coordinated business partner communications on behalf of students
- Peer-to-peer mentoring

**DIRECTOR OF
CONSULTATION SERVICES**
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Family Success Partnership (FSP)



“It is not enough to be compassionate. You must act.”

–Dalai Lama

PURPOSE

Family Success Partnership (FSP) is a family-centered wraparound program designed to support students and their families who have needs that fall outside of school that have not yet been met by community or state agency services. Each family participating in FSP is unique and Family Support Counselors (licensed mental health professionals) help each family develop goals and identify resources needed to achieve those goals. FSP helps families navigate the intricate process of health care insurance, state agency applications and waitlists – assisting schools in addressing the non-academic needs of students that impact student outcomes.

VALUE

FSP wraparound is a strengths-based, student-centered, collaborative support that assists schools in addressing non-academic barriers to learning. We provide a variety of services to help students and families address basic needs and achieve a level of social and emotional well-being that makes learning possible. In collaboration with district administration and school counselors, they supported over 175 families. During FY18, AVC partnered with another collaborative to replicate programming. Our team of dedicated counselors worked with families to access:

- Medical care
- Counseling
- Housing and essential resources
- Insurance



FSP wraparound is a STRENGTHS-BASED STUDENT-CENTERED, COLLABORATIVE support that assists schools in addressing non-academic barriers to learning.

Learn what FSP parents are saying



“ ”

“FSP is an amazing service for families and it’s nice to see a person who loves her job and knows all the resources in the area.”

“I feel heard and she makes suggestions and possible solutions that I wouldn’t get if I wasn’t part of this program. It’s my first experience with a wonderful program like this.”

“Many families struggle without knowing there are resources out there. It was helpful that she knew all the resources and could connect us. Without this program, people don’t know what is available to them.”

SERVICE	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
Phase I	\$31,165	\$34,905	\$3,740
Phase II	\$62,330	\$69,810	\$7,480
Phase III	\$93,493	\$104,713	\$11,220
Phase IV	\$124,660	\$139,620	\$14,960

*Founding grant partners: Metro West Health Foundation, Robert Wood Johnson Foundation, C.F. Adams Charitable Trust Foundation, The Sudbury Foundation jointly funded FSP from 2007-2012 – and supported ongoing activities for sustainability.

ACHIEVEMENTS

- Wraparound Services-A Lifeline to Inclusion-A Sequel: presented to M.A.S.S. -Summer 2018
- Collaborated with programs for “parent nights”
- Replication initiative
- Increased caseload for FY18 and districts served
- Family Needs Scale implemented in full to measure impact and outcomes
- Certified Screening, Brief Intervention and Referral to Treatment (SBIRT) trainers
- Staff trained as Cultural Proficiency Trainers
- Staff led trainings for districts included: Compassion, Fatigue and the Art of Chronic Self Care, CRA’s and the Role of Juvenile Probation, The Emotional Consequences of the Internet, Cultural Proficiency
- Collaboration with school psychologists and adjustment counselors
- Professional development for staff in: Cultural Proficiency-Deep Dive, CBT for Perinatal Emotional Complications, National Wraparound Academy

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Professional Development



“Education promotes equality and lifts people out of poverty. It teaches children how to become good citizens. Education is not just for a privileged few, it is for everyone. It is a fundamental human right.”

– Ban Ki-moon

PURPOSE

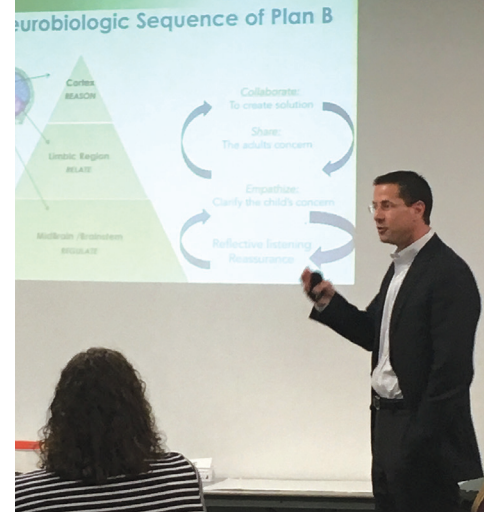
In FY18, AVC provided over 200 contact hours of formal training to over 550 participants as part of our commitment to meeting the professional development needs identified by member districts to improve the quality of their programs and services. Our staff provided Cultural Proficiency workshops to over 150 participants in member districts throughout the year. AVC provides specialized professional development, professional learning communities provides an economy of scale to reduce costs and distance for high priority or mandatory training, and customizes workshops to meet specific needs of districts. The table on the following page highlights activities for this fiscal year.

