



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 October 6, 2026 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 October 6, 2026 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 22, 2026

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. Parker Middle School Building Project Status Update
2. Academic Update: Spring 2026 MCAS Data and Accountability Rating
3. MASC Resolutions & Voting Delegate – Fall 2026 Membership Meeting
4. Valley Collaborative Quarterly Report – FY2026 (4th Quarter)

5. Parker Middle School Building Project – Community Visioning Sessions:
 - a. Wednesday October 7, 2026 7:00 p.m. Chelmsford Elks, 300 Littleton Road
 - b. Thursday November 12, 2026 7:00 p.m. Chelmsford Elks, 300 Littleton Road
6. 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 22, 2026
Meeting Minutes**

Members Present:

Ms. Maria Santos (Chair), Ms. Susan Mackinnon (Vice-Chair), Ms. Diana Lebeaux (Secretary), Mr. Dennis King 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

Ms. Santos 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 September 8, 2026**

Ms. Mackinnon moved to approve the minutes of the regular school committee meeting of September 8, 2026. Ms. Lebeaux seconded. Motion carries 5-0.

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

Richie shared that the CHS Football Team had their home opener last Friday, but Chelmsford lost. They will play again on Thursday. December 4th to the 6th the CHS Spanish Department will host a field trip to New York City for students to experience the Latin-American Culture and visit the United Nations, The Statue of Liberty and The Barrio. Colleges began visiting CHS today and will continue through November 16th. They will provide virtual tours for students in The Career Center. The "Pride Point System" has begun at CHS to recognize positive student behavior, attendance and community service. It is an incentive program. Senior dues payments of \$100 are due by November 1st. Students who pay late will see increased fees. A mailing has

been sent to families of CHS seniors to inform them of important dates during the upcoming school year. Patrick “seconds” everything that Richie reported.

GOOD NEWS

Dr. Hirsch shared that wonderful “Open Houses” are taking place at schools! Posters about the Parker School Project inspired many good conversations!

Mr. Moses praised the CHS Open House and was pleased to learn about the “Dual Enrollment Program” for college credits.

PUBLIC COMMENTS:

Ms. Santos read “The School Committee will now hear from members of the public on items listed under “The New Business” on the posted agenda. Speakers are asked to limit comments to three minutes to allow others an opportunity to speak. The School Committee will not respond directly to public comment. However, will try to address comments when the item is reached on the agenda. Today we have citizen, John Moses.”

John Moses of Parkerville Road spoke as a resident and a veteran about the new Parker School Project. He is writing to propose a name for the upcoming school project, The Colonel Moses Parker School. “I support honoring Moses Parker without reservation. He is one of the finest examples for service this Town has ever produced. As a retired soldier, though, I must flag a point of accuracy, Moses Parker was never a Colonel. He was a commissioned Lieutenant Colonel on May 19, 1775. He was wounded at Bunker Hill on June 17th and died a prisoner of the British in Boston on July 4, 1775. Still a Lieutenant Colonel. In military custom a Lieutenant Colonel is addressed as Colonel and contemporaries did exactly that with Parker. So, the traditional usage is understandable. An official building name, however, should carry his actual grade. Rank is earned and getting it right is part of the honor. Rather than simply correcting the name though I want to propose that we can make the naming correct. There is well-established precedent for posthumously advancing the rank of soldiers from earlier centuries. Congress posthumously assumed appointed George Washington’s General of Armies in 1976 timed to the Bicentennial. Congress authorized the same for Ulysses S. Grant in Section 583 of the FY23 National Defense Authorization Act. Most relevant to us is Colonel Charles Young. In February of 2020, the governor of Kentucky posthumously promoted him to Honorary Brigadier General in the Commonwealth of Kentucky and the U.S. Army followed with a federal honorary promotion in 2022. The State acted first, and the honor was fully recognized. Massachusetts can do the same for Parker and with legitimacy. The Commonwealth is a direct successor of the Provincial Congress that commissioned him in 1775 which makes it the historically correct promoting authority. The path is straightforward. A resolve in the General Court filed by our Legislative Delegation paired with an honorary posthumous promotion to Colonel conferred by the governor as Commander-in-Chief of the Commonwealth’s Military Forces. We are in the middle of the Semiquincentennial and Parker died on the date that became “Independence Day”. This timing will never be better. It is worth remembering that The Town named Parker Middle School in 1976 during the Bicentennial, completing his promotion during the 250th would finish that what a previous generation had started. So, I am asking The Board to consider the following: endorse pursuing an honorary posthumous promotion of

Lieutenant Colonel Moses Parker to Colonel and authorize a formal request to our state representatives and state senator to file the resolve. Invite the Select Board to adopt concurrent endorsement so the request reaches our delegation and the governor with The Town's full voice. Send a letter from this Board with the superintendent's support to the governor requesting an honorary promotion and optionally request that Congresswoman Trahan's office pursue a parallel federal under 10 USC 1563. On the 250th anniversary of the founding of our nation and on the honor of a true Chelmsford revolutionary hero that continues to be spoken of by every generation of residents, it would be meaningful recognition for his legacy. Thank you for your Consideration. John Moses Sgt. First Class, U.S. Army retired."

NEW BUSINESS

1. Parker Middle School Building Project Status Update

Mr. King shared that the building committee met last Thursday and were able to see renderings of the interior and exterior which are shared in tonight's agenda packet. Cost estimations are being finalized. A public forum will be held on October 7th at The Chelmsford Elks at 7:00 p.m. A group has been formed to "get the word out" about this project and have been visible at The Town Common!

2. Presentation: CPS Financial Planning - DMGroup

Dr. Lang welcomed Joe Costello from the DMGroup to share an update and the results of the "Historical Budget Analysis & Benchmarking" report. Phase I involved a deep dive into Chelmsford's data including student outcomes and resourcing data. State data was also included. Phase II involved sessions with stakeholder leadership groups. Tonight, we are at Phase III finalizing the report and presenting it to the School Committee. Comparisons were made with similar districts in the Merrimack Valley. A quantitative data analysis has been completed. Finally, leaders and stakeholders were engaged with deep collaboration. "Chelmsford Public Schools deliver strong academic outcomes while keeping students in-district and spending less per pupil than other Merrimack Valley districts in Massachusetts, reflecting a culture of disciplined budgeting, operational creativity, and thoughtful stewardship of public resources." Really positive findings which are supported by the slides in tonight's presentation. "Chelmsford Public Schools has a strategic, systemic approach to budgeting and resource management, which has enabled the district to weather fierce economic conditions." Finally, "Student needs have increased over the past few years, as the share of students with IEPs and English Language Learners has grown at a faster pace than enrollment. CPS is meeting the evolving needs of students and families." Chelmsford has also made investments in Social Emotional Learning and student mental health as well as in-district specialized programs for students with disabilities. To fully appreciate Mr. Costello's in depth, data-driven report, recommendations and accompanying slides, please view it in full on Chelmsford Telemedia YouTube. Dr. Lang added that this report will be posted on the district's website.

Dr. Lang took time to share the AI3 Architects new renderings of the Parker School Site including: the main entrance; exterior courtyards; academic wings; dining area/cafeterium; the library media center and the gymnasium. These are shared in tonight's agenda packet and may be seen on the district's website.

3. 2027 – 2032 Strategic Planning Timeline Update

Dr. Lang shared an update that starting in October there will be interviews with staff, students and families. On-line focus groups will meet. There will also be a community survey. The results of these will be used by the DMGroup to look at the needs analysis and set priorities. This will all support the visioning work which will begin in November for the new Strategic Plan. Committee meetings for this will begin next week.

4. Recommendation to Amend the 2026/27 School Calendar – February PD Day

Ms. Mackinnon moved that the Chelmsford School Committee approve the proposed amendment to the 2026/27 school calendar, changing Thursday, February 4, 2027, from a professional development half day to a regular school full day and designating Tuesday, February 9, 2027, as a professional development half day to best accommodate The Town of Chelmsford's Special Election related to the Parker Middle School Project. Ms. Lebeaux seconded. Motion carries 5-0.

5. FY2027 Recommended Budget Transfers

Ms. Johnson-Collins included a memorandum in tonight's agenda packet recommending two budget transfers.

Ms. Mackinnon moved to approve this fiscal year 2027 local operating budget transfer for \$2,940 from the supply accounts to the textbook accounts as presented. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

Ms. Mackinnon moved to approve this fiscal year 2027 local operating budget transfer for \$3,000 from the Byam General Supplies Account to the Byam Dues, Conferences and Admin Supplies Account as presented. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

6. FY2027 Recommended Hourly Rate Increase for Part Time Interventionists / Tutors

Ms. Mackinnon moved that we approve an hourly rate increase for the non-affiliated part-time interventionists and tutors from \$35 to \$40 per hour effective October 1, 2026. Ms. Lebeaux seconded. A roll call vote was taken. Motion carries 5-0.

7. Memo - Personnel Report (August 2026)

No action required.

8. SC Policy Action: ACL – Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (Protect Act)

Ms. Mackinnon moved to adopt Policy ACL, Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement to go along with The Protect Act. Ms. Lebeaux seconded. Motion carries 5-0.

9. SC Policy Action: IJNDB-AI – Artificial Intelligence

Ms. Mackinnon moved that we adopt Policy IJNDB-AI which is a policy for Artificial Intelligence as presented here. Ms. Lebeaux seconded. Motion carries 5-0.

1. Liaison Reports

Mr. Moses attended the Byam meeting with a turn out of many parents. They spoke of adding on to the playground to enhance accessibility for more students and plan to raise funds for this. The Parker Building Project was discussed.

Ms. Lebeaux attended PTO meetings for South Row, Parker and McCarthy. South Row held an open house type of PTO meeting in the cafeteria to welcome all. Their “Pumpkin Fair” will be held on Saturday, October 18th at 11:00 a.m. Parker/McCarthy continue to hold joint PTO meetings. “Pumpkins, Paperbacks and Pizza” will take place on October 21st at 5:00 at Parker. McCarthy will hold their annual “Project 300” in November. Many in attendance are looking for more information on how “ParentSquare” will be used and were hoping to see tutorials.

Ms. Mackinnon shared that Harrington School has a “Dine and Donate” at Zesty’s North tomorrow to raise funds for enrichment programs. On October 4th they will hold a skate night at Roller Kingdom from 6:00 to 8:00 p.m. “Trunk or Treat” will take place on October 17th from 4:00 to 6:00 p.m. PRIDE clothing orders will be accepted until October 4th. CHIPS will hold their Open House on November 12th from 5:30 to 7:00 p.m. and will hold basket raffles and a bake sale that night. Upcoming enrichments will include: Fire Safety; Animal Adventures and music. The CHIPS coordinator is enjoying using “ParentSquare” to remind families of upcoming events.

Mr. King shared that The Alumni Association will meet tomorrow and SEPAC will meet October 1st.

The Chair attended Center’s PTO meeting which had a wonderful turnout. They have already had school pictures taken. October 6th they will host an Ice-Cream Social and Basket Raffle. Trunk or Treat will be October 31st. Recycle Day is scheduled for November 7th. They also had questions about “ParentSquare”. Dr. Lang shared that tutorials will be available for this app.

ACTION/NEW ITEMS

Mr. Moses would like an agenda item about Colonel Parker and the history involved. He would like to see his proposal move forward. He also plans to present this to The Select Board.

Mr. King reminds that The Committee needs to work on its goals.

Ms. Mackinnon added that a vote needs to be taken on the MASC Resolutions.

PUBLIC COMMENTS

None

ADJOURNMENT at 8:13 p.m.

Ms. Mackinnon moved to adjourn. Ms. Lebeaux seconded. Motion carries 5-0.

Respectfully submitted,

Sharon Giglio, Recording Secretary



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda J. Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent
Members of the School Committee
From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*
Date: October 6, 2026
RE: 2026 Spring MCAS Data and Accountability

Attached, you will find a presentation on the 2026 Spring MCAS results for the Chelmsford Public Schools that assesses ELA, mathematics, and science in grades 3-10. I will provide a review of the state accountability system and both a district and school overview of results for each subject tested.

If you have any questions, please feel free to contact me.

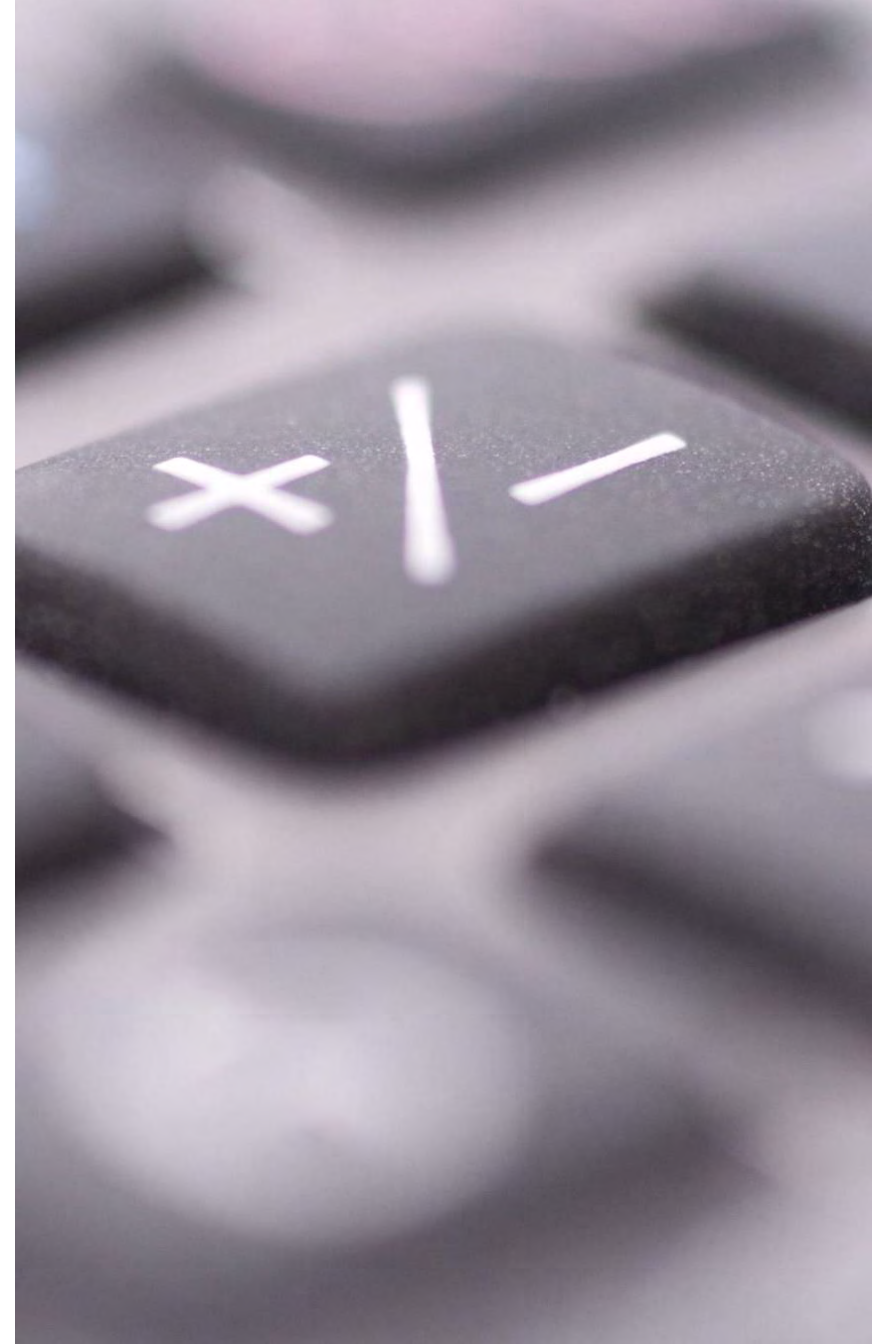


Academic Update

Chelmsford Public Schools
MCAS – Spring 2026

Accountability System

- All schools receive an overall accountability classification that describes the need for assistance or intervention
- Normative – Percentile for Schools
- Criterion Reference – Progress towards targets (District and Schools)



