



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

Filed with Town Clerk:

DATE: Tuesday September 16, 2025 **TIME:** 6:00 p.m. **ROOM:** Conf. Room 1

PLACE: CPS Central Administration Office **ADDRESS:** 230 North Road

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 12:00 p.m. on Tuesday September 16, 2025 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of September 2, 2025

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS:

The School Committee will hear from members of the public on items listed under New Business on the posted agenda. Speakers are asked to limit comments to 3 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments when the item is reached on the agenda.

NEW BUSINESS

1. Discussion on AI Guidelines and Policy Development
2. FY2024 MA DESE End-of-Year Audit Report
3. Recommended FY2026 Budget Transfers
4. MSBA Designer Selection Process: Parker Middle School Building Project

5. Update: Private School Approval Process and Request for Consideration – Drake Academy
6. Tri-Board Meeting Dates
7. Personnel Report: August 2025
8. Valley Collaborative Quarterly Report – FY2025 (4th Quarter)
9. Approval of Field Trip Requests

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

The School Committee will hear from members of the public on general matters of education interest. Speakers are asked to limit comments to 3 minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comments, however will try to address comments at future meetings.

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
September 2, 2025
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Ms. Maria Santos (Vice Chair), Ms. Diana Lebeaux (Secretary), Ms. Susan Mackinnon and Mr. John Moses.

Also present: Dr. Jay Lang (Superintendent), Dr. Linda Hirsch (Assistant Superintendent) and Ms. Joanna Johnson-Collins (Director of Business & Finance)

Call to Order

Mr. King called the meeting to order at 6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

"This meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with the Chelmsford School Committee Public Participation Policy. Anyone speaking tonight during the public input portion of this meeting has notified the superintendent's office of their desire to speak and has been provided with these guidelines. Upon request written comments received no later than 12:00 p.m. on the day of this meeting will also be read and made part of the record of the meeting during the second public comment session."

CONSENT AGENDA

1. **Approval of the minutes of the regular school committee meeting of August 19, 2025**

Ms. Santos moved to approve the minutes of the regular school committee meeting of August 19, 2025. Mr. Moses seconded. Motion carries 5-0.

GOOD NEWS

Dr. Hirsch shared that there was a very good opening of school! The buildings are back alive! "Welcome back to everyone!"

PUBLIC COMMENTS:

None

NEW BUSINESS

1. Opening of Schools for the 2025/26 School Year

Dr. Lang shared that “it was an incredibly smooth opening of school”! Staff came back the day before the students for a day that was building-based and included PD and time to work with colleagues. Bus transportation also began smoothly despite 140 new registrants. All teacher openings have been filled including a few late summer resignations. There still remain a couple of support positions to be filled, but five new support staff started today! The new assistant principal for McCarthy has been hired. All capital projects are “wrapping up” with the new secure entry ways being in good shape. Fall weather this week contributed to the comfort level in all school buildings. The work on the McCarthy fields (tennis, field hockey, etc.) are running a little late but are projected for completion by November 15th and all will be in great shape for the spring for public use.

2. FY2026 Recommended Budget Transfers

Ms. Johnson-Collins included a memorandum in tonight’s agenda packet requesting a budget transfer for FY2026. This will cover pay increments for employees who attained a higher education degree and are entitled to a “lane change” in salary. This increase will be made available to employees in the first pay check of this school year on September 5th.

Ms. Santos moved to approve this budget transfer for the local operating budget in the amount of \$111,846 from the salary reserve lane change account to the various labor accounts as presented. Mr. Moses seconded. A roll call vote was taken. Motion carries 5-0.

3. Circuit Breaker Reserve Relief

A memorandum with supporting data is included in tonight’s packet from Ms. Johnson-Collins. Dr. Lang explained in great detail the recent history on circuit breaker relief through the present. Basically, The Commonwealth is reimbursing the Town of Chelmsford \$408,963 which the Town is transferring over the School District to cover special education expenses. To appreciate this issue fully, I recommend you view Dr. Lang’s clear explanation of this somewhat complex issue by watching tonight’s meeting on Chelmsford Telemedia YouTube. No action is required tonight by The Committee.

4. MASC Resolutions - Fall 2025 Membership Meeting

Dr. Lang stated that the MASC Resolutions for the November 2025 Conference were just received prior to tonight’s meeting. The eight resolutions may be found in tonight’s agenda packet for The Committee to review. At an upcoming meeting in October these will be reviewed and voted to support or not support by Committee members. At that time a representative and back-up representative will be selected to present The Committee’s decisions at the Conference.

REPORTS

1. Liaison Reports

The PTOs and The Chelmsford Council of Schools meetings will happen soon. Committee members are looking forward to attending.

The Chair shared that The Building Committee met with MASC and narrowed the design firms from six down to two. On Tuesday both of the firms will be interviewed. The design firm chosen will be presented at the next meeting on September 16th. Dr. Lang and Mr. King are pleased with the two finalists.

ACTION/NEW ITEMS

Ms. Santos would like to see The Committee set their goals for the current school year. Working with DM on the five goal areas for the Strategic Plan continues. These goals will be presented in October meetings.

Ms. Mackinnon would like to hear more about AI and begin to work on policies addressing this.

PUBLIC COMMENTS:

None

ADJOURNMENT at 6:41 p.m.

Ms. Santos moved to adjourn. Mr. Moses seconded. Motion carries 5-0.

Respectfully submitted,

Sharon Giglio, Recording Secretary

The background is a dark gray field filled with a complex network of thin, light gray lines. Scattered throughout this network are numerous circular nodes of varying sizes. Some nodes are colored in bright red, teal, blue, and black, while others are smaller and less distinct. The overall effect is one of a dynamic, interconnected system, possibly representing a neural network or a data visualization.

Generative Artificial Intelligence (GenAI)

District Updates



GenAI Professional Development Update



AI TEACHER COHORT



AI FOR EDUCATION FOR
EDUCATION SUMMER
COURSEWORK



ADMINISTRATOR
SESSIONS - AI FOR
EDUCATION



NOVEMBER 4TH FULL-
DAY - AI FOR
EDUCATION

Day of AI - Teacher Cohort

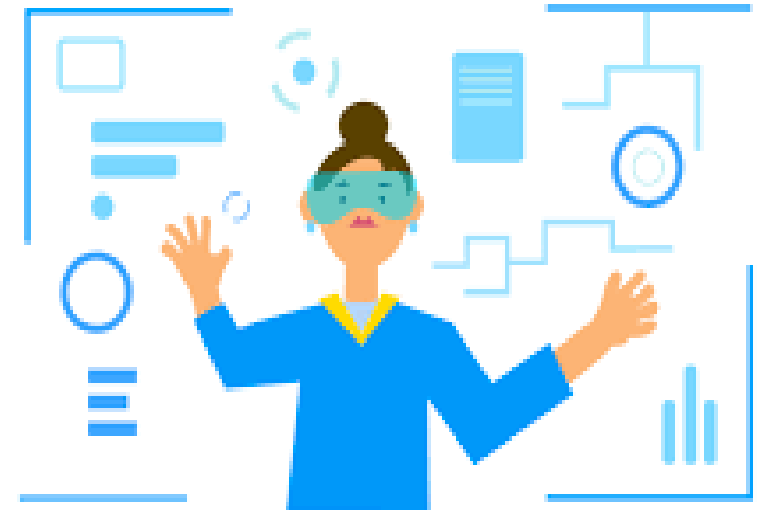


- TIS, Classroom Teachers, Director of ICT (12 Total)
- Full-day workshops for educators to be trained in using AI tools in practice
- Topics included:
 - - Lesson planning and differentiation
 - - Embedding AI into curriculum
 - - Student assessment
 - - Family communication
- Resources: <https://dayofai.org/professional-development/>

GenAI Literacy Trainer Essentials Course

Summer 2025 Micro-Credentials

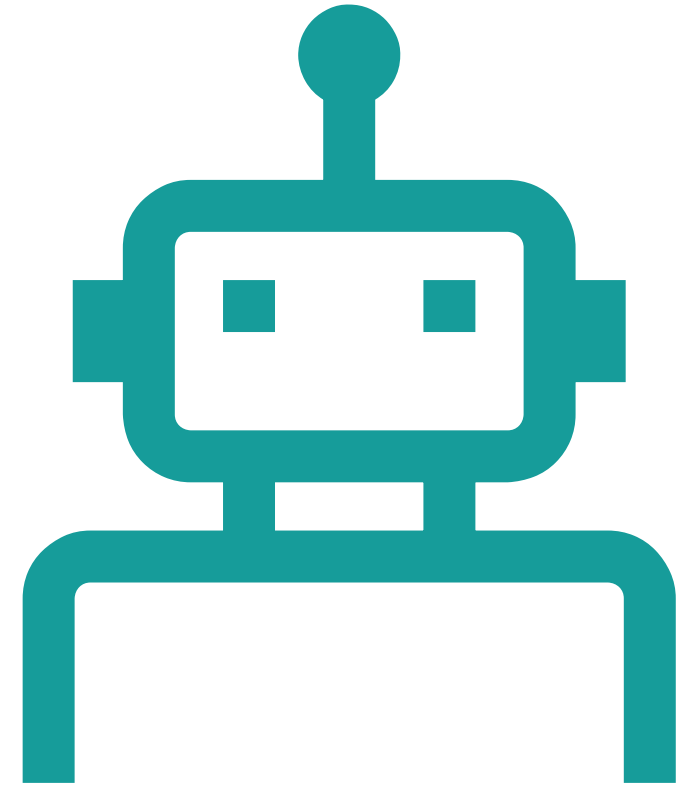
- 10 CPS Participants
- Train-the-Trainer program to build GenAI literacy capacity
- Focus on AI integration in educational settings
- Empowers educators to lead professional development for peers
- [Course Overview Link](#)



Generative AI + Education District Leadership Retreat (August 13, 2025)

- Full-day training for administrators - 2 Sessions
 - Session I: AI Literacy, Roles, and Ethical Considerations
 - Simulation exercises with ChatGPT, Notebook LM, [Napkin.ai](#)
 - Steps to develop a district-wide AI strategy
 - Session II: Redefining Assessment with Ethical AI Practices
 - Responsible integration of AI
 - Authentic assessment design
 - Ethical issues: privacy, safety, bias, integrity

[Free Resources](#): AI chatbot prompt library, PD videos, Essential Guide to AI for Educators

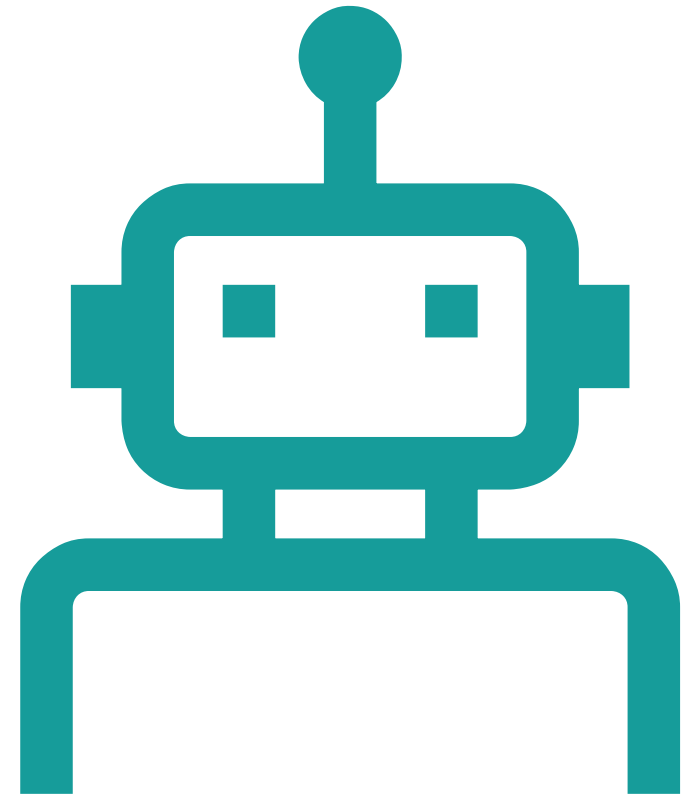


Upcoming: Generative AI + Education - Teacher Session (November 4, 2025)

- Keynote: “Learn, Experience, Innovate: The Opportunity for Education in an AI World”
- Breakout Sessions:
 - Introduction to Generative AI (grade-level tailored)
 - Hands-on practice with tools (ChatGPT, Notebook LM, [Napkin.ai](#))
 - Ethical concerns and academic integrity
 - Best practices for instructional planning

[Free Resources](#): AI chatbot prompt library, PD videos, Essential Guide to AI for Educators

- Additional Micro-Credential Course Offerings
 - [Adapting Instruction and Assessment Gen AI](#)
 - [Leading GenAI Adoption and Policy](#)



Policy and Guidelines



Policy Considerations – [CPS Student Empowered Digital Use Guidelines](#) Document

- Purpose and Scope
- Ethical Use and Compliance
- Transparency and Accountability
- Data Privacy and Security
- Professional Development and Support
- AI in Instruction and Assessment
- Prohibited Uses
- Reporting and Accountability

Policy and Guidelines



- AI Usage Guidelines
 - Clear guidelines to enhance learning and productivity while ensuring ethical standards
- Purpose and Scope
 - Primarily for educational purposes, PD, tasks, and learning outcomes
- Ethical Use and Compliance
 - Use in compliance with laws, policies, ethical standards

Policy and Guidelines



- Transparency and Accountability
 - Students and staff need to identify when AI tools are in use including – how used, and decisions made with its use.
- Data Privacy and Security
 - AI use must prioritize data privacy and security
- Professional Development and Support
 - Continuous ongoing professional development to increase AI proficiencies

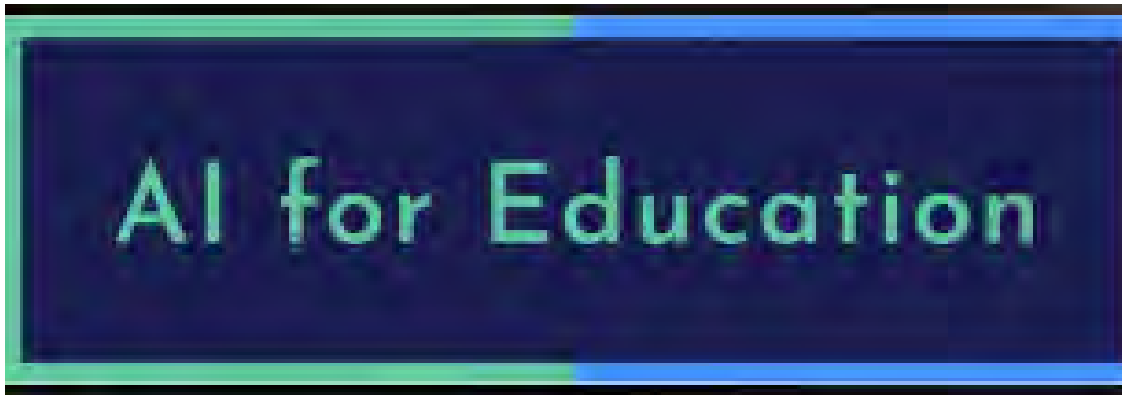
Policy and Guidelines



- AI in Instruction and Assessment
 - Use for personalized learning
 - Applications used to complement human judgement and interactions
- Prohibited Uses
 - Monitoring and surveillance violating student privacy
 - Academic dishonesty
 - Compromise assessments
 - Automatic decision-making without human oversight
 - Sharing of Student Information
 - Development of IEP/504
- Reporting and Accountability
 - Misuse to be reported immediately to Dir. of ICTS
 - CPS reserves the right to audit and review AI use in the district

AI Policy Development

Resources



As educators and students adopt AI, developing policies and guidelines is crucial to realizing AI's benefits while mitigating risks. AI for Education helps you navigate this complex task, crafting practical AI policies that ensure ethical use. We provide both targeted strategic guidance or tailored end-to-end support in formulating governance frameworks specific to your school or district's needs.

- AI Development Workshop
- AI Policy Auditing & Consulting
- On-call AI Guidance

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: September 12, 2025
Re: FY2024 MA DESE End-of-Year Audit Report

On an annual basis, each school district in the Commonwealth of Massachusetts must have an external audit completed of their end-of-year financial report submitted to the Massachusetts Department of Elementary and Secondary Education (MA DESE). Representatives of CBIZ CPAs performed our required MA DESE external financial audit for the year ending June 30, 2024.

Attached please find a copy of the FY24 MA DESE financial audit report completed for the Chelmsford Public Schools as of June 30, 2024. I would like to take this opportunity to thank Joanna Johnson-Collins, Director of Business and Finance, for preparing and submitting the FY24 end-of-year financial report to MA DESE on behalf of the district. As noted within the financial audit report, there are no financial findings or financial reporting recommendations from the external auditors.

**SCHOOL DEPARTMENT OF THE TOWN OF
CHELMSFORD, MASSACHUSETTS**

**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON
PROCEDURES OVER COMPLIANCE APPLICABLE TO MASSACHUSETTS
SCHOOL DISTRICTS' END OF YEAR FINANCIAL REPORT**

FOR THE FISCAL YEAR ENDED JUNE 30, 2024

**Independent Accountants' Report on Applying Agreed-Upon Procedures
to Massachusetts Department of Elementary and Secondary Education's (DESE)
Agreed-Upon Procedures and Audit Guidelines: End of Year Financial Report**

To the School Committee
Town of Chelmsford, Massachusetts

We have performed the procedures enumerated below, related to the requirements set forth in the Massachusetts Department of Elementary and Secondary Education's (the DESE) *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements* related to the End of Year Financial Report (the EOYR) prepared by the Town of Chelmsford, Massachusetts (the Town) for the year ended June 30, 2024. The Town management is responsible for its compliance with those requirements.

The engaging party, the Town has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose specified in the Massachusetts Department of Elementary and Secondary Education's *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements* related to the End of Year Financial Report prepared by the Town for the year ended June 30, 2024. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes. For purposes of performing these procedures, findings were reported only if they exceeded 3% of the total of Line 1850 in the EOYR.

Our procedures and results are reported in the attached Schedule of DESE EOYR Compliance Supplement Procedures and Results.

We were engaged by the Town to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the AICPA. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on compliance with specified requirements. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the Town and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of the Town and the Massachusetts Department of Elementary and Secondary Education, and is not intended to be and should not be used by anyone other than these specified parties.

CBIZ CPAs P.C.

Boston, MA
August 13, 2025

SCHEDULE OF DESE EOYR COMPLIANCE SUPPLEMENT PROCEDURES AND RESULTS

DESE Compliance Supplement Requirements	Agreed-Upon Procedures	Results
General Compliance Requirements		
1. For All End of Year Report Schedules (EOYR):		
A. Ascertain if the financial information was prepared in accordance with the budgetary basis of accounting (e.g., modified accrual plus current year encumbrances minus expenditures of prior year encumbrances).	Obtained copies of the current and prior year accounting ledger reports with the School Department General Fund expenditures, including any outstanding encumbrances, and confirmed that the total expenditures reported on Schedule 1 of the EOYR consisted of current year expenditures and encumbrances, less prior year encumbrances.	Procedure performed without exception.
a. Trace the amounts reported to accounting and other records that support the audited financial statements and verify [determine] agreement or perform alternative procedures to verify [determine] the accuracy and completeness of the reports and that they agree with the accounting records.	Traced individual amounts reported to the underlying support (e.g., accounting ledger) in the procedures as noted below.	Procedure performed without exception.
b. Determine if all encumbrances were closed out by the 12/31 deadline and that reported expenditures were adjusted accordingly.	Obtained a schedule of current-year encumbrances as of 12/31 and inspected to confirm that encumbrances were spent.	Procedure performed without exception.
B. Trace non-financial data to records that accumulate and summarize data.		

a. Perform tests of the underlying data to verify [determine] that the data was accumulated and summarized in accordance with the required or stated criteria and methodology, including the accuracy and completeness of the schedules. For Schedule 7, test eligibility criteria for reimbursable riders (pupils residing greater than 1.5 miles from their school of attendance).	Traced underlying data to stated criteria and internally created documented methodology in the procedures as noted below. For Schedule 7, traced a sample of five haphazardly selected riders reported as greater than 1.5 miles from the school of attendance to a map proving the distance reported by the District.	Procedure performed without exception.
b. When intervening computations or calculations are required between the records and the schedules, trace reported data elements to supporting worksheets or other documentation that link the schedules to the data.	Traced the reported data elements to supporting worksheets or other documentation in the procedures as noted below.	Procedure performed without exception.
C. Determine if the District's accounting system meets the following DESE requirements:		
a. Determine whether the District uses an accounting system that 1) provides for the reporting of all instructional costs by school location and 2) is in accordance with 603 CMR 10.03 (3)(a).	Obtained copies of the District's expenditure reports and observed that the District's accounting ledger account structure includes specific account segments for each school location. Obtained copies of the District's expenditure reports and inspected to confirm that the accounting system is in accordance with 603 CMR 10.03 (3)(a).	Procedure performed without exception.
b. Determine if the accounting system is supported by up-to-date written policies and procedures and that the policies and procedures are followed on a uniform and consistent basis.	Obtained the District's current set of policies and procedures related to the accounting system and agree policies meet DESE's requirements.	Procedure performed without exception.

c. Determine if the District maintains written policies and procedures related to the classification of salaries and expenses by program, function and object and that the policies and procedures are followed on a uniform and consistent basis.	Obtained the District's current set of policies and procedures related to the classification of salaries and expenses by program, function, and object and agree policies meet DESE's requirements.	Procedure performed without exception.
2. Obtain written representation from management that the reports provided to the auditor are true copies of the EOYR submitted or electronically transmitted to the Department.	Obtained a signed Representation Letter from management which states that the reports provided are true copies of the EOYR submitted or electronically transmitted to DESE.	Procedure performed without exception.
3. Determine that the District submitted a signed Certification Statement.	Obtained signed Certification Statement submitted to DESE.	Procedure performed without exception.
4. Determine if amendments required from prior year's audit were submitted.	Confirmed amendments [findings] from DESE and prior year's audit were submitted.	Procedure performed without exception.
Specific Compliance Requirements		
I. Revenues		
A. Revenue from Local Sources		
1. Trace Revenues from Local Sources reported on Schedule 1 to the municipal and District accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree.	Traced all revenues from Local Sources reported on Schedule 1 to revenue per the accounting ledger reports provided by the District. Traced all local sources revenues reported in the District's accounting ledger to Local Sources reported on Schedule 1.	Procedure performed without exception.
C, D, and E. Revenues from Federal Grants, State Grants and Revolving and Special Funds		
2. Trace the revenue from state aid, federal grants, state grants, and revolving and special funds to the detail in District's accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree with the possible	Traced all state aid, federal grants, revolving and special funds revenues reported on Schedule 1 to accounting ledger reports provided by the District. Traced all state aid, federal grants, state grants, revolving and special funds revenues reported in	Procedure performed without exception.