ACHIEVEMENTS

AVC delivered equity-centered professional development during FY18 and continued offering several Cultural Proficiency classes (year 3): ***Unpacking Cultural Proficiency: Building Diverse, Inclusive Learning Environments; Culturally Proficient Leadership–Deep Dive***. Courses were offered in the fall of 2016 and 2017 with an emphasis on bridging multiple perspectives and applying a cultural proficiency (CP) framework to increase the quality of education and achievement for all learners. Objectives for these workshops included: Engaging in self-exploration and reflection of personal attitudes, beliefs and assumptions regarding diversity and equity; increase understanding of the historical context of inequality in schools; Begin to internalize and value CP as an approach to leading and managing the dynamics of diversity; identify the relationship between the CP approach and our work to increase student achievement; apply the CP approach to building and organizational planning, practice and policy making. The Deep Dive session provided extensive content regarding equity and cultural proficiency in schools and offered participants an opportunity to expand their work as change agents within their schools and organizations.

During the fall of FY18, AVC offered: ***Google Certified Educator Level 1 Bootcamp***. Participants explored themes and tools required to prepare for the Google Level 1 Certified Educator exam.

We offered our 2nd ***Leadership for Inclusive Practices Conference Series*** during the winter and spring of 2018. The series was designed to provoke thought and inquiry,



deliver practical tools and strategies, and to equip district teams to promote increased inclusiveness while strengthening leadership skills that can be applied generally to the practice of district and school leadership. The series included: *Rethinking Behavior with Collaborative Problem Solving: Skill, not Will; Design for the Variability of All Learners; Building Community through Restorative Practices*. Objectives for these conferences included: How different explanations for and interpretations of challenging behavior can lead to dramatically different approaches to intervention; various cognitive skills that are central to compliant behavior at school; basic underpinnings of the Collaborative Problem Solving approach to school discipline; understanding the brain science of learner variability; understanding the foundational theory of Universal Design for Learning (UDL); connect practice and application of UDL; learn and identify the fundamental principles of restorative practices and its use and application; recognize restorative practices as a social science and the need for students' self-reflection as they develop relational competencies in building community.

Due to popular demand, we offered: *Writing Better IEP's: Building Capacity in your Districts* during the summer and fall. This series was designed to provide special education

PD topics Provided In Districts	# Attendees	# Contact Hours
Cultural Proficiency	155	8
Facilitation of District Strategic Planning	80	35
Other workshops and training included: PBIS, FSP, New Directors of Special Education Leadership Institute, Transition Program Review-NASET, Turning on the Tuned Out Child, LEAP Project for District Leaders	155	49
Total	390	92

administrators with specific training in how to develop and implement district/building level training on writing instructionally relevant IEP goals that are measurable. The fall workshops focused on trainer coaching and in-district training strategies to enhance the IEP process.

PD Topic/Initiative	Member Fee	Nonmember Fee	# of Attendees	# of Hours
Unpacking Cultural Proficiency	\$700	\$750	7	21
Writing Better IEP's: Building Capacity in your district	\$750	\$825	32	30
Google Certified Educator Level 1 Boot Camp	\$395	\$450	12	12
Cultural Proficiency Deep Dive	\$775	\$865	9	21
Rethinking Behavior with Collaborative Problem Solving	\$200	\$230	31	7
Design for the Variability of all Learners	\$200	\$230	24	7
Building Community through Restorative Practices	\$200	\$230	33	7
Compassion Fatigue	\$65	\$75	28	3

The year concluded with a *Compassion Fatigue Workshop* for school counselors, social workers, psychologists and nurses. Topics included: differentiating vicarious trauma, burnout and compassion fatigue, learn the fundamentals for Laurie Lipsky's Trauma Stewardship Model, fundamentals of Sandra Bloom's SELF Model and to identify sources of compassion satisfaction.