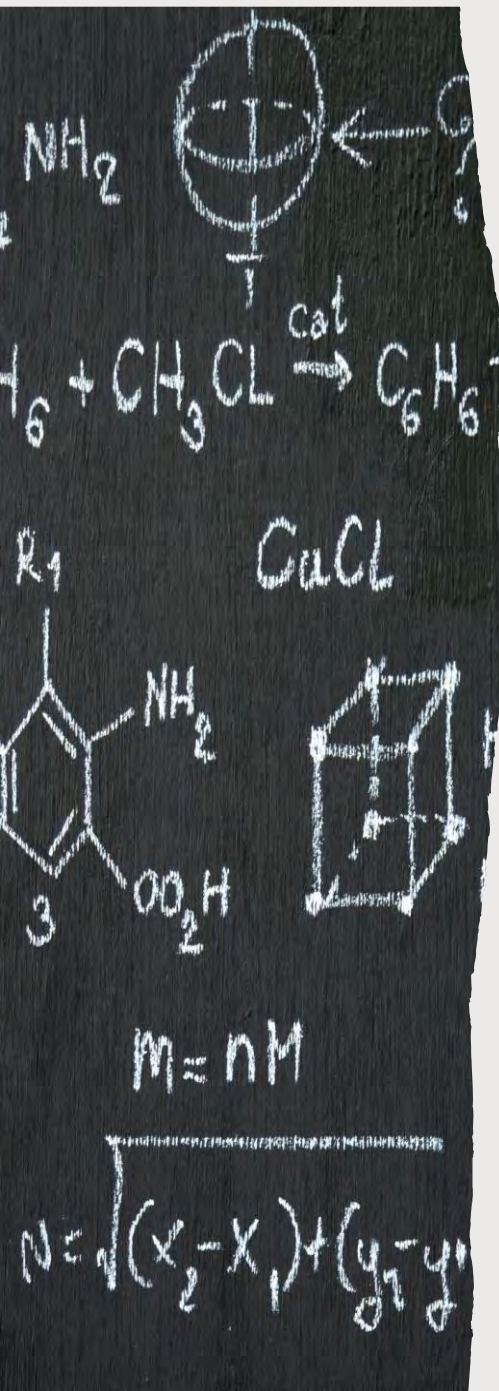


School Group Percentiles

- Normative indicator ranging from 1-99
 - showing a school or student group's standing as compared to other schools or groups in schools serving comparable grade spans
- Divided into three basic groupings
 - Schools serving only grades K-8
 - Schools serving a combination of K-8 and 9-12
 - Schools serving only 9-12

Chelmsford School Accountability School Percentiles

School	Accountably Information	School Accountability Percentile
Chelmsford High School	Requiring Assistance or Intervention	83
McCarthy Middle School	Not Requiring Assistance or Intervention	71
Parker Middle School	Not Requiring Assistance or Intervention	72
Byam Elementary School	Not Requiring Assistance or Intervention	84
Center Elementary School	Not Requiring Assistance or Intervention	82
Harrington Elementary School	Not Requiring Assistance or Intervention	57
South Row Elementary School	Not Requiring Assistance or Intervention	79



Criterion-Reference

- Measures performance of groups, schools and districts on specific indicator targets
- Used to categorize schools and districts as requiring assistance/intervention or not.
 - Achievement
 - ELA (avg. scaled score 440-560)
 - Math (avg. scaled score 440-560)
 - Science (avg. scaled score 440-560)
 - Student Growth (mean not median)
 - EL Proficiency
 - Chronic Absenteeism
 - High School Completion
 - Advanced Coursework Completion

Schools of recognition	Not requiring assistance or intervention				Requiring assistance or intervention	
	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	•Percentiles 1-10 •Low graduation rate •Low performing group(s) •Low participation	•Underperforming schools •Chronically underperforming schools

Criterion Referenced: Weights Grades 3-8 (Non-High School)

Indicator	Measures	Percentage Weighting	
		All Students	Lowest Performing Students
Achievement	• ELA, Math, and Science Achievement	60%	67.5%
Student growth	• ELA and Math SGP	20%	22.5%
Progress toward English proficiency	• Progress made by students toward attaining English language proficiency	10%	--
Additional indicators	• Chronic absenteeism	10%	10%

Criterion Referenced: Weights

Grs. 9 &10 (High School)

Indicator	Measures	Percentage Weighting	
		All Students	Lowest Performing Students
Achievement	• ELA, math, and science achievement	40%	67.5%
Student growth	• ELA and math SGP	20%	22.5%
High school completion	• Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate	20%	0%
Progress towards attaining English language proficiency	• English language proficiency total	10%	10%
Additional indicators	• Chronic absenteeism • Advanced coursework completion	10%	10%

Scale Point Assignment

Points assigned based on progress toward target for each indicator for the **all students group** and **each student group** with sufficient data:

Category	Declined	No change	Improved below target	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%

Progress Towards Improvement Targets

58% - Moderate progress towards targets

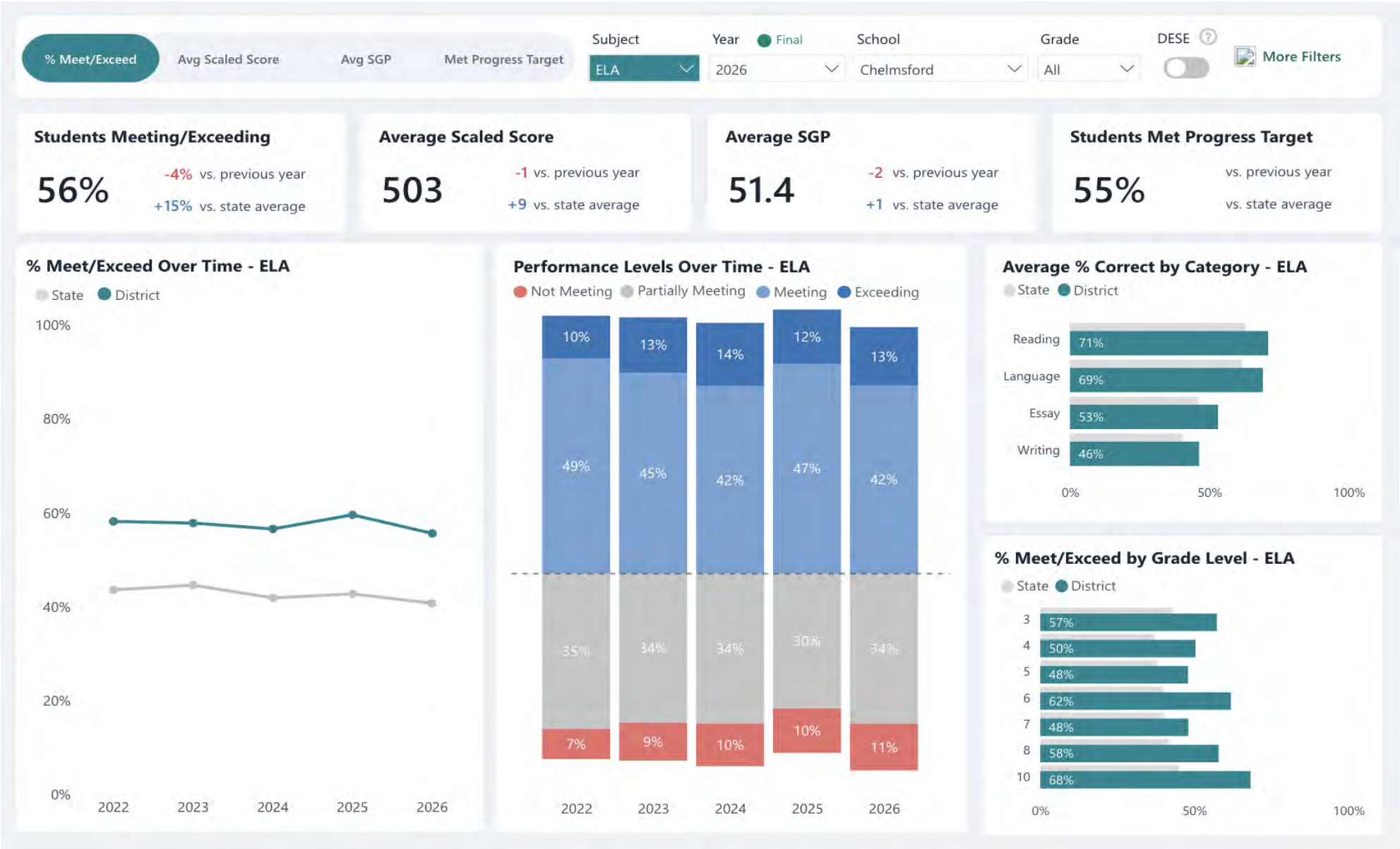
- Moderate progress towards targets
- Overall Classification – Not Requiring Assistance

2026 Points awarded

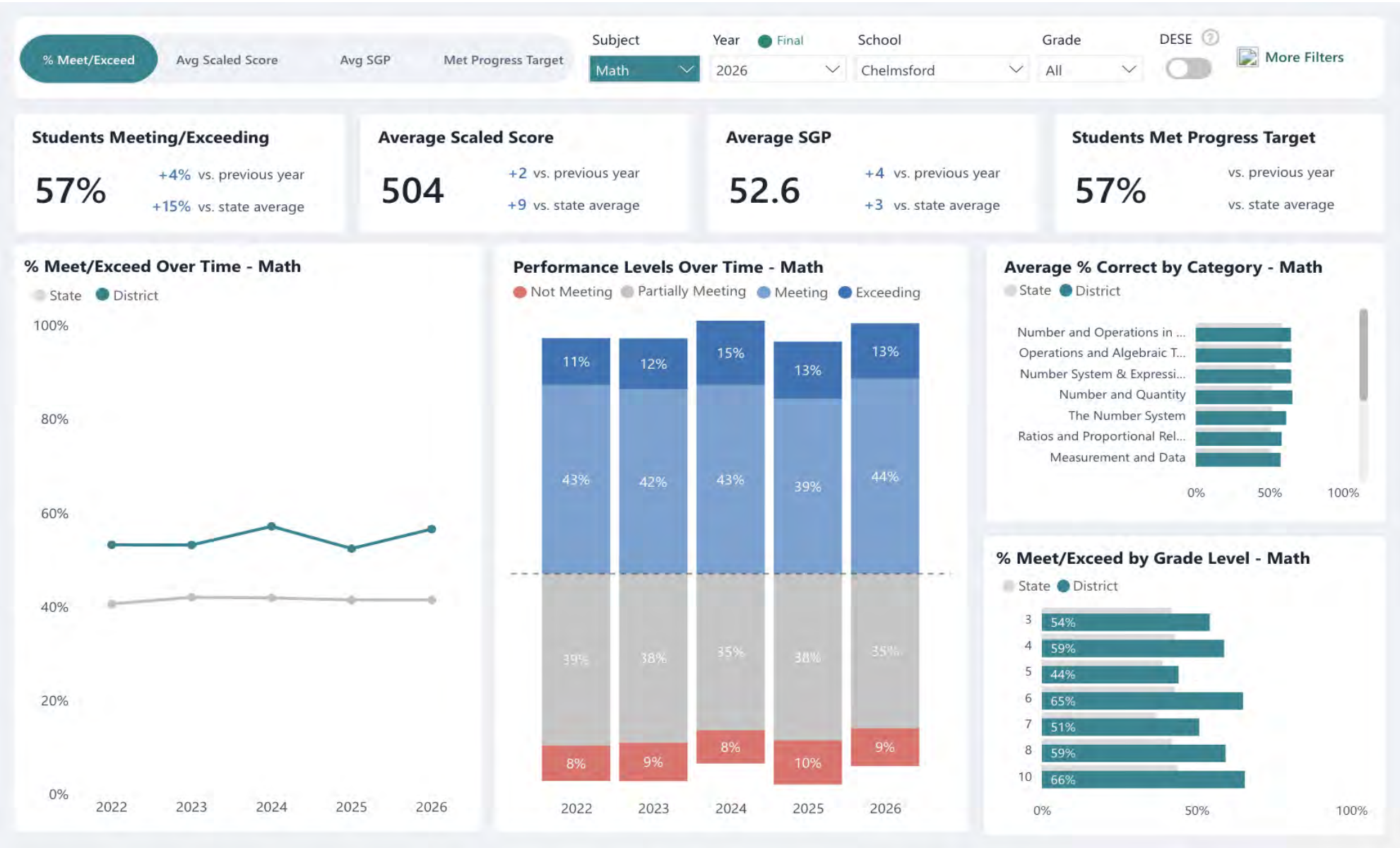
2026 Progress toward improvement targets													
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)			All Students (High school grades)			Lowest Performing Students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-	3	4	-	2	4	-
	Mathematics achievement	2	4	-	3	4	-	3	4	-	2	4	-
	Science achievement	3	4	-	-	-	-	4	4	-	-	-	-
	Achievement total	5	12	60.0	5	8	67.5	10	12	40.0	4	8	67.5
Growth	English language arts growth	3	4	-	2	4	-	3	4	-	3	4	-
	Mathematics growth	3	4	-	2	4	-	3	4	-	3	4	-
	Growth total	6	8	20.0	4	8	22.5	6	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	11	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-	0	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	Additional indicators total	3	4	10.0	0	4	10.0	4	8	10.0	0	4	10.0
	Weighted total	4.9	9.6	-	4.3	7.6	-	7.8	10.0	-	4.1	7.6	-
Percentage of possible points		51%		-	57%		-	78%		-	54%		-
Percentage of possible points by gradespan		54% Weight of non-high school results:69%						66% Weight of high school results:31%					
2026 Annual criterion-referenced target percentage		58%											