<p>exception of revenue from state aid, federal grants and state grants, which are entered by the state based on allotments. <i>Validate that the DESE Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on 510 match the final FY24 grant revenue file posted on the DESE EOYR website.</i></p> <p><i>Note: Amounts deposited in legally authorized revolving accounts (e.g., School Choice) cannot be transferred to the General Fund.</i></p>	<p>the District's accounting ledger to state aid, federal grants, state grants, revolving and special funds revenues reported on Schedule 1.</p> <p>Traced all state aid, federal grants and state grants reported on Schedule 1 to the amounts posted on the DESE website and the amounts reported in the District's accounting ledger.</p> <p>Confirmed that the DESE Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on line 510 match the final FY24 grant revenue file posted on the DESE EOYR website.</p>	
II. Expenditures		
A. By School Committee and B. By City or Town		
<p>3. Trace the amounts reported for general fund education expenditures from Schedule 1, line 1850 to the municipal accounting ledgers and to the District accounting ledgers. Also, trace the expenditures reported on the District's accounting ledgers to expenditures reported on Schedule 1. These amounts should agree. If a crosswalk exists between the accounting ledgers and the EOYR, verify [determine] that the crosswalk agrees with the accounting ledgers in total and trace a sample of expenditures from the crosswalk to the accounting ledger.</p>	<p>Traced amounts reported for General Fund education expenditures in total from Schedule 1, line 1850 to the accounting ledger report.</p> <p>Traced the total General Fund education expenditures reported on the District's accounting ledger to expenditures reported on Schedule 1.</p>	<p>Procedure performed without exception.</p>

<p>4. Trace the amounts reported for a sample of DESE functions (i.e., teachers, principals), object codes (i.e., professional salaries (01), other salaries (02), and other expenditures (04-06)) and DESE programs (i.e., regular day, special education, etc.) in Schedule 1 to the detail in the accounting ledgers or to the crosswalk, if applicable. These amounts should agree.</p>	<p>Selected a sample of four DESE functions reported in Schedule 1 and traced the amounts reported by function, object code, and DESE program to the general ledger report.</p>	<p>Procedure performed without exception.</p>
<p>5. Test Extraordinary Maintenance (4300) expenditures for the following: Verify [determine] that expenditures do not include salaries; verify [determine] that the expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement; and verify [determine] that expenditures classified as Extraordinary Maintenance (4300) do not exceed the per project per school dollar limit for extraordinary maintenance of \$150,000. Trace the expenditures to the detail in the accounting ledgers.</p>	<p>Obtained detailed expenditure report for Extraordinary Maintenance expenditures reported on Schedule 1 of the EOYR and confirmed that these expenditures do not include salaries and that these expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement, if applicable.</p> <p>Confirmed that these expenditures do not exceed the per project per school dollar limit for extraordinary maintenance of \$150,000.</p> <p>Traced all expenditures reported to the accounting ledger.</p>	<p>Procedure performed without exception.</p>
<p>6. Determine how expenditures for fringe benefits are assigned or allocated to Schedule 1 Employee Benefits, Insurance (5100, 5200).</p>		
<p>a. Trace the reported cost to the detail in the accounting ledgers using the methodology indicated. These amounts should agree.</p>	<p>Traced all expenditures reported for fringe benefits to the accounting ledger.</p>	<p>Procedure performed without exception.</p>

b. Determine if expenses are charged to 5150 Employee Separation Costs. If no expenses are charged inquire if any District employees retired in FY24. In the event District employees retired, there should be costs/expenses reported.	Confirmed the District separately reports Employee Separation Costs (5150). If no amounts were reported, inquired if any District employees retired in the current fiscal year.	Procedure performed without exception.
c. <i>Determine if the District reported Insurance for Retired Employees (5250) separately and appropriately.</i>	Confirmed the District separately reports insurance for Retired School Employees (5250) and traced the amounts reported to the accounting ledger.	Procedure performed without exception.
7. If amounts are reported for Rental Lease of Equipment or Buildings, determine if the required rental lease schedule is maintained locally.	Traced all amounts reported for Rental Lease of Equipment or Buildings to rental lease schedule.	Procedure performed without exception. No rental lease of equipment or buildings.
8. Verify [determine] that expenditures charged to lines 1683 or 2060, Short-term Interest RANs (5400) relate exclusively to Revenue Anticipation Notes (RANs).	Traced all amounts reported on lines 1683 or 2060, Short-term Interest RANs (5400) to supporting documentation and determined that costs relate exclusively to Revenue Anticipation Notes (RANs).	Procedure performed without exception.
9. Verify [determine] that expenditures charged to line 1684 or 2065, Short-term Interest BANs (5450) relate exclusively to Bond Anticipation Notes (BANs).	Traced all amounts reported on lines 1684 or 2065, Short-term Interest BANs (5450) to supporting documentation and determined that costs relate exclusively to Bond Anticipation Notes (BANs).	Procedure performed without exception.
10. Identify expenditures reported as long-term School Construction debt for principal (8100) and interest (8200). Verify [determine] that BANs are not included in these functions. Trace the reported costs to the treasurer's debt schedule. Trace the reported amount to the detail in the accounting ledgers. These amounts should agree. <i>Note: If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), verify [determine] that the</i>	Traced all amounts reported as long-term School Construction debt for principal (8100) and interest (8200) to the treasurer's debt schedule and to detail in the accounting ledgers and confirmed that BANs are not included in these functions. If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), confirmed that all revenue was reported on line 130 and that expenses were reported for paydown of principal	Procedure performed without exception.

<i>revenue was reported on line 130 and that expenses were reported for paydown of principal (8100) or Purchase of Land and Buildings (7100, 7200) if applicable.</i>	(8100) or Purchase of Land and Buildings (7100,7200).	
11. Trace the expenditures for tuition payments to other public-school districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school districts (9500) to the detail in the accounting ledgers. These amounts should agree. Note: If the District prepaid FY25 special education tuition, verify [determine] that prepaid tuition was not included as an FY24 expense. If the District prepaid FY24 tuition from FY23, that amount should be included as an FY24 expense.	Traced all expenditures for tuition payments to other public-school districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school districts (9500) to the accounting ledgers. Inspected all supporting documentation (invoices) for prepaid special education tuition and confirmed that the District did not include FY25 special education tuition as an expenditure on the EOYR, but if the District prepaid FY24 tuition from FY23, that amount was included as an FY24 expenditure on the EOYR.	Procedure performed without exception.
12. For municipal expenditures that result in services directly related to the school committee:		
a. Obtain a copy of a written agreement between the School Committee and municipal officials documenting agreed-upon methodologies to be used when allocating, distributing or assigning Municipal expenditures to the District.	Obtained a copy of the written agreement between the School Committee and Town which documents the methodologies to be used when allocating, distributing, or assigning municipal expenditures to the District.	Procedure performed without exception.
b. Test the amounts reported using the documented methodology. These amounts should agree.	Traced all amounts reported based on the written methodology previously obtained.	Procedure performed without exception.
13. Expenditures from Federal Grants, State Grants and Special Funds:		
a. Trace amounts claimed as Circuit Breaker expenses on line 3080 column 7 to the accounting ledgers or journals.	Traced amounts reported as Circuit Breaker expenses on line 3080 column 7 to the total in the accounting ledger.	Procedure performed without exception.
b. Determine if the District charged a	Through inquiry of personnel, determined if the	The District did not charge a restricted

restricted indirect rate to grants and indicate so in the report (including the rate charged).	District charged a restricted indirect rate to grants. If applicable, reported the grant and the rate charged.	indirect rate to grants.
Schedule 3		
14. For Schedule 3 expenditures:		
a. Verify [determine] that the District's accounting system includes school location codes and trace the amounts reported by school location on the linked file to the accounting ledgers. These amounts should agree.	Traced 30% of the combined reported expenditures by school location to the accounting ledger.	Procedure performed without exception.
b. If staff is assigned to more than one school, determine if the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.	Through inquiry of personnel and inspection of payroll reports, confirmed that the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.	Not applicable as staff not assigned to more than one school.
c. If allocations are used to assign staff salaries to schools, programs, functions, or objects, was the allocation supported by a documented methodology?	If allocations were used to assign staff salaries to schools, programs, functions, or objects, determined that the allocations were supported by an internally created documented methodology.	Not applicable as allocations were not used to assign staff salaries.
d. If allocations are used for non-salary expenditures, determine if the District maintains a documented methodology for consistency in application. Allocations are acceptable on Schedule 3 for non-salary expenditures, although direct assignment or charging is preferable.	If allocations were used for non-salary expenditures, determined that the allocations were consistent with the internally created documented methodology.	Not applicable as allocations were not used to assign non-salary expenditures.
e. Ensure amounts reported as Districtwide expenditures cannot be assigned to a specific school.	Determined Districtwide expenditures were not assignable to a specific school.	Procedure performed without exception.

Schedule 4		
15. Ascertain the methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4 and review the propriety of the methodology. Test the amounts reported on Schedule 4 using this methodology. These amounts should agree.	Obtained the internally created documented methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4. Confirmed through comparison that the internally created documented methodology was consistent with prior years and is based on the number of special education students reported by placement code or direct expenditures reported by placement code. Recalculated all amounts reported on Schedule 4 based on the internally created documented methodology.	Procedure performed without exception.
Schedule 7		
16. Trace the transportation expenditures reported on Schedule 7 to the transportation expenditures reported on Schedule 1. These amounts should agree. Confirm that all expenditures reported do not include unliquidated encumbrances. Determine the methodology used to allocate transportation expenditures on Schedule 7 and verify [determine] the accuracy of the allocations. Also, if applicable, verify [determine] that reimbursable expenditures have been reduced by transportation revenue received from students transported.	<p>Traced all transportation expenditures reported on Schedule 7 to transportation expenditures reported on Schedule 1 and confirmed that expenditures reported did not include unliquidated encumbrances.</p> <p>Obtained supporting documentation of the District's internally created documented methodology used to allocate transportation expenditures on Schedule 7 and recalculated the amounts reported based on the methodology.</p> <p>If transportation fees are reported on Schedule 1, traced all reimbursable expenditures reported to the underlying support (and ensured that expenditures were reduced by any transportation revenue received).</p>	Procedure performed without exception.

17. Determine if there is adequate detail to support amounts reported (expenses and riders) for special education pupils transported outside the District.	Obtained supporting documentation (general ledger accounting system report of special education rider costs and rider lists) to support all amounts reported (expenses and riders) for special education pupils transported out the District.	Procedure performed without exception.
18. Trace the riders reported on Schedule 7 to the detailed transportation records and verify [determine] that the amounts reported on Schedule 7 are accurate and consistent with the detailed records.	Traced all riders reported on Schedule 7 to the detailed rider lists maintained by the District.	Procedure performed without exception.
19. Determine if the District's accounting system separates costs in order to facilitate reporting as outlined in Schedule 7, including in- or out-of-District, pre-school, non-public, school choice, charter school).	Confirmed that the District's accounting system separates costs to facilitate reporting as outlined in Schedule 7, including in- or out-of-District, pre-school, non-public, school choice, charter school).	Procedure performed without exception.
a. Determine if reimbursable expenditures claimed on line 4283 Homeless to Outside the District and line 4285 Homeless from Outside the District are supported by adequate documentation.	Obtained supporting documentation (reports from the general ledger accounting system or invoices) for all reimbursable expenditures claimed on Line 4283 for Homeless to Outside the District and Line 4285 for Homeless from Outside the District.	Procedure performed without exception.
b. Verify [determine] that foster care transportation was not claimed as homeless and is reported appropriately on line 4286.	Confirmed foster care transportation was not included as homeless and is reported appropriately on Line 4286.	Procedure performed without exception.

c. If a cost allocation plan was used to determine reimbursable expenditures, review the propriety of the plan and test the expenditures reported.	<p>If a cost allocation plan was used, obtained the District's internally created documented methodology to allocate reimbursable expenditures reported on Line 4283 and Line 4285 and agreed the plan was consistent with prior years and is based on the number of homeless students in each category.</p> <p>Recalculated the amounts reported on Line 4283 and Line 4285 based on the cost allocation plan.</p>	Not applicable as no cost allocation plan was used.
Schedule 19		
20. Determine if the school District has reported all changes to Schedule 19 Part A.1 — Appropriation by School Committee to the Department. Compare the final School Committee appropriation to Schedule 19 Part A.1 as filed/amended to determine if all changes were reported.	Traced final School Committee Appropriation amount in total per Line 7320 of Schedule 19 to the District's annual adopted budget.	Procedure performed without exception.
21. Determine amounts budgeted in Schedule 19 Part A.2 are consistent with methodologies outlined in the agreement noted in procedure II A. 4 a. above.	Obtained documentation to support all amounts budgeted in Schedule 19, Part A.2. Recalculated the amounts in accordance with the methodologies identified in procedure II A. 4 a. above.	Procedure performed without exception.
22. Determine that retiree health insurance (5250) is reported separately.	Confirmed whether amounts were reported for retiree health insurance (5250) on Line 7490 and that retiree health insurance (5250) is reported separately.	Procedure performed without exception.

SUPPLEMENTARY INFORMATION

In accordance with Step 13b in the Department of Elementary and Secondary Education's *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements*, the Town did not charge a restricted indirect cost rate to grants.

CHELMSFORD PUBLIC SCHOOLS

Memorandum

To: Jay Lang, Ed.D., Superintendent of Schools
Members of the School Committee

From: Joanna Johnson-Collins, Director of Business & Finance

Date: September 11, 2025

Re: Recommended FY2026 Budget Transfers – COLA % CFT Teachers & Nurses, PSP, CAA & Non-Affiliated

I am writing to request four (4) budget transfers at this time for FY2026 as follows:

The first budget transfer of \$1,163,838 is shifting budget funds from the salary reserve COLA account to the various labor accounts where CFT Teachers and Nurses labor is recorded. The new three-year CFT contract was settled in June 2025 for this school year. The new contract includes a 2.5% Cost of Living Adjustment (COLA) for Salary Steps 1 through 11 (Step 1-6 for the LPN lane), and a 3.5% COLA for the top Step 12 (Step 7 for the LPN Lane) for the 2025/2026 school year. These adjustments have been applied, and employees' updated salaries were reflected on their first pay date of the school year.

From		To		Labor Accounts	Amount
12305000-51455	SALARY RESERVE - COLA	12305039	51050	SAL/DISTWIDE/TECH. ED	1,533
		12305056	51050	SAL/ELEMENTARY/MATH SPECIALIST	2,506
		12305102	51050	SAL/CHS/ART	8,710
		12305106	51050	SAL/CHS/BUS.	6,716
		12305124	51050	SAL/CHS/ ENGLISH	41,321
		12305128	51050	SAL/CHS/F.LANG.	20,313
		12305134	51050	SAL/CHS/HLTH. ED.	8,924
		12305136	51050	SAL/CHS/FAM.SCI.	3,358
		12305139	51050	SAL/CHS/TECH. ED.	5,605
		12305156	51050	SAL/CHS/MATH	41,223
		12305158	51050	SAL/CHS/MUSIC	10,074
		12305174	51050	SAL/CHS/PHYS. ED	12,551
		12305178	51050	SAL/CHS/SCIENCE	39,166
		12305184	51050	SAL/CHS/SOC.ST.	39,653
		12305202	51050	SAL/McCARTHY/ART	4,776
		12305224	51050	SAL/McCARTHY/ENGLISH	18,996
		12305228	51050	SAL/McCARTHY/F.LANG.	16,654
		12305234	51050	SAL/McCARTHY/HLTH. ED.	6,716
		12305239	51050	SAL/McCARTHY/TECH. ED.	8,379
		12305256	51050	SAL/McCARTHY/MATH	14,511

		12305258	51050	SAL/McCARTHY/MUSIC	7,644
		12305274	51050	SAL/McCARTHY/PHYS. ED	6,902
		12305278	51050	SAL/McCARTHY/SCIENCE	17,574
		12305284	51050	SAL/McCARTHY/SOC.ST.	23,446
		12305302	51050	SAL/PARKER/ART	2,917
		12305334	51050	SAL/PARKER/HLTH.ED.	5,537
		12305339	51050	SAL/PARKER/TECH. ED.	1,611
		12305358	51050	SAL/PARKER/MUSIC	8,385
		12305374	51050	SAL/PARKER/PHYS. ED	10,260
		12305396	51050	SAL/PARKER/GRADE5	47,533
		12305397	51050	SAL/PARKER/GRADE6	43,353
		12305400	51050	SAL/BYAM/CLASSROOMTEACHERS	58,792
		12305402	51050	SAL/BYAM/ART	2,143
		12305458	51050	SAL/BYAM/MUSIC	2,506
		12305474	51050	SAL/BYAM/PHYS. ED	1,940
		12305491	51050	SAL/BYAM/KINDERGARTEN	15,475
		12305500	51050	SAL/CENTER/CLASSROOMTEACHERS	40,092
		12305558	51050	SAL/CENTER/MUSIC	1,857
		12305574	51050	SAL/CENTER/PHYS. ED	3,577
		12305591	51050	SAL/CENTER/KINDERGARTEN	3,797
		12305600	51050	SAL/HARR/CLASSROOMTEACHERS	43,590
		12305602	51050	SAL/HARR/ART	2,031
		12305658	51050	SAL/HARR/MUSIC	1,693
		12305674	51050	SAL/HARR/PHYS. ED	3,358
		12305691	51050	SAL/HARR/KINDERGARTEN	6,126
		12305700	51050	SAL/SO.ROW/CLASSROOMTEACHER	42,811
		12305702	51050	SAL/SO. ROW/ART	3,358
		12305758	51050	SAL/SO. ROW/MUSIC	3,358
		12305774	51050	SAL/SO. ROW/PHYS. ED	2,375
		12305791	51050	SAL/SO. ROW/KINDERGARTEN	8,799
		12310023	51050	SAL/DISTWIDE/ELL	2,376
		12310076	51054	SALARIES SPECIALISTS	35,613
		12310076	51110	BOARD CERTIFIED BEHAVIOR ANALY	18,594
		12310123	51050	SAL/CHS/ELL	2,291
		12310176	51054	SALARIES SPECIALISTS/CHS	37,579
		12310177	51050	SAL/CHS/READING	3,544
		12310223	51050	SAL/McCARTHY/ELL	2,291
		12310276	51054	SALARIES SPECIALISTS/MCC	24,985
		12310277	51050	SAL/McCARTHY/READING	2,483
		12310323	51050	SAL/PARKER/ELL	1,857
		12310376	51054	SALARIES SPECIALISTS/PARKER	30,198

CHELMSFORD PUBLIC SCHOOLS

		12310377	51050	SAL/PARKER/READING	6,935
		12310423	51050	SAL/BYAM/ELL	3,358
		12310476	51054	SALARIES SPECIALISTS/BYAM	19,793
		12310477	51050	SAL/BYAM/READING	7,121
		12310523	51050	SAL/CENTER/ELL	3,358
		12310576	51054	SALARIES SPECIALISTS/CENTER	13,890
		12310577	51050	SAL/CENTER/READING	7,088
		12310623	51050	SAL/HARR/ELL	3,358
		12310676	51054	SALARIES SPECIALISTS/HARR	15,713
		12310677	51050	SAL/HARR/READING	6,004
		12310723	51050	SAL/SO.ROW/ELL	3,577
		12310776	51054	SALARIES SPECIALISTS/SO ROW	15,124
		12310777	51050	SAL/SO.ROW/READING	6,716
		12310976	51054	SALARIES- SPECIALIST TEACHERS	21,200
		12320076	51053	SAL MEDICAL/THERAPEUTIC	11,281
		12320076	51054	SALARIES- PHYSICAL THERAPISTS	2,653
		12340100	51050	SAL/CHS/LIBRARY	3,544
		12340200	51050	SAL/McCARTHY/LIBRARY	1,693
		12340200	51051	TECHNOLOGY ASSISTANT - MCC	645
		12340300	51050	SAL/PARKER/LIBRARY	2,375
		12340300	51051	TECHNOLOGY ASSISTANT - PARKER	644
		12340400	51051	TECHNOLOGY ASSISTANT - BYAM	1,227
		12340400	51060	SAL/BYAM/PSP/LIBRARYAIDES	1,352
		12340500	51051	TECHNOLOGY ASSISTANTS - CENTER	1,289
		12340600	51051	SAL/HARR/TECH. ASST.	1,289
		12340600	51060	SAL/HARR/PSP/LIBRARYAIDES	1,289
		12340700	51050	SAL/SO.ROW/LIBRARY	1,352
		12340700	51051	TECHNOLOGY ASSIST-SOUTH ROW	1,227
		12710000	51050	SAL/DISTRICTWIDE/S.W.	6,429
		12710100	51050	GUID SALARIES /CHS	19,164
		12710200	51050	GUID SALARIES /McC	11,588
		12710300	51050	GUID SALARIES /PARKER	7,109
		12710327	51050	SAL/PARKER/S.W.	1,693
		12710400	51050	GUID SALARIES/BYAM	2,108
		12710500	51050	GUID SALARIES /CENTER	3,358
		12710600	51050	GUID SALARIES /HARR	1,857
		12710700	51050	GUID. SALARIES/SROW	1,974
		12800100	51050	SAL/CHS/PSYCH	9,467
		12800200	51050	SAL/McCARTHY/PSYCH	4,204

		12800400	51050	SAL/BYAM/PSYSCH	1,827
		12800600	51050	SAL/HARR/PSYCH	2,102
		12800700	51050	SAL/SO.ROW/PSYCH	3,751
		13200100	51050	SAL/CHS/NURSE	3,892
		13200163	51050	SAL/CHS/NURSE	1,352
		13200200	51050	SAL/McCARTHY/NURSE	1,689
		13200263	51050	SAL/McCARTHY/NURSE	1,352
		13200300	51050	SAL/PARKER/NURSE	3,358
		13200363	51050	SAL/PARKER/NURSE	2,043
		13200400	51050	SAL/BYAM/NURSE	1,870
		13200500	51050	SAL/CENTER/NURSE	2,108
		13200600	51050	SAL/HARR/NURSE	1,689
		13200976	51050	SAL/CHIPS/NURSE	1,069
		13600100	51060	STCH SCHOOL SECURITY	2,713
		13600200	51060	MCC -PSP-SECURITY OFFICE	1,289
		13600300	51060	PARKER - PSP-SECURITY OFFICE	1,352
			Total		1,163,838

I recommend the school committee vote to approve the FY2026 local operating budget transfer of \$ 1,163,838 from the salary reserve COLA account to the various labor accounts as presented.

The second budget transfer of \$ 212,434 is shifting budget funds from the salary reserve COLA account to the various labor accounts where CFT Professional Support Personnel labor is recorded. The new three-year CFT contract was settled in June 2025 for this school year. The new contract includes a 3% Cost of Living Adjustment (COLA) increase to each step and several more steps were also added for the 2025/2026 school year. The employees' new salary was reflected on their first pay date of the fiscal year.