Job-Alike (Professional Learning Communities)

AVC convenes monthly meetings for member district leaders. The following table includes the job-alike groups, the priorities/accomplishments, and a summary of responses to a survey of group members to rate the value and benefits of job-alikes during 2017-2018.

“A mind that is stretched by new experiences can never go back to its old dimensions.”

—*Oliver Wendell Holmes, Jr.*

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Group	2017-2018 Topics/Initiatives
PPS/Special Education Administrators	<ul style="list-style-type: none"> • Social Emotional Learning • Co-teaching teams • Chapter 688 Transition Planning • Transition Services • Program Evaluations for psychologists and adjustment counselors • Professional Development • Proportionate Share • Out of District Program Monitoring • Student Records • Budgeting
School Business Officials	<ul style="list-style-type: none"> • Preparing your Special Education Budget • RADAR review and comparison • Joint meeting with Facilities Directors • Kajeet: Transportation • Edventures • MSBA and new school construction • Joint meeting with Tech Directors • E-rate
Technology Leaders	<ul style="list-style-type: none"> • MCAS • Goose Chase • Funding District Technology • Blizzard Bags & virtual learning • Personalized Learning • Managing Innovation Cycle • SIS • Social Emotional Learning (SEL) and Technology
Curriculum Directors	<ul style="list-style-type: none"> • SEI • Radar Grant • SEL behavior supports • Mathematics progress monitoring • Blended learning • Inclusive Practices • Virtual Learning • Curriculum Bias and Self-Study • PBIS
Instructional Technology Specialists	<ul style="list-style-type: none"> • DILL World Language Lab • Foundational Apps for Google • Google Keep • Robotics • Makerspace • Design Thinking • Laboratory • Professional Development • Gamification

Value Ratings and Comments (No Value = 1) (4 = Extremely Valuable)

10 Respondents: Average Value Rating = 3.6

- Participation in this group provides me with a wealth of information regarding various ways to problem-solve and effectively address the many challenges associated with special education in my district.
- I enjoy meeting with the district directors to discuss forum topics where we all share our practices.
- Ability to discuss problems of practice with others as well as learn new information
- Area special education directors share information about best current practices in the ever-changing special education regulations at the state and federal level. Program and instructional practices are discussed.
- Opportunity to network, share resources, validation/support from colleagues
- Keep doing what you are doing. It is much appreciated.

6 Respondents: Average Value Rating = 4.0

- We improved our processes when it comes to certain areas, because of the information I get from my job-alike meetings.
- Sharing information on best practices
- I find it helpful when we have joint meetings with other AVC Job-alikes.
- Comparative info from other districts is helpful; offers a smaller group setting to go into select topics.
- Hearing about what others are doing is helpful when our district looks to implement a new program, for example. There are individuals with whom you can discuss things and you do not have to re-invent the wheel. Also it helps to connect with others who do the same job since we are the only business director in each of our respective districts. That is a key benefit for me.

3 Respondents: Average Value Rating = 3.0

- I share what our job-alike group is doing when a topic in our district comes up that connects to what we have discussed.

5 Respondents: Average Value Rating = 3.3

- It has been tremendously valuable to network with colleagues from other districts, particularly as we share resources and exchange ideas with one another. Through the job-alike, I have been able to take information back to our district leaders.
- Hearing what others are doing (or not doing) is very informative and enriching.
- Having job-alike colleagues is like a customized learning network. We face similar challenges, and having a safe place to share and problem-solve has been an enormous help.
- Sharing initiatives and knowledge resources across districts.

8 respondents: Average Value Rating = 3.6

- Share/Discuss/Explore innovative technology tools and applications
- I have been able to take back tools we discussed to my own school district.
- Working with colleagues (specialist) is a great way to share information, training and ideas.
- Chance to brainstorm/learn from others in the field
- Great to see examples of what is being done in other schools.
- Love the collaboration and visiting other schools.

Transportation



PURPOSE

AVC provides safe, reliable and cost-efficient special education transportation services by contracting with transportation vendors on behalf of our member school districts. We view transportation as an integral part of each student’s education and contract with vendors who share our passion and expertise in serving students with disabilities. Our contract requires vendors to employ well-trained drivers and monitors and that the fleet of vehicles used are well-equipped and maintained. AVC leverages volume from many districts; transportation vendors submit competitive rates to AVC resulting in cost savings for special education transportation. In addition, AVC monitors the quality of the services provided, to save districts valuable time and to capitalize on an economy of scale. In FY18, AVC entered its second three-year contract with Van Pool Transportation. We added in-district services for Maynard Public Schools as well. While pricing is an important element of the transportation offered, our districts rely on AVC to provide services with vendors who are committed to safe, high-quality and reliable transportation.