2026 MCAS District
Performance Results
ELA - Math - Science

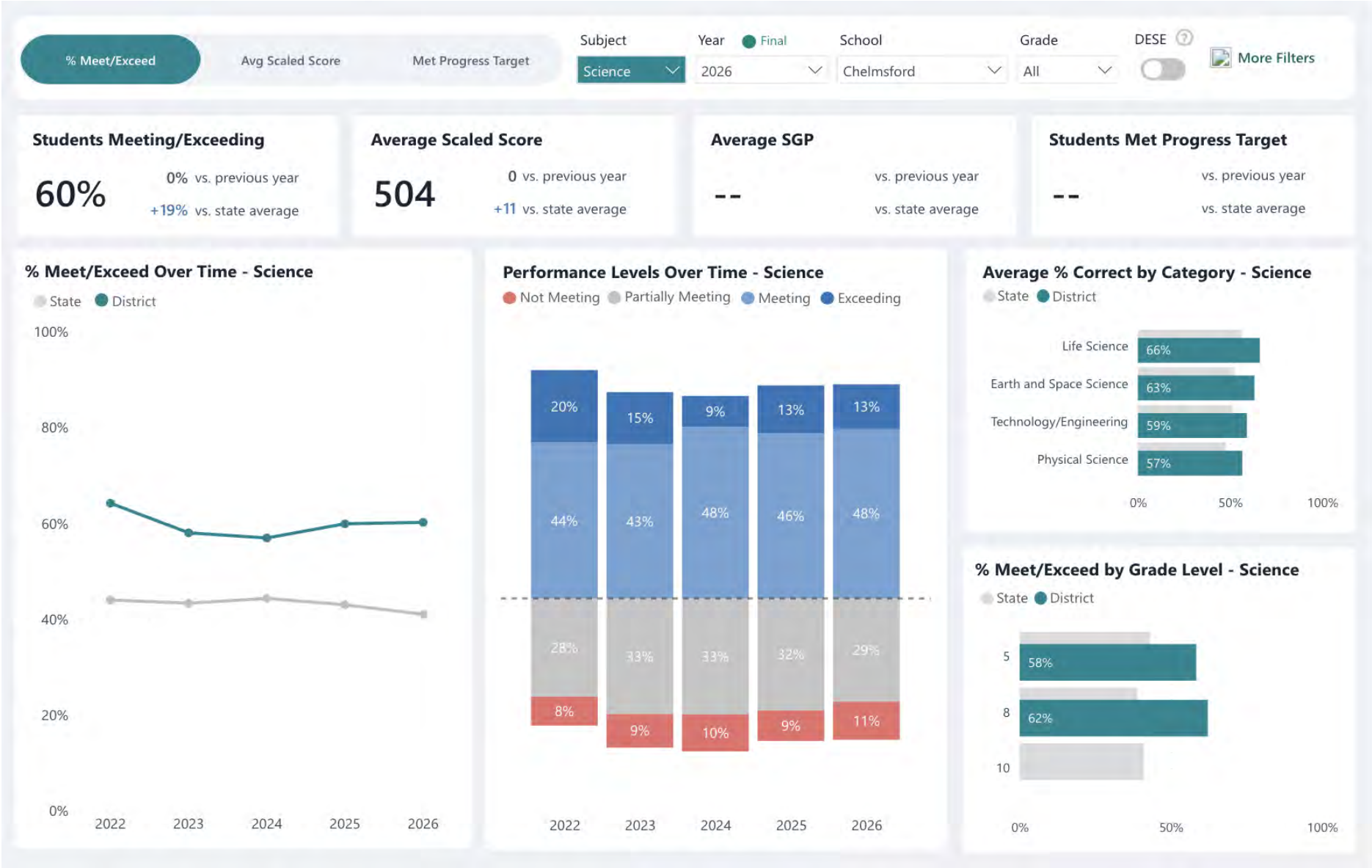
District Overview of Performance - ELA



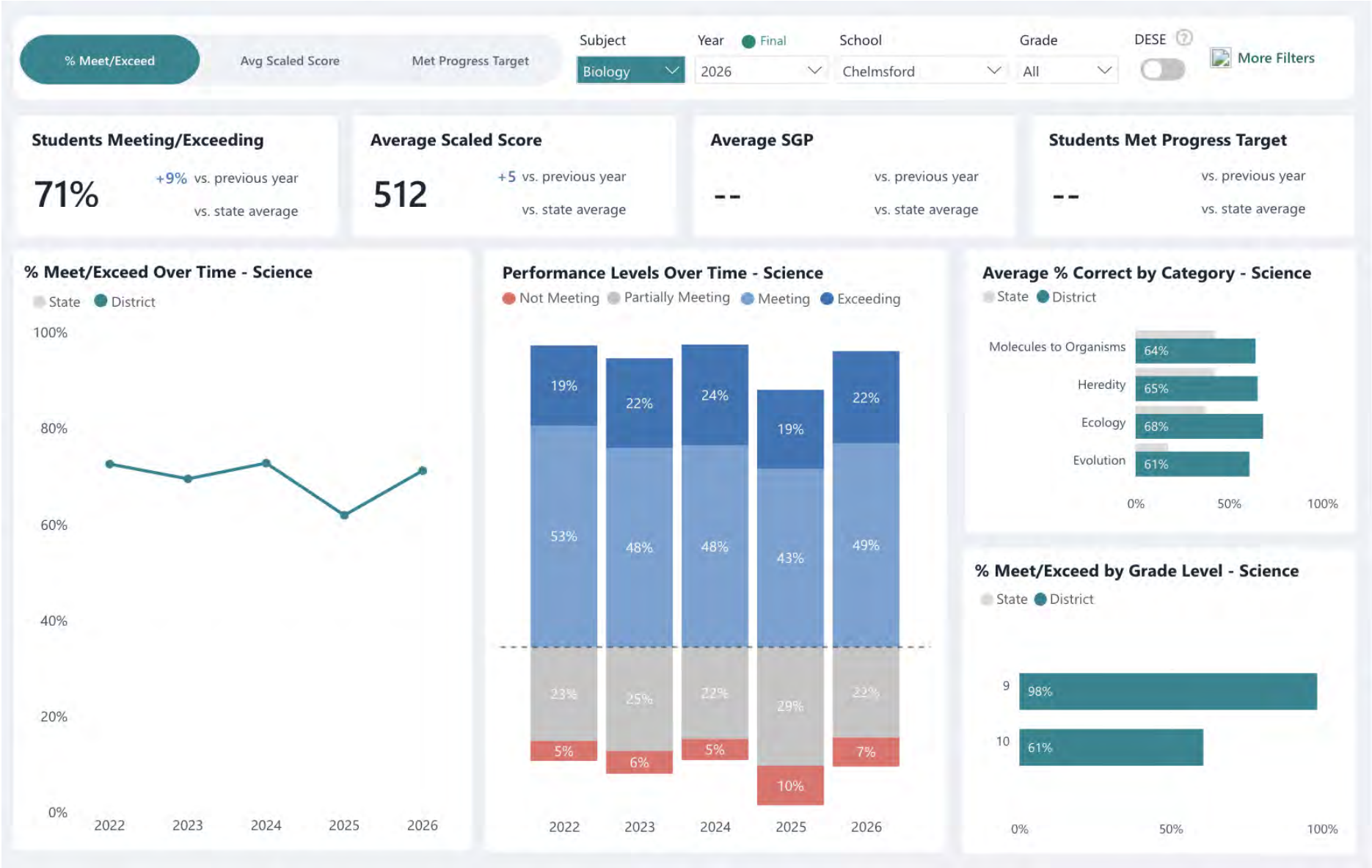
District Overview of Performance - Mathematics



District Overview of Performance – Science Grades 5 & 8

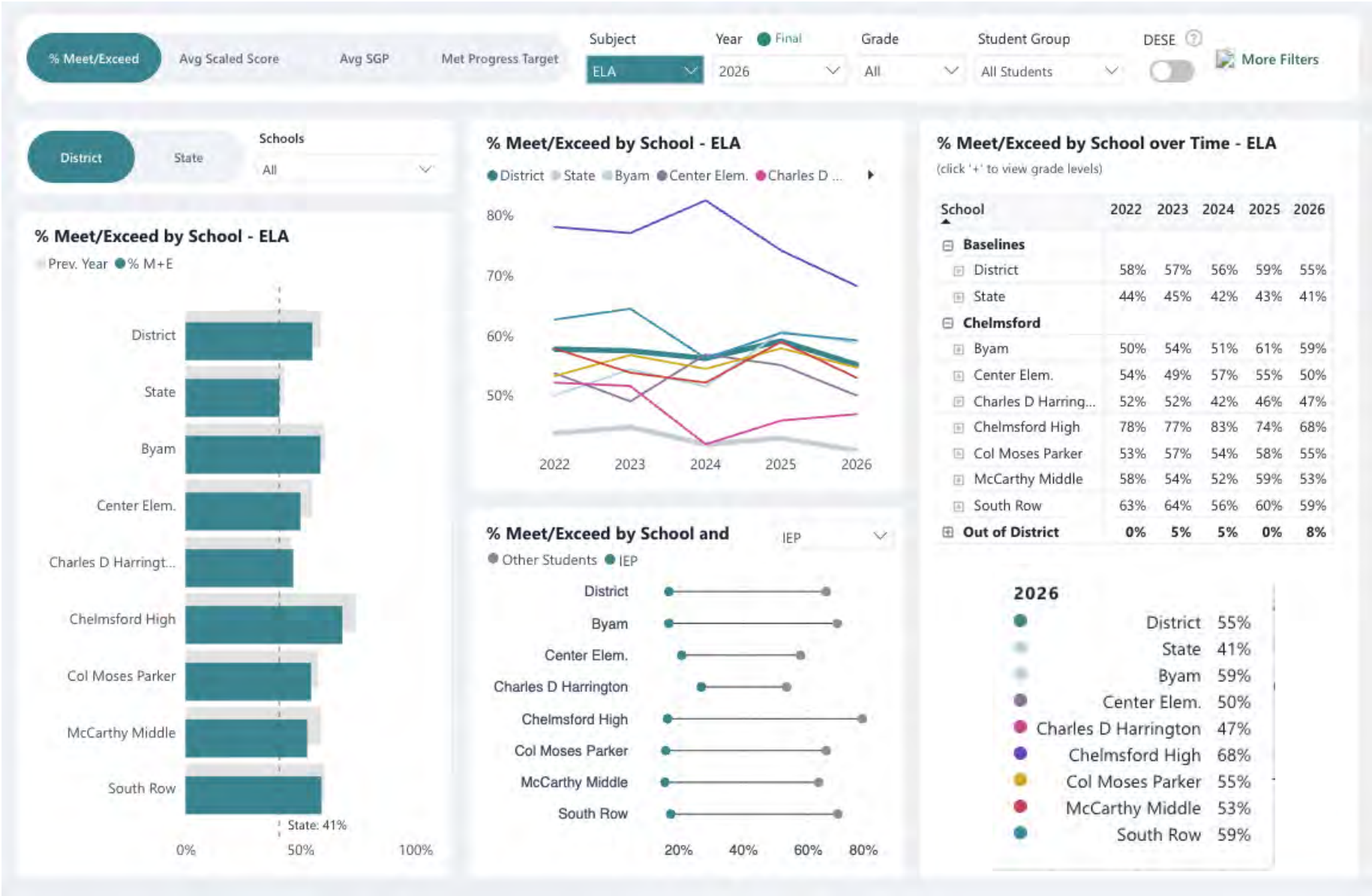


District Overview of Performance – Science 9 & 10

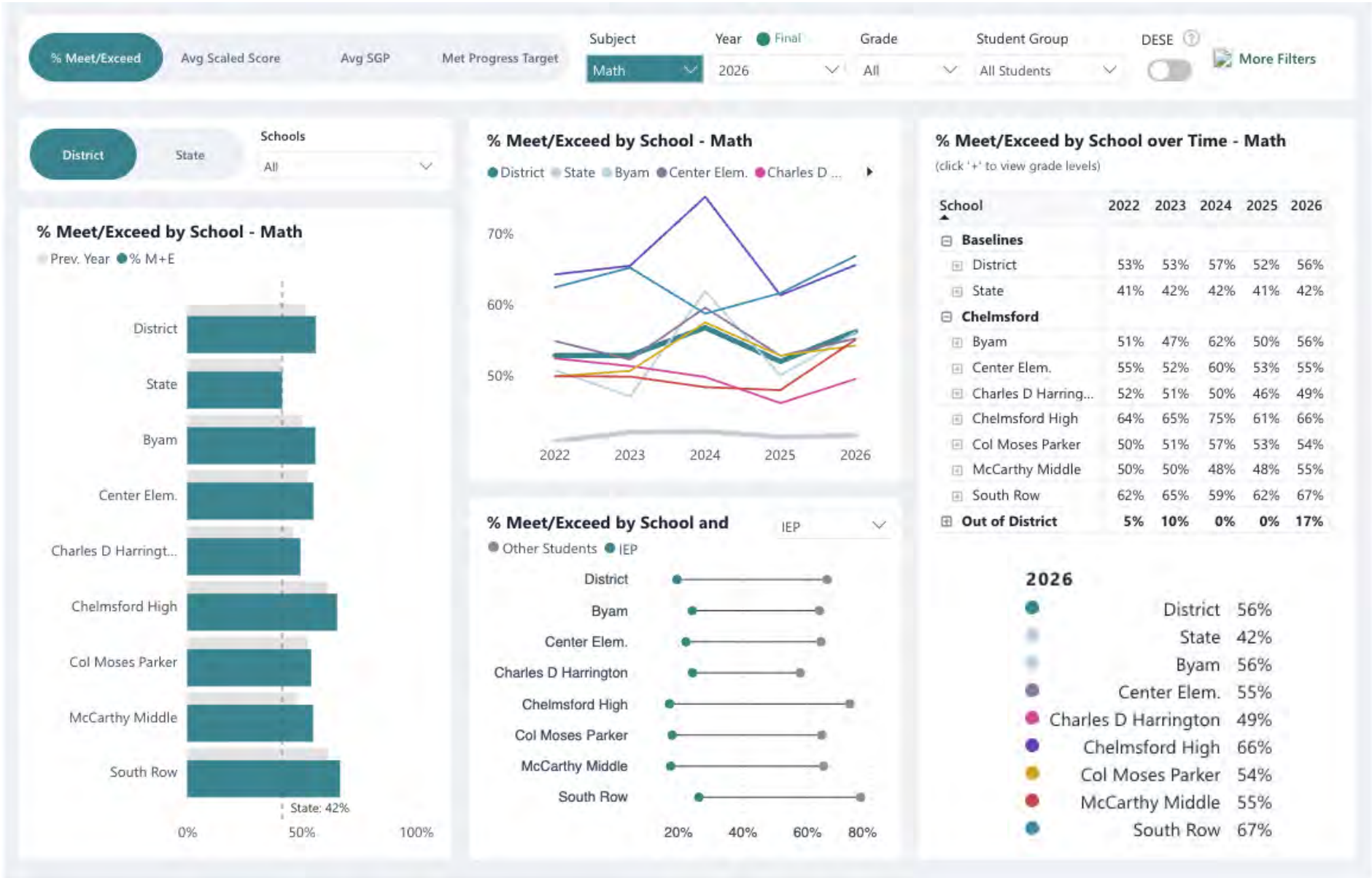


2026 MCAS School-Level
Performance Results
ELA - Math - Science

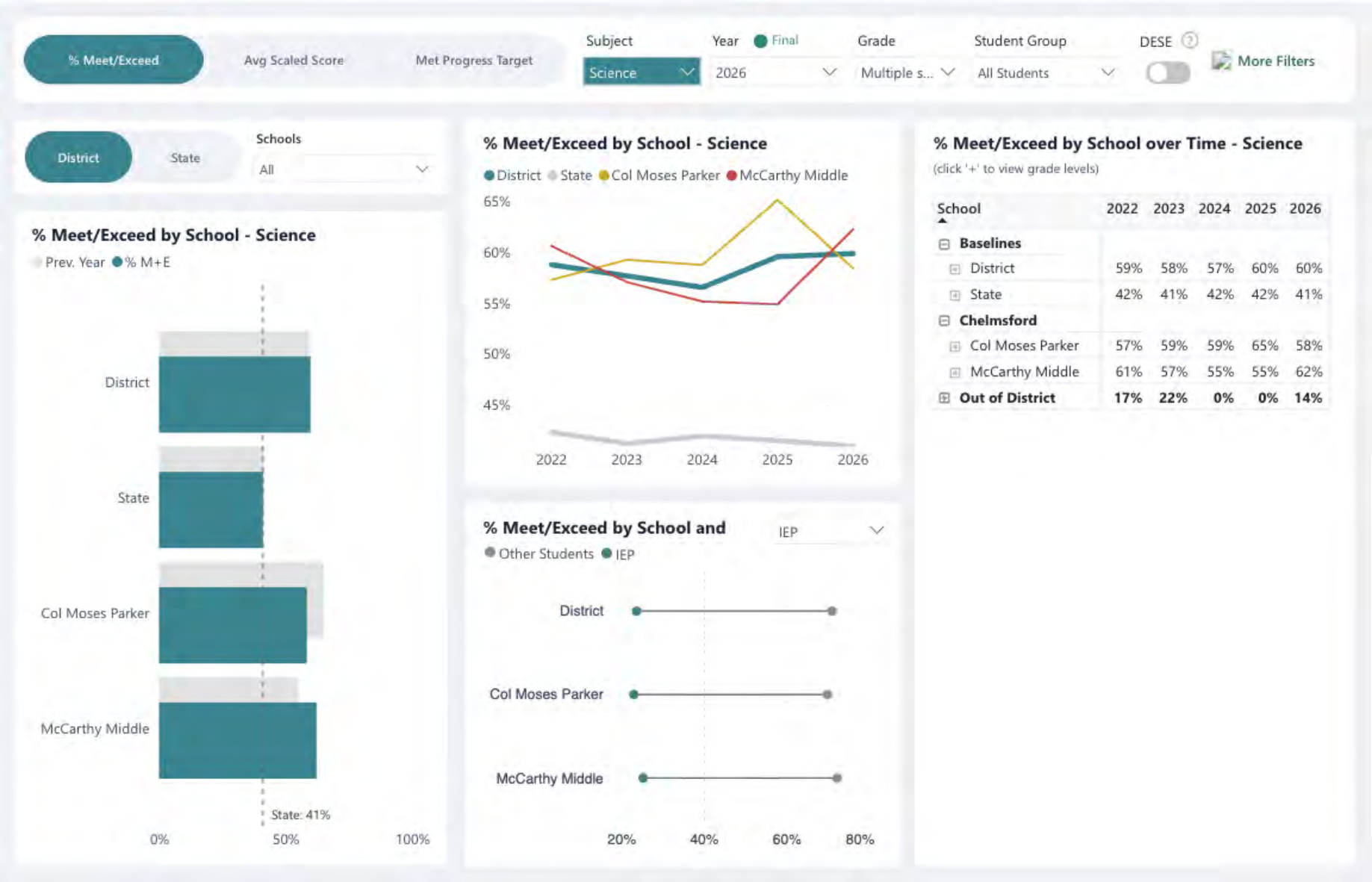
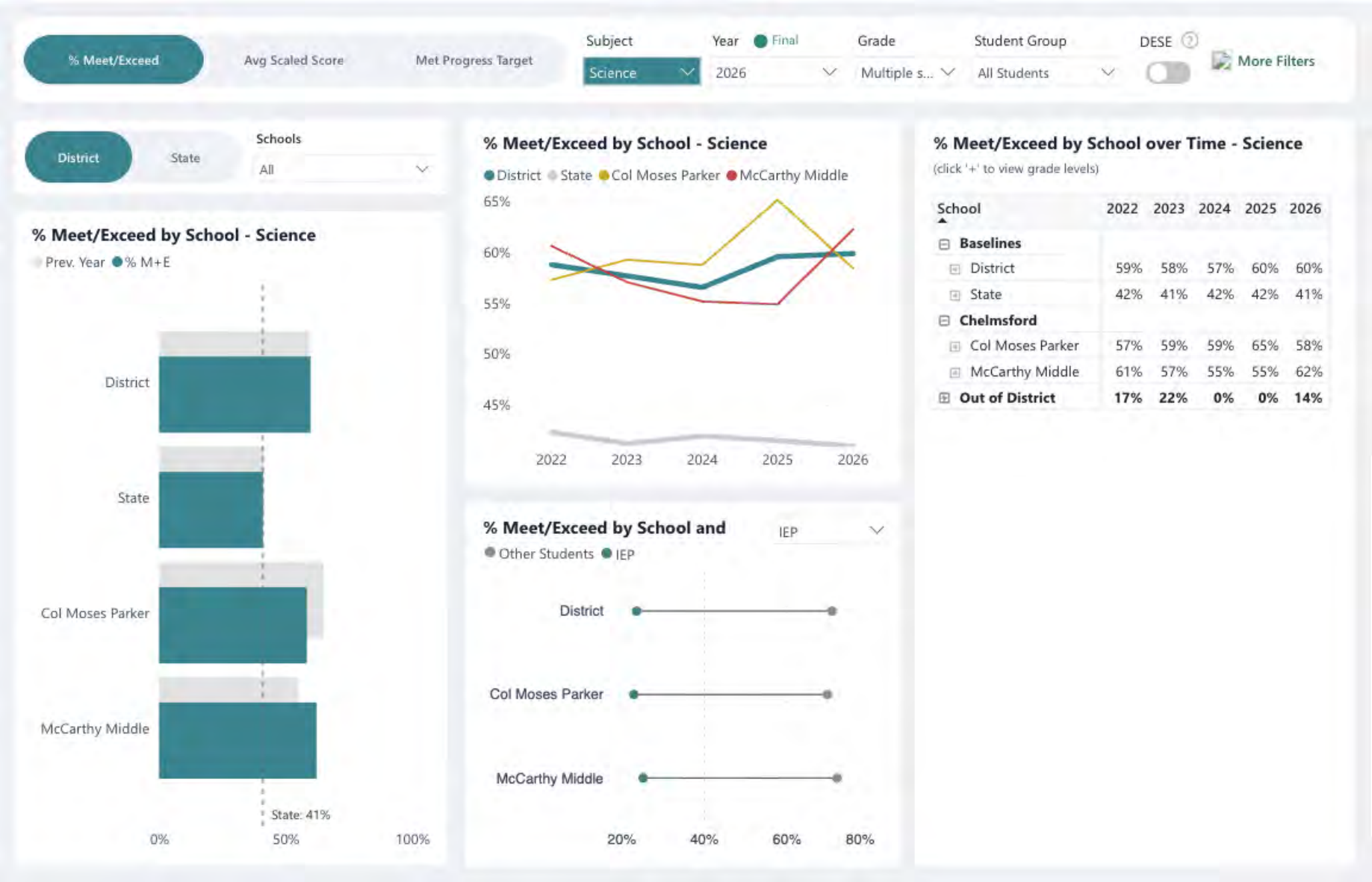
School Level Overview of Performance - ELA