From		To		Labor Accounts	Amount
12305000-51455	SALARY RESERVE - COLA	12110000	51070	SALARIES - SECRETARIES	4,077
		12110176	51070	SALARIES - SPED SECRETARIES	3,244
		12210100	51060	SALARIES - CHS CLERKS	2,116
		12210100	51070	SALARIES - CHS SECRETARIES	18,506
		12210200	51060	SALARIES - MCC - CLERKS	1,551
		12210200	51070	SALARIES - MCCARTHY SECRETARIES	5,210
		12210300	51051	SALARIES - PARKER -COPY CENTER CLERKS	877
		12210300	51060	SALARIES - PARKER -CLERKS	661
		12210300	51070	SALARIES - PARKER -SECRETARIES	3,863
		12210400	51060	SALARIES - BYAM CLERKS	2,175

CHELMSFORD PUBLIC SCHOOLS

		12210500	51060	SALARIES - CENTER CLERK	974
		12210500	51070	SALARIES - CENTER SECRETARIES	1,455
		12210600	51060	SALARIES - HARRINGTON CLERK	515
		12210600	51070	SALARIES - HARRINGTON SECRETARIES	4,859
		12210700	51060	SALARIES - SOUTH ROW CLERK	974
		12210700	51070	SALARIES - SOUTH ROW SECRETARIES	2,634
		12210976	51060	SALARIES - CHIPS CLERK	1,295
		12330100	51060	SALARIES - CHS PSP	400
		12330176	51060	SALARIES - CHS SPED PSP	29,452
		12330200	51060	SALARIES - MCC PSP	1,694
		12330276	51060	SALARIES - MCC SPED PSP	12,575
		12330300	51060	SALARIES - PARKER PSP	1,838
		12330376	51060	SALARIES - PARKER SPED PSP	21,811
		12330400	51060	SALARIES - BYAM PSP	1,434
		12330476	51060	SALARIES - BYAM SPED PSP	19,527
		12330500	51060	SALARIES - CENTER PSP	1,941
		12330576	51060	SALARIES - CENTER SPED PSP	13,048
		12330600	51060	SALARIES - HARRINGTON PSP	1,694
		12330676	51060	SALARIES - HARRINGTON SPED PSP	21,465
		12330700	51060	SALARIES - SOUTH ROW PSP	1,757
		12330776	51060	SALARIES - SOUTH ROW SPED PSP	8,508
		12330976	51060	SALARIES - CHIPS SPED PSP	11,943
		12340100	51060	SALARIES - CHS PSP LIBRARY	4,308
		12710100	51070	SALARIES - SECRETARIE - GUIDANCE	1,676
		13510100	51070	SALARIES - SECRETARIE - ATHLETIC	2,377
			Total		212,434

I recommend the school committee vote to approve the FY2026 local operating budget transfer of \$ 212,434 from the salary reserve COLA account to the various labor accounts as presented.

The third budget transfer of \$ 81,895 is shifting budget funds from the salary reserve COLA account to the various labor accounts where Chelmsford Administrators Association (CAA) labor is recorded. The new three-year CAA contract was settled in June 2025 for this school year. The new contract includes a 3% Cost of Living Adjustment (COLA) increase to each step for the 2025/2026 school year. The employees' new salary was reflected on their first pay date of the fiscal year.

From		To		Labor Accounts	Amount
12305000-51455	SALARY RESERVE - COLA	12110000	51050	SAL/SYS/CURR	38,630
		12110176	51050	SALARIES PROFESSIONAL	14,151
		12110976	51050	SAL/CHIPS/SUPERVISOR	3,630
		12210100	51003	DEANS	7,334
		12210300	51003	ASSISTANT PRINCIPALS	3,630
		12210400	51003	ASSISTANT PRINCIPALS	3,630
		12210600	51003	ASSISTANT PRINCIPALS	3,630
		12210700	51003	ASSISTANT PRINCIPALS	3,630
		13510100	51050	SAL/CHS/AD/TRAINER	3,630
			Total		81,895

I recommend the school committee vote to approve the FY2026 local operating budget transfer of \$ 81,895 from the salary reserve COLA account to the various labor accounts as presented.

The fourth budget transfer of \$ 70,373 is shifting budget funds from the salary reserve COLA account to the various labor accounts where Chelmsford non-affiliated employee labor is recorded. The school committee voted at the June 27, 2025 school committee meeting to grant a 3% Cost of Living Adjustment (COLA) increase for non-affiliated employees for the 2025/2026 school year. The employees' new salary was reflected on their first pay date of the fiscal year.

From		To		Labor Accounts	Amount
12305000-51455	SALARY RESERVE - COLA	11210000	51060	COMMUNICATIONS-MEDIA DIRECTOR	2,009
		11210000	51070	SUPT SECRETARY SALARY	1,923
		11220000	51070	ASST. SUPT. SEC. SALARY	1,923
		11410000	51070	BUS OFFICE- SECRETARY	36,999
		11420000	51050	SALARIES HR DIRECTOR	4,392
		11420000	51060	H/R SUBSTITUTES COORDINATOR	1,184
		11420000	51070	HR SEC SALARY	3,761
		11450000	51060	SALARIES ICTS DATA ANALYST	4,949
		12110176	51070	SALARIES SECRETARIES SPECIAL ED	1,498
		13300000	51070	SALARIES -TRANSPORTATION COORD	1,644
		14400000	51056	SAL/NETWORK	10,092

CHELMSFORD PUBLIC SCHOOLS

			Total		70,373
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I recommend the school committee vote to approve the FY2026 local operating budget transfer of \$ 70,373 from the salary reserve COLA account to the various labor accounts as presented.

Upon approval of the four budget transfers, the salary reserve COLA labor account will still have a favorable budget variance of \$ 61,689 (\$ 1,590,229 original budget less \$1,528,540 for four COLA budget transfers).

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: September 14, 2025

Re: MSBA Designer Selection Process: Parker Middle School Building Project

Attached please find a letter from the Massachusetts School Building Authority pertaining to the selection and authorization to execute a contract with Ai3 to serve as the Designer on the Parker Middle School building project. Further, a copy of the e-mail sent to the members of the Parker Middle School Building Committee from David, Saindon, LeftField OPM, is attached that outlines the original shortlisting of two (2) firms from the six (6) that submitted proposals, to the ultimate selection of Ai3 to serve as Designer.

Ai3 will be present at the Parker Middle School Building Committee meeting Thursday September 18, 2025 to be introduced and outline a plan of action for the Feasibility Study. I will share the proposed timeline with the full school committee after it is presented to the Building Committee members.



Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

September 11, 2025

Mr. Paul E. Cohen,
Chelmsford Town Manager
Town Offices
50 Billerica Road
Chelmsford, MA 01824

Re: Town of Chelmsford, Colonel Moses Parker Middle School, Designer Selection Panel Meeting

Dear Mr. Cohen:

On Tuesday, September 9, 2025, the Massachusetts School Building Authority (the “MSBA”) Designer Selection Panel (the “DSP”) interviewed the finalists for the Colonel Moses Parker Middle School project in the Town of Chelmsford (“the District”). The following individuals represented the District at the DSP:

- Mr. Paul Cohen, Town Manager, Town of Chelmsford
- Dr. Jay Lang, Superintendent of Schools, Chelmsford Public Schools
- Mr. Dennis F. King II, Chair, Chelmsford School Committee

In accordance with the provisions of Massachusetts General Laws, Chapter 7C, Sections 44 through 58, and the MSBA Designer Selection Procedures, the DSP voted to rank the finalists, in order of qualifications, as follows for the above- referenced project:

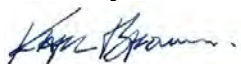
1. Ai3 Architects, LLC
2. Tappe Architects, Inc.

The District should now take the appropriate local steps necessary to award the contract for designer services to the first ranked firm and authorize fee and contract negotiations. Please use the MSBA’s standard contract for designer services, which can be downloaded from our website:

<https://www.massschoolbuildings.org/building/team/dsp>

Upon completion of contract and fee negotiations with the first ranked firm, please forward a copy of the fully executed contract to Nina Bourdeaux, Project Coordinator, at the MSBA.

Sincerely,



Karl Brown, AIA Design Director

September 11, 2025

Chelmsford, Colonel Moses Parker Middle School DSP Meeting Results Letter

Cc: Legislative Delegation
Pat Wojtas, Chair, Chelmsford Select Board
Joanna Johnson-Collins, Director of Business and Finance, Town of Chelmsford
Dennis F. King II, Chair, Chelmsford School Committee
Jay Lang, Ed. D., Superintendent, Chelmsford Public Schools
Jim Rogers, Owner's Project Manager, LeftField, LLC
David Saindon, Owner's Project Manager, LeftField, LLC
Hamdi Cobanoglu, Owner's Project Manager, LeftField, LLC
Justin P. Thibeault, Designer, Ai3 Architects, LLC
Julie Rivera, Designer, Ai3 Architects, LLC
File: 10.2 Letters (Region 4)

From: [David Saindon](#)
To: [Chelmsford Parker Middle School Building Committee](#)
Subject: RE: Parker School DSP update
Date: Tuesday, September 9, 2025 5:08:48 PM
Attachments: [image006.png](#)
[image007.png](#)
[image011.png](#)

Dear Chelmsford Parker Middle School Building Committee Members –

At the request of Mr. Maloney and on behalf of the Chelmsford Parker School DSP members and LeftField, we would like to provide the committee with a synopsis of the DSP Interview/ presentation meeting held at 8:30 today/ Tuesday. Please note the following:

- The meeting commenced at 8:35 AM; after the MSBA conducted routine housekeeping business, the board moved to the Parker School agenda item, which was interviews/ presentations from Ai3 and Tappe.
- Each designer had 30 minutes to conduct their presentation.
- Ai3 went first.
- At the conclusion of the Ai3 presentation:
 - Jay asked a question on cost control.
 - Paul asked a question on outreach/ communication/ etc. related to past experience with a failed vote and 20-plus years since a major school project in Chelmsford.
 - Karl Brown (MSBA) asked a question about Chelmsford being in the opt-in specialized energy code, concerns with shortening the feasibility/ schematic design schedule, and the distinction between educating the public and advocating.
 - There were no further questions.
- Tappe went second.
 - Jay asked a question on cost control/ budget.
 - Karl Brown (MSBA) commented on Tappe's investigation into enrollments, cost reduction, and workload concerns for Tappe. (2 projects in feasibility) ability to keep a team engaged and involved.
 - There were no further questions.
- Deliberation occurred among the DSP members.
 - Dr. Lang provided his commentary on the firm's presentations, followed by Mr. King and Mr. Cohen.
 - Other MSBA staff and DSP members also provided their comments.
 - Deliberation concluded.
- A roll-call vote was taken to score the two firms, which is shown below. **Ai3 was the top-selected designer. A separate email will follow on the next steps regarding the Ai3 selection.**

Designer Selection Panel Voting Sheet		A13 Architects, LLC	Tappe Architects, Inc.	Meeting Minutes	Roll Call Votes Y/N/A
Tuesday, September 9, 2025					
District: Chelmsford					
School: Colonel Moses Parker Middle School					
Jess Baccari	AGC-MA Designee, Registered Architect	2	1	Y	
Russell Bartash	MA Building Trades Council Designee				
Eric Bernardin, PE	ACEC Designee, Professional Engineer				
Karl Brown, AIA	MSBA Staff, Registered Architect	2	1	Y	
Jennifer Gonzalez	MSBA Executive Director Designee	2	1	Y	
Joe McDonough	Public Member, Professional Engineer	1	2	A	
Beth McDougal AIA	MSBA Designee, Registered Architect, Chair	1	2	Y	
Arlin Medina	MSBA Staff	2	1	Y	
Leo F Peters FACEC	MSBA Designee, Professional Engineer				
Rachel E Shanley PE	MSBA Designee, Professional Engineer, Vice-Chair	2	1	Y	
Jose Soliva, AIA	MSBA Designee, Registered Architect	1	2	Y	
Emily Udy	MSBA Staff	2	1	Y	
Robert Zverina	MA AIA Designee	1	2	Y	
Paul Cohen	Town Manager	2	1		
Dr. Jay Lang	Superintendent of Schools	2	1		
Dennis F. King II	School Committee Chair	2	1		
TOTAL		22	17		
Member DSP: _____					
Date: _____					

Best,
D

David Saindon

Project Executive

Boston | Worcester | Providence | Manchester

c: 617.872.5180

www.leftfieldpm.com



From: David Saindon

Sent: Wednesday, August 27, 2025 3:02 PM

To: Chelmsford Parker Middle School Building Committee

<ChelmsfordParkerMiddleSchoolBuildingCommittee@leftfieldpm.com>

Subject: Parker School DSP update

Dear Chelmsford Parker Middle School Building Committee Members –

At the request of Mr. Maloney and on behalf of the Chelmsford Parker School DSP members and LeftField, we would like to provide the committee with a synopsis of the DSP meeting held this Tuesday. Please note the following:

- The meeting commenced at 8:30 AM; after the MSBA conducted routine housekeeping business, the board moved to the Parker School agenda item.
- Dr. Lang started with an opening statement about the project.
- The chair of the DSP then summarized all of the designer proposals in alphabetical order, one by one.
- After each proposal was summarized, some commentary was provided by MSBA staff or appointed members.
 - Some comments related to firms that were recently awarded projects,
 - Capacity of firms,
 - Staff experiences from the firm [new employees vs. long-standing employees]
 - Experience with sustainability initiatives
- After all proposals were reviewed [high-level] by the MSBA chair, the chair opened up discussion, starting with the Chelmsford DSP members. Dr. Lang provided his commentary on the firm's proposals, followed by Mr. King and Mr. Cohen.
- Other MSBA staff and DSP members also provided their comments.
- A roll-call vote was taken to score the six firms, which is shown below.

Designer Selection Panel Voting Sheet		Tuesday, August 26, 2025								
District: Chelmsford School: Colonel Moses Parker Middle School		Ai3 Architects, LLC	Arrowstreet Inc.	Flansburgh Architects	JCJ Architecture PC	Mount Vernon Group Architects, Inc.	Tappe Architects, Inc.	Meeting Minutes	Roll Call Votes Y/N/A	Motion to Adjourn
Russell Bartash	MA Building Trades Council Designee									
Eric Bernardin, PE	ACEC Designee, Professional Engineer	2		3			1	A		
Karl Brown, AIA	MSBA Staff, Registered Architect	2	3				1	Y		
John Ferrante	AGC-MA Designee	2				1	3	A		
Jennifer Gonzalez	MSBA Executive Director Designee	3		1			2	Y		
Eric LeBeau	Public Member									
Beth McDougal AIA	MSBA Designee, Registered Architect, Chair	2	1				3	Y		
Leo F Peters FACEC	MSBA Designee, Professional Engineer	2			1		3	Y		
Rachel E Shanley PE	MSBA Designee, Professional Engineer, Vice-Chair	3	1				2	A		
Jose Soliva, AIA	MSBA Designee, Registered Architect	2		1			3	Y		
Peter Sun	MSBA Staff	3	2	1				A		
Emily Udy	MSBA Staff	3			1		2	A		
Robert Zverina	MA AIA Designee	1	3				2	Y		
Paul Cohen	Town Manager	3	1				2			
Dr. Jay Lang	Superintendent of Schools	3			1		2			
Dennis F. King II	School Committee Chair	3			1		2			
TOTAL		34	11	6	4	1	28			
Member DSP:										
Date:										

- After the votes were confirmed, the chair inquired of the DSP regarding their thoughts on interviews and whether to interview two or three firms.
- Based on the bracketing of the scoring, Dr. Lang made a motion to interview Ai3 and Tappe. The motion was seconded, and a discussion ensued with the DSP, which debated on including Arrowstreet in the interview mix. At the conclusion of the discussion, a roll call vote was taken, and the motion carried 9 to 5, to interview Ai3 and Tappe.
- Interviews will be conducted on September 9.

Best,
D

David Saindon

Project Executive

Boston | Worcester | Providence | Manchester

c: 617.872.5180

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You're receiving this message because you're a member of the Chelmsford Parker Middle School Building Committee group from LeftField. To take part in this conversation, reply all to this message.

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From: [Lang, Jay](#)
To: [CPS SC](#)
Subject: FW: Drake Application
Date: Thursday, September 11, 2025 8:20:00 AM
Attachments: [FINAL - SCHOOL BOARD APPROVAL APPLICATION.pdf](#)

Committee Members,

FYI – Please see the message below from representatives of Drake Academy. They will not be opening this year, they will target 2026/27 for their opening. This will give us a little more time to review their application. I will place it on one of the October agendas for initial review.

Thanks, Jay

From: Esther Concepcion <econcepcion@drakeexcellence.org>
Sent: Wednesday, September 10, 2025 4:00 PM
To: Lang, Jay <langj@chelmsford.k12.ma.us>
Subject: Drake Application

Dear Superintendent Lang,

Thank you for your support and patience as we try to get the school off the ground. There have been some developments that you should be aware of as you review this application.

1. Due to the delay in acquiring the occupancy permit and passing safety inspections, our Executive Board has decided to delay opening until next fall (26/27 school year). This allows us adequate time to plan and recruit students. The application has been updated to reflect this change. We have not enrolled any students or exchanged money as we wait for school board approval.
2. After speaking with parents and assessing their needs, the plan is to enroll 3rd and 4th graders for the 26/27 school year.

Further, in our last correspondence, the following elements were addressed and required for Committee review and approval:

- a. Physical Plant/Safety: All required inspections have been completed and all documentation is in the application under Section H.
- b. Financial Support: Revenue sources and budget can be found in Section R and in the Appendix on page 67.
- c. Hazing Policy: Found on page 53

d. Guidance and Counseling Programs: Found on page 50

Application is attached below.

We are looking forward to working together collaboratively in the coming years.

Please do not hesitate to reach out with any questions.

Warmly,

Esther Concepción, M.Ed.
Founder, Drake Academy of Excellence

" We rise by lifting others." Robert Ingersoll

To make a donation, [click here.](#)



From: [Cohen, Paul](#)
To: [King, Dennis](#); [Moses, John](#); [Santos, Maria](#); [Mackinnon, Susan](#); [Lebeaux, Diana](#)
Cc: [Lang, Jay](#); [Johnson-Collins, Joanna](#)
Subject: Tri-Board Budgetary Meeting Dates
Date: Tuesday, September 9, 2025 2:24:55 PM

School Committee Members,

With the impending significant FY27 budgetary challenges, the Select Board and I feel that it would be beneficial to hold Tri-Board budgetary meetings on **Monday, November 10** and on **Monday, December 8** at 6:00 p.m. at the Chelmsford Public Schools Administrative Offices.

Holding meetings in November and December would allow for additional time to consider FY27 budgetary options.

Please contact me if there are conflicts with these two meeting dates.

Sincerely,

Paul E. Cohen
Town Manager
Town of Chelmsford
50 Billerica Road
Chelmsford, MA 01824
978-250-5202

Chelmsford Town Offices Hours:

Monday, Wednesday, Thursday: 8:30 AM – 4:00 PM

Tuesday: 8:30 AM – 7:00 PM

Friday: 8:30 AM – 1:00 PM

Please be advised that the Secretary of the Commonwealth has determined that all email messages and attached content sent from and to this email address are public records unless qualified as an exemption under the Massachusetts Public Records Law (MGLc.4,§7(26)).

CHELMSFORD PUBLIC SCHOOLS

Office of Human Resources

230 North Road, Chelmsford, MA 01824

Telephone: (978) 251-5100 Fax: (978) 251-5110

To: Dr. Jay Lang, Superintendent of Schools

From: Robyn Corbett, Executive Assistant to the Superintendent

Date: September 12, 2025

Re: Personnel Report – August 2025

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes. Thank you for sharing this report with members of the Chelmsford School Committee.

New Hires

Amma, Vinitha

Paraprofessional

Parker Middle School

Effective date: 8/25/25

Agrawal, Sweety

Interim Paraprofessional

Harrington Elementary School

Effective date: 8/25/25

Alto, Sydney

Paraprofessional

Chelmsford High School

Effective date: 8/25/25

Britz, Stephanie

Secretary of Information

Chelmsford High School

Effective date: 8/12/25

Burke, Joseph

Lunch/Recess Aide

Byam Elementary School

Effective date: 8/25/25

Caldeira Pacheco, Roshelle

Paraprofessional

Parker Middle School

Effective date: 8/25/25

D'Alessio, Caitlin

Special Education Teacher (SAIL Program)

Parker Middle School

Effective date: 8/25/25

Daly, Maureen

Interim ABA Paraprofessional (STRIVE Program)

Parker Middle School

Effective date: 8/25/25

Dearborn, April

Interim ABA Paraprofessional

Harrington Elementary School

Effective date: 8/25/25

Ferreira, Kayleigh

Interim Paraprofessional

Harrington Elementary School

Effective date: 8/25/25

Firicano, Natalia

Interim ABA Paraprofessional

Chelmsford Integrated Preschool (CHIPs)

Effective date: 8/25/25

Friscia, Kayla

Paraprofessional (SAIL Program)

Parker Middle School

Effective date: 9/2/25

Gibson, Grace

Paraprofessional

Byam Elementary School

Effective date: 9/2/25

Gleason, Ryan

Paraprofessional

Harrington Elementary School

Effective date: 9/2/25

Guertin, Chantal

Interim Preschool Paraprofessional

Chelmsford Integrated Preschool (CHIPs)

Effective dated: 8/25/25

Halder, Madhabi

Preschool Paraprofessional

Chelmsford Integrated Preschool (CHIPs)

Effective dated: 8/25/25

Harriman, Kimberly

Paraprofessional

South Row Elementary School

Effective date: 8/25/25

Hauser, Jessica

Lunch/Recess Aide

Center Elementary School

Effective date: 8/25/25

Indeglia, Nicholas

1:1 LPN Nurse

Chelmsford High School

Effective date: 9/2/25

Kasozi-Nkugwa, Suubi

Paraprofessional (STRIVE Program)

Chelmsford High School

Effective date: 9/2/25

Kearney, Olivia

Paraprofessional

Center Elementary School

Effective date: 8/25/25

Koehane, Andrea

Lunch/Recess Aide

Center Elementary School

Effective date: 8/25/25

Khandelwal, Ayushi

Lunch/Recess Aide

Center Elementary School

Effective date: 8/25/25

Khemmalay, Alina

Interim Paraprofessional

Byam Elementary School

Effective date: 8/25/25

Kirk, Clayton

Paraprofessional

Chelmsford High School

Effective date: 8/25/25

Kohls, Erin

Lunch/Recess Aide

Center Elementary School

Effective date: 8/25/25

Larson, Brooke,

Grade 4 Teacher

Center Elementary School

Effective date: 8/25/25

Lebel, Linda

Interim Paraprofessional

Chelmsford Integrated Preschool (CHIPs)

Effective date: 8/25/25

Lehan, Catherine

Paraprofessional

Chelmsford Integrated Preschool (CHIPs)