“Equality is the public recognition, effectively expressed in institutions and manners, of the principle that an equal degree of attention is due to the needs of all human beings.”

—Simone Weil

TRANSPORTATION	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
Single district route: 7d vehicle in-collaborative	\$116.80	\$130.82	\$14.02
Single district route: 7d vehicle outside collaborative	\$143.35	\$160.55	\$17.20
Single district route: Wheel Chair vehicle in-collaborative	\$234.15	\$262.25	\$28.10
Single district route: Wheel Chair vehicle outside collaborative	\$238.85	\$267.51	\$28.66

FISCAL YEAR	STUDENTS TRANSPORTED	MEMBER UTILIZING SERVICES	NONMEMBER UTILIZING SERVICES
2018	436	16	21
2017	393	15	14
2016	364	15	14
2015	378	15	15

Services include:

- In-district and out-of-district McKinney Vento, field trips, community-based instruction, and after school services
- Monitored two-way radios, GPS and video monitoring
- Pre-screened CORI and SAFIS (Statewide Application Fingerprinting Identification Services) and specially trained drivers and monitors



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Cooperative Purchasing



PURPOSE

AVC improves efficiencies and increases cost savings through the facilitation of joint purchasing through which districts are able to obtain competitive pricing from vendors while taking advantage of a streamlined bid process – which often yield bids lower than the state bid list and single-district procurement activities. In 2017-2018, AVC conducted joint procurement of: School Supplies, Paper, and Office Supplies. The contracts with WB Mason for school supplies, paper and office supplies yielded a savings to districts of over \$300,000.

FY18 Estimated Savings resulting from Cooperative Purchase of Paper/Case, School & Office Supplies				
Account Name	Office Supplies	Paper/Case	School Supplies	Total
Algonquin Regional HS	\$23,833.34	\$7,591.05	\$515.25	\$31,939.64
Assabet Valley Regional Voc	\$13,663.50	\$7,042.71	\$703.31	\$21,409.52
Assabet Valley Collaborative	\$4,751.79	\$1,149.39	\$247.74	\$6,148.93
Berlin/Boylston Region	\$6,252.64	\$4,334.46	\$1,785.83	\$12,372.93
Hudson Public Schools	\$13,709.59	\$18,463.49	\$1,191.35	\$33,364.44
Marlborough Public Schools	\$38,790.67	\$25,742.82	\$10,921.19	\$75,454.68
Maynard Public Schools	\$4,266.20	\$3,018.30	\$623.75	\$7,908.24
Nashoba Regional	\$21,118.43	\$14,488.99	\$3,692.54	\$39,299.95
Northborough Public Schools	\$1,859.51	\$9,512.19	\$4,461.54	\$15,833.24
Shrewsbury Public Schools	\$21,290.89	\$22,819.95	\$2,284.66	\$46,395.50
Southborough Public Schools	\$13,908.79	\$7,454.63	\$2,246.70	\$23,610.12
Westborough Public Schools	\$8,151.46	\$10,386.57	\$1,402.24	\$19,940.27
Total	\$171,596.81	\$132,004.55	\$30,076.09	\$333,677.45

*Savings calculated based on items from the AVC WB Mason Office Supplies Contract and applying contracted discount compared with state pricing with WB Mason Catalog. Differences in prices between those items yielded an average of an additional 90% savings using the AVC Contract.