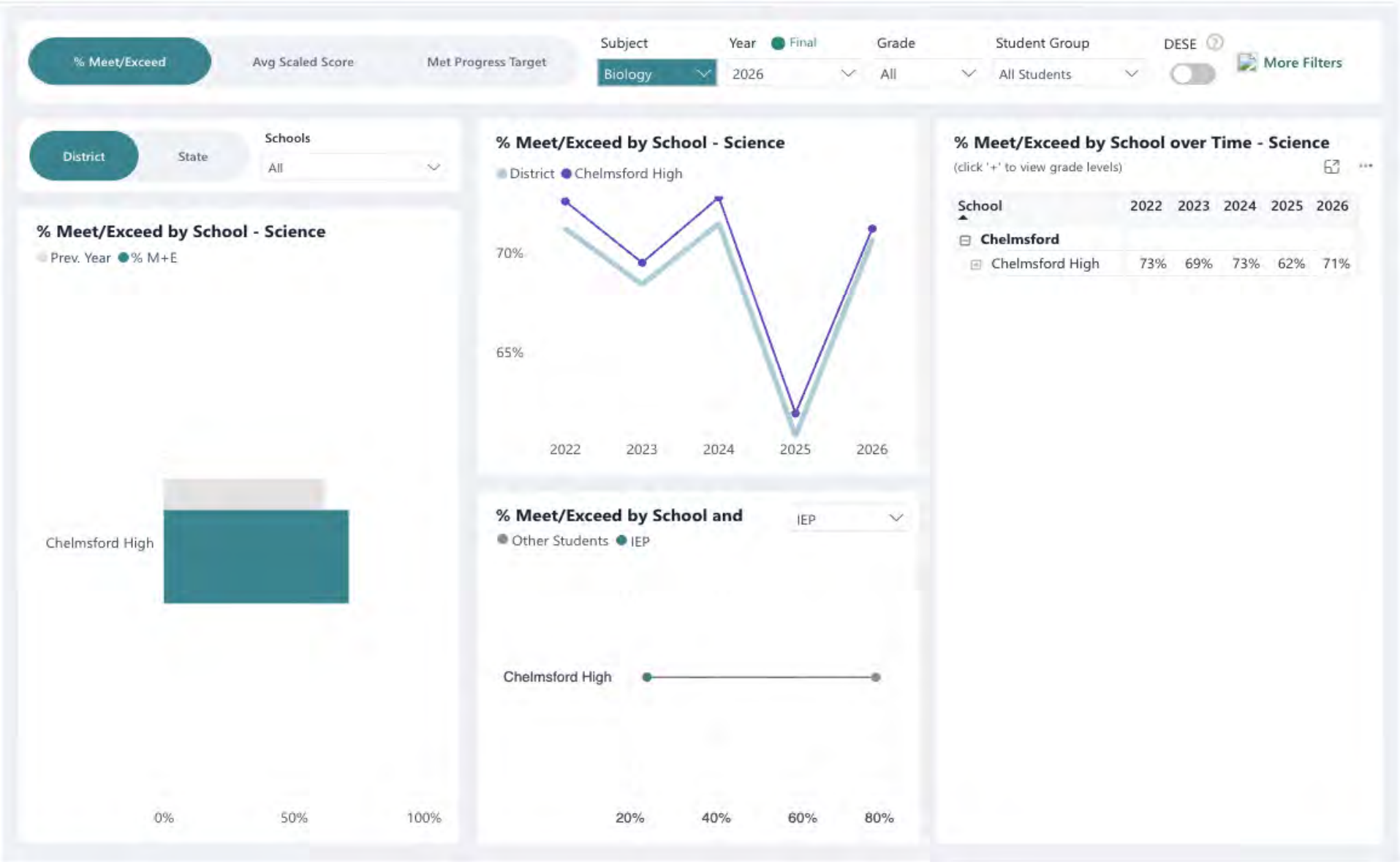
School Level Overview of Performance - Mathematics