Effective date: 8/25/25

Lyons, James

Lunch/Recess Aide

Harrington Elementary School

Effective date: 9/2/25

MacDonald, Jessica

Paraprofessional

Harrington Elementary School

Effective date: 9/8/25

Mackay, Cori

Paraprofessional

South Row Elementary School

Effective date: 8/25/25

MacMullin, Kelly

Math Teacher

Chelmsford High School

Effective date: 8/25/25

Manmode, Snehal

Paraprofessional

Byam Elementary School

Effective date: 9/15/25

Meier, Lindsay

Interim ABA Paraprofessional

Harrington Elementary School

Effective date: 8/25/25

Royer, Mykah

Grade 7 Science Teacher

McCarthy Middle School

Effective date: 9/15/25

Schwanz, Febie Ann
Paraprofessional (SAIL Program)
Parker Middle School
Effective date: 8/25/25

Stonehouse, Jennifer
Paraprofessional
Byam Elementary School
Effective date: 8/25/25

Thompson, Pamela
Paraprofessional
Parker Middle School
Effective date: 8/25/25

Whalen, Lilie
Grade 6 Math/Science Teacher
Parker Middle School
Effective date: 8/25/25

Wilkinson, Laura
Paraprofessional
Harrington Elementary School
Effective date: 8/25/25

Witt, Josh
High School Substitute Coordinator
Chelmsford High School
Effective date: 8/20/25

Resignations:

Calobrisi, Kerry Ann
Assistant Principal
McCarthy Middle School
Effective date: 8/22/25

Chagnon, Katharine
Athletic Trainer
Chelmsford High School
Effective date: 8/19/25

Chronopoulos, Christopher
Paraprofessional
Chelmsford High School
Effective date: 6/17/25

Cohen-Laffont, Caroline
ABA Paraprofessional
Harrington Elementary School
Effective date: 6/17/25

Cook, Kate
Paraprofessional
Byam Elementary School
Effective date: 6/17/25

Conley, Martin
Grade 5 Teacher
Parker Middle School
Effective date: 8/7/25

Cote, Macayla
ABA Paraprofessional
South Row Elementary School
Effective date: 6/17/25

Familia, Eliana Fernandez
ABA Paraprofessional
Effective date: 6/17/25

Gomez, Elizabeth
ABA Paraprofessional
McCarthy Middle School
Effective date: 6/17/25

Kamel, Nancy
ABA Paraprofessional
Chelmsford High School
Effective date: 6/17/25

Kapopoulos, Christine
Lunch/Recess Aide
Byam Elementary School
Effective date: 6/17/25

Komperda, Joseph
Paraprofessional
McCarthy Middle School
Effective date: 6/17/25

Mason, Marcy
House Secretary
Chelmsford High School
Effective date: 9/3/25

Roeder, Amanda
Art Teacher
Chelmsford High School
Effective date: 6/30/26

Sorrows, Elisabeth
Grade 7 Teacher
McCarthy Middle School
Effective date: 6/18/25

Vu, Jessica
Grade 6 Teacher
Parker Middle School
Effective date; 6/18/25

Retirements:

Tice, Lisa
Grade 4 Teacher
South Row Elementary
Effective date: 8/4/25

Assignment Changes:

Berglund, Catherina (formerly Paraprofessional @ Center Elementary School)
Library Assistant
Center Elementary School
Effective date: 8/25/25

Olsson, Mary Ellen (formerly Grade 4 Teacher @ Center Elementary School)
Grade 5 English/Social Studies Teacher
Parker Middle School
Effective date: 8/25/25

Lane, Deanna (formerly School Nutrition @ McCarthy Middle School)
Paraprofessional
McCarthy Middle School
Effective date: 8/25/25



Central Administration

11 Executive Park Drive, N. Billerica, MA 01862 | Tel: (978) 528-7826 | www.valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: September 11, 2025
Re: Quarterly Reports on Collaborative Business – FY25 Fourth Quarter

As per 603CMR 50.00: Educational Collaboratives – Education Laws and Regulations and in accordance with the provisions of M.G.L. c. 40, § 4E, please find below Valley Collaborative Quarterly Reports on Collaborative Business:

1. quarterly information and updates to the programs and services provided by the collaborative and any regional collaborative efforts;
 - Please find Valley Collaborative's Summer Newsletter attached
 - Please find Valley Collaborative's Treasurer Report attached
2. a report on significant changes in programs, services, budgets, and property as they arise;
 - Please find attached the Interim Statement of Revenues, Expenses, and Changes in Net Assets
3. a copy of the collaborative agreement and any amendments;
 - Please find attached the Valley Collaborative's Articles of Agreement Amended and Restated Articles of Agreement (approved on June 13, 2013)
4. a copy of the annual budget and tuition rate;
 - Please find attached the calendar of Valley Collaborative Board of Director meetings. Please note, Valley Collaborative's proposed FY27 budget will be presented and discussed at the December 11, 2025 meeting. Also noteworthy, the Board of Directors meeting on January 8, 2026 will be Valley Collaborative's stakeholder meeting.



We are: On the Move

■ Page 2 Students at Valley Elementary School are wrapping up a very active year.



We are: Showing our Pride

■ Page 3 Students in Valley Middle School's Alternative and Transitional Programs had a year that was as busy as it was fantastic.



We are: Adaptive

■ Page 8 Five individuals in Valley's Adult Program went to an Assistive Technology Fair to learn about devices that can help people with disabilities.

VALLEY COLLABORATIVE

Volume 13, Issue 4 News for the extended Valley Collaborative community Summer 2025

At Valley, We Love What We Do!



EXECUTIVE DIRECTOR DR. CHRIS SCOTT GIVING RAY BUSBY GOLDEN KEYS TO VALLEY COLLABORATIVE. A VALLEY VETERAN, RAY JOINED THE ADULT PROGRAM IN 1994.

Dear Valley Community: Valley's focus on high quality leadership makes the difference. Each year the Dr. Anthony Bent Leadership Award is given to a Valley employee who exemplifies leadership qualities and has made a significant difference to the climate and culture of the collaborative. This award is named in honor of Dr. Anthony Bent. Dr. Bent is a dedicated educator who 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). Having previously served

(2012-2014) on the Valley Collaborative Board of Directors during his interim superintendency at Groton-Dunstable Regional School District, Dr. Bent has been a long-time supporter and advocate for the great work done at Valley Collaborative. For over a decade, Dr. Bent has facilitated Valley's "Leadership at Every Level" professional development series. This coming year we will, once again, welcome Dr. Bent to share his knowledge and expertise with Valley Administrators and future Administrators.

*continued on page 10

Elementary School: What a Year!

It's been quite a year at Valley Elementary. From adventurous field trips to new clubs and more spirit weeks than we can count, we're ending the 2024-2025 school year on a high note. Here's a look at some of the highlights.

January 10th: **Roller Kingdom.**

The school participated in a field trip to a roller rink in Tyngsboro, giving students the opportunity to practice perseverance as they learned how to skate.

February 10th: **Acton Discovery Center Event:** The Acton Discovery Center Traveling Science Program returned to Valley to run hands-on science workshops.

February 10th-14th: **Love and Kindness Spirit Week**—Valley's annual celebration of all things kindness.

March 3rd-7th: **Read Across America Week.** We celebrated Read Across America Week with a reading themed spirit week, door decorating, guest readers, book fair, and other activities to celebrate and promote literacy.

April 4th: **Skateboard Physics Assembly.** A follow-up to our popular presentation on the physics of motion as demonstrated through skateboarding!

April 14th-17th: **Autism Acceptance Spirit Week.** We capped off the week with our annual Autism Acceptance Walk.

May 5th: **Rock Out for Reading** - an assembly geared towards inspiring students to pursue reading as a lifelong adventure through songs and stories.

May 12th-16th: **Mental Health Awareness Spirit Week.** We celebrated our coping skills and explored new skills, encouraging self-care and emotional regulation.

Fishing Club

Thanks to paraprofessional Nick Cote Valley Elementary has a popular new Fishing Club. Students explore local waterways, gain knowledge about different fish species, and develop essential skills like casting, knot tying, and understanding water ecosystems. "Most of them never expected there could be big fish lurking just beneath the surface, so when they feel that tug on the line, it's a thrilling surprise," says Nick, who founded and runs the club. "The look on their faces when they reel in a big bass is priceless—pure excitement and pride." Beyond learning fishing techniques, the club fosters teamwork, patience, and environmental awareness, while also creating lasting memories and friendships. Whether it's a quiet afternoon by the water or the rush of landing a big catch, the Valley Collaborative Fishing Club offers an unforgettable experience where kids build confidence and a deeper connection to nature. ■



JASON KATMADEU-WENDEU, THIRD GRADER, AT WE ROCK THE SPECTRUM.



FIRST GRADER CARTER LEWIS SHOWS OFF HIS CATCH.

A few of our favorite things

Louis Lorino, sixth grade, "Legos and friends."

Brian Bolcome, fourth grade, "Fishing Club and field trips."

William Desousa-Diaz, fourth grade, "Fishing, camping, hiking and Mr. Matt!"

Nate Skuse, fourth grade, "Using computers and playing games with friends."

Marnie Stone, fifth grade, "Everything is fun and educational!"

Sophia Stewart, fourth grade, "My Friends."

CJ Lillie, third grade, "Basketball and football."

Colton Tyler, first grade, "Pizza, trade-in, friends and teachers."

Lindsey Lavanga, fifth grade, "Horseback riding and swimming. Swimming is fun. I like it."

David Makayi, first grade, "Going out in the nice weather and bug hunting."

Valley Middle School: A Busy Year, A Fantastic Year

The 2024-2025 school year kept students in the Middle School's Alternative Program busy both academically and while in the community. In their core academic classes, students were challenged across all content areas. Students solved a 13-year old mystery while reading "The Curious Vanishing of Beatrice Willoughby" by G.Z. Schmidt and gained a better understanding of the parts of the plot in books. They even learned to identify the parts independently in their own books! Mysteries were a huge hit this year. In Science class, students had the opportunity to participate in a STEM project each week! Alka-Seltzer lava lamps and the Egg Drop competition were highlights. Many of our budding engineers' eggs survived the drop off the school roof. Students were able to use coordinates to plot mystery pictures in math as well as participate in a mock restaurant where orders were taken, bills paid and everyone got a little hungry. In History class, there was a heavy focus on civics this year. Students

were challenged to create their own countries including laws, flags, and citizen's rights.

When not in core classes, students enjoyed electives such as basketball, soccer, Geoguesser, and cooking (always with delicious results)! Students even got to adventure out into the community for fun, educational trips at Metro Rock, Altitude Trampoline Park, Honey Pot Hill Orchards, In the Game, the Illusion Museum, Franklin Park Zoo and others! "Valley is the best school. We have fun and we love getting outside! My favorite trip this year was Altitude and I really liked going fishing", stated 7th grader, Anthony Estrada.

The Outdoor Education Club made a resurgence and the club summited mountains such as Mt. Watatic, Mt. Wachusett, North Mountain, Prospect Hill and even Mt. Monadnock! Way to go, team! Sixth grader, Colton Knowlton shared that, "The staff are nice and the best part is the school store and the trips! I really liked going hiking with Pete and Aidan."

As always, the holidays played a large part in the middle school community. At Halloween, students showed off their costumes, raced to eat donuts on a string, and did a mummy race. At Thanksgiving, the program celebrated with a dinner served by teachers and administrators. Students even wrote what they were thankful for and decorated our Thankful Tree. During the winter holidays, students decorated the Christmas tree, participated in the gingerbread house competition, and made gifts for loved ones at You're Fired. Students were certainly busy learning and growing! Let's do it again next year!

Students in the Middle School's Transitional Program had a fantastic and busy school year as well. Here are some of the highlights that the students wanted to share. In Shana Dunlevy's classroom, students raved about the field trips. The group sledding trip was an absolute blast. "My favorite was sledding and going fast. We built a giant jump and all had so much fun", exclaimed 8th grader Keegan Graham when asked to share a highlight from the year. In Victoria Clauson's class, one of the favorite activities this school year was cooking class. Seventh grader Eli Sanchez shared, "My favorite memory that I made this year was cooking class, especially when I got to cook with my friends". Students in Dana Watford and Tina Carrabba's class shared that they had fun making Mother's Day gifts, which tied a Science lesson into an art project. Roman Beyer-Beckford exclaims, "Mom is going to love my plant!" We are looking forward to more fun and adventure in the upcoming school year. ■



VICTORIA CLAUSON'S STUDENTS ENJOYING THE TREATS MADE IN COOKING CLASS. FROM LEFT TO RIGHT: ANDRES DIAZ, LUCHIEN MOORE, ARIANNA ARIAS, LIANNA WARNER, GABE DUENAS, DENIS MORIS

Valley Transitional High School, Transitional Programs: Independence, Here We Come!

The theme at Valley Transitional High School this year has been 'independence.' Thanks to the hard work of Vocational Coordinator, Scott Morin, more students are being placed in internships that correspond to their interests. Scott says that the surge in placements reflects both the rebound of Valley's vocational programming after COVID and the students' hard work. "We have a number of students who've been in classes for a few years and have shown a lot of growth," says Scott. "They're gaining in confidence and independence and were ready to take the next step." The next step is going from working on a vocational jobsite with a job coach to having an internship in the community utilizing the supervisor of the company or business as the natural support. They are working independently in the surrounding communities gaining experience for when they leave Valley.

Kai Steil-Ng is one of them. During his time at the Transitional High School, Kai demonstrated a passion for all things mechanical and a real desire to be challenged. Once Kai settled on diesel engine repair as something he was eager to try, Scott reached out to a local repair shop to try to get him an internship. "He's been there almost six months and it has worked out really well," says Scott. "Now they're looking to hire him part time."

Brandon Taipe discovered his love of cooking while working at the Bistro downstairs at Valley. After he decided that it was time to expand his culinary skills, Scott reached out on his behalf to the manager of the 99 Restaurant nearby. One thing led to another and before long Brandon had been

granted an internship in the kitchen, assisting with prep, and a chef's coat to match. "He told his parents and the rest of the team that he absolutely loves going to work," says Scott.

Nathan Dunham is yet another success story. After he indicated his desire to work independently, Scott and other team members began searching for possible positions near Nathan's home in Hudson. These days, Nathan takes his electric scooter to a nearby Shaws, where he works during the week as well as on the weekends. While he began with janitorial work, managers at the store have indicated that there are opportunities for advancement.

While Scott's tireless advocacy is a major reason for these successful placements, he's quick to credit all of the other staffers at Valley who are part of its unique team-based approach. Vocational staff, therapists and teachers work together to assess students' readiness for vocational next steps. Some students know exactly what they'd like to do, says Scott, in which case it's time to begin reaching out to employers. For those students who aren't yet settled on a particular field or position, the team presents them with opportunities. Scott also credits community partners who've bought into the mission at Valley for being willing to consider student interns. "They want to see the kids be successful," says Scott. "They also appreciate that we're there to provide supports and guidance if the student needs them."

However the process plays out, it's working—and so are a growing number of Valley students. ■



BRANDON TAIPE IN THE KITCHEN AT THE 99 RESTAURANT IN BILLERICA.

Vocational Placement Sites

99 Restaurant, Billerica MA
 Merrimack Valley Truck Service,
 Tyngsboro MA
 Shaws, Hudson MA
 Dynamic Computers, Medford
 MA
 Ocean State Job Lot, Tewksbury
 and North Reading MA
 Strongwater Farm, Tewksbury
 MA
 Mem Tea, Wakefield MA
 Pro-Fitness, Billerica MA
 Trader Joes, Nashua NH
 Bitty and Beaus, Cambridge MA
 Tewksbury Auto, Tewksbury MA
 Market Basket, Billerica MA

Valley Transitional High School, Alternative Programs: Many Paths to Success

The Transitional High School Alternative Programs are celebrating another successful year, as students in all three of our sites are finding their way and planning for the future. Here's a look at three students who exemplify Valley's individualized approach.

Career readiness in action

Madison Murray, an eleventh grader in the Vocational Program, represents a Valley first: dual enrollment in the nursing program at Northern Essex Community College. "I've always been interested in nursing," says Madison. "I brought it up to the staff at Valley and they helped me figure out how to do it." Combining course work at Valley and NECC, Madison is now about to take her CNA test. Most importantly, she'll be closing out her time at Valley ready to have a career.

"Our vocational program is all about career readiness," explains



VOCATIONAL STUDENT MADISON MURRAY WILL LEAVE VALLEY PREPARED TO BEGIN A NURSING CAREER.

Principal Nick LeClair. "This experience means that when Madison leaves Valley she'll be able to live independently."

Choosing a path

While some students arrive at Valley with a clear sense of what they want to do after graduation, the majority do not. The unique structure of the program helps facilitate a process of exploration. In addition to the vocational program where students can try their hands at a variety of occupations, including carpentry, landscaping, culinary arts and digital media. Two sites, Psi for underclassmen and Delta for eleventh and twelfth graders, help students choose a path for high school and what comes after.

Matt Maille is currently a Psi tenth grader and is already thinking ahead to life after school. "When students pick a site for eleventh and twelfth grade, we're focused on what feels right for them, here at Valley and in the future," explains Nick. Matt is considering moving into the vocational program because a hands-on job in a field such as construction appeals to him. He also likes the teachers in the program. "The staff and student personalities mesh well," says Matt, singling out one staff member for special praise. "Daniel MacDonald is a real one." Nick says that the staff think just as highly of Matt. "He's a quiet leader and beloved on his site." And while Matt still hasn't made a final decision about a site for the next school year, the decision making process is part of what makes Valley's approach so effective, says Nick. "Students in all



BILLY COCHRAN RECENTLY MADE THE DRACUT HIGH SCHOOL BASEBALL TEAM.

of our programs have access to the same opportunities. The question is what is going to be best for the individual student?"

A better fit—and a hit

Billy Cochran started at Valley's Transitional High School but was convinced that the school's alternative programming would be a better fit for him. Fast forward a year and that assessment has proven correct. A 10th grader in the Delta Program, Billy is excelling at his academics and has already made the high honor roll three times. He's especially passionate about physics and STEM, and has already started to think about where he might like to go to college. His proudest accomplishment this school year has been back in Dracut, his home school district, where Billy tried out for and made the high school baseball team. "My first time at bat I got a hit," says Billy. "We're very proud of him," says Nick. "Billy is a great friend to everyone on his site, and to see him doing so well in his classes and now on the baseball field is really something." ■

Valley School Trip, 2025

Destination: Montreal, Canada



AMONG THE HIGHLIGHTS OF VALLEY'S SCHOOL TRIP TO MONTREAL: LEARNING ABOUT GRAFFITI AND DESIGNING OUR OWN HATS.

On May 12, 2025, our Valley travelers hopped on a bus and started their journey on their 11th annual adventure. This time our final destination was Montreal, Canada! A total of twenty-eight individuals from Valley's Adult Program and Transitional High School made the trek across the northern border. It was truly a trip for all interests.

We spent the week learning about Montreal's history. We found the Pointe-a-Calliere, the Archaeological Museum, quite interesting. We learned about North America's first collector sewer and the people who lived in Montreal during the 1830's. St. Patrick's church and Notre Dame Basilica were exquisite sights to see.

We enjoyed the many picture taking viewpoints, especially at the top of Mount Royal, the highest point in Montreal. Our ghost

tour was a fun way to see Old Montreal's sites too. When asking Nora Bailey about her favorite moments on the trip, she exclaimed, "The ghost tour! I liked learning about the history and I have watched videos about other ghost stories too".

Montreal's Science Centre, Bio Dome and Rio Tinto Alcan Planetarium were a big hit with our travelers. We especially liked the Science Centre as it gave us the opportunity to learn with our hands and explore life science, human evolution and participate in an immersive quest of the Great Canadian North. Student Dylan Tran said, "I liked seeing the fish at the Bio Dome."

We got to express ourselves and show our creativity through graffiti. We learned how to do different techniques and create graffiti on our very own hats.

2025 Valley School Trip by the Numbers

Number of Valley sites that participated in the trip: 2

Number of travelers: 28

Distance from Valley to Montreal, Canada: 295 miles

Top elevation of Mount Royal: 768 feet

Year that the first collector sewer for rainwater was constructed in Montreal: 1832

Number of trips taken by Valley travelers: 11.

Valley School Trip, 2025

Destination: Montreal, Canada



THE BELL CENTRE OF THE MONTREAL CANADIENS HOCKEY TEAM WAS A FAN FAVORITE FOR THE VALLEY TRAVELERS

*continued from previous page

The individuals and students especially enjoyed this activity and proudly wore their hats the rest of the trip.

The Sugar Shack or *La Sucrerie de la Montagne* was another great way to immerse ourselves in French Canadian culture. We learned how maple syrup is made and enjoyed French Canadian folk music and traditional cuisine. Nora Bailey said “The Sugar Shack’s pancakes and maple syrup were so good!” We got to participate in traditional French Canadian music and were given a lesson on playing wooden spoons

during a song.

Lastly, touring the Bell Centre of the Montreal Canadiens hockey team was a fan favorite. We got to go behind the scenes and tour the Canadiens’ locker room, learn how the ice is made and how the venue sets up for concerts. Our group was very engaged with our tour guide and was even able to give them reminders that we are big BRUINS fans! Being one of our sports super fans, student Kayden Bovardi said without a doubt that, “the Bell Centre was my favorite.”

Overall, it was a great historical and cultural experience that they will never forget. ■

2025 Valley School Trip Highlights

Touring the Bell Center of the Montreal Canadiens hockey team.

The Sugar Shack or *La Sucrerie de la Montagne* for pancakes.

Montreal’s Science Centre, Bio Dome and Rio Tinto Alcan Planetarium

Pointe-a-Calliere Archaeological Museum

Mount Royal, the highest point in Montreal

Adult Services: Exploring Assistive Technology

The Valley Collaborative Adult Program is regularly seeking out opportunities for the individuals to learn about new technology and initiatives that can help them with every day life, while also learning about new and exciting ways to receive standardized, on-going support. Recently, five individuals attended an Assistive Technology Fair hosted by the Northeast Arc at the Liberty Tree Mall. This event gave the individuals the chance to learn about a range of assistive technology products from 30 vendors.

Northeast Arc, a nonprofit which helps people with disabilities become full participants in the community; choosing for themselves how to live, learn, work, socialize and play, sees Assistive Technology enabling people to live productive, meaningful, and dignified lives. According to the

group, “Assistive Technology can enhance an individual’s ability to perform daily tasks, facilitate independent living, and contribute to a higher quality of life.”

The individuals who attended the event got the chance to see and learn about medication management devices, communication devices and software, mobility aids, smart home technology, remote supports, adaptive gaming and recreation, and more.

Jenilee Lopez was one of the Valley individuals who made the trip to Danvers, said that she was impressed by what she saw at the Assistive Technology Fair. “It was pretty cool. I saw a lot of different things and it was very interesting. I liked seeing all the technology and how it will help all the individuals,” says Jenilee. “I like how everything there could help people be more independent. Even for people who can’t speak they had a bunch of different things that could help them communicate.”

While not every individual served by Valley Collaborative uses Assistive Technology in their everyday life, new and creative ideas are regularly being introduced to the populations served by DDS and can create a drastic change in an individual’s life. As an example, Valley supports an individual who utilizes remote check-ins with an outside agency through smart home technology. This allows for a new level of independence for the individual as they receive necessary supports through a remote system and therefore is able to operate with a new level of independence while still having regular check-ins to ensure safety and care.