Office Supplies Savings*				Paper Savings*				
Account Name	Office Supplies (81.1% discount from ultimate office catalog pricing)	Office supplies (64% minimum discount from WB catalog)	Estimated Cost Savings	Account Name	Paper-WB Mason	Paper/ Case	State bid \$	Estimated Cost Savings
Algonquin Regional HS	\$26,342.11	\$50,175.45	\$23,833.34	Algonquin RHS	\$14,621.59	655.0	\$22,212.64	\$7,591.05
Assabet Valley Regional Voc	\$15,101.76	\$28,765.26	\$13,663.50	Assabet Valley Regional Voc	\$13,569.62	608.4	\$20,612.33	\$7,042.71
Assabet Valley Collaborative	\$5,251.98	\$10,003.77	\$4,751.79	Assabet Valley Collaborative	\$2,201.76	99.0	\$3,351.15	\$1,149.39
Berlin/Boylston Region	\$6,910.81	\$13,163.45	\$6,252.64	Berlin/Boylston Region	\$8,312.28	373.3	\$12,646.74	\$4,334.46
Hudson Public Schools	\$15,152.71	\$28,862.30	\$13,709.59	Hudson Public Schools	\$35,370.60	1,590.3	\$53,834.09	\$18,463.49
Marlborough Public Schools	\$42,873.90	\$81,664.57	\$38,790.67	Marlborough Public Schools	\$49,882.24	2,228.6	\$75,625.06	\$25,742.82
Maynard Public Schools	\$4,715.27	\$8,981.47	\$4,266.20	Maynard Public Schools	\$11,439.04	427.1	\$14,457.34	\$3,018.30
Nashoba Regional	\$23,341.42	\$44,459.85	\$21,118.43	Nashoba Regional	\$27,908.80	1,251.3	\$42,397.79	\$14,488.99
Northborough Public Schools	\$2,055.25	\$3,914.76	\$1,859.51	Northborough Public Schools	\$19,674.98	819.6	\$29,187.17	\$9,512.19
Shrewsbury Public Schools	\$23,532.04	\$44,822.93	\$21,290.89	Shrewsbury Public Schools	\$45,007.70	1,988.6	\$67,827.65	\$22,819.95
Southborough Public Schools	\$15,372.87	\$29,281.66	\$13,908.79	Southborough Public Schools	\$15,838.80	685.6	\$23,293.43	\$7,454.63
Westborough Public Schools	\$9,009.51	\$17,160.97	\$8,151.46	Westborough Public Schools	\$31,046.08	1,213.0	\$41,432.65	\$10,386.57
Total	\$189,659.63	\$361,256.44	\$171,596.81	Total	\$274,873.49	11,939.8	\$406,878.04	\$132,004.55

*Savings calculated by comparing the price of a case of paper purchased through jointly procured contract with WB Mason with the price of paper available for purchase from the State Bid List. Savings = number of cases multiplied by the difference between prices. Percentage savings is approximately 48%.

Cooperative Purchasing

School Supplies Savings*			
Account Name	School Supplies-WB	State bid (School Specialty) \$	Estimated Cost Savings
Algonquin Regional HS	\$1,288.13	\$1,803.38	\$515.25
Assabet Valley Regional Voc	\$1,758.27	\$2,461.58	\$703.31
Assabet Valley Collaborative	\$619.36	\$867.10	\$247.74
Berlin/Boylston Region	\$4,464.57	\$6,250.40	\$1,785.83
Hudson Public Schools	\$2,978.38	\$4,169.73	\$1,191.35
Marlborough Public Schools	\$27,302.97	\$38,224.16	\$10,921.19
Maynard Public Schools	\$1,559.37	\$2,183.12	\$623.75
Nashoba Reg. School District	\$9,231.34	\$12,923.88	\$3,692.54
Northborough Public Schools	\$11,153.84	\$15,615.38	\$4,461.54
Shrewsbury Public Schools	\$5,711.64	\$7,996.30	\$2,284.66
Southborough Public Schools	\$5,616.76	\$7,863.46	\$2,246.70
Westborough Public Schools	\$3,505.59	\$4,907.83	\$1,402.24
Total	\$75,190.22	\$105,266.31	\$30,076.09

*Savings calculated by selecting 5-10 items from the AVC Contract WB Mason School Supplies Catalog and comparing those items from School Specialty School Supplies Catalog from the State Bid List. Differences in prices between those items yielded an additional 40% savings using the AVC Contract.

Equality

Partnership

**Student
Centered**

**Social
Justice**

Empower

Transition





Assabet Valley Collaborative

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Providing effective and efficient services to meet current and
evolving needs of member school districts:

Assabet Valley Regional • Berlin/Boylston Region • Berlin
Boylston • Grafton • Hudson • Marlborough • Maynard
Millbury • Nashoba Region • Northborough • Northborough/
Southborough Region • Southborough • Shrewsbury • Westborough