School Level Overview of Performance – Science Grs. 5 & 8

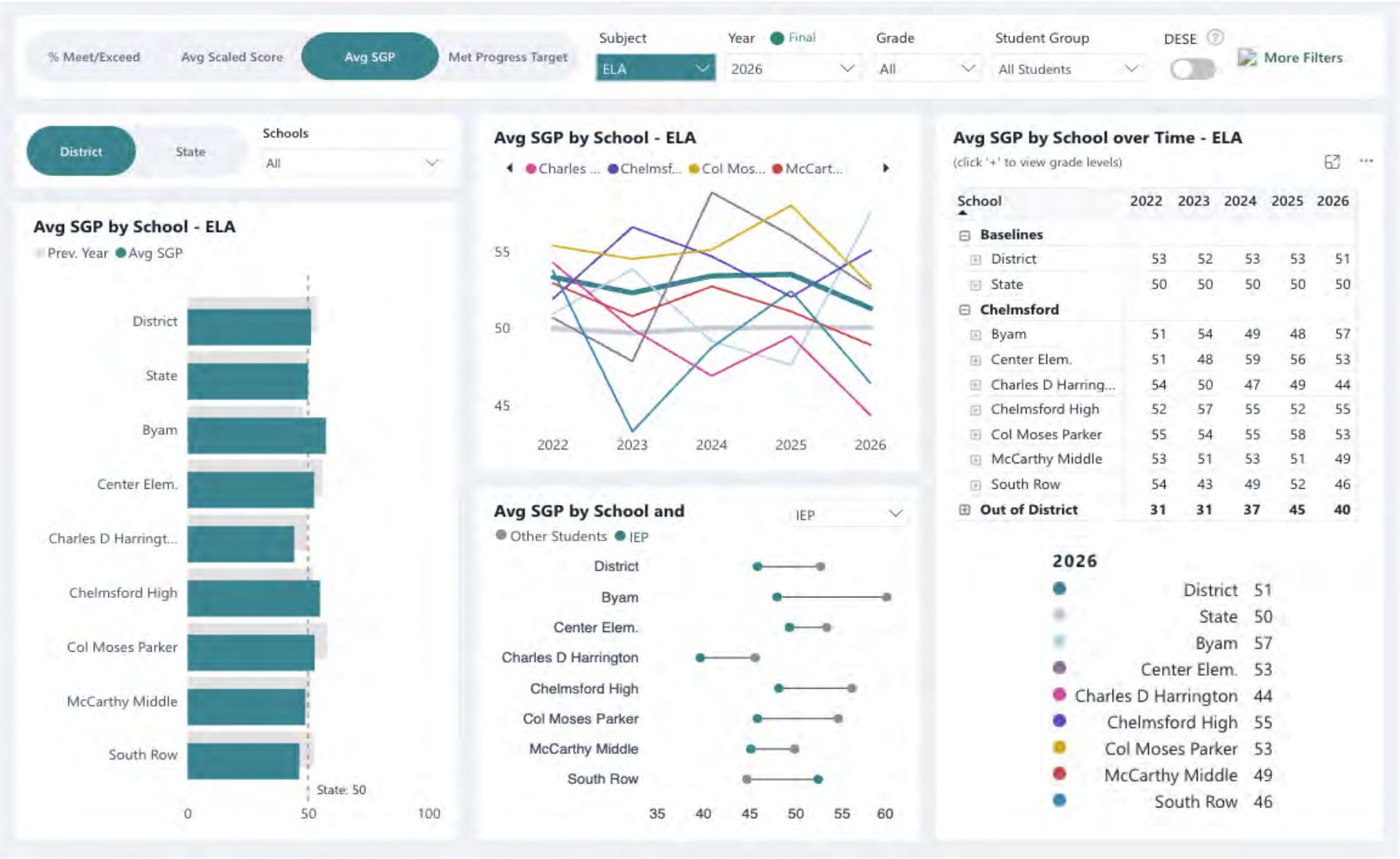


School Level Overview of Performance – Science Grs. 9 & 10

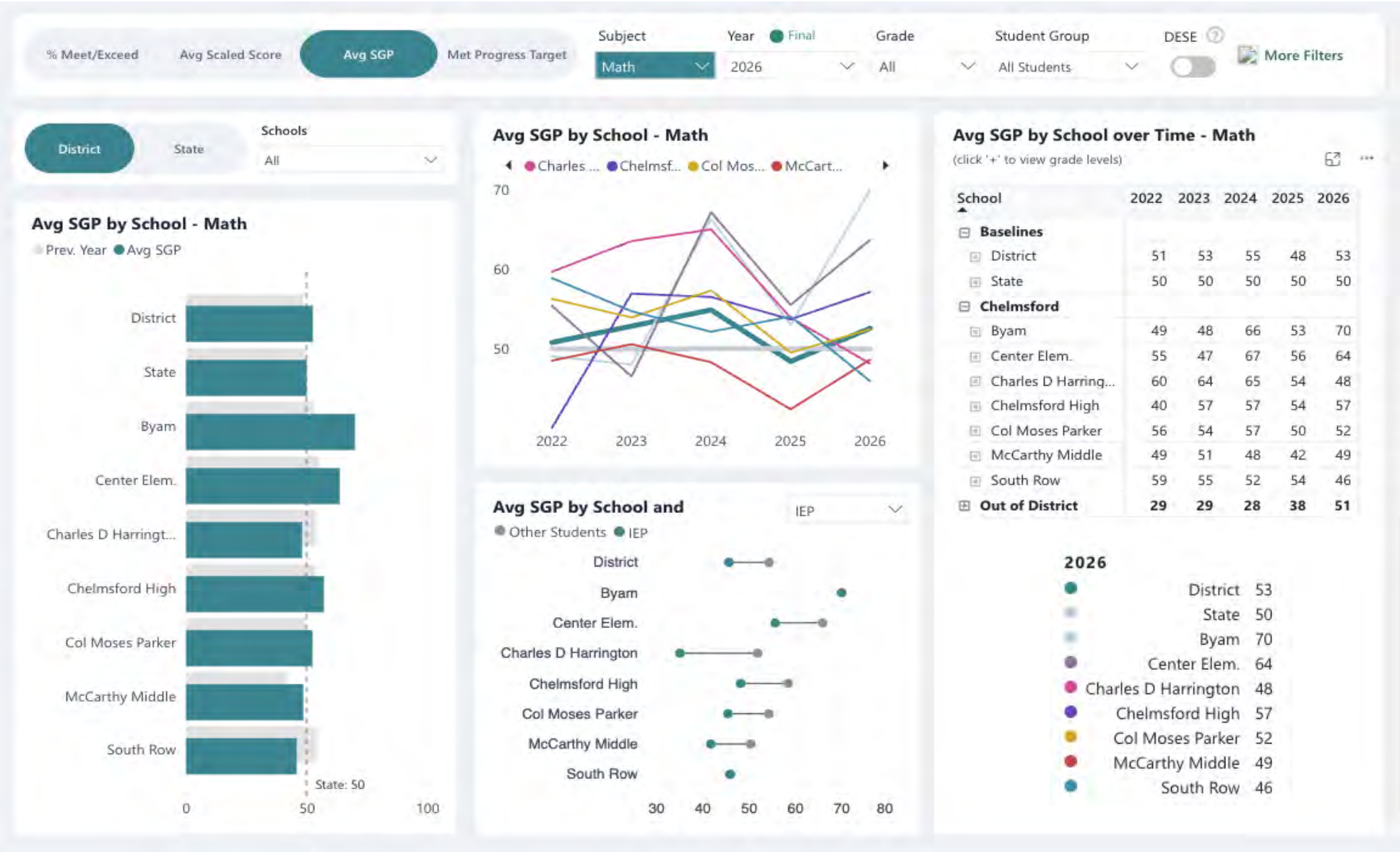


2026 MCAS School-Level SGP Results ELA - Math

School Level Overview of SGP- ELA

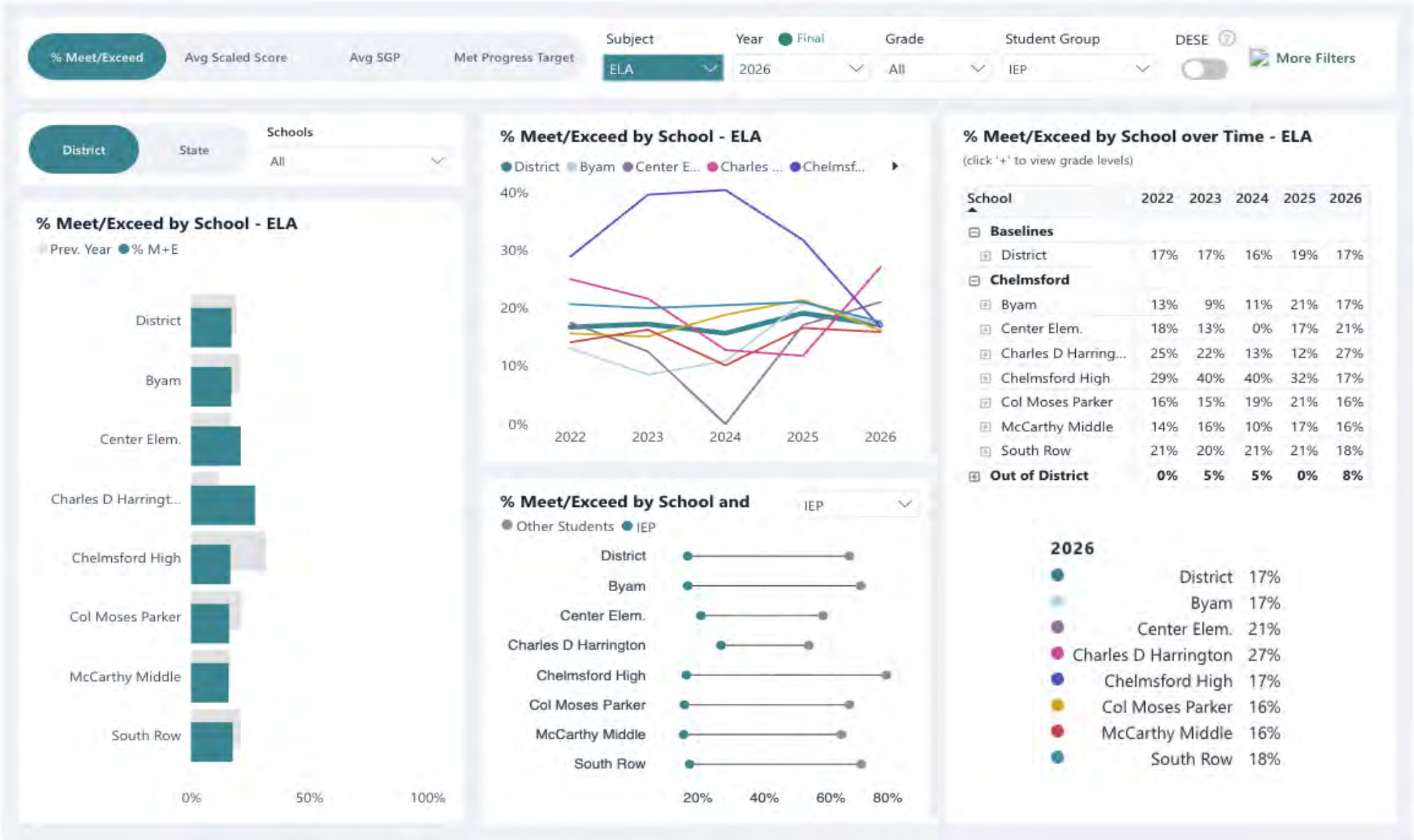


School Level Overview of SGP- Mathematics

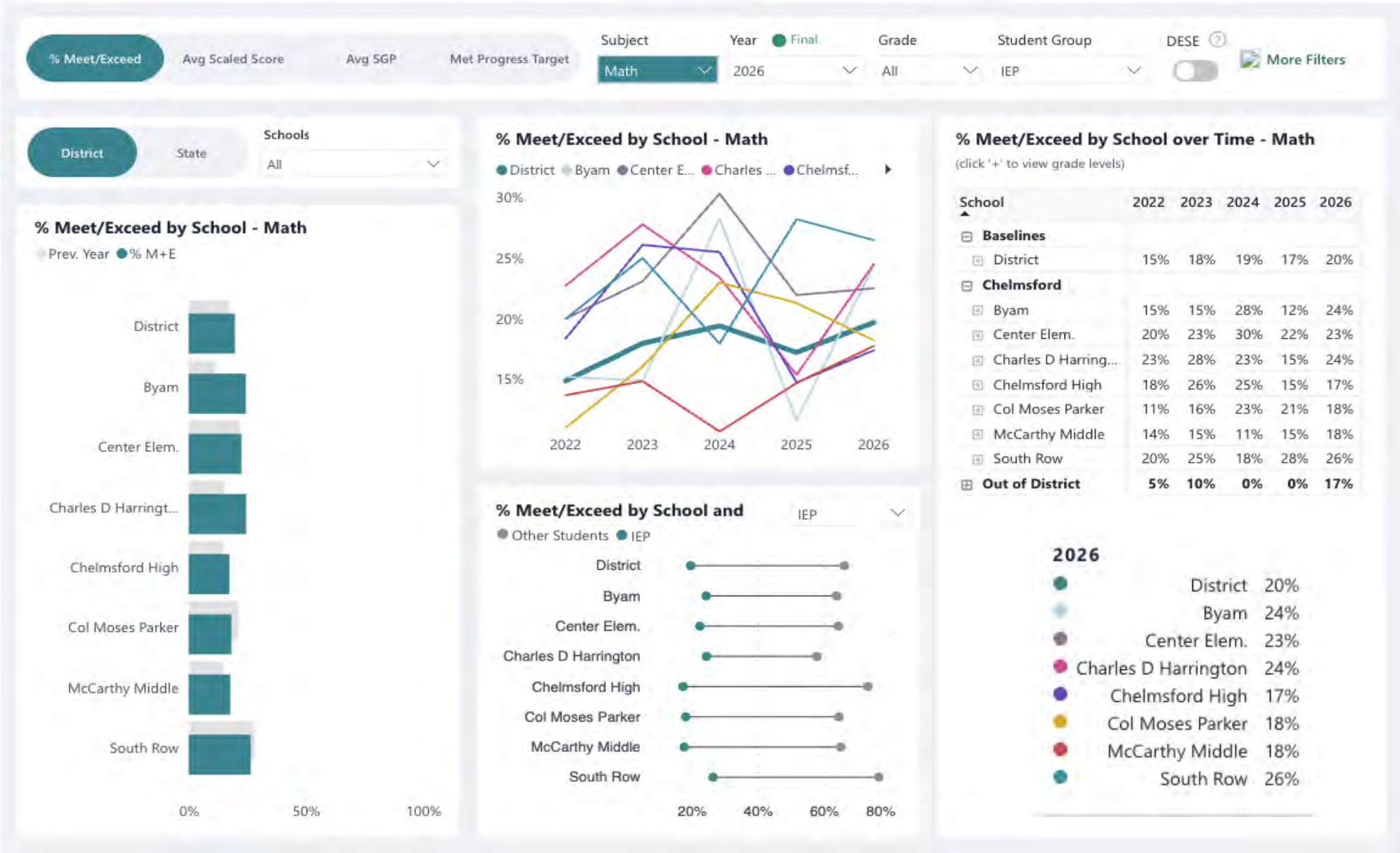


2026 MCAS Student Sub-Group
Special Ed Performance Results
ELA - Math - Science

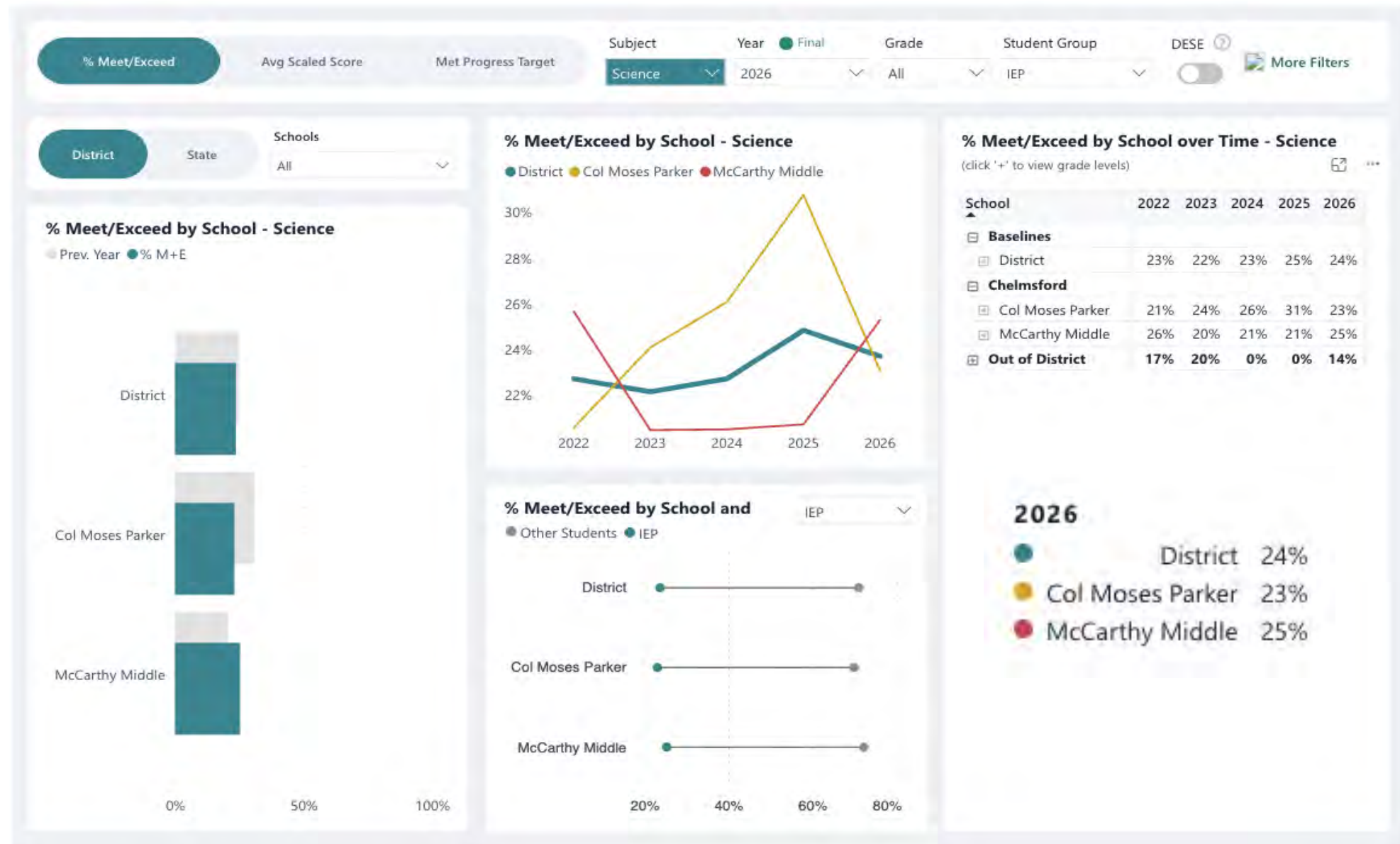
Student-Subgroup Overview – Special Education ELA



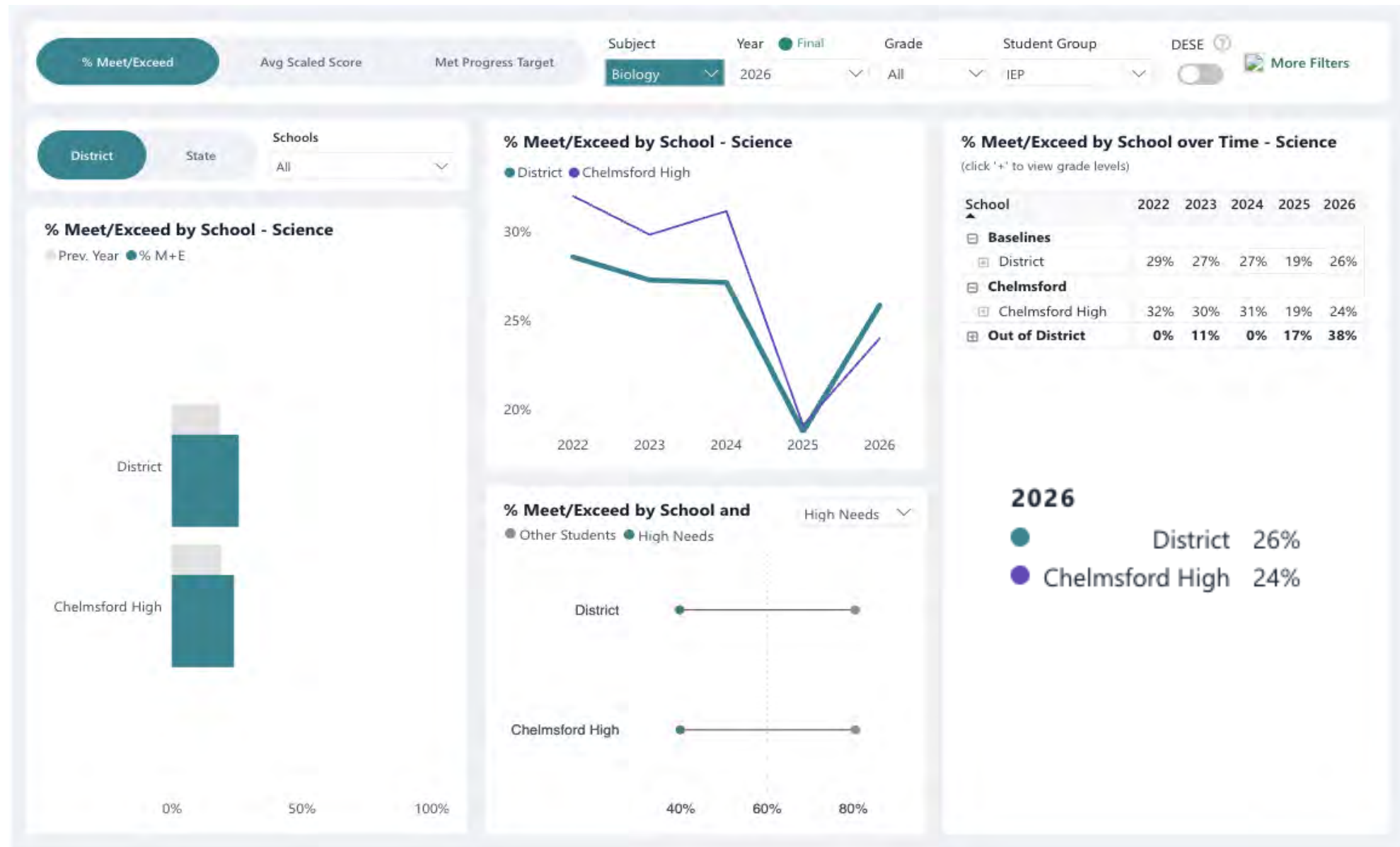
Student-Subgroup Overview – Special Education Math