Many of the initiatives presented at the Assistive Technology Fair are still in their infancy. However, the



FIVE INDIVIDUALS FROM VALLEY'S ADULT PROGRAM RECENTLY TRAVELED TO DANVERS TO ATTEND NORTHEAST ARC'S ASSISTIVE TECHNOLOGY FAIR. IN BACK: BRIAN, GREG AND JACOB. IN FRONT: JENILEE AND KAITLYN.



INDIVIDUALS IN VALLEY'S ADULT PROGRAMS CHECK OUT SOME OF THE OFFERINGS ON DISPLAY AT THE NORTHEAST ARC ASSISTIVE TECHNOLOGY FAIR.

more awareness that can be brought to them and the more opportunity the individuals and their families have to access these products and services, the more personal growth that can be achieved. This happens through providing individuals with tools necessary to operate at their highest level without compromising the level of support they receive.

Services provided for Adults with Disabilities have come a long way over the years, but it is never enough to get complacent and be satisfied with the supports out there. It is imperative that individuals and their support teams continue to advocate for new and creative ways to help individuals maximize their potential while getting their specific needs met. The DDS Assistive Technology Fair was a great way to facilitate this process. ■

Valley Collaborative 2024-2025: Our Year in Pictures



VALLEY MIDDLE SCHOOL STUDENTS LOGAN STURGIS AND COLTON KNOWLTON ON A WINTER HIKE.



4TH GRADER NELSON LOZADA WITH VISITING BARBER PHILL MCNULTY



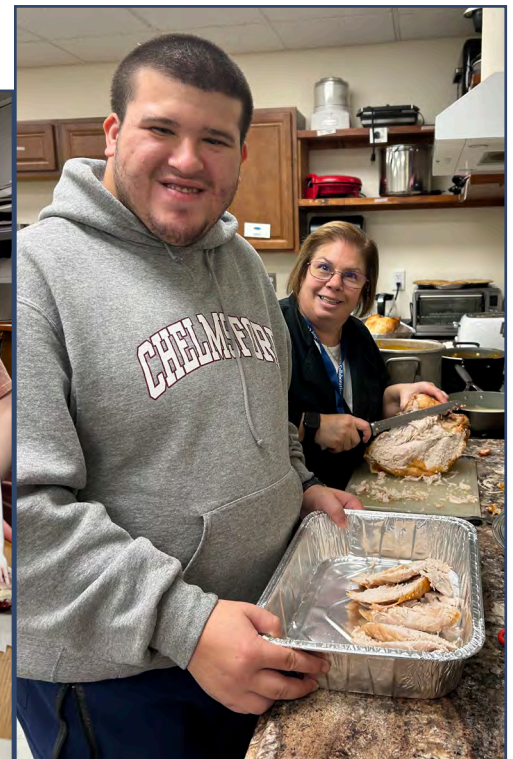
MORE THAN 50 FAMILY MEMBERS ATTENDED VALLEY ELEMENTARY'S ANNUAL COMMUNITY BREAKFAST.



STUDENT TONY ESTRADA SHOWS OFF HIS BIG CATCH.



MIKE KOCZAN AND RENEE BOYDEN, ON THE JOB AT CHELMSFORD HIGH SCHOOL.



STUDENT ERIK REGO COOKING UP TURKEY WITH CHEF BRIDGET FOR FRIENDSGIVING.

At Valley, We Love What We Do!

*continued from cover

The 2025 Dr. Anthony Bent Leadership Award will be presented to Heather MacKay, Valley Elementary School Principal. Previous award winners include:

2016 - Joia Mercurio, Deputy Director

2019 - Kari Morrin, Director of Human Resources

2020 - Sandra Morency, Lead Custodian

2021 - Jessica Scalzi, Lead Nurse

2022 - Nicole Noska, Valley Middle School & Valley Transitional High School Principal

2023 - Matthew Gentile, Director of DDS & MassAbility

2024 - Mazyar Moshtaghi, Chief Technology Officer

The School Spirit Award 2025

Deven Beltran (Valley Transitional High School - Transitional Programming)

Everett V. Olsen, Jr. Award for Highest Academic Honors 2025

Felicite Kodak, (Valley Transitional High School - Alternative Programming)

The Community Partner Award 2025

Billerica Town Hall

Valley Collaborative Retirees

We would like to thank our retirees for their many years of dedication and service to Valley's mission.

Vivi Leighton - 18 Years of service at Valley Elementary School as the Culinary Manager

Christopher Woodward - 5.5 Years of service at Valley Adult Program as Job Placement Specialist

meeting throughout the school year, we recognize students, individuals, and staff of the month who demonstrate Valley's core values. Below please find a comprehensive list of these awards recipients for the 2024 - 2025 school year- congratulations to all!

September 2024

Staff Making a Difference Awards

Technology Department: Mazyar

Moshtaghi & Francisco Laureano

Maintenance/Facilities Department:

Renato Silva, Sandra Morency, Fabio

Agostinho, William G. Hernandez,

Nobelita Bento

October 2024

Valley Elementary School

Student of the Month: Patrick Carrier

Staff of the Month: Noah Colon

Valley Middle School

Student of the Month: Ivy Lefebvre

Staff of the Month: Rajeswari Ravichandran

Valley Transitional High School - Alternative Programming

Student of the Month: Robert Pirnie

Staff of the Month: Brittany Maiuri

Valley Transitional High School - Transitional Programming

Student of the Month: Brandon

Taipe

Staff of the Month: Madison Watford

Valley Adult Services

DDS/MRC Adult Program Participant:

Jennifer Glidden

Staff of the Month: Rebecca Thibedore

Valley Collaborative - District Wide

Staff of the Month: Kari Morrin

December 2024

Valley Elementary School

Student of the Month: Lindsey

Lavanga

Staff of the Month: Erin Frazier

Valley Middle School

Student of the Month: Dinitri Scott

Staff of the Month: Kali Rowe

Valley Transitional High School - Alternative Programming

Student of the Month: Tyler Marchand

Staff of the Month: Jake Smith

Valley Transitional High School - Transitional Programming

Student of the Month: Jack Murphy

Staff of the Month: Haley Parker

Valley Adult Services

DDS/MRC Adult Program Participant: Sharifah Namigadde

DDS Staff of the Month: Simeon

Zorokong

MRC Staff of the Month: Dayse

Doliver

Valley Collaborative - District Wide

Staff of the Month: Joia Mercurio, Nicole Noska, Nick LeClair, Heather Mackay, Kathleen Diaz, Donna Driscoll

January 2025

Valley Elementary School

Student of the Month: Ethan Leonardo

Staff of the Month: Katelyn Rose

Valley Alternative Programming High School

Student of the Month: Felicite Kodak

Staff of the Month: Katharine Werner

Valley Transitional Programming Middle School

Student of the Month: Gabriella Ratanavong

Staff of the Month: Faithe Shatford

Valley Transitional Programming High School

Student of the Month: Luke Murphy

Staff of the Month: Leslie Ayers

*continued on next page

At Valley, We Love What We Do!

*continued from previous page

Valley Adult Services

Individual of the month: Jenna

Boudrot

Staff of the Month: Maureen Lydon

April 2025

Valley Elementary School

Student of the Month: Brody Romano

Staff of the Month: Rebecca Valcanas

Valley Middle School

Student of the Month: Rose Morin

Staff of the Month: Jaclyn Squeglia

Valley Transitional High School – Alternative Programming

Student of the Month: Madison Murray

Staff of the Month: Christine Brennick

Valley Transitional High School – Transitional Programming

Student of the Month: Sean McCarthy

Staff of the Month: Molly Doctor

Valley Adult Services

DDS/MRC Adult Program Participant: Rose Chen

Staff of the Month: Romario Honorat

Valley Collaborative – District Wide

Staff of the Month: Ian MacAulay, Fabio Agostinho, Sandra Morency, Francisco Laureano, Matthew Gentile, Holly Tierney, Benjamin Morrison, Maureen Lydon, Jessica Marcotte

June 2025

Valley Elementary School

Student of the Month: Michael Sheehan

Staff of the Month: Nicole Rosa, Kathryn Richard, Renee Christian
Student of the Year: Louis Lourino

Valley Alternative Programming High School

Student of the Month: Phillip D. Hoffman IV

Staff of the Month: Vlad Stoicescu

Valley Transitional Programming Middle School

Student of the Month: Lexi Fuentes

Staff of the Month: Joanna Bazzinotti

Valley Transitional Programming High School

Student of the Month: Brittany Dorney

Staff of the Month: Scott Morin

Valley Adult Services

Individual of the Month: Jeremy Cyr

Staff of the Month: Ashlee Hamel

We are finalizing Valley's 2026-2031 District Improvement Plan facilitated by Dr. Lori Likis, Consultant with Creative Coaching. Dr. Lori Likis was the DESE consultant for school improvement planning. Prior to retirement, Dr. Likis was responsible for developing the school and district improvement planning protocols for the Massachusetts Department of Elementary and Secondary Education. Valley was one of the original pilot sites for these protocols a decade ago. Valley was honored when Dr. Likis agreed to come out of retirement to help Valley develop its 2026-2031 five year District Improvement Plan. A great deal of work was accomplished this past school year and we are energized about executing the goals embedded in our new plan.

In order to obtain some baseline data for this five year plan, we surveyed Valley's 38 member Leadership Team and Valley's Member District Special Education Directors.

This feedback along with the recent FY24 surveys for students, staff, and adult services participants gives us a great baseline for the new plan. I proudly share the results with you in this newsletter.

I wish you all a fun filled and safe summer. As you are aware, Valley doors are open 12 months of the year and we are looking forward to kicking off summer school on July 7th – see you then!

My door is always open,



Chris A. Scott, Ph. D.
Executive Director

A special thank you to all of our charitable donors

\$5000.00 - Enterprise Bank, Mr. George Duncan Chairman
\$2000.00 - The Torrice Family Charitable Trust
\$1500.00 - Charities Aid Foundations of America
\$500.00 - Powell Controls Inc
\$500.00 - Fritz Deguglielmo, LLC
\$300.00 - Marathas, Barrow & Weatherhead LLP
\$200.00 - Mary T. Conway
\$100.00 - Dr. Anthony J. Bent
\$100.00 - J.P. O'Connor Hardware, Inc
\$100.00 - Camelia and Florin Rosca
\$25.00 - Chip-In Farm, Inc

In Kind Donations:
Market Basket - \$25.00 Gift Cards (2)

Discussion of Status of Valley's Culture

Discussion of Status of Valley's Culture

Administrative Leadership
2024/2025 SY



1. What do you SEE in Valley's culture?

29 responses



2. What do you FEEL about Valley's culture?

38 responses



3. What do others SAY about Valley?

37 responses



Member District Special Education Directors Satisfaction Survey

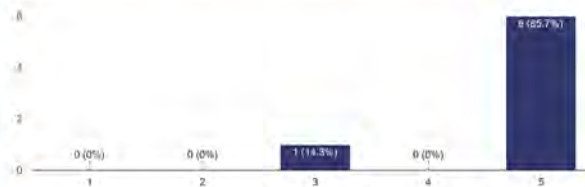
Member District Special Education Directors Satisfaction Survey

2024/2025 SY



1.) How responsive/timely is Valley Collaborative to your questions and concerns?

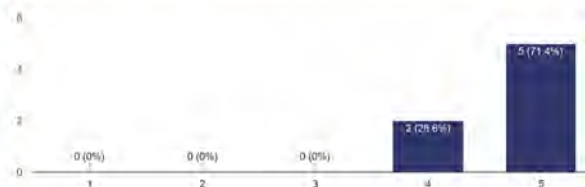
7 responses



Average rating (4.71)

2.) How effectively does Valley Collaborative address your out-of-district needs?

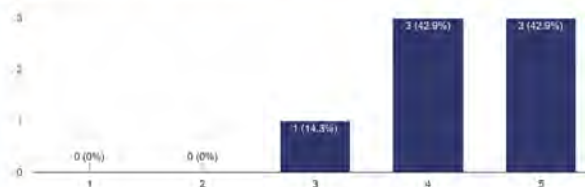
7 responses



Average rating (4.71)

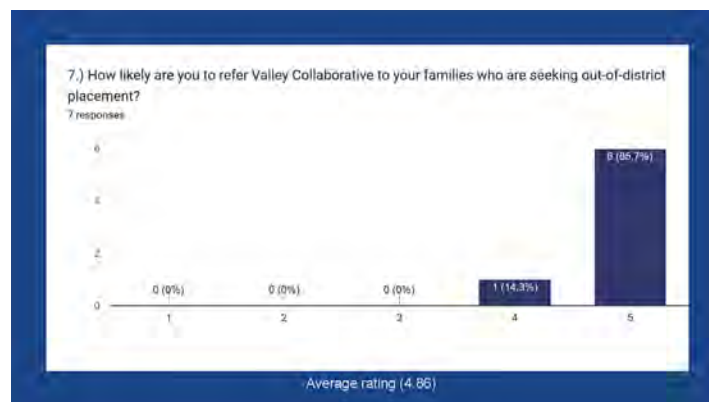
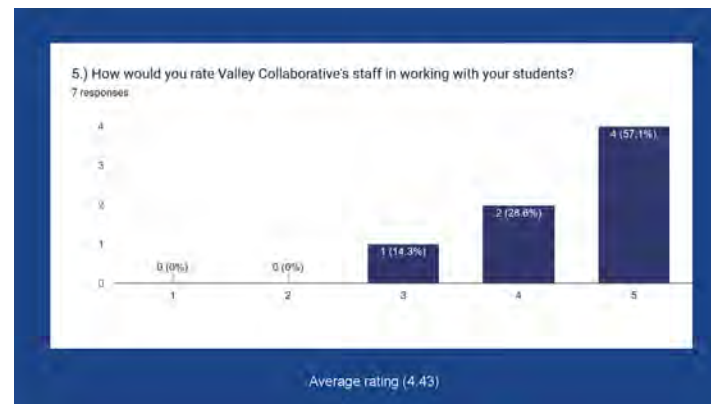
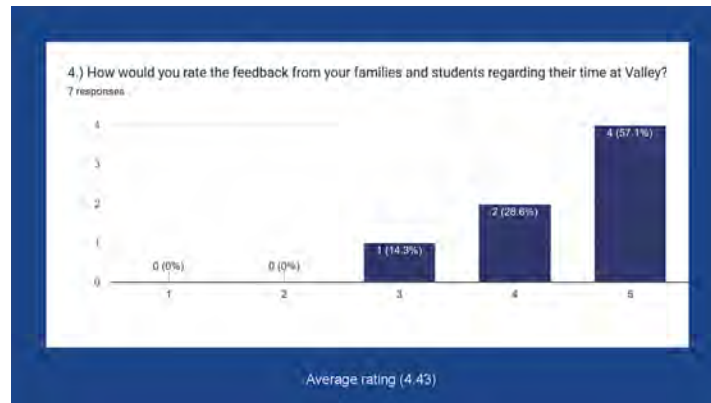
3.) How would you rate your students' growth while attending Valley Collaborative?

7 responses



Average rating (4.29)

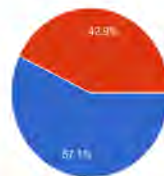
Member District Special Education Directors Satisfaction Survey



Member District Special Education Directors Satisfaction Survey

8.) How does the quality of Valley's programming compare to other out-of-district placements?

7 responses



- Valley Collaborative offers the highest quality programming
- Valley Collaborative offers good quality programming
- Valley Collaborative programming needs improvement

9.) We understand the continuity of staff is important to building productive professional relationships. How would you compare the retention of Valley Collaborative's administrative team to other out-of-district placement administrative teams?

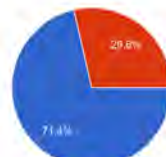
7 responses



- The longevity of Valley Collaborative's administrative team is among the highest retained
- The longevity of Valley Collaborative's administrative team is comparable
- The longevity of Valley Collaborative's administrative team is considerably less

10.) How does Valley's tuition rates compare to other out-of-district placements?

7 responses



- Valley is the most cost effective
- Valley is comparable
- Valley is the most expensive

Please share any other feedback you would like Valley Collaborative to consider.

1 response

My experience with referrals at the elementary school is usually met with a need for a 1:1 even when the student does not have on their grid-I realize the students we are referring have behavioral needs-my concern is attaching the 1:1 so quickly into the process and then getting it out of the IEP months later proves to be a challenge as parents invoke and the removal of the service is a challenge. Not an easy answer just worth considering...thx

Valley Collaborative Leadership Team



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Executive Director,
Finance and Operations
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Mazyar Moshtaghi

Chief Technology Officer
mmoshtaghi@valleycollaborative.org



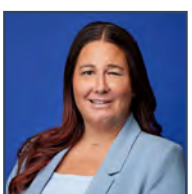
Matthew Gentile

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504 Coordinator
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Nicole Noska

Principal, Valley Middle School
Valley Transitional High School
Transitional Programming
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Valley Collaborative Board



Dr. Jay Lang, chair

Superintendent, Chelmsford
Public Schools



Dr. Geoff Bruno

Superintendent, Groton-
Dunstable Regional School
District



**Ms. Brenda
Theriault-Regan**

Superintendent, Tewksbury
Public Schools



Dr. Kerry Clery

Superintendent, Billerica Public
Schools



Dr. Denise Pigeon

Superintendent, Nashoba Valley
Technical School District



Dr. Michael Flanagan

Superintendent,
Tyngsborough Public Schools



Mr. Steven Stone

Superintendent, Dracut Public
Schools



Mr. Brad Morgan

Superintendent, North
Middlesex Regional School
District



**Dr. Christopher
Chew**

Superintendent, Westford Public
Schools

Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers all students and adults to discover their diverse individual strengths, interests, and abilities. In doing so, those we serve become self-actualized members of society who contribute in a responsible manner.

**VALLEY COLLABORATIVE
TREASURER'S REPORT
MAY 31, 2025**

		<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	\$ 4,539,987.34	\$ 1,439,193.13		\$ (239,505.01)		\$ (1,316,000.00)	\$ 4,423,675.46
Payroll	a/c 795823	\$ 192,033.96		\$ (1,410,004.61)			\$ 1,320,000.00	\$ 102,029.35
Joe's Bistro	a/c 531401	\$ 4,323.92	\$ 1,608.25				\$ (4,000.00)	\$ 1,932.17
ICS MMDA	a/c 856490	\$ 4,774.85				\$ 2.02		\$ 4,776.87
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 6,241,234.43</u>	<u>\$ 1,440,801.38</u>	<u>\$ (1,410,004.61)</u>	<u>\$ (239,505.01)</u>	<u>\$ 2.02</u>	<u>\$ -</u>	<u>\$ 6,032,528.21</u>
MMDT	a/c 0044263747	<u>\$ 1,148,388.73</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,366.67</u>	<u>\$ -</u>	<u>\$ 1,152,755.40</u>
Total Unrestricted Cash		<u>\$ 7,389,623.16</u>	<u>\$ 1,440,801.38</u>	<u>\$ (1,410,004.61)</u>	<u>\$ (239,505.01)</u>	<u>\$ 4,368.69</u>	<u>\$ -</u>	<u>\$ 7,185,283.61</u>
PARS OPEB Trust		<u>\$ 7,782,791.87</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,087.71)</u>	<u>\$ 243,309.21</u>	<u>\$ -</u>	<u>\$ 8,024,013.37</u>
TOTAL CASH		<u>\$ 15,172,415.03</u>	<u>\$ 1,440,801.38</u>	<u>\$ (1,410,004.61)</u>	<u>\$ (241,592.72)</u>	<u>\$ 247,677.90</u>	<u>\$ -</u>	<u>\$ 15,209,296.98</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
JUNE 30, 2025**

		<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	\$ 4,423,675.46	\$ 2,911,488.21		\$ (169,567.18)		\$ (2,750,000.00)	\$ 4,415,596.49
Payroll	a/c 795823	\$ 102,029.35		\$ (2,046,719.96)			\$ 2,750,000.00	\$ 805,309.39
Joe's Bistro	a/c 531401	\$ 1,932.17	\$ 2,109.98					\$ 4,042.15
ICS MMDA	a/c 856490	\$ 4,776.87				\$ 1.96		\$ 4,778.83
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 6,032,528.21</u>	<u>\$ 2,913,598.19</u>	<u>\$ (2,046,719.96)</u>	<u>\$ (169,567.18)</u>	<u>\$ 1.96</u>	<u>\$ -</u>	<u>\$ 6,729,841.22</u>
MMDT	a/c 0044263747	<u>\$ 1,152,755.40</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,225.02</u>	<u>\$ -</u>	<u>\$ 1,156,980.42</u>
Total Unrestricted Cash		<u>\$ 7,185,283.61</u>	<u>\$ 2,913,598.19</u>	<u>\$ (2,046,719.96)</u>	<u>\$ (169,567.18)</u>	<u>\$ 4,226.98</u>	<u>\$ -</u>	<u>\$ 7,886,821.64</u>
PARS OPEB Trust		<u>\$ 8,024,013.37</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,147.58)</u>	<u>\$ 260,918.31</u>	<u>\$ -</u>	<u>\$ 8,282,784.10</u>
TOTAL CASH		<u>\$ 15,209,296.98</u>	<u>\$ 2,913,598.19</u>	<u>\$ (2,046,719.96)</u>	<u>\$ (171,714.76)</u>	<u>\$ 265,145.29</u>	<u>\$ -</u>	<u>\$ 16,169,605.74</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
JULY 31, 2025**

		<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	\$ 4,415,596.49	\$ 2,654,686.92		\$ (874,300.34)		\$ (1,370,000.00)	\$ 4,825,983.07
Payroll	a/c 795823	\$ 805,309.39		\$ (1,946,122.10)			\$ 1,370,000.00	\$ 229,187.29
Joe's Bistro	a/c 531401	\$ 4,042.15	\$ 1,648.00					\$ 5,690.15
ICS MMDA	a/c 856490	\$ 4,778.83				\$ 2.02		\$ 4,780.85
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 6,729,841.22</u>	<u>\$ 2,656,334.92</u>	<u>\$ (1,946,122.10)</u>	<u>\$ (874,300.34)</u>	<u>\$ 2.02</u>	<u>\$ -</u>	<u>\$ 6,565,755.72</u>
MMDT	a/c 0044263747	<u>\$ 1,156,980.42</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,381.53</u>	<u>\$ -</u>	<u>\$ 1,161,361.95</u>
Total Unrestricted Cash		<u>\$ 7,886,821.64</u>	<u>\$ 2,656,334.92</u>	<u>\$ (1,946,122.10)</u>	<u>\$ (874,300.34)</u>	<u>\$ 4,383.55</u>	<u>\$ -</u>	<u>\$ 7,727,117.67</u>
PARS OPEB Trust		<u>\$ 8,282,784.10</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,206.31)</u>	<u>\$ 49,076.86</u>	<u>\$ -</u>	<u>\$ 8,329,654.65</u>
TOTAL CASH		<u>\$ 16,169,605.74</u>	<u>\$ 2,656,334.92</u>	<u>\$ (1,946,122.10)</u>	<u>\$ (876,506.65)</u>	<u>\$ 53,460.41</u>	<u>\$ -</u>	<u>\$ 16,056,772.32</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
AUGUST 31, 2025**

		<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	\$ 4,825,983.07	\$ 678,601.71		\$ (483,059.43)		\$ (1,395,000.00)	\$ 3,626,525.35	
Payroll	a/c 795823	\$ 229,187.29		\$ (1,449,728.97)			\$ 1,400,000.00	\$ 179,458.32	
Joe's Bistro	a/c 531401	\$ 5,690.15	\$ 949.66				\$ (5,000.00)	\$ 1,639.81	
ICS MMDA	a/c 856490	\$ 4,780.85				\$ 2.02		\$ 4,782.87	
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00	
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36	
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 6,565,755.72</u>	<u>\$ 679,551.37</u>	<u>\$ (1,449,728.97)</u>	<u>\$ (483,059.43)</u>	<u>\$ 2.02</u>	<u>\$ -</u>	<u>\$ 5,312,520.71</u>	
MMDT	a/c 0044263747	\$ 1,161,361.95	\$ -	\$ -	\$ -	\$ 4,393.34	\$ -	\$ 1,165,755.29	
Total Unrestricted Cash		<u>\$ 7,727,117.67</u>	<u>\$ 679,551.37</u>	<u>\$ (1,449,728.97)</u>	<u>\$ (483,059.43)</u>	<u>\$ 4,395.36</u>	<u>\$ -</u>	<u>\$ 6,478,276.00</u>	
PARS OPEB Trust		<u>\$ 8,329,654.65</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 8,329,654.65</u>	as of July 31, 2025
TOTAL CASH		<u>\$ 16,056,772.32</u>	<u>\$ 679,551.37</u>	<u>\$ (1,449,728.97)</u>	<u>\$ (483,059.43)</u>	<u>\$ 4,395.36</u>	<u>\$ -</u>	<u>\$ 14,807,930.65</u>	

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending June 30, 2025
210 of 210 (100%) School Days

UNAUDITED			
	AMENDED BUDGET	ACTUAL	
REVENUES			
Services	\$ 22,045,706	\$ 22,197,833	
State Contracts	4,500,000	4,483,224	
Other	649,609	692,920	
Interest	55,000	54,508	
Total Revenues	27,250,315	27,428,485	101%
EXPENSES			
Salaries	18,094,418	18,016,511	
Employee Benefits	3,425,027	3,251,631	
Operating Expenses	2,615,800	2,978,119	
Leases & Rentals	593,247	608,161	
Depreciation	751,000	909,123	
Total Expenses	25,479,492	25,763,545	101%
Change in Net Assets - Operating	\$ 1,770,823	\$ 1,664,940	
Non Operating Activities			
Return to Member Districts	-	-	
Non-Operating Expenses (1)	(1,000,000)	-	
Change in Net Assets	\$ 770,823	\$ 1,664,940	

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

VALLEY COLLABORATIVE
Amended and Restated Articles of Agreement



Approved by the Board of Directors of the
Valley Collaborative (MSEC) on June 13,
2013

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PREAMBLE

This agreement constitutes the amended and restated Articles of Agreement (the “Collaborative Agreement”) of the Valley Collaborative (the “Collaborative”) which is established and exists pursuant to Massachusetts General Laws, Chapter 40, Section 4E, as amended from time to time, and 603 CMR 50.00. This Collaborative Agreement and any subsequent amendments hereto, shall not take effect until approved by the school committees of the Collaborative’s member districts and the Massachusetts Board of Elementary and Secondary Education, upon recommendation by the Commissioner of the Department of Elementary and Secondary Education (“DESE”). This Collaborative Agreement amends and restates the Collaborative Articles of Agreement dated July 1, 2007 entered into by the certain school committees listed in Article I (the “member districts”).

ARTICLE I

Membership

The membership of the Collaborative, as of the effective date of this Collaborative Agreement, includes the school committees from the following member districts, as memorialized by the signatures of the chairs of the school committees:

- School Committee for Billerica Public Schools
- School Committee for Chelmsford Public Schools
- School Committee for Dracut Public Schools
- School Committee for Groton-Dunstable Regional School District
- School Committee for Nashoba Valley Technical School
- School Committee for North Middlesex Regional School District
- School Committee for Tewksbury Public Schools

- School Committee for Tyngsborough Public Schools
- School Committee for Westford Public Schools

ARTICLE II

Mission, Objectives, Focus, and Purpose

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

ARTICLE III

Programs and Services Offered

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

- Day school placements and other programs and services, including educational, therapeutic, transitional, and occupational programs and services for students and individuals with disabilities.
- Professional development programs for general and special educators.
- Other appropriate services and programs as may be established and approved by the Board of Directors of the Collaborative, as permitted by Massachusetts General Laws Chapter 40, Section 4E.

ARTICLE IV

Governance and Powers and Duties of the Board of Directors

1. The Board of Directors of the Collaborative (the “Board”) shall consist of one representative from each member district. Each member district shall annually appoint either a member of its school committee or its superintendent of schools as its appointed representative on the Board. Each Board Member shall have one (1) vote with respect to matters before the Board. No such appointed Board Member may serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization. No Board Member shall receive an additional salary or stipend for his or her service to the Collaborative. The Board also shall consist of an appointee by the DESE Commissioner, who shall serve as a voting Board Member and who shall be entitled to one (1) vote with respect to matters before the Board. No employee of the Collaborative may serve as a Board Member, and no Board Member shall be eligible to serve concurrently as the Executive Director or Treasurer of the Collaborative, or the

Collaborative's business manager or employee with responsibilities similar to those of a town accountant.

2. The Board shall be responsible for providing fiduciary and management oversight and accountability over the operation and management of the Collaborative. The Board shall have all the powers and duties conferred and imposed upon educational collaborative boards by law, including without limitation those powers and duties conferred and imposed upon the Collaborative and the Board by this Collaborative Agreement, Massachusetts General Laws Chapter 40, Section 4E, 603 CMR 50.00, and all acts and regulations amendatory thereof. The Board is responsible for the establishment and maintenance of policies and procedures to support the effective and economical operation of the Collaborative and to oversee the operation of the Collaborative to the end that the educational needs of the students enrolled in its programs are met in a cost-effective way. In addition to other requirements of law, at a minimum, the Board shall develop and maintain policies relative to personnel, students, finance and internal controls, and health and nursing. The policies and procedures formulated or adopted by the Board shall comply with the pertinent policies and guidelines of the DESE, as amended. The Board shall review the effectiveness of its policies and procedures from time to time to ensure currency and appropriateness. The Board shall also establish a process to provide to member district school committees, students, parents, guardians, and the general public all information required by law and regulation.

3. The Collaborative, acting by and through the Board, may adopt by-laws consistent with law and with this Collaborative Agreement to govern the day to day operation or other appropriate matters of the Collaborative. If a particular matter is not covered by such a

document, if any, then any such matter will be handled as the Board deems appropriate by a majority vote of the Board Members unless otherwise provided in this Collaborative Agreement.

4. The Board shall meet no less than six (6) times during each school year, and shall conduct all such additional meetings as are appropriate to carry out the purpose and objectives of the Collaborative. Prior to the commencement of any school year, the Board shall post its regularly scheduled meetings for such school year on the Collaborative's website. Special or emergency meetings may be held upon request, which shall be called by the Board's Chairperson. Public notice shall be given of the date, time, and location of all Board meetings, accurate records of every Board meeting shall be kept, and all meetings of the Board shall be held in compliance with the Massachusetts Open Meeting Law.

5. A quorum of the Board shall consist of a majority of the voting Board Members, and the Board may act by a simple majority vote of the Board Members present unless otherwise provided in this Collaborative Agreement. The vote of each Board Member shall have equal weight.

6. The Board shall, annually during the final meeting of the school year, organize itself by electing a Chairperson and any other Board positions deemed appropriate by the Board. The Chairperson, with the majority vote of the Board, may appoint such committees and subcommittees of the Board as will facilitate its duties and responsibilities.

7. The Board shall hire or appoint an Executive Director, to serve under its general direction, to manage and supervise the Collaborative, oversee the day to day operation of its programs and services, and implement the policies of the Board. The Executive Director shall have the authority granted by Massachusetts General Laws Chapter 40, Section 4E. The Board shall annually evaluate the Executive Director's effectiveness in implementing the programs,

policies, and goals of the Collaborative. The Executive Director shall not serve concurrently (i) as a Board Member or the Treasurer of the Collaborative, (ii) as the Collaborative's business manager or employee with responsibilities similar to those of a town accountant, or (iii) as a board member, officer, or employee of any related for-profit or non-profit organization.

8. The Board shall hire or appoint a business manager or employee with responsibilities similar to those of a town accountant who shall be subject to Massachusetts General Laws Chapter 41, Section 52. The business manager or employee with responsibilities similar to those of a town accountant may not serve concurrently as a Board Member, the Treasurer, or the Executive Director of the Collaborative. The Board shall annually evaluate the performance and effectiveness of its business manager or employee with responsibilities similar to those of a town accountant.

9. The Board shall hire or appoint a Treasurer. The Treasurer shall be responsible for the oversight and certification of all receipts and disbursements related to the Collaborative's funds, and shall perform such duties as are required by the Board and authorized by Massachusetts General Laws Chapter 40, Section 4E and its regulations, and any amendments thereof. The Treasurer shall not serve concurrently as a Board Member, the Executive Director, or the Collaborative's business manager or employee with responsibilities similar to those of a town accountant. The Treasurer shall be compensated in such amount as to be set from time to time by the Board. The Treasurer shall give bond annually for the faithful performance of his or her duties in a form and amount approved by the Commonwealth of Massachusetts Department of Revenue and the Board. The Board may hire or appoint a treasurer of a member district city, town or regional school district to serve as its Treasurer. The Board shall annually evaluate the Treasurer's performance and effectiveness.

10. The Board shall hire or appoint one or more registered nurse(s) as a school nurse and shall provide such nurses with the proper facilities to ensure that the health needs of the Collaborative students are met.

11. The Collaborative shall be considered a government entity and public employer and the Collaborative, by and through its Board of Directors, may employ or appoint such other qualified personnel as may be required to fulfill its duties and responsibilities and the Collaborative's mission, purpose, and objectives, subject to the requirements of Massachusetts General Laws Chapter 40, Section 4E and its regulations, and any amendments thereof. Collaborative employees shall be considered public employees subject to all applicable laws, including without limitation Massachusetts General Laws, Chapter 268A.

12. The Board shall ensure that an annual report is prepared for each fiscal year, which shall, upon approval of such report by the Board, and no later than January 1, be submitted to the DESE Commissioner and the chair of the school committee of each member district. The Collaborative's annual report shall be made available to the public on the Collaborative's website and in hard copy to the public upon a request consistent with the Massachusetts Public Records Law.

13. The Board shall ensure that annual financial statements are prepared, including (a) a statement of net assets; (b) a statement of activities; (c) a governmental funds balance sheet; (d) a governmental funds statement of revenues, expenditures, and changes in fund balance; (e) a general fund statement of revenues, expenditures and changes in fund balance; (f) a statement of fiduciary net assets; (g) a statement of changes in fiduciary fund net assets; and (h) a capital plan identifying current capital obligations or future planned capital projects.

14. The Board shall ensure that an independent audit of the Collaborative is completed annually in accordance with 603 CMR 50.08, and upon approval by the Board, and no later than January 1, submit the audit report for the preceding fiscal year to the chair of the school committee of each member district, the DESE Commissioner, and the Massachusetts Office of the State Auditor.

15. The Board shall ensure that the Collaborative adopts and maintains a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the DESE Commissioner and the Commissioner of Revenue. The Collaborative's financial accounting system shall delineate, at a minimum: (a) administration and overhead; (b) rental of real property; (c) program costs; (d) capital expenditures, including fixed assets, real property or the improvement of real property; (e) debt payments; (f) deposits into a capital reserve; and (g) all additional disclosures required in 630 CMR 50.08(2).

16. The Collaborative, acting by and through the Board, may, subject to Massachusetts General Laws, Chapter 30B, enter into contracts for the purchase of supplies, materials, and services and for the purchase or leasing of land, buildings, and equipment as deemed appropriate by the Board.

17. The Board shall ensure that the Collaborative establishes and maintains a website, which shall include, among other things: (a) a list of the appointed representatives on the Board; (b) copies of the approved and released minutes of the open meetings held by the Board; (c) a copy of this Collaborative Agreement and any amendments; (d) a copy of its annual report and independent audit report; and (e) contact information for key Collaborative personnel.

ARTICLE V

Responsibilities of Individual Board Members

1. Each member district shall annually appoint either a member of its school committee or its superintendent of schools to be its appointed representative on the Board. Prior to the first regularly scheduled Collaborative Board meeting of the school year, each member district shall deliver to the Collaborative an executed appointment letter confirming the identity of its appointed representative and the date(s) of such appointment.

2. Each Board Member shall attend and complete training required by the DESE, as set forth in Massachusetts General Laws, Chapter 40, Section 4E and 603 CMR 50.05. Should a Board Member fail to complete the required training within the timelines set by law and regulations, the Board Member shall automatically become an inactive Board Member, shall not count towards a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership. The Board Member shall become an active member and voting rights shall be reinstated once the appointed representative completes the required training and provides certificates of proof thereof. A Board Member may meet one or more of the training requirements through an alternative means by providing a description of the training and a certification of completion, which upon determination by the DESE, may satisfy certain training requirements.

3. Each Board Member shall be an active and engaged voting Board Member. All Board Members shall attend scheduled meetings and fulfill all duties required of the Board by law and this Collaborative Agreement. Each Board Member is expected to attend every Board meeting. When a Board Member has missed one-half (1/2) of the Board meetings within a fiscal year, the Chairperson of the Board shall inform the chair of the Board Member's appointing

member district of the absences. A Board Member who misses more than two-thirds (2/3) of the Board meetings within a fiscal year will no longer be considered an appointed representative Board Member, in which case, the Board will notify the respective school committee that the seat will remain vacant until such time as the member district, by appropriate vote, appoints a new representative Board Member. When a Board seat becomes vacant, the member district shall automatically become an inactive member of the Board, shall not count towards a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership.

4. As appointed representatives of their respective member districts, each Board Member shall be responsible for providing the following information to his or her respective member district: (a) quarterly information and updates to the school committee on the programs and services provided by the Collaborative; (b) quarterly financial information of the Collaborative; (c) a copy of this Collaborative Agreement and any amendments; (d) a copy of the annual budget and tuition rates; (e) a copy of the annual report and financial audit; (f) notification of applications for real estate mortgages; (g) a copy of any capital plan approved by the Board; and (h) any additional information as may be requested by a vote of the school committee of the member district.

5. No Board Member shall delegate his or her duties or powers or send a representative in his or her place as a voting Board Member and no member district shall delegate the rights, responsibilities, or duties of its appointed representative Board Member to any other individual, unless the member district is replacing the appointed representative Board Member with that individual.

ARTICLE VI

Indemnification

Neither the Executive Director nor any Board Member shall be liable to the Collaborative for any act or omission of the Executive Director or any Board Member or be held personally liable in connection with the affairs of the Collaborative except only liability arising out of his or her own willful misfeasance, bad faith, gross negligence, or reckless disregard of duty to the Collaborative or its members districts.

Neither the Executive Director nor any Board Member shall be personally liable for any debt, claim, demand, judgment, decree, liability or obligation of any kind of, against, or with respect to the Collaborative or arising out of any action taken or omitted for or on behalf of the Collaborative and the Collaborative shall be solely liable therefore and resort shall be had exclusively to the Collaborative property for the payment or performance thereof, and the Executive Director and each Board Member shall be entitled to full indemnity and full reimbursement out of Collaborative property, including, without limitation, fees and disbursements of counsel, if, contrary to the provisions hereof, the Executive Director or such Board Member shall be held personally liable.

The Executive Director and his or her legal representatives and each Board Member and his or her legal representatives shall be indemnified by the Collaborative against all liabilities and expenses, exclusive of amounts paid to the Collaborative, including judgments, fines, penalties, amounts paid in settlement and counsel fees, incurred in reasonable settlement of any action, suit or proceeding to which the Executive Director or such Board Member or his or her legal representatives may be made a party or otherwise involved by reason of his or her capacity as the Executive Director or a Board Member, except only liabilities and expenses arising out of

his or her own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative as finally adjudged in such action or, in the event of settlement or termination of such action without final adjudication, as determined by independent counsel for the Collaborative. Said right of indemnification shall be in addition to any other rights to which the Executive Director or such Board Member may be entitled as a matter of law or which may be lawfully granted to him or her.

ARTICLE VII

Finance

1. The Collaborative's fiscal year shall commence on July 1 and end on June 30 of the following year. All funds of the Collaborative shall be deposited into and shall comprise the Valley Collaborative Fund (the "Collaborative Fund"). All monies paid by the member and non-member districts and social agencies, and all grants or donations from the federal government, state government, charitable foundations, private corporations, or any other source shall be paid to the Board and deposited into the Collaborative Fund. The Treasurer of the Collaborative, subject to the direction of the Board, shall have the authority to receive and disburse funds without further appropriation.

2. Revenues of the Collaborative shall be derived from the following sources:
 - A. Program Tuition: The costs of the Collaborative's programs, as determined by the Executive Director and approved by the Board, shall be assessed to the member and non-member districts based on the combined cost of providing such programs to the Collaborative's students and the number of students enrolled in the Collaborative's programs from the respective member and non-member districts. A non-member surcharge may be assessed to a non-member district based on each student enrolled from such non-member district, at the recommendation of the Executive Director, and by an annual vote of the Board.
 - B. Fees for Services. The Collaborative may charge a fee, as determined by the Executive Director and approved by the Board, for contracted services to be provided by the Collaborative.

- C. Donations, Grants, and Contributions: The Executive Director may, with the approval of the Board, from time to time accept donations, grants or contributions from governmental and private sources, whether in cash or in kind, which will further the purpose of the Collaborative.

3. The Board shall approve on or before December 15 the program tuition rates and fees-for-services for the next fiscal year beginning on July 1.

4. Annual Budget, Assessment of Costs, and Payment of Tuition and Fees

The Board shall annually determine the Collaborative budget consistent with the timelines, terms, and requirements set forth in Massachusetts General Laws, Chapter 40, Section 4E, regulations promulgated by the DESE, and this Collaborative Agreement. The Board shall propose a budget for the upcoming fiscal year by December 15 of the preceding fiscal year. The proposed budget shall identify all of the programs and services to be offered by the Collaborative and the corresponding costs, and contain all planned financial activity for the upcoming fiscal year. Expenditures from grant funds, the Collaborative Fund, and other funds not designated as general funds that by law may be expended by the Board without further appropriation shall be segregated in the budget. The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments and deposits to capital reserve.

The proposed budget shall include the methodology used to determine tuition rates and fees-for-services to be paid by member and non-member districts, which shall be based on the combined cost of providing such programs and services. A non-member surcharge may be assessed on non-member districts based on each student enrolled from a non-member district, at the recommendation of the Executive Director, and by an annual vote of the Board. Tuition costs and fees-for-services shall be paid by member and non-member districts on a monthly basis as invoiced by the Collaborative.

The proposed budget shall be discussed at a public meeting of the Board and notice shall be provided to each member district at least fourteen (14) calendar days before the date of the Board meeting at which the proposed budget will be discussed. The Board shall adopt the final budget by an affirmative majority vote at a subsequent meeting no earlier than ten (10) business days following the Board meeting at which the budget was first proposed. The Treasurer shall certify and transmit the budget and tuition rates and fees-for-services for the upcoming fiscal year to each member district no later than February 1 of the preceding fiscal year.

All budget amendments after certification and transmission by the Treasurer shall be proposed at a public meeting of the Board, and must be approved by a majority vote of the Board to take effect. Any amendment to the budget that results in an increase in tuitions rates or fees-for-services must (a) be provided to the member districts within thirty (30) calendar days of the public meeting of the Board at which such amendment is first proposed; (b) voted on by the Board at a public meeting of the Board not more than fourteen (14) calendar days after the Board meeting at which such amended was first proposed; and (c) certified and transmitted by the Treasurer to the member districts within thirty (30) calendar days following the effective date of such amendment. The Board has the authority to reduce tuition rates and fees-for-services to member and non-member districts when doing so is determined to be in the best interest of the Collaborative.

5. Borrowing, Loans, and Mortgages

The Board may authorize the borrowing of funds or enter into short or long-term agreements or mortgages, and acquire or improve real property to support Collaborative operations. All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board. The Board shall investigate options related to borrowing, loans, and mortgages in order

to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application. The Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are (a) cost-effective; (b) necessary to carry out the purpose and objectives for which the Collaborative is established; (c) in the best interests of the Collaborative and its member districts; (d) consistent with this Collaborative Agreement; and (e) consistent with standard lending practices. When the borrowing or short or long-term agreements or mortgages are for the approved acquisition or improvement of real property, the Board shall (a) provide notice to each member district within thirty (30) calendar days of applying for real estate mortgages; and (b) discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which the final vote is taken.

6. Surplus Funds

At the end of the fiscal year, unexpended general funds, as defined by 603 CMR 50.07, plus any previous year's remaining surplus funds, as determined through the Collaborative's financial statements, will be considered cumulative surplus funds. On an annual basis, the Board shall, upon review of the Collaborative's audit results for the previous fiscal year, determine by a majority vote the final dollar amount of cumulative surplus funds. Surplus funds shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with Massachusetts General Laws, Chapter 32B, Section 20, or any amounts prepaid for tuition or services in accordance with Massachusetts General Laws, Chapter 40, Section 4E. As set forth in 603 CMR 50.07(9), in no event shall cumulative surplus funds exceed twenty-five percent (25%) of the previous fiscal year's general expenditures from the Collaborative Fund.

Cumulative surplus funds may, at the discretion of the Board, be retained and carried forward in subsequent budget cycles to fund its operations or may be distributed to member districts. The Board shall vote annually to determine whether cumulative surplus funds will be retained by the Collaborative or whether all or some percentage of such funds will be distributed to the member districts or credited to support programs and services offered to member districts. In the event an amount of cumulative surplus funds is to be distributed or credited to the member districts, each member district's share will be apportioned in accordance to its tuition payments to the Collaborative for the previous fiscal year.

7. Capital Reserve Fund

The Collaborative may create a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan. Funds in a capital reserve account may be used only for the project or purpose for which the account is established. The establishment or revision of a capital reserve shall be subject to the approval of two-thirds (2/3) of the member school committees. Any request for approval of a capital reserve fund must state the reason for the reserve and a limit on the balance that may be held in the reserve. Deposits into the capital reserve shall be proposed and approved through the budget process. In the event that the purpose for which the capital reserve was created requires modification, the Board shall revise its capital plan and provide notice to all member districts. If any member district does not vote to disapprove the revised capital plan within a forty-five (45) calendar day period, that member district shall be deemed to have approved the revised capital plan.