Student Subgroup Overview – Special Education Science Grs. 5 & 8

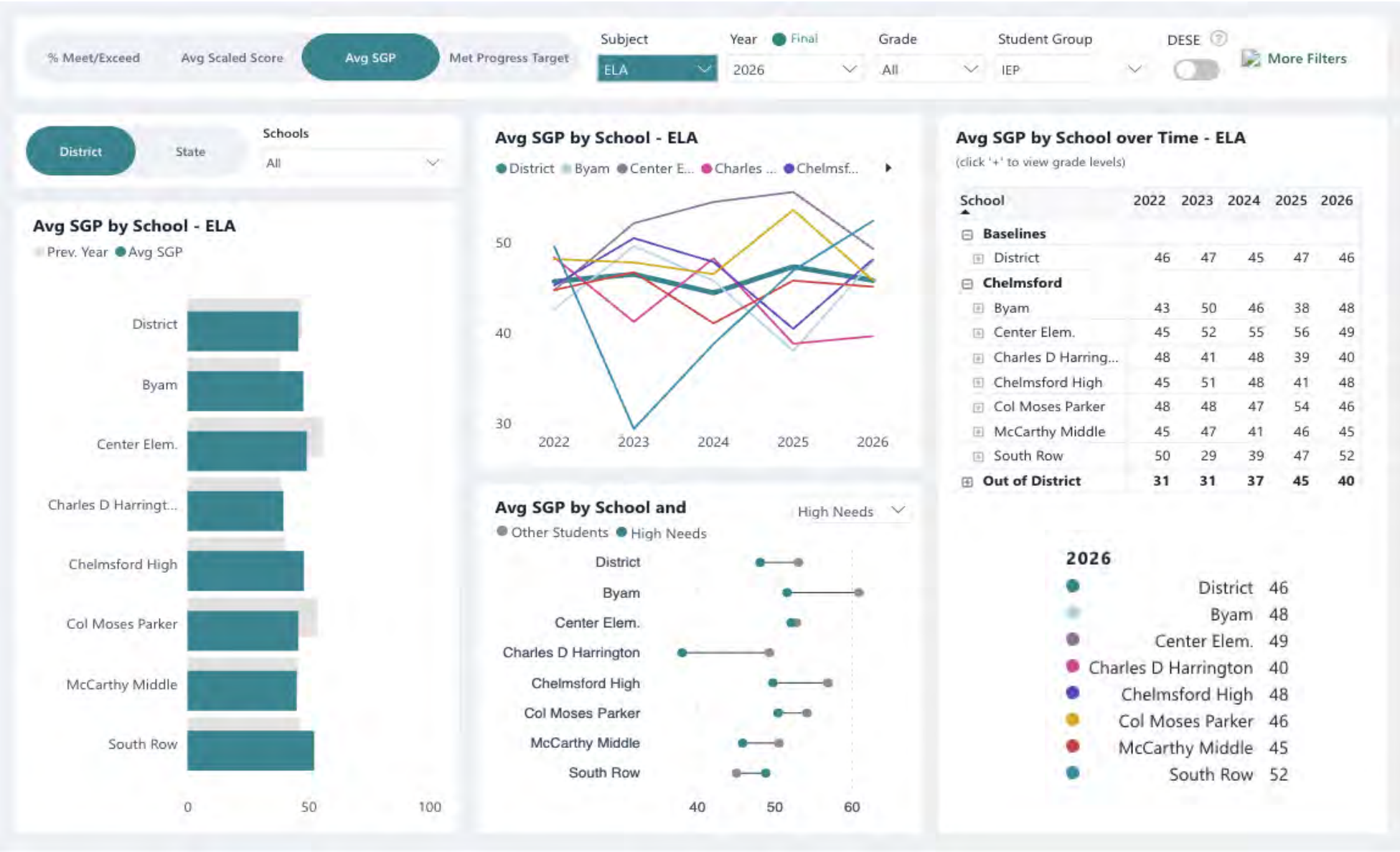


Student Subgroup Overview – Special Education Science Grs. 9 & 10

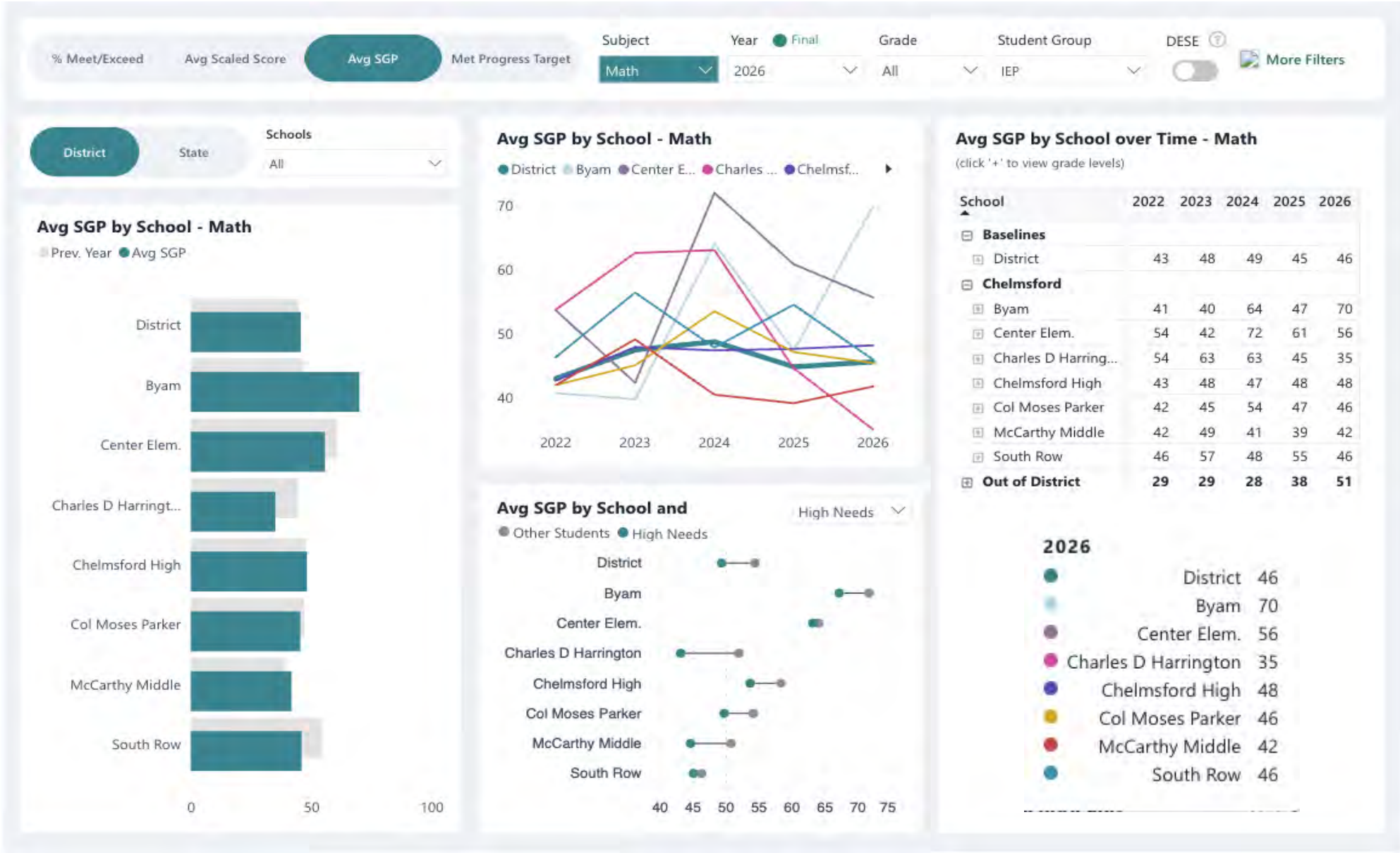


2025 MCAS Student Sub-Group
Special Ed SGP Results
ELA - Math

Student Subgroup Overview – Special Education ELA



Student-Subgroup Overview – Special Education Math



How have student cohorts
performed over time?
ELA – Math – Science (no-SGP)

Student Cohorts Over Time Performance and SGP - ELA

Testing Grade over Time by % Meet/Exceed

Each row shows performance over time for the same grade (different students).

Grade Level	SY-21-22	SY-22-23	SY-23-24	SY-24-25	SY-25-26
3	57%	60%	54%	60%	57%
4	51%	49%	48%	51%	50%
5	54%	56%	45%	57%	48%
6	49%	50%	62%	58%	62%
7	52%	48%	47%	55%	47%
8	65%	65%	57%	62%	57%
10	76%	76%	82%	73%	67%

Testing Grade over Time by Avg SGP

Each row shows performance over time for the same grade (different students).

Grade Level	SY-21-22	SY-22-23	SY-23-24	SY-24-25	SY-25-26
4	52	49	51	51	50
5	56	51	47	59	48
6	50	47	63	57	58
7	51	51	49	45	45
8	58	60	56	57	53
10	52	56	54	52	55

Student Cohorts Over Time Performance and SGP - Math

Testing Grade over Time by % Meet/Exceed

Each row shows performance over time for the same grade (different students).

Grade Level	SY-21-22	SY-22-23	SY-23-24	SY-24-25	SY-25-26
3	56%	49%	48%	55%	54%
4	54%	58%	67%	50%	59%
5	35%	50%	51%	47%	44%
6	59%	52%	63%	57%	65%
7	50%	50%	50%	55%	50%
8	54%	48%	46%	40%	59%
10	63%	64%	75%	60%	65%

Testing Grade over Time by Avg SGP

Each row shows performance over time for the same grade (different students).

Grade Level	SY-21-22	SY-22-23	SY-23-24	SY-24-25	SY-25-26
4	55	53	63	54	57
5	40	47	46	38	45
6	65	65	68	60	61
7	51	50	54	51	49
8	53	46	42	34	48
10	40	57	56	53	57

Student Cohorts Over Time Performance Only - Science

Testing Grade over Time by % Meet/Exceed

Each row shows performance over time for the same grade (different students).

Grade Level	SY-21-22	SY-22-23	SY-23-24	SY-24-25	SY-25-26
5	52%	58%	58%	65%	58%
8	65%	57%	55%	55%	62%
10	95%	33%			

Testing Grade over Time by % Meet/Exceed

Each row shows performance over time for the same grade (different students).

Grade Level	SY-21-22	SY-22-23	SY-23-24	SY-24-25	SY-25-26
9	85%	96%	88%	93%	98%
10	66%	58%	66%	51%	60%

Test Administration Changes - 2027



ELA

Shorter reading passages

Extended-response questions, in which students are expected to write less

Stand-alone selected-response questions

Revised selected-response questions

Grades 3–5 tests will no longer include essays and instead will have two extended-response questions.

Grades 6–8 tests will have one essay and one extended-response question.

Grade 10 test has no changes



Science

New design in 2027 – Task based test

- Field tested tasks in 2025 and 2026 spring administrations

Practice tests available online

Accommodated tests available soon

Considerations for MCAS Data Analysis

Over the past 10 years, there have been significant changes to the state assessment system that should be noted as trend data is impacted by the changes.

- 2017 - Transition from legacy testing to next generation testing with new proficiency levels in grs. 3-8.
- 2019 - Transition from legacy testing to next generation testing with new proficiency levels in gr. 10.
- 2020 - MCAS Administration Canceled Due to COVID-19
- 2021 - Modified COVID-Era Testing and Remote Testing At Home
 - Shortened testing sessions
 - Delayed testing windows
 - Reduced testing requirements
 - Modified accountability expectations
- 2022 - Return to Full Next-Generation MCAS Administration
- 2023 - Increased Rigor and Proficiency Levels
- 2025 - Graduation requirement removed
- 2025 - New Test Administration Company – Cognia
- 2027 - New ELA Test Redesign
- 2027 - New Science Test Redesign

Chelmsford School Accountability - CHS

School	Accountably Information	School Accountability Percentile
Chelmsford High School	Requiring Assistance or Intervention	83
McCarthy Middle School	Not Requiring Assistance or Intervention	71
Parker Middle School	Not Requiring Assistance or Intervention	72
Byam Elementary School	Not Requiring Assistance or Intervention	84
Center Elementary School	Not Requiring Assistance or Intervention	82
Harrington Elementary School	Not Requiring Assistance or Intervention	57
South Row Elementary School	Not Requiring Assistance or Intervention	79

Classification:

- In need of focused/targeted support

Reason for Classification:

- Low participation rate: Students with Disabilities

Chelmsford High School Assessment Accountability

- **Overall Accountability for CHS**

- ELA 99% Math 98% Science 97%
- 13 Out of 342 Students Enrolled did not complete all 3 MCAS
- 8 Out of the 13 were Special Education Students
- 94% Accountability for Special Education Students (Target 95% or above)

- **Interpretation:**

- 6 Students took 1 or more MCAS, 2 Students None
- Chronic Absenteeism (not available for make-ups) CRA,
- Mental Health
- Parent Refusal
- Medical

Chelmsford High School Assessment Accountability

- **Goals and Response Plan**

- Reach Target Accountability goal of 95% or more Special Education Students participating in all 3 MCAS
- Parent Education/Outreach
- Continued Response Plans for Students (Absenteeism)
- Identification of Students for MCAS Alt. (if applicable)
- Continued Mental Health Supports/Resources for Students
- Individual Response Plans for Make-Up Days

A close-up, blurred image of a hand holding a pen, with the word 'Questions' overlaid in white text.

Questions

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 6, 2026
Re: MASC Resolutions – Fall 2026 Membership Meeting

Attached is a list of the resolutions that will be considered at the 2026 Annual Meeting of the Massachusetts Association of School Committee (MASC) Members. A listing of the resolutions is as follows:

- Resolution 1 Safe Zones
- Resolution 2 Vocational/Technical Representation on the Massachusetts Board of Elementary and Secondary Education
- Resolution 3 Vocational/Technical Representation on the Massachusetts School Building Authority
- Resolution 4 Regarding Clarification of Seclusion Standards within Emergency Behavioral Response Procedures (603 CMR 46.00)
- Resolution 5 Allowing Regional School Committees to Access Special Education Reserve Funds by a Majority Vote of the School Committee

I recommend the school committee members review these resolutions and vote at a future meeting to either support or reject each resolution to be recorded at the Fall Membership meeting in November at the Joint MASS/MASC conference by the school committee delegate.

Report of the resolutions committee

Members of the Resolutions Committee met on June 22, 2026 to consider resolutions proposed by member districts for consideration at the 2026 Annual Meeting of the Association. Members present were: Beverley Griffin Dunne, MASC President-Elect, (Peabody/Essex Voc.) Chair Ex Officio, Paul Schlichtman (Arlington), Bridget Garabedian, Chair-Division I (Tewksbury), Barbara Davis, Chair-Division III (Holbrook), Charlie Ellis, Chair-Division VIII (Nashoba Reg. Voc. Tech.), Steve Miller (Mt. Greylock Regional), Melissa Costa, Chair-Division IX (New Bedford), Stephanie Clougherty, MASC Vice President (Carver), Laura Often, Chair-Division IV (Grafton), Michael Boudreau (Hamden-Wilbraham Regional), Sean Kennedy (Hamden-Wilbraham Regional), Lawrence MacDonald (Nashoba Reg. Voc. Tech.).

ALSO PRESENT: Patrick Francomano, esq., MASC General Counsel, Glenn Koocher, MASC Executive Director

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: SAFE ZONES

(Submitted by the New Bedford School Committee)

WHEREAS it is the right of every child, regardless of immigration status, to access a free public preK-12 education and for the District to welcome and support all students; and

WHEREAS the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public preK-12 education; and

WHEREAS federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education; and

WHEREAS through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance; and

WHEREAS parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public preK-12 education through District schools and programs; and

WHEREAS educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

THEREFORE BE IT RESOLVED that MASC recommends to school districts to adopt a model policy that includes the following:

The District shall interact with U.S. Immigration and Customs Enforcement (ICE), state or local law enforcement agencies acting on behalf of ICE, and any agents or officers of federal, state, or local agencies seeking to enforce federal

immigration laws, strictly in accordance with the Massachusetts Attorney General's Guidance for Massachusetts Public Schools on Protecting Immigrant Students (incorporated into this Resolution), to ensure that the District fulfills its legal and moral obligation to provide all students, regardless of immigration status, access to a free public K-12 education.

BE IT FURTHER RESOLVED that the Committee declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive, and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience.

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency.

BE IT FURTHER RESOLVED that any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site.

BE IT FURTHER RESOLVED, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth; and cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory.

BE IT FURTHER RESOLVED, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made.

BE IT FURTHER RESOLVED the District shall post this Resolution in the main office of every school and at all school sites, distribute it to District staff, students, and parents using the District's usual means of communication, and ensure that it is translated into all languages spoken in students' homes.

BE IT FURTHER RESOLVED the District shall make resources—such as Red Cards, mock warrants, and mock subpoenas—available in the main offices, guidance offices, wraparound centers, and administrative buildings, and shall ensure that these resources are regularly restocked and shall include links to these resources in its published versions of the policy.

BE IT FURTHER RESOLVED the District shall offer “Know Your Rights” trainings and family preparedness sessions in collaboration with immigrant advocacy organizations and with links to these resources.

BE IT FURTHER RESOLVED the District shall offer a Q&A session for all District employees on the Attorney General's Guidelines.

BE IT FURTHER RESOLVED that the Committee directs the Superintendent to review District policies and practices regarding bullying, harassment, and discrimination and report back to the Committee at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying/harassment/discrimination-free environment for all students.

BE IT FURTHER RESOLVED the District shall work with department heads on integrating immigration-related content across disciplines.

BE IT FURTHER RESOLVED the District shall minimize the presence of unfamiliar individuals—such as non-educators, police, security personnel, and other outsiders—on school sites.

BE IT FURTHER RESOLVED the Committee affirms that licensed educators in the District have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution.

BE IT FURTHER RESOLVED that after-school providers and other vendors and service providers who contracted with the District shall be notified of this Resolution within 30 days and be required to abide by it; and

BE IT FURTHER RESOLVED that the Superintendent shall report back on compliance with this Resolution to the Committee at its next meeting.

RESOLUTION 2: VOCATIONAL/TECHNICAL REPRESENTATION ON THE MASSACHUSETTS BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the Nashoba Valley Technical School Committee)

WHEREAS the Board of Elementary and Secondary Education has broad powers to set education policy and enact regulations for Massachusetts public schools; and

WHEREAS the Massachusetts core curriculum is applied at Chapter 74 schools in a different manner than most comprehensive schools; and

WHEREAS Chapter 74 programs have extensive technical specifications as well as OSHA regulations; and

WHEREAS vocational/technical expertise is required for the safe and effective application of policies and regulations;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to add a seat to the Department of Elementary and Secondary Education board specifically for a representative with vocational/technical experience.

RESOLUTION 3: VOCATIONAL/TECHNICAL REPRESENTATION ON THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY BOARD

(Submitted by the Nashoba Valley Regional Technical School Committee)

WHEREAS the Massachusetts School Building Authority (MSBA) is the established organization that assists public schools in the Commonwealth with building and renovation projects; and,

WHEREAS, vocational/technical schools have experienced an exponential increase in applications that far outpaces the current capacity of buildings; and,

WHEREAS Chapter 74 programs require physical spaces that can accommodate their program specifications as well as OSHA regulations; and,

WHEREAS the requirements of such programs are often drastically different from comprehensive school requirements;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to add a seat to the MSBA board specifically for a representative with vocational/technical experience.