ARTICLE VIII

Procedure for Termination of the Collaborative

A member district may request that the Board initiate proceedings to terminate the Collaborative by giving notice to all other member districts and the Executive Director at least nine (9) months prior to the end of the fiscal year. Within thirty (30) calendar days of such request, the Board shall meet to discuss the request to terminate the Collaborative and determine necessary steps with respect to such proposed termination. A majority vote of the Collaborative Board is required to terminate the Collaborative, which termination shall only be effective at the end of the fiscal year during which such vote is taken. Any vote to terminate the Collaborative must be taken by the Board no less than one hundred eighty (180) calendar days prior to end of the fiscal year in which such vote is taken. Following an affirmative vote by the Board to terminate the Collaborative, the Executive Director shall, within thirty (30) calendar days of such vote, provide written notice of such termination to the member districts and non-member districts served by the Collaborative, as well as the DESE. Upon termination of the Collaborative, its unencumbered net liabilities and assets, including cumulative surplus funds, capital assets and reserve funds, equipment, materials and supplies shall be distributed to member districts on a pro-rata basis, based on average enrollment for the preceding three (3) years of the member districts in the Collaborative's programs and services. Prior to the effective termination of the Collaborative, the Board shall have a final independent financial audit of the Collaborative prepared, including an accounting of assets and liabilities, a copy of which shall be made available to each member district.

Upon a vote to terminate the Collaborative, the Board shall prepare a closing plan to be shared with each member district, which also shall be submitted to the DESE. The closing plan documents shall include without limitation:

1. A process for determining the appropriate disposition of federal/state funds, equipment, and supplies.
2. Identification of the member district(s) responsible for maintaining all fiscal records upon termination of the Collaborative.
3. Identification of the member district(s) responsible for maintaining student, employee, and program records upon termination of the Collaborative.
4. The plans of the member districts to accommodate the programs and services formerly provided by the Collaborative.
5. A process for determining the appropriate disposition of all assets of the Collaborative, including capital property owned by the Collaborative.
6. A process for meeting all liabilities of the Collaborative, including obligations for post-employment benefits.
7. Copies of the minutes of the meetings of the Board and the member districts' recording of the vote to terminate the Collaborative.
8. The effective date of the termination.
9. A copy of the final independent financial audit of the Collaborative, including an accounting of assets and liabilities of the Collaborative and the disposition of same.

In the event that the Collaborative receives notice from the DESE of its intent to revoke its approval of this Collaborative Agreement, the Collaborative shall initiate the process of the termination of the Collaborative.

ARTICLE IX

Procedure for Withdrawal of Member Districts

A member district may withdraw from the Collaborative as of the end of any fiscal year upon a vote of its school committee, provided that such member district school committee provides advance written notice of its intention to withdraw by December 31 of such fiscal year, with an effective withdrawal date of June 30, and provided that all approvals for such withdrawal, including the approval of the Board and the Massachusetts Board of Elementary and

Secondary Education, have been obtained by April 30 of such fiscal year. Written notification of a member district's intent to withdraw from the Collaborative shall include (a) notification addressed to the Chairperson of the Board and the Executive director that the member district has voted to withdraw from the Collaborative as of June 30 of the fiscal year, and (b) a copy of the minutes from the school committee meeting in which the member district voted to withdraw from the Collaborative.

Within thirty (30) days of notification of a member district's intent to withdraw from the Collaborative, an amendment shall be prepared to reflect such withdrawal. This Collaborative Agreement shall then be amended to reflect such withdrawal, subject to and in accordance with Article XI.

Upon withdrawal from the Collaborative, a former member district shall not be entitled to any assets or portion of assets of the Collaborative, including any capital assets, reserve funds, equipment, materials and supplies; provided, however, that within sixty (60) calendar days after the annual independent financial audit of the Collaborative is submitted to and approved by the Board for the fiscal year at the end of which the withdrawal was effective, the Board shall conduct a vote to determine if cumulative surplus funds, if any, for the fiscal year in which the member district withdrew will be distributed to the withdrawing member district. If approved by a majority vote of the Board, the Collaborative shall distribute to the withdrawing member district a pro-rata share of any such cumulative surplus funds , if any, for programs in which its students enrolled and for which it paid program tuition, based upon the average student enrollment of such member district of the programs of the Collaborative for the preceding three (3) years. A withdrawing member district shall remain responsible for any financial

commitments or obligations to the Collaborative existing as of the end of the fiscal year, as well as the liabilities of the withdrawing member, if any, arising in the course of its membership.

The withdrawal of any member district at any time shall not affect the status of the Collaborative under Massachusetts General Laws, Chapter 40, Section 4E, except that, if after the withdrawal of a member district, less than two member districts remain, the Board shall initiate termination proceedings as set forth in Article VIII.

ARTICLE X

Procedure for Admitting New Member Districts

A school committee for any town, city, or regional school district may seek membership of the Collaborative through a majority vote of such school committee. Notice of request for admission to the Collaborative must be received by the Executive Director or the Board's Chairperson no later than December 31 of the fiscal year preceding the fiscal year for which such school committee seeks admission. Upon receipt of the prospective school committee's notification, the Board will consider the request at its next regularly scheduled Board meeting. Upon a majority affirmative vote by the Board to admit any new school committee, this Collaborative Agreement shall be amended subject to and in accordance with Article XI to reflect said school committee as a member district of the Collaborative.

New member districts shall be effectively admitted as of July 1 of the fiscal year provided that all required approvals, including that of the Board and the Massachusetts Board of Elementary and Secondary Education, are obtained by April 30 of the fiscal year prior to the fiscal year in which the new member is to be admitted to the Collaborative. The authorizing votes of the Collaborative Board may provide for the deferral of said admission until July 1st of the subsequent fiscal year. Following approval for admission to the Collaborative and

continuing until the actual date of admission, an incoming member district may designate a non-voting representative to the Board.

ARTICLE XI

Procedure for Amending this Collaborative Agreement

The Collaborative Agreement of the Valley Collaborative may be amended from time to time, as needed, pursuant to the following procedure:

1. Any member district, Board Member, or the Executive Director may propose an amendment to this Collaborative Agreement.
2. The proposed amendment shall be presented in writing to the Executive Director and the Chairperson of the Board no less than thirty (30) calendar days prior to a scheduled meeting of the Board at which it shall first be discussed. No less than ten (10) business days prior to the Board meeting at which the amendment is to be first discussed, the Executive Director shall cause copies thereof to be sent to all Board Members and the chairs of the school committees of the member districts, together with notice as to the time and place of the first reading of the proposed amendment.
3. Following the first reading of any proposed amendment and any changes as requested by the Board, the Executive Director shall, upon approval of the Board, submit the proposed amendment to the DESE for initial review.
4. Following the initial review by the DESE, the Executive Director shall make such changes, if any, to the proposed amendment as the DESE requires.
5. No less than ten (10) business days prior to the next scheduled Board meeting at which the proposed amendment is to be discussed a second time, the Executive Director shall cause copies thereof to be sent to all Board Members and the chairs of the school committees of the member districts, together with notice as to the time and place of the second reading of the proposed amendment.
6. The proposed amendment shall be read a second time at the next scheduled Board meeting subsequent to the DESE review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment. Following approval by the Board, the amended Collaborative Agreement shall be submitted by the Chairperson of the Board and the Executive Director to the chairs of the school committees of the member districts for a vote to approve the amended agreement.
7. If approved by a majority of the member districts, and once the member districts have signed the amended Collaborative Agreement, the Executive Director shall

submit the signed amended Collaborative Agreement, consistent with 603 CMR 50.03, to the Commissioner of the DESE for approval by the Massachusetts Board of Elementary and Secondary Education .

8. The amended Collaborative Agreement shall become effective as of the date of approval by the school committees of the Collaborative's member districts and the Massachusetts Board of Elementary and Secondary Education.

ARTICLE XII

Non-Discrimination

The Valley Collaborative does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, creed, age, disability, gender, gender identity, religion, national origin, ancestry, sex, sexual orientation, genetic information, or any other protected class, under state or federal law, and does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.

**APPROVAL BY THE
MEMBER DISTRICT SCHOOL COMMITTEES**

This Amended and Restated Collaborative Agreement shall take effect upon the date of approval of the Massachusetts Board of Elementary and Secondary Education, as indicated by the signature of the Commissioner of the DESE below, and shall continue until terminated, revoked or amended. This Amended and Restated Collaborative Agreement is authorized by a vote of each of the Member District School Committees, signed by the chair of each Member District School Committee, and signed by the Commissioner of the DESE.


[Remainder of Page Intentionally Left Black – Signature Pages to Follow]

A handwritten signature in black ink, consisting of a large, stylized 'C' followed by a horizontal line and a small flourish.

**Billerica Public Schools
School Committee Chairperson**

12-18-13

Date


Chelmsford Public Schools
School Committee Chairperson

19 December '13

Date

Michael F. Bowen

**Dracut Public Schools
School Committee Chairperson**

June 24, 2013

Date

Alison J. Hamigian
Groton-Dunstable Regional School District
School Committee Chairperson

November 22, 2013

Date



Nashoba Valley Technical School
School Committee Chairperson

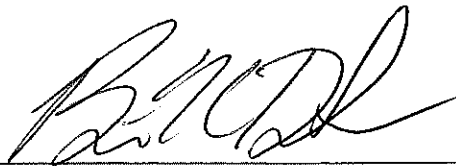


Date



North Middlesex Regional School District
School Committee Chairperson

12-12-13
Date



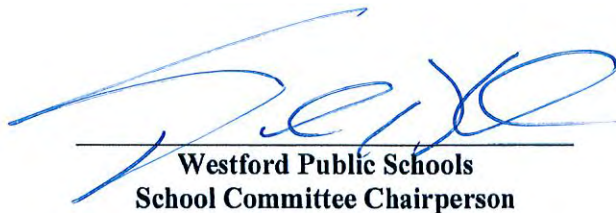
**Tewksbury Public Schools
School Committee Chairperson**

12/11/13

Date


Tyngsborough Public Schools
School Committee Chairperson

Date



Westford Public Schools
School Committee Chairperson

1/6/14

Date

**Commissioner of the Department of Elementary
and Secondary Education**

Date _____



2025 - 2026 Academic Calendar

July 2025						
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		

August 2025						
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24/31	25	26	27	28	29	30

September 2025						
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28	29	30				

October 2025						
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November 2025						
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23/30	24	25	26	27	28	29

December 2025						
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January 2026						
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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24/31	25	26	27	28	29	30

June 2026						
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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 Professional Staff - No School for Students
	Last Day of School Year (0 snow days used)

	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
	Early Release - High School Graduation Day



We are: On the Move

■ Page 2 Students at Valley Elementary School are wrapping up a very active year.



We are: Showing our Pride

■ Page 3 Students in Valley Middle School's Alternative and Transitional Programs had a year that was as busy as it was fantastic.



We are: Adaptive

■ Page 8 Five individuals in Valley's Adult Program went to an Assistive Technology Fair to learn about devices that can help people with disabilities.

VALLEY COLLABORATIVE

Volume 13, Issue 4 News for the extended Valley Collaborative community Summer 2025

At Valley, We Love What We Do!



EXECUTIVE DIRECTOR DR. CHRIS SCOTT GIVING RAY BUSBY GOLDEN KEYS TO VALLEY COLLABORATIVE. A VALLEY VETERAN, RAY JOINED THE ADULT PROGRAM IN 1994.

Dear Valley Community: Valley's focus on high quality leadership makes the difference. Each year the Dr. Anthony Bent Leadership Award is given to a Valley employee who exemplifies leadership qualities and has made a significant difference to the climate and culture of the collaborative. This award is named in honor of Dr. Anthony Bent. Dr. Bent is a dedicated educator who 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). Having previously served

(2012-2014) on the Valley Collaborative Board of Directors during his interim superintendency at Groton-Dunstable Regional School District, Dr. Bent has been a long-time supporter and advocate for the great work done at Valley Collaborative. For over a decade, Dr. Bent has facilitated Valley's "Leadership at Every Level" professional development series. This coming year we will, once again, welcome Dr. Bent to share his knowledge and expertise with Valley Administrators and future Administrators.

*continued on page 10

Elementary School: What a Year!

It's been quite a year at Valley Elementary. From adventurous field trips to new clubs and more spirit weeks than we can count, we're ending the 2024-2025 school year on a high note. Here's a look at some of the highlights.

January 10th: **Roller Kingdom.**

The school participated in a field trip to a roller rink in Tyngsboro, giving students the opportunity to practice perseverance as they learned how to skate.

February 10th: **Acton Discovery Center Event:** The Acton Discovery Center Traveling Science Program returned to Valley to run hands-on science workshops.

February 10th-14th: **Love and Kindness Spirit Week**—Valley's annual celebration of all things kindness.

March 3rd-7th: **Read Across America Week.** We celebrated Read Across America Week with a reading themed spirit week, door decorating, guest readers, book fair, and other activities to celebrate and promote literacy.

April 4th: **Skateboard Physics Assembly.** A follow-up to our popular presentation on the physics of motion as demonstrated through skateboarding!

April 14th-17th: **Autism Acceptance Spirit Week.** We capped off the week with our annual Autism Acceptance Walk.

May 5th: **Rock Out for Reading** - an assembly geared towards inspiring students to pursue reading as a lifelong adventure through songs and stories.

May 12th-16th: **Mental Health Awareness Spirit Week.** We celebrated our coping skills and explored new skills, encouraging self-care and emotional regulation.

Fishing Club

Thanks to paraprofessional Nick Cote Valley Elementary has a popular new Fishing Club. Students explore local waterways, gain knowledge about different fish species, and develop essential skills like casting, knot tying, and understanding water ecosystems. "Most of them never expected there could be big fish lurking just beneath the surface, so when they feel that tug on the line, it's a thrilling surprise," says Nick, who founded and runs the club. "The look on their faces when they reel in a big bass is priceless—pure excitement and pride." Beyond learning fishing techniques, the club fosters teamwork, patience, and environmental awareness, while also creating lasting memories and friendships. Whether it's a quiet afternoon by the water or the rush of landing a big catch, the Valley Collaborative Fishing Club offers an unforgettable experience where kids build confidence and a deeper connection to nature. ■



JASON KATMADEU-WENDEU, THIRD GRADER, AT WE ROCK THE SPECTRUM.



FIRST GRADER CARTER LEWIS SHOWS OFF HIS CATCH.

A few of our favorite things

Louis Lorino, sixth grade, "Legos and friends."

Brian Bolcome, fourth grade, "Fishing Club and field trips."

William Desousa-Diaz, fourth grade, "Fishing, camping, hiking and Mr. Matt!"

Nate Skuse, fourth grade, "Using computers and playing games with friends."

Marnie Stone, fifth grade, "Everything is fun and educational!"

Sophia Stewart, fourth grade, "My Friends."

CJ Lillie, third grade, "Basketball and football."

Colton Tyler, first grade, "Pizza, trade-in, friends and teachers."

Lindsey Lavanga, fifth grade, "Horseback riding and swimming. Swimming is fun. I like it."

David Makayi, first grade, "Going out in the nice weather and bug hunting."

Valley Middle School: A Busy Year, A Fantastic Year

The 2024-2025 school year kept students in the Middle School's Alternative Program busy both academically and while in the community. In their core academic classes, students were challenged across all content areas. Students solved a 13-year old mystery while reading "The Curious Vanishing of Beatrice Willoughby" by G.Z. Schmidt and gained a better understanding of the parts of the plot in books. They even learned to identify the parts independently in their own books! Mysteries were a huge hit this year. In Science class, students had the opportunity to participate in a STEM project each week! Alka-Seltzer lava lamps and the Egg Drop competition were highlights. Many of our budding engineers' eggs survived the drop off the school roof. Students were able to use coordinates to plot mystery pictures in math as well as participate in a mock restaurant where orders were taken, bills paid and everyone got a little hungry. In History class, there was a heavy focus on civics this year. Students

were challenged to create their own countries including laws, flags, and citizen's rights.

When not in core classes, students enjoyed electives such as basketball, soccer, Geoguesser, and cooking (always with delicious results)! Students even got to adventure out into the community for fun, educational trips at Metro Rock, Altitude Trampoline Park, Honey Pot Hill Orchards, In the Game, the Illusion Museum, Franklin Park Zoo and others! "Valley is the best school. We have fun and we love getting outside! My favorite trip this year was Altitude and I really liked going fishing", stated 7th grader, Anthony Estrada.

The Outdoor Education Club made a resurgence and the club summited mountains such as Mt. Watatic, Mt. Wachusett, North Mountain, Prospect Hill and even Mt. Monadnock! Way to go, team! Sixth grader, Colton Knowlton shared that, "The staff are nice and the best part is the school store and the trips! I really liked going hiking with Pete and Aidan."

As always, the holidays played a large part in the middle school community. At Halloween, students showed off their costumes, raced to eat donuts on a string, and did a mummy race. At Thanksgiving, the program celebrated with a dinner served by teachers and administrators. Students even wrote what they were thankful for and decorated our Thankful Tree. During the winter holidays, students decorated the Christmas tree, participated in the gingerbread house competition, and made gifts for loved ones at You're Fired. Students were certainly busy learning and growing! Let's do it again next year!

Students in the Middle School's Transitional Program had a fantastic and busy school year as well. Here are some of the highlights that the students wanted to share. In Shana Dunlevy's classroom, students raved about the field trips. The group sledding trip was an absolute blast. "My favorite was sledding and going fast. We built a giant jump and all had so much fun", exclaimed 8th grader Keegan Graham when asked to share a highlight from the year. In Victoria Clauson's class, one of the favorite activities this school year was cooking class. Seventh grader Eli Sanchez shared, "My favorite memory that I made this year was cooking class, especially when I got to cook with my friends". Students in Dana Watford and Tina Carrabba's class shared that they had fun making Mother's Day gifts, which tied a Science lesson into an art project. Roman Beyer-Beckford exclaims, "Mom is going to love my plant!" We are looking forward to more fun and adventure in the upcoming school year. ■



VICTORIA CLAUSON'S STUDENTS ENJOYING THE TREATS MADE IN COOKING CLASS. FROM LEFT TO RIGHT: ANDRES DIAZ, LUCHIEN MOORE, ARIANNA ARIAS, LIANNA WARNER, GABE DUENAS, DENIS MORIS

Valley Transitional High School, Transitional Programs: Independence, Here We Come!

The theme at Valley Transitional High School this year has been ‘independence.’ Thanks to the hard work of Vocational Coordinator, Scott Morin, more students are being placed in internships that correspond to their interests. Scott says that the surge in placements reflects both the rebound of Valley’s vocational programming after COVID and the students’ hard work. “We have a number of students who’ve been in classes for a few years and have shown a lot of growth,” says Scott. “They’re gaining in confidence and independence and were ready to take the next step.” The next step is going from working on a vocational jobsite with a job coach to having an internship in the community utilizing the supervisor of the company or business as the natural support. They are working independently in the surrounding communities gaining experience for when they leave Valley.

Kai Steil-Ng is one of them. During his time at the Transitional High School, Kai demonstrated a passion for all things mechanical and a real desire to be challenged. Once Kai settled on diesel engine repair as something he was eager to try, Scott reached out to a local repair shop to try to get him an internship. “He’s been there almost six months and it has worked out really well,” says Scott. “Now they’re looking to hire him part time.”

Brandon Taipe discovered his love of cooking while working at the Bistro downstairs at Valley. After he decided that it was time to expand his culinary skills, Scott reached out on his behalf to the manager of the 99 Restaurant nearby. One thing led to another and before long Brandon had been

granted an internship in the kitchen, assisting with prep, and a chef’s coat to match. “He told his parents and the rest of the team that he absolutely loves going to work,” says Scott.

Nathan Dunham is yet another success story. After he indicated his desire to work independently, Scott and other team members began searching for possible positions near Nathan’s home in Hudson. These days, Nathan takes his electric scooter to a nearby Shaws, where he works during the week as well as on the weekends. While he began with janitorial work, managers at the store have indicated that there are opportunities for advancement.

While Scott’s tireless advocacy is a major reason for these successful placements, he’s quick to credit all of the other staffers at Valley who are part of its unique team-based approach. Vocational staff, therapists and teachers work together to assess students’ readiness for vocational next steps. Some students know exactly what they’d like to do, says Scott, in which case it’s time to begin reaching out to employers. For those students who aren’t yet settled on a particular field or position, the team presents them with opportunities. Scott also credits community partners who’ve bought into the mission at Valley for being willing to consider student interns. “They want to see the kids be successful,” says Scott. “They also appreciate that we’re there to provide supports and guidance if the student needs them.”

However the process plays out, it’s working—and so are a growing number of Valley students. ■



BRANDON TAIPE IN THE KITCHEN AT THE 99 RESTAURANT IN BILLERICA.

Vocational Placement Sites

99 Restaurant, Billerica MA
 Merrimack Valley Truck Service,
 Tyngsboro MA
 Shaws, Hudson MA
 Dynamic Computers, Medford
 MA
 Ocean State Job Lot, Tewksbury
 and North Reading MA
 Strongwater Farm, Tewksbury
 MA
 Mem Tea, Wakefield MA
 Pro-Fitness, Billerica MA
 Trader Joes, Nashua NH
 Bitty and Beaus, Cambridge MA
 Tewksbury Auto, Tewksbury MA
 Market Basket, Billerica MA

Valley Transitional High School, Alternative Programs: Many Paths to Success

The Transitional High School Alternative Programs are celebrating another successful year, as students in all three of our sites are finding their way and planning for the future. Here's a look at three students who exemplify Valley's individualized approach.

Career readiness in action

Madison Murray, an eleventh grader in the Vocational Program, represents a Valley first: dual enrollment in the nursing program at Northern Essex Community College. "I've always been interested in nursing," says Madison. "I brought it up to the staff at Valley and they helped me figure out how to do it." Combining course work at Valley and NECC, Madison is now about to take her CNA test. Most importantly, she'll be closing out her time at Valley ready to have a career.

"Our vocational program is all about career readiness," explains



VOCATIONAL STUDENT MADISON MURRAY WILL LEAVE VALLEY PREPARED TO BEGIN A NURSING CAREER.

Principal Nick LeClair. "This experience means that when Madison leaves Valley she'll be able to live independently."

Choosing a path

While some students arrive at Valley with a clear sense of what they want to do after graduation, the majority do not. The unique structure of the program helps facilitate a process of exploration. In addition to the vocational program where students can try their hands at a variety of occupations, including carpentry, landscaping, culinary arts and digital media. Two sites, Psi for underclassmen and Delta for eleventh and twelfth graders, help students choose a path for high school and what comes after.

Matt Maille is currently a Psi tenth grader and is already thinking ahead to life after school. "When students pick a site for eleventh and twelfth grade, we're focused on what feels right for them, here at Valley and in the future," explains Nick. Matt is considering moving into the vocational program because a hands-on job in a field such as construction appeals to him. He also likes the teachers in the program. "The staff and student personalities mesh well," says Matt, singling out one staff member for special praise. "Daniel MacDonald is a real one." Nick says that the staff think just as highly of Matt. "He's a quiet leader and beloved on his site." And while Matt still hasn't made a final decision about a site for the next school year, the decision making process is part of what makes Valley's approach so effective, says Nick. "Students in all



BILLY COCHRAN RECENTLY MADE THE DRACUT HIGH SCHOOL BASEBALL TEAM.

of our programs have access to the same opportunities. The question is what is going to be best for the individual student?"