RESOLUTION 4: REGARDING CLARIFICATION OF SECLUSION STANDARDS WITHIN EMERGENCY BEHAVIORAL RESPONSE PROCEDURES (603 CMR 46.00)

(Submitted by the Hampden-Wilbraham Regional School Committee)

WHEREAS Massachusetts public schools are committed to fostering safe, supportive, and inclusive learning environments in which preventive, proactive, and trauma-informed behavioral supports are the foundation of student success; and

WHEREAS school districts prioritize the use of preventive strategies, including de-escalation techniques, co-regulation supports, sensory and environmental accommodations, and other positive behavioral interventions designed to support students before behavior reaches a crisis level; and

WHEREAS despite the effective use of preventive and supportive interventions, there are rare circumstances in which a student may experience acute dysregulation and may present an imminent risk of serious physical harm to self or others, requiring immediate emergency response; and

WHEREAS 603 CMR 46.00 permits emergency interventions such as time-out, seclusion, and physical restraint only as a last resort in such limited circumstances, and requires that all less restrictive alternatives be attempted or deemed inappropriate based on the situation; and

WHEREAS clear understanding and consistent application of the definition of emergency seclusion—specifically involuntary confinement of a student alone in a room or area from which they are physically prevented from leaving—is essential to ensuring student safety, regulatory compliance, and protection of civil rights; and

WHEREAS districts would benefit from further clarity distinguishing emergency seclusion from supportive, supervised, and voluntary or staff-guided time-out practices used to assist students in regaining emotional regulation and returning to learning; and

WHEREAS the amended regulations regarding Physical Restraint, Timeout, and Emergency Seclusion become effective August 17, 2026 and as of June 1st, 2026, the Massachusetts Department of Elementary and Secondary Education (DESE) has provided no training to districts; and

WHEREAS the amended regulations do not offer the clarity required for successful implementation;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees urges DESE to provide additional clear guidance reinforcing the nuanced differences between time-out and emergency seclusion and in the Department's viewpoint types of situations/scenarios that would warrant both; and

BE IT FURTHER RESOLVED that MASC supports DESE in further clarifying the distinction between time-out, and emergency seclusion, including the use of practical, real-life

examples and decision-making tools for school personnel; and

BE IT FURTHER RESOLVED that MASC encourage ongoing in-person statewide training and professional development to ensure staff are equipped to implement preventive strategies effectively and to respond appropriately when those strategies are not sufficient to prevent escalation; and

BE IT FURTHER RESOLVED that the Department make available entitlement grants for Local Education Agencies (LEAs) that provide financial support to provide ongoing professional development to faculty, staff, and families in preventive behavior regulation strategies that include de-escalation, trauma informed practices, as well as appropriate reactive strategies for when students engage in activities that present an imminent risk of serious physical harm to self or others; and

BE IT FINALLY RESOLVED that MASC reaffirm its commitment to student dignity, safety, and access to education, and support policies that ensure emergency interventions are rare, clearly defined, consistently applied, and always secondary to preventive and supportive behavioral practices.

RESOLUTION 5: ALLOWING REGIONAL SCHOOL COMMITTEES TO ACCESS SPECIAL EDUCATION RESERVE FUNDS BY A MAJORITY VOTE OF THE SCHOOL COMMITTEE

(Submitted by the Nashoba Valley Technical School Committee)

WHEREAS Special Education Reserve Funds can help districts defray the costs of extraordinary or unexpected special education costs; and

WHEREAS Special Education costs have increased exponentially in recent years; and

WHEREAS Circuit Breaker reimbursement lags behind typical budget processes; and

WHEREAS school committees are the municipal legislature of the school district; and

WHEREAS Massachusetts General Laws currently require that districts seek approval from both the select board/city council and the school committee to access the funds; and

WHEREAS this puts an undue burden on multi-member districts that may have to seek approval from up to eight separate municipalities;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to approve the proposed budgetary amendment allowing districts to seek approval from the school committee only.

REAUTHORIZATION OF PREVIOUSLY APPROVED RESOLUTIONS

The 2023 Delegate Assembly approved an amendment to the By-Laws that resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. Expiring resolutions may be reconsidered and readopted by the delegates at the annual meeting at which the resolutions would expire. The rationale for the amendment was that it:

- Permits three years of focus on resolutions which overlaps with two legislative cycles.
- Provides an additional opportunity for school committees to be involved in the resolution process by championing resolutions that are set to expire.
- Allows the Association to affirm what's important to the current membership by re-adoption.
- Clears expired, less relevant, or no longer supported resolutions for new priorities.

Following are the three resolutions set to expire this November unless reauthorized by a vote of the Delegate Assembly.

- Regarding Investigations and Recommendations for Transportation Bidding Procedures
- Full, Stable Funding for METCO
- Massachusetts School Building Authority Assistance Programs

REGARDING INVESTIGATIONS AND RECOMMENDATIONS FOR TRANSPORTATION BIDDING PROCEDURES

(Originally sponsored by the Southeastern Regional Vocational Technical School Committee; Submitted for reauthorization in 2026 by the Mendon-Upton Regional School Committee)

WHEREAS school districts across the commonwealth are struggling with the problem of transportation services and the bidding and purchasing of these services; and

WHEREAS a stunning number of districts find that, after soliciting multiple bids, it is a frequent occurrence that only a single bidder submits a proposal; and

WHEREAS in light of the paucity of submissions, the single bidder is able to propose significant increases over previous years exacerbating not only financial matters, but also skepticism about the integrity of the bidding process.

THEREFORE BE IT RESOLVED that the MA Association of School Committees prevail upon the Office of the State Auditor to investigate the bidding practices of school transportation providers, and to present such findings and recommendations as may be necessary to contain costs and make more efficient transportation services available for public schools.

MASC status update on this resolution:

MASC successfully lobbied the legislature, via an FY25 Supplemental Budget, to direct the Office of the Inspector General to produce a Special Education Transportation Study. The findings of that study were published in February 2026. Among the findings are: (1) Massachusetts is an outlier in its use of a reimbursement model to fund student

transportation, which puts significant administrative and financial burdens on local districts; (2) Vendors are not required to provide school districts with detailed invoices, making it impossible for districts to understand what they are paying for; and (3) There is no central repository for school transportation bids and contracts, depriving districts of helpful information when procuring these services. The report makes recommendations to address these issues and others. It also makes note that school transportation costs have been studied at least four times in the last 20 years with varying levels of success on follow-through of those studies' recommendations.

FULL, STABLE FUNDING FOR METCO

(Originally sponsored by the Arlington School Committee)

WHEREAS in 1966 the first 220 students rode buses from Boston neighborhoods to schools in seven suburbs; and

WHEREAS in 1968 the Massachusetts Legislature passed the Racial Imbalance Act, in which the Commonwealth accepted financial responsibility "for any town that wishes to enroll students from outside the district for the purpose of racial integration (subject to appropriation); and

WHEREAS in 1968 the Metropolitan Council for Educational Opportunity (METCO) assumed responsibility for implementing the provisions of the Racial Imbalance Act, providing support for students, families, and receiving districts; and

WHEREAS METCO's mission is to provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity and foster the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting; and

WHEREAS over the last half century, METCO has reached tens of thousands of students, supporting 3,100 families annually in 31 participating suburban school districts and 190 public schools, with graduation rates and college attainment far above state averages; and

WHEREAS METCO creates environments where students, parents and teachers of different backgrounds can appreciate diversity, find common ground through shared experiences, build lifelong inter-racial friendships, and strive toward the mutual goal of preparing young people to become global citizens; and

WHEREAS METCO districts have expressed an interest in welcoming more METCO students into their schools; and

WHEREAS METCO has been recognized as the nation's most successful school integration program in the United States; and

WHEREAS requiring METCO funding to be subject to appropriation results in METCO families and partner districts spending considerable time and energy to lobby for fund-

ing to maintain the current level of services;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

MASC status update on this resolution:

MASC has repeatedly made it known to the Governor and Legislature that METCO deserves a stable funding structure. Similarly, we have supported METCO's advocacy efforts for funding in the annual budget via line item 7010-0012. In the FY26 Budget we joined them in their effort to be fully funded at \$33 million.

MA SCHOOL BUILDING AUTHORITY ASSISTANCE PROGRAMS

(Originally submitted by the Wachusett Regional School Committee)

WHEREAS the School Building assistance program is the oldest capital grant program operated by the Commonwealth, as established in MGL Chapter 70B section 1; and

WHEREAS the Massachusetts School Building Authority (MSBA) is charged with promoting the thoughtful planning and construction of school facility space in order to ensure safe and adequate facilities for public schools, and with assisting municipalities in meeting the cost thereof; and

WHEREAS the MSBA has improved the learning facilities of over 600,000 students across the Commonwealth by working with local communities to create affordable, sustainable, and energy efficient schools; and

WHEREAS the MSBA is limited in funding as stated in MGL 70B section 7, to \$1,200,000,000 plus either the rate of growth in the dedicated sales tax revenue amount as defined in subsection a of section 35BB of chapter 10, or 4.5%; and

WHEREAS the MSBA has declared a pause on their Accelerated Repair Program and limits on their Core Projects due to rising costs and inflation, and the need to stay within the Annual Cap as referenced in the Memorandum of October 19, 2022 from the MSBA Deputy Treasurer and Executive Director; and

WHEREAS each year the Accelerated Repair Program is delayed results in an increase in application backlog among the Commonwealth's existing backlog of school building needs;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend MGL ch.70B, section 7 by removing the \$1,200,000,000 cap; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts School Building Authority to reinstate the Accelerated Repair program for 2024 applications; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to allow public preschools to be included in the Accelerated Repair Program and Core Program.

MASC status update on this resolution

The MSBA reinstated the Accelerated Repair Program and maintains an alternating schedule to have Statements Of Interest every two years. Public Preschools may be included in the Accelerated Repair Program and Core Program so long as the building does not exclusively serve Preschool. The cap has remained at \$1.2 billion (not taking into account year over year adjustments as outlined in MGL 70B section 7). In the FY24 budget, the legislature made adjustments related to the cap. This included raising the cap to \$1.2 billion (up from \$800 million); ensuring funding for the accelerated repair program would not count towards this cap; and allowed for the cap to rise year over year by as much as 6.5% up from 4.5%.

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: October 4, 2026
Re: Valley Collaborative Quarterly Report – FY2026 (4th Quarter)

Attached please find a report from Valley Collaborative as required by MA DESE regulation. Executive Director Scott will provide the Committee with a quarterly report on Collaborative business highlighting updates to programs and services, as well as financial activity through the specified reporting period.

I recommend the Committee accept the report from Valley Collaborative dated September 17, 2026 as a report of progress and place it on file.



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 17, 2026
Re: Quarterly Reports on Collaborative Business – FY26 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 FY28 budget will be presented and discussed at the December 15, 2026 meeting. Also noteworthy, the Board of Directors meeting on January 7, 2027 will be Valley Collaborative's stakeholder meeting.



Gaining Momentum

■ Page 2: Bikes, skateboards, scooters, Valley Elementary students are wild for wheels!



Trying New Things

■ Page 3: From field trips to clubs, this year saw lots of new offerings at the Transitional Programming at Valley Middle/High School.



Hitting the Road

■ Page 6: 30 Individuals in Valley's Adult Services programs and three students recently traveled to San Antonio, TX to see the sites and visit lots of attractions.

Let the Good Times Roll



DR. ANTHONY J. BENT, EDUCATIONAL LEADERSHIP CONSULTANT; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; LINDA A. BALFOUR, ACADEMY FACILITATOR, OFFICE OF PROFESSIONAL LEARNING, VALLEY COLLABORATIVE

Dear Students, Staff, and Families:

As we close out another successful school year at Valley Collaborative, it is the perfect time to reflect on all that our students, staff, and families have accomplished together. This year has been filled with growth, resilience, learning, laughter, and countless moments that remind us why Valley is such a special place. Our students and DDS clients have continued to inspire us every day with their determination, creativity, and willingness to embrace new opportunities. From achievements in the classroom to social and emotional growth, we have watched our students and DDS clients thrive in

ways both big and small. None of this would be possible without the unwavering dedication of our incredible staff and the continued partnership and support from our families.

As we turn the page into summer school, the excitement continues. This summer promises to be filled with adventure, exploration, and hands-on learning experiences for our students and DDS clients. They will have opportunities to visit beautiful state parks, explore mountains and hiking trails, spend time on farms, and engage in enriching community-based activities that bring learning to life beyond the classroom walls.

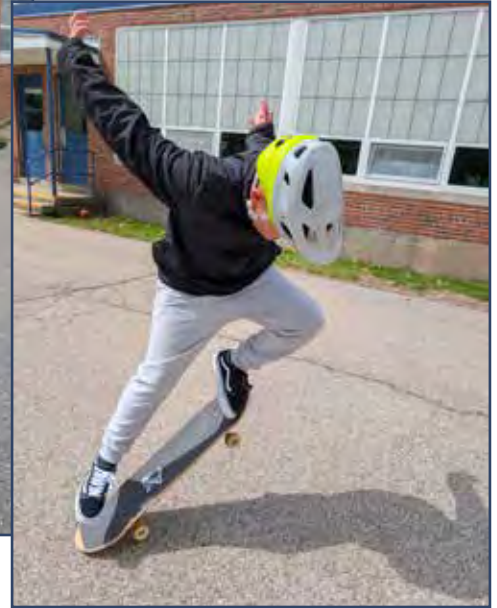
»continued on page 5

Elementary School: Wheel's Up!

With the arrival of warmer weather, our students have been making the most of the sunshine. During recess, gym class, and any chance they can, students get outside to ride bikes, scooters, and skateboards. They are full of smiles and laughter while developing balance, coordination, and confidence in a fun and engaging way. It is especially exciting when a student learns to ride without training wheels for the first time. A few students have hit this milestone already this year! Whether cruising around, practicing new skills, or enjoying the fresh air with peers, it's clear that the good times are rolling at Valley Collaborative Elementary School!



ABOVE: THIRD GRADER MATT TOBIN TAKES A SPIN OUTSIDE VALLEY ELEMENTARY;
RIGHT: BRIAN BOLCOMBE, FIFTH GRADE, SHOWS OFF HIS SKATEBOARD SKILLS.



Appreciating Valley Elementary Staff

During the first week of May, we celebrated Staff Appreciation Week with the generous support of our Parent Advisory Group. Throughout the week, staff enjoyed a variety of sweets, treats, and thoughtful gestures of appreciation.

One particularly meaningful moment came on May 4th, when parent Cassie Dzerkacz surprised our staff with an incredible display of over 100 homemade, professional-quality cupcakes. Along with her sweet contribution, Cassie shared a powerful and heartfelt story.

Her son, Jimmy, had just begun attending Valley the week before. Cassie described his first week as the first full week of school he has attended since October—without disruptions, crisis calls, or the need for her to support his online-learning at home. For the first time in months, she found space to focus on her own well-being, returning to the gym and engaging

in her passion for baking. In gratitude, she wanted to give back to the staff who made that possible by sharing her talent with us.

Cassie also shared how she discovered Valley. Her sister-in-law, Katie Novak of Novak Educational Consulting, visited our school to present during a professional development day. After seeing our classrooms, meeting staff, and learning about our programming, Katie immediately encouraged Cassie to consider Valley for Jimmy. Following a referral from the Groton-Dunstable Regional School District and a tour of our program, Jimmy quickly became a part of our school community.

Today, Jimmy is a valued Valley student, and Cassie is a valued member of our parent community. We are grateful for their trust—and for the reminder of the meaningful impact our work has on students and families every day.



PARENT CASSIE DZERKACZ RECENTLY SURPRISED VALLEY ELEMENTARY STAFF WITH AN INCREDIBLE DISPLAY OF OVER 100 HOMEMADE, PROFESSIONAL-QUALITY CUPCAKES.

Transitional Programming at Valley Middle/High School: We're On a Roll

This year saw the addition of a number of initiatives at Valley Transitional Middle/High School. When we asked staff to talk about what they thought went well this past year, they had lots to say, but everyone agreed, when it comes to helping our students grow, we're on a roll!

Meaghan Norris, Transitional High School Teacher: new clubs

"This year we offered a variety of clubs for students to explore their interests and develop their leisure skills. Students have enjoyed opportunities to try something new such as craft, multi-media, and knitting clubs and have had meaningful discussions in the book club. The boy's and girl's groups have also been great ways for students to make connections with peers along with the opportunity to talk about some of the common issues they face as teens and young adults. My students have been very engaged in and motivated to participate in the clubs."

Kathryn Nutile, Physical Therapist: expanded swimming program

"Swimming moved to The Beede Center this year and that has been a hugely successful transition. They have been so accommodating and offer a consistent schedule for us. We have had five different rotations of classes go through for swimming and all of the students have enjoyed the opportunity to do something they don't often get to do, especially through the long winter months. It has been a fun way to get students to participate in aerobic exercise and strength training."