A better fit—and a hit

Billy Cochran started at Valley's Transitional High School but was convinced that the school's alternative programming would be a better fit for him. Fast forward a year and that assessment has proven correct. A 10th grader in the Delta Program, Billy is excelling at his academics and has already made the high honor roll three times. He's especially passionate about physics and STEM, and has already started to think about where he might like to go to college. His proudest accomplishment this school year has been back in Dracut, his home school district, where Billy tried out for and made the high school baseball team. "My first time at bat I got a hit," says Billy. "We're very proud of him," says Nick. "Billy is a great friend to everyone on his site, and to see him doing so well in his classes and now on the baseball field is really something." ■

Valley School Trip, 2025

Destination: Montreal, Canada



AMONG THE HIGHLIGHTS OF VALLEY'S SCHOOL TRIP TO MONTREAL: LEARNING ABOUT GRAFFITI AND DESIGNING OUR OWN HATS.

On May 12, 2025, our Valley travelers hopped on a bus and started their journey on their 11th annual adventure. This time our final destination was Montreal, Canada! A total of twenty-eight individuals from Valley's Adult Program and Transitional High School made the trek across the northern border. It was truly a trip for all interests.

We spent the week learning about Montreal's history. We found the Pointe-a-Calliere, the Archaeological Museum, quite interesting. We learned about North America's first collector sewer and the people who lived in Montreal during the 1830's. St. Patrick's church and Notre Dame Basilica were exquisite sights to see.

We enjoyed the many picture taking viewpoints, especially at the top of Mount Royal, the highest point in Montreal. Our ghost

tour was a fun way to see Old Montreal's sites too. When asking Nora Bailey about her favorite moments on the trip, she exclaimed, "The ghost tour! I liked learning about the history and I have watched videos about other ghost stories too".

Montreal's Science Centre, Bio Dome and Rio Tinto Alcan Planetarium were a big hit with our travelers. We especially liked the Science Centre as it gave us the opportunity to learn with our hands and explore life science, human evolution and participate in an immersive quest of the Great Canadian North. Student Dylan Tran said, "I liked seeing the fish at the Bio Dome."

We got to express ourselves and show our creativity through graffiti. We learned how to do different techniques and create graffiti on our very own hats.

2025 Valley School Trip by the Numbers

Number of Valley sites that participated in the trip: 2

Number of travelers: 28

Distance from Valley to Montreal, Canada: 295 miles

Top elevation of Mount Royal: 768 feet

Year that the first collector sewer for rainwater was constructed in Montreal: 1832

Number of trips taken by Valley travelers: 11.

Valley School Trip, 2025

Destination: Montreal, Canada



THE BELL CENTRE OF THE MONTREAL CANADIENS HOCKEY TEAM WAS A FAN FAVORITE FOR THE VALLEY TRAVELERS

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The individuals and students especially enjoyed this activity and proudly wore their hats the rest of the trip.

The Sugar Shack or *La Sucrerie de la Montagne* was another great way to immerse ourselves in French Canadian culture. We learned how maple syrup is made and enjoyed French Canadian folk music and traditional cuisine. Nora Bailey said “The Sugar Shack’s pancakes and maple syrup were so good!” We got to participate in traditional French Canadian music and were given a lesson on playing wooden spoons

during a song.

Lastly, touring the Bell Centre of the Montreal Canadiens hockey team was a fan favorite. We got to go behind the scenes and tour the Canadiens’ locker room, learn how the ice is made and how the venue sets up for concerts. Our group was very engaged with our tour guide and was even able to give them reminders that we are big BRUINS fans! Being one of our sports super fans, student Kayden Bovardi said without a doubt that, “the Bell Centre was my favorite.”

Overall, it was a great historical and cultural experience that they will never forget. ■

2025 Valley School Trip Highlights

Touring the Bell Center of the Montreal Canadiens hockey team.

The Sugar Shack or *La Sucrerie de la Montagne* for pancakes.

Montreal’s Science Centre, Bio Dome and Rio Tinto Alcan Planetarium

Pointe-a-Calliere Archaeological Museum

Mount Royal, the highest point in Montreal

Adult Services: Exploring Assistive Technology

The Valley Collaborative Adult Program is regularly seeking out opportunities for the individuals to learn about new technology and initiatives that can help them with every day life, while also learning about new and exciting ways to receive standardized, on-going support. Recently, five individuals attended an Assistive Technology Fair hosted by the Northeast Arc at the Liberty Tree Mall. This event gave the individuals the chance to learn about a range of assistive technology products from 30 vendors.

Northeast Arc, a nonprofit which helps people with disabilities become full participants in the community; choosing for themselves how to live, learn, work, socialize and play, sees Assistive Technology enabling people to live productive, meaningful, and dignified lives. According to the

group, “Assistive Technology can enhance an individual’s ability to perform daily tasks, facilitate independent living, and contribute to a higher quality of life.”

The individuals who attended the event got the chance to see and learn about medication management devices, communication devices and software, mobility aids, smart home technology, remote supports, adaptive gaming and recreation, and more.

Jenilee Lopez was one of the Valley individuals who made the trip to Danvers, said that she was impressed by what she saw at the Assistive Technology Fair. “It was pretty cool. I saw a lot of different things and it was very interesting. I liked seeing all the technology and how it will help all the individuals,” says Jenilee. “I like how everything there could help people be more independent. Even for people who can’t speak they had a bunch of different things that could help them communicate.”

While not every individual served by Valley Collaborative uses Assistive Technology in their everyday life, new and creative ideas are regularly being introduced to the populations served by DDS and can create a drastic change in an individual’s life. As an example, Valley supports an individual who utilizes remote check-ins with an outside agency through smart home technology. This allows for a new level of independence for the individual as they receive necessary supports through a remote system and therefore is able to operate with a new level of independence while still having regular check-ins to ensure safety and care.

Many of the initiatives presented at the Assistive Technology Fair are still in their infancy. However, the



FIVE INDIVIDUALS FROM VALLEY'S ADULT PROGRAM RECENTLY TRAVELED TO DANVERS TO ATTEND NORTHEAST ARC'S ASSISTIVE TECHNOLOGY FAIR. IN BACK: BRIAN, GREG AND JACOB. IN FRONT: JENILEE AND KAITLYN.



INDIVIDUALS IN VALLEY'S ADULT PROGRAMS CHECK OUT SOME OF THE OFFERINGS ON DISPLAY AT THE NORTHEAST ARC ASSISTIVE TECHNOLOGY FAIR.

more awareness that can be brought to them and the more opportunity the individuals and their families have to access these products and services, the more personal growth that can be achieved. This happens through providing individuals with tools necessary to operate at their highest level without compromising the level of support they receive.

Services provided for Adults with Disabilities have come a long way over the years, but it is never enough to get complacent and be satisfied with the supports out there. It is imperative that individuals and their support teams continue to advocate for new and creative ways to help individuals maximize their potential while getting their specific needs met. The DDS Assistive Technology Fair was a great way to facilitate this process. ■

Valley Collaborative 2024-2025: Our Year in Pictures



VALLEY MIDDLE SCHOOL STUDENTS LOGAN STURGIS AND COLTON KNOWLTON ON A WINTER HIKE.



4TH GRADER NELSON LOZADA WITH VISITING BARBER PHILL MCNULTY



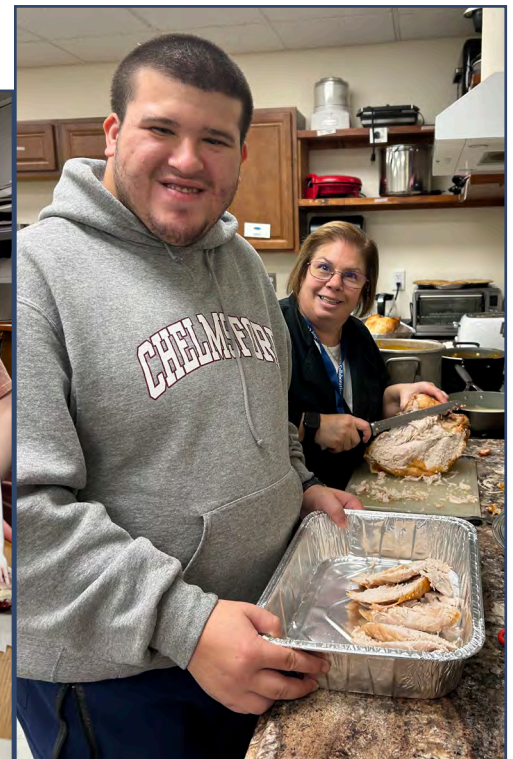
MORE THAN 50 FAMILY MEMBERS ATTENDED VALLEY ELEMENTARY'S ANNUAL COMMUNITY BREAKFAST.



STUDENT TONY ESTRADA SHOWS OFF HIS BIG CATCH.



MIKE KOCZAN AND RENEE BOYDEN, ON THE JOB AT CHELMSFORD HIGH SCHOOL.



STUDENT ERIK REGO COOKING UP TURKEY WITH CHEF BRIDGET FOR FRIENDSGIVING.

At Valley, We Love What We Do!

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The 2025 Dr. Anthony Bent Leadership Award will be presented to Heather MacKay, Valley Elementary School Principal. Previous award winners include:

2016 - Joia Mercurio, Deputy Director

2019 - Kari Morrin, Director of Human Resources

2020 - Sandra Morency, Lead Custodian

2021 - Jessica Scalzi, Lead Nurse

2022 - Nicole Noska, Valley Middle School & Valley Transitional High School Principal

2023 - Matthew Gentile, Director of DDS & MassAbility

2024 - Mazyar Moshtaghi, Chief Technology Officer

The School Spirit Award 2025

Deven Beltran (Valley Transitional High School - Transitional Programming)

Everett V. Olsen, Jr. Award for Highest Academic Honors 2025

Felicite Kodak, (Valley Transitional High School - Alternative Programming)

The Community Partner Award 2025

Billerica Town Hall

Valley Collaborative Retirees

We would like to thank our retirees for their many years of dedication and service to Valley's mission.

Vivi Leighton - 18 Years of service at Valley Elementary School as the Culinary Manager

Christopher Woodward - 5.5 Years of service at Valley Adult Program as Job Placement Specialist

meeting throughout the school year, we recognize students, individuals, and staff of the month who demonstrate Valley's core values. Below please find a comprehensive list of these awards recipients for the 2024 - 2025 school year- congratulations to all!

September 2024

Staff Making a Difference Awards

Technology Department: Mazyar Moshtaghi & Francisco Laureano

Maintenance/Facilities Department: Renato Silva, Sandra Morency, Fabio Agostinho, William G. Hernandez, Nobelia Bento

October 2024

Valley Elementary School

Student of the Month: Patrick Carrier

Staff of the Month: Noah Colon

Valley Middle School

Student of the Month: Ivy Lefebvre

Staff of the Month: Rajeswari Ravichandran

Valley Transitional High School - Alternative Programming

Student of the Month: Robert Pirnie

Staff of the Month: Brittany Maiuri

Valley Transitional High School - Transitional Programming

Student of the Month: Brandon Taipe

Staff of the Month: Madison Watford

Valley Adult Services

DDS/MRC Adult Program Participant: Jennifer Glidden

Staff of the Month: Rebecca Thibedore

Valley Collaborative - District Wide

Staff of the Month: Kari Morrin

December 2024

Valley Elementary School

Student of the Month: Lindsey

Lavanga

Staff of the Month: Erin Frazier

Valley Middle School

Student of the Month: Dinitri Scott

Staff of the Month: Kali Rowe

Valley Transitional High School - Alternative Programming

Student of the Month: Tyler Marchand

Staff of the Month: Jake Smith

Valley Transitional High School - Transitional Programming

Student of the Month: Jack Murphy

Staff of the Month: Haley Parker

Valley Adult Services

DDS/MRC Adult Program Participant: Sharifah Namigadde

DDS Staff of the Month: Simeon

Zorokong

MRC Staff of the Month: Dayse

Doliver

Valley Collaborative - District Wide

Staff of the Month: Joia Mercurio, Nicole Noska, Nick LeClair, Heather Mackay, Kathleen Diaz, Donna Driscoll

January 2025

Valley Elementary School

Student of the Month: Ethan Leonardo

Staff of the Month: Katelyn Rose

Valley Alternative Programming High School

Student of the Month: Felicite Kodak

Staff of the Month: Katharine Werner

Valley Transitional Programming Middle School

Student of the Month: Gabriella Ratanavong

Staff of the Month: Faithe Shatford

Valley Transitional Programming High School

Student of the Month: Luke Murphy

Staff of the Month: Leslie Ayers

*continued on next page

At Valley, We Love What We Do!

*continued from previous page

Valley Adult Services

Individual of the month: Jenna Boudrot

Staff of the Month: Maureen Lydon

April 2025

Valley Elementary School

Student of the Month: Brody Romano

Staff of the Month: Rebecca Valcanas

Valley Middle School

Student of the Month: Rose Morin

Staff of the Month: Jaclyn Squeglia

Valley Transitional High School – Alternative Programming

Student of the Month: Madison Murray

Staff of the Month: Christine Brennick

Valley Transitional High School – Transitional Programming

Student of the Month: Sean McCarthy

Staff of the Month: Molly Doctor

Valley Adult Services

DDS/MRC Adult Program Participant: Rose Chen

Staff of the Month: Romario Honorat

Valley Collaborative – District Wide

Staff of the Month: Ian MacAulay, Fabio Agostinho, Sandra Morency, Francisco Laureano, Matthew Gentile, Holly Tierney, Benjamin Morrison, Maureen Lydon, Jessica Marcotte

June 2025

Valley Elementary School

Student of the Month: Michael Sheehan

Staff of the Month: Nicole Rosa, Kathryn Richard, Renee Christian
Student of the Year: Louis Lourino

Valley Alternative Programming High School

Student of the Month: Phillip D. Hoffman IV

Staff of the Month: Vlad Stoicescu

Valley Transitional Programming Middle School

Student of the Month: Lexi Fuentes

Staff of the Month: Joanna Bazzinotti

Valley Transitional Programming High School

Student of the Month: Brittany Dorney

Staff of the Month: Scott Morin

Valley Adult Services

Individual of the Month: Jeremy Cyr

Staff of the Month: Ashlee Hamel

We are finalizing Valley's 2026-2031 District Improvement Plan facilitated by Dr. Lori Likis, Consultant with Creative Coaching. Dr. Lori Likis was the DESE consultant for school improvement planning. Prior to retirement, Dr. Likis was responsible for developing the school and district improvement planning protocols for the Massachusetts Department of Elementary and Secondary Education. Valley was one of the original pilot sites for these protocols a decade ago. Valley was honored when Dr. Likis agreed to come out of retirement to help Valley develop its 2026-2031 five year District Improvement Plan. A great deal of work was accomplished this past school year and we are energized about executing the goals embedded in our new plan.

In order to obtain some baseline data for this five year plan, we surveyed Valley's 38 member Leadership Team and Valley's Member District Special Education Directors.

This feedback along with the recent FY24 surveys for students, staff, and adult services participants gives us a great baseline for the new plan. I proudly share the results with you in this newsletter.

I wish you all a fun filled and safe summer. As you are aware, Valley doors are open 12 months of the year and we are looking forward to kicking off summer school on July 7th – see you then!

My door is always open,



Chris A. Scott, Ph. D.
Executive Director

A special thank you to all of our charitable donors

\$5000.00 - Enterprise Bank, Mr. George Duncan Chairman
\$2000.00 - The Torrice Family Charitable Trust
\$1500.00 - Charities Aid Foundations of America
\$500.00 - Powell Controls Inc
\$500.00 - Fritz Deguglielmo, LLC
\$300.00 - Marathas, Barrow & Weatherhead LLP
\$200.00 - Mary T. Conway
\$100.00 - Dr. Anthony J. Bent
\$100.00 - J.P. O'Connor Hardware, Inc
\$100.00 - Camelia and Florin Rosca
\$25.00 - Chip-In Farm, Inc

In Kind Donations:
Market Basket - \$25.00 Gift Cards (2)

Discussion of Status of Valley's Culture

Discussion of Status of Valley's Culture

Administrative Leadership
2024/2025 SY



1. What do you SEE in Valley's culture?

29 responses



2. What do you FEEL about Valley's culture?

38 responses



3. What do others SAY about Valley?

37 responses



Member District Special Education Directors Satisfaction Survey

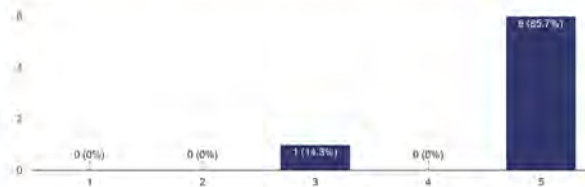
Member District Special Education Directors Satisfaction Survey

2024/2025 SY



1.) How responsive/timely is Valley Collaborative to your questions and concerns?

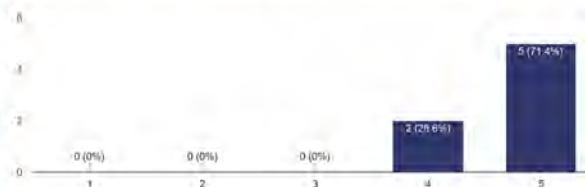
7 responses



Average rating (4.71)

2.) How effectively does Valley Collaborative address your out-of-district needs?

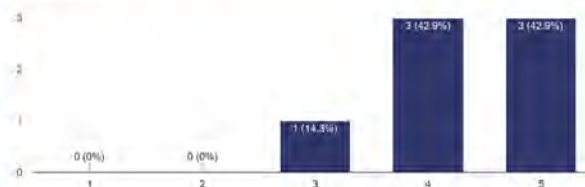
7 responses



Average rating (4.71)

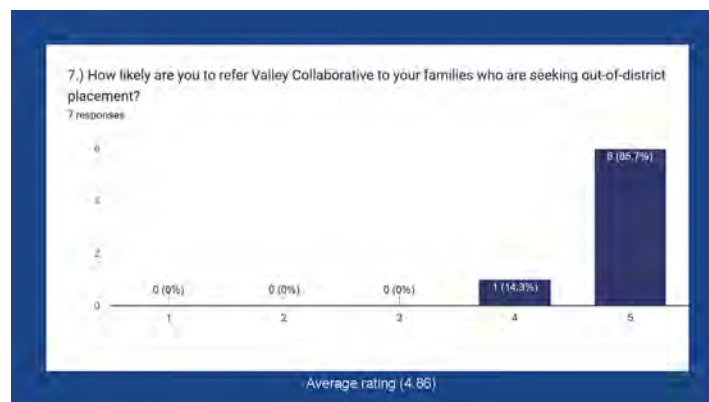
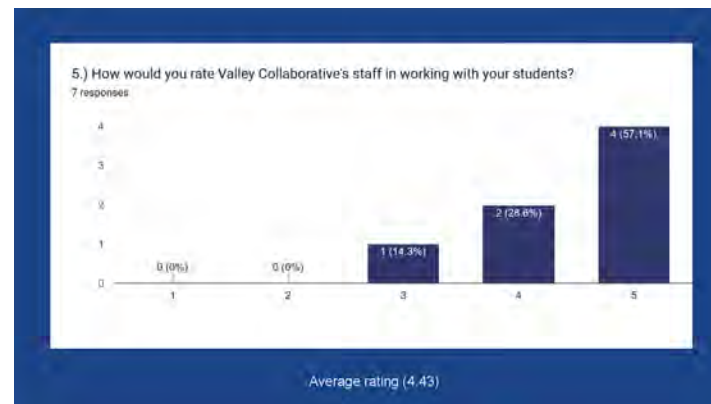
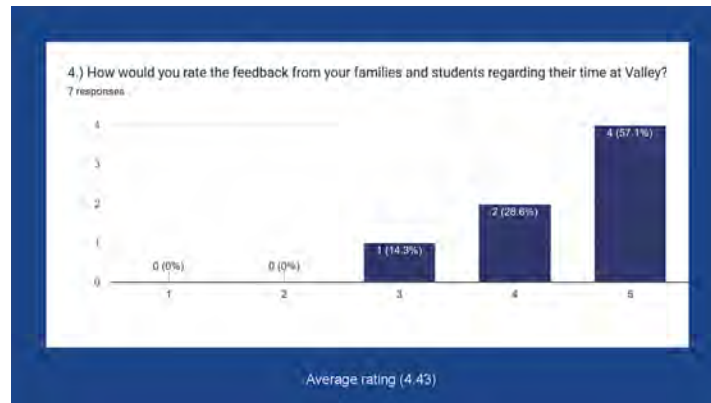
3.) How would you rate your students' growth while attending Valley Collaborative?

7 responses



Average rating (4.29)

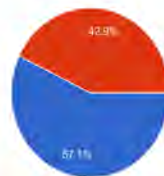
Member District Special Education Directors Satisfaction Survey



Member District Special Education Directors Satisfaction Survey

8.) How does the quality of Valley's programming compare to other out-of-district placements?

7 responses



- Valley Collaborative offers the highest quality programming
- Valley Collaborative offers good quality programming
- Valley Collaborative programming needs improvement

9.) We understand the continuity of staff is important to building productive professional relationships. How would you compare the retention of Valley Collaborative's administrative team to other out-of-district placement administrative teams?

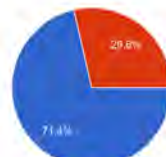
7 responses



- The longevity of Valley Collaborative's administrative team is among the highest retained
- The longevity of Valley Collaborative's administrative team is comparable
- The longevity of Valley Collaborative's administrative team is considerably less

10.) How does Valley's tuition rates compare to other out-of-district placements?

7 responses



- Valley is the most cost effective
- Valley is comparable
- Valley is the most expensive

Please share any other feedback you would like Valley Collaborative to consider.

1 response

My experience with referrals at the elementary school is usually met with a need for a 1:1 even when the student does not have on their grid-I realize the students we are referring have behavioral needs-my concern is attaching the 1:1 so quickly into the process and then getting it out of the IEP months later proves to be a challenge as parents invoke and the removal of the service is a challenge. Not an easy answer just worth considering...thx

Valley Collaborative Leadership Team



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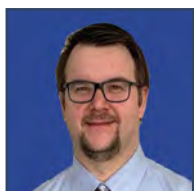
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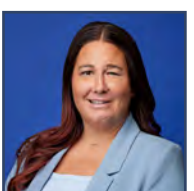
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Valley Collaborative Board



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Superintendent, Chelmsford
Public Schools



Dr. Geoff Bruno

Superintendent, Groton-
Dunstable Regional School
District



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District



**Dr. Christopher
Chew**

Superintendent, Westford Public
Schools

Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers all students and adults to discover their diverse individual strengths, interests, and abilities. In doing so, those we serve become self-actualized members of society who contribute in a responsible manner.