Taylor Pitari, Special Education Assistant: field trips

"The field trips have been very successful this year. Students have shown a lot of growth in the way they use and access the community to make purchases. Watching a student who was a bit shy be able to talk to community helpers independently now and seeing students master the skill of budgeting for their lunch has been pretty awesome."

Joanna Bond, Occupational Therapist: expanded job opportunities

"This year we changed up the job structure of the Bistro to expand the job opportunities for students and promote independence with job skills. With an OT on site we have been able to analyze and adapt job tasks for workers at all levels. We've also been collaborating with multi-media to create visual lunch menus as well as visuals for the students to help with their executive function on the job. This year a few of our students obtained internships at the Ninety-Nine Restaurant, where they transferred the skills they learned from working in the Bistro into real world skills and community-based employment."



STUDENTS NORA BAILEY, BRITTANY DORNEY, AND AIDEN RUSSELL POSE IN FRONT OF BOSTON HARBOR ALONGSIDE TEACHER LESLIE AYERS AFTER A SUCCESSFUL TRAVEL TRAINING SESSION ON THE MBTA.

Aiden Russell, Student: new job sites

"Village Food Hub is a new job site this year. I like working there because it feels good to package food for people. It feels good to have a purpose and food is important. People need food."

Hannah Barry, Special Education Assistant: new curriculum

"The reading and math curriculum has been a game changer for my students. In iReady they can see where they're at and the progress they are making. The immediate feedback is a huge motivator for them to see their scores go up."

*continued on page 5

Alternative Programming at Valley Middle/High School: Moving Up, Moving On

The end of the school year is a time of transition as students prepare for what's next.

At Valley Alternative Middle/High School, eight middle schoolers will be moving up to high school, while 17 graduates are headed off to post-secondary opportunities.

Elijah Pong-Rousseau is one of the incoming freshmen. He admits that he was feeling a little nervous about the transition. Then he had a chance to visit the high school. "Now I'm not that nervous," says Elijah. He says he's excited to attend a bigger school where students have more freedom and more access to technology. "The math class looked nice," says Elijah, noting that he's especially looking forward to taking algebra.

Assistant Principal Kathleen Berry says that she couldn't feel more proud of Elijah. "Since he came here in sixth grade he's made incredible progress and is increasingly independent." At the start of the school year, Elijah shared with Kathleen that he wanted to attend the Alternative High School. "He had that goal and he's crushing it," says Kathleen.

While Elijah hasn't decided upon an academic focus vs. a vocational one, for graduating senior Tyler Marchand, the choice was clear since he arrived at Valley two years ago. "I've always been interested in working with my hands," says Tyler, who took advantage of Valley's extensive vocational programming to learn new skills, including furniture restoration in the Wood Shop.

"Tyler is one of our all-star vocational students," says Brittney Hynes, Lead Social Worker at the Alternative High School. "He really takes advantage of the programming and is interested in

trying different things."

When a painting company approached Valley about the opportunity for an outside internship, Principal Nick LeClair says that Tyler was the obvious choice. "Since the moment we met him, Tyler has been driven to find success after graduation. He has a terrific work ethic, an easy going personality, and a talent for hands-on-projects." Concludes Nick: We know Tyler will be successful because he is willing to learn,

and has the ability to make genuine connections with those around him. We are very proud of the work he put in over his time with the Alternative High School."

Now that his time at Valley is at an end, Tyler plans to keep working for Heron Painting on interior and exterior projects. "Even though the work gets messy sometimes, I really like it," says Tyler.

Congratulations to all Valley students who are moving up or moving on. We're proud of you!



LEFT: EIGHTH GRADER ELIJAH PONG-ROUSSEAU AT FENWAY. HE'LL BE MOVING ON TO VALLEY ALTERNATIVE HIGH SCHOOL NEXT YEAR; RIGHT: TYLER MARCHAND IS GRADUATING THIS YEAR AND ALREADY HAS A JOB LINED UP WITH A LOCAL PAINTING CONTRACTOR.

Let the Good Times Roll

**continued from cover*

These experiences create lasting memories while helping students and DDS clients build confidence, independence, and connections with the world around them.

I would also like to extend my heartfelt appreciation to every member of Valley Collaborative's Board of Directors for their continued dedication, leadership, and support throughout the year. In particular, I would like to recognize Board Chair, Dr. Jay Lang, for his steadfast guidance, unwavering support, and deep commitment to the Valley community and its mission.

This year also marks an important transition for two highly respected members of the Valley Board of Directors. We extend our sincere gratitude to Dr. Michael Flanagan and Ms. Brenda Theriault-Reagan as they retire from the Valley Collaborative Board of Directors. Their years of dedicated service, thoughtful leadership, and commitment to our mission have played a significant role in shaping and strengthening our organization. Their impact on our students, DDS clients, staff, and families will be lasting, and their

presence will be deeply missed. We thank them for all they have contributed to Valley and wish them continued happiness and success in their retirement.

I want to personally thank every member of the Valley community for the support you have shown throughout the year. Your commitment, trust, and partnership are what make our programs so successful. Whether you are a staff member who goes above and beyond each day or a family member who supports our mission at home, please know how deeply appreciated you are.

As we head into summer, I hope everyone finds time to relax, recharge, and enjoy the many adventures ahead.

Let the good times roll!

My best to you,



Chris A. Scott, Ph.D.
Executive Director
Valley Collaborative

We're on a Roll!

**continued from page 3*

Lori Escolas, Transitional High School Teacher: foundational skills

"This year in the School and Vocational Training classroom we started using NextUp Transition Curriculum with great success. The lessons have tremendously benefited our students by providing foundational skills such as employability, self-management, job searching, safety, self-advocacy, interviewing, financial literacy, and independent living. The content is highly relevant, with topics such as 'Buying Your First Car' and 'Prepar-

ing to Leave High School,' and they are motivated to participate in the lessons because it meets them where they are currently in life."

Kristen Davidson, Speech Language Pathologist: training for life

"In the School-to-Work class we have been practicing taking the bus and train and the students have done very well with navigating the different environments, meeting the social/behavioral expectations of the community, and transitioning from one place to another on time."

Special thanks to the generous donors who support our Student/Adult Services Activity Fund:

\$5,000.00 - Rockland Trust Bank
\$500.00 - Fritz Deguglielmo, LLC
\$500.00 - Jonathan and Celeste Marston
\$300.00 - Sun Specialties INC.
\$300.00 - Barrow Lent, LLP
\$100.00 - J.P. O'Connor Hardware Inc.
\$100.00 - Anthony J. Bent
\$100.00 - Pro Electrical Services Inc.

In Kind Donations:

Altitude Merrimack, NH 60-minute Pass (4)
Market Basket \$50.00 Gift Card



TRANSITIONAL HIGH SCHOOL STUDENT LUKE MURPHY PREPARES PIZZA WHILE WORKING IN THE BISTRO.

Adult Services Annual Trip, 2026

Destination: San Antonio, Texas

For the last 13 years Valley has led a trip for students and adults with the goal of providing them with an opportunity to see different parts of the country, and world! This year the group traveled to San Antonio, Texas for a week in the sun. With the lore of the trip growing year over year, this version saw Valley support the largest number of individuals ever with 30 adults making the journey, along with an additional three students. Joe Venskus and Lia Metrakas have been spearheading the annual trip for over a decade, providing students and individuals with the opportunity to experience the rich history different places can offer, all while lending daily support to ensure everyone has the best time possible.

Leading a trip with a combination of 30 individuals and 3 students is no small task. Joe and Lia rely on the support from a number of other staff who volunteer to go on the trip to ensure our individuals are provided safety and support. All this while being given the chance to experience different cultures and historical landmarks. When asked where he finds passion to run this annual trip, Joe Venskus responded:

“I think for me it has been about giving an experience to the individuals and students to empower or show them what they are capable of. Often times, the individuals and students we support daily are looked upon differently just because they have a disability. They have dreams, goals and wants just like the rest of us. We take the lessons we teach them every day in our program from life skills, budgeting skills, having conversations, and travel training and apply



MIKE KOZCAN, JOE SEPE, KYLE COSTAIN, MARCUS MENGISTAB AND LUCAS COSTAIN AT THE SAN ANTONIO ZOO, A HIGHLIGHT OF THIS YEAR'S ADULT SERVICES TRIP.

them all during the trip. We have often received many compliments on how our individuals behave, how nice and considerate they are etc. It is truly awesome and inspiring to watch how over the course of a week these students and individuals become a family and have experienced life to its fullest. To support that and be a part of a team of professionals that want to empower our students and individuals find their way is a blessing.”

On this year's trip to San Antonio, the group had a full schedule of tours and events. (See list at right.) Beyond these planned activities, the group also had plenty of time to shop for souvenirs and enjoy the local, and legendary, San Antonio cuisine. Apparently, the brisket is excellent!

*continued on next page

2026 Valley School Trip to San Antonio Tours and Events

Tour of the Alamo

San Antonio Zoo

San Antonio Missions minor league baseball game

River cruise

Natural Bridge Wildlife Ranch and Cavern tour

Ripley's Believe it or Not Museum

Annual Trip: San Antonio, Texas

**continued from previous page*

This year's trip to San Antonio earned rave reviews from the Valley travelers. Here's a sample:

Ken Bonnell, 7th trip: "I like getting to explore new places and meet new people. It feels nice to get to connect with staff and my peers and to connect more deeply outside of the worksites we usually go to."

Matt Booth, 1st trip: "The trip was awesome. It makes me want to go on more trips and explore how the food is in other places and to explore the whole wide world."

Jess Sherman, 1st trip: "I really liked the new scenery around me. We had such a good time in San Antonio and going to all the different places. I think my favorite part of the trip was going to the zoo and a cave walk."

Melaina Chaput, 7th trip: "I love going on all the trips because they are fun and it's great to go on vacation. It was my first time learning all about the Alamo and San Antonio and I would love to go back!"



CLOCKWISE FROM TOP LEFT: JAYSON PRESTIA AND ARUN MAUDGAL AT THE SAN ANTONIO ZOO; JAYSON PRESTIA, ANDREW BLAIS AND ARUN MAUDGAL FEEDING THE BIRDS; SHARIFAH NAMIGADDE, MATT MURGO, KEN BONNELL, MELAINA CHAPUT AND ALYSSA LAWLER VISIT THE ALAMO; MIKE KOCZAN NEARLY LOSING HIS HEAD AT THE ZOO; MATT BOOTH ABOUT TO ENJOY SOME BBQ AT THE MISSIONS GAME.

Valley Collaborative Leadership Team



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Valley Collaborative Board of Directors



Dr. Jay Lang, Chair

Chairman of the Board,
Executive Committee
Member

Superintendent
Chelmsford Public Schools



Dr. Kerry Clery

Superintendent
Billerica Public Schools



Mr. Steven Stone

Superintendent
Dracut Public Schools



Dr. Geoff Bruno

Superintendent
Groton-Dunstable
Regional School District



Dr. Denise Pigeon

Executive Committee
Member

Superintendent
Nashoba Valley
Technical School District



Mr. Brad Morgan

Superintendent
North Middlesex
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Executive Committee
Member

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Flanagan**

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Superintendent
Tyngsborough Public
Schools



**Dr. Christopher
Chew**

Superintendent
Westford Public Schools

**VALLEY COLLABORATIVE
TREASURER'S REPORT
MAY 31, 2026**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ROCKLAND TRUST ACCOUNTS								
Operating	a/c 493426	\$ 3,728,591.12	\$ 2,404,024.29		\$ (227,242.99)		\$ (1,550,000.00)	\$ 4,355,372.42
Payroll	a/c 795823	\$ 81,393.75		\$ (1,515,549.11)			\$ 1,550,000.00	\$ 115,844.64
Joe's Bistro	a/c 531401	\$ 2,522.77	\$ 1,853.77					\$ 4,376.54
ICS MMDA	a/c 856490	\$ 4,792.71				\$ 1.00		\$ 4,793.71
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ROCKLAND TRUST ACCOUNTS		<u>\$ 5,317,414.71</u>	<u>\$ 2,405,878.06</u>	<u>\$ (1,515,549.11)</u>	<u>\$ (227,242.99)</u>	<u>\$ 1.00</u>	<u>\$ -</u>	<u>\$ 5,980,501.67</u>
MMDT	a/c 0044263747	\$ 1,197,362.43	\$ -	\$ -	\$ -	\$ 3,897.36	\$ -	\$ 1,201,259.79
Total Unrestricted Cash		<u>\$ 6,514,777.14</u>	<u>\$ 2,405,878.06</u>	<u>\$ (1,515,549.11)</u>	<u>\$ (227,242.99)</u>	<u>\$ 3,898.36</u>	<u>\$ -</u>	<u>\$ 7,181,761.46</u>
PARS OPEB Trust		<u>\$ 9,299,127.78</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,451.33)</u>	<u>\$ 245,664.36</u>	<u>\$ -</u>	<u>\$ 9,542,340.81</u>
TOTAL CASH		<u>\$ 15,813,904.92</u>	<u>\$ 2,405,878.06</u>	<u>\$ (1,515,549.11)</u>	<u>\$ (229,694.32)</u>	<u>\$ 249,562.72</u>	<u>\$ -</u>	<u>\$ 16,724,102.27</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
JUNE 30, 2026**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ROCKLAND TRUST ACCOUNTS								
Operating	a/c 493426	\$ 4,355,372.42	\$ 4,398,393.82		\$ (335,026.71)		\$ (2,970,000.00)	\$ 5,448,739.53
Payroll	a/c 795823	\$ 115,844.64		\$ (2,240,681.60)			\$ 2,975,000.00	\$ 850,163.04
Joe's Bistro	a/c 531401	\$ 4,376.54	\$ 2,003.40				\$ (5,000.00)	\$ 1,379.94
ICS MMDA	a/c 856490	\$ 4,793.71				\$ 0.97		\$ 4,794.68
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ROCKLAND TRUST ACCOUNTS		<u>\$ 5,980,501.67</u>	<u>\$ 4,400,397.22</u>	<u>\$ (2,240,681.60)</u>	<u>\$ (335,026.71)</u>	<u>\$ 0.97</u>	<u>\$ -</u>	<u>\$ 7,805,191.55</u>
MMDT	a/c 0044263747	\$ 1,201,259.79	\$ -	\$ -	\$ -	\$ 3,797.18	\$ -	\$ 1,205,056.97
Total Unrestricted Cash		<u>\$ 7,181,761.46</u>	<u>\$ 4,400,397.22</u>	<u>\$ (2,240,681.60)</u>	<u>\$ (335,026.71)</u>	<u>\$ 3,798.15</u>	<u>\$ -</u>	<u>\$ 9,010,248.52</u>
PARS OPEB Trust		<u>\$ 9,542,340.81</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,510.63)</u>	<u>\$ 5,311.37</u>	<u>\$ -</u>	<u>\$ 9,545,141.55</u>
TOTAL CASH		<u>\$ 16,724,102.27</u>	<u>\$ 4,400,397.22</u>	<u>\$ (2,240,681.60)</u>	<u>\$ (337,537.34)</u>	<u>\$ 9,109.52</u>	<u>\$ -</u>	<u>\$ 18,555,390.07</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
JULY 31, 2026**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ROCKLAND TRUST ACCOUNTS								
Operating	a/c 493426	\$ 5,448,739.53	\$ 2,953,415.36		\$ (1,234,687.03)		\$ (1,420,000.00)	\$ 5,747,467.86
Payroll	a/c 795823	\$ 850,163.04		\$ (2,189,708.22)			\$ 1,420,000.00	\$ 80,454.82
Joe's Bistro	a/c 531401	\$ 1,379.94	\$ 1,063.52					\$ 2,443.46
ICS MMDA	a/c 856490	\$ 4,794.68				\$ 1.01		\$ 4,795.69
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ROCKLAND TRUST ACCOUNTS		<u>\$ 7,805,191.55</u>	<u>\$ 2,954,478.88</u>	<u>\$ (2,189,708.22)</u>	<u>\$ (1,234,687.03)</u>	<u>\$ 1.01</u>	<u>\$ -</u>	<u>\$ 7,335,276.19</u>
MMDT	a/c 0044263747	\$ 1,205,056.97	\$ -	\$ -	\$ -	\$ 3,944.46	\$ -	\$ 1,209,001.43
Total Unrestricted Cash		<u>\$ 9,010,248.52</u>	<u>\$ 2,954,478.88</u>	<u>\$ (2,189,708.22)</u>	<u>\$ (1,234,687.03)</u>	<u>\$ 3,945.47</u>	<u>\$ -</u>	<u>\$ 8,544,277.62</u>
PARS OPEB Trust		<u>\$ 9,545,141.55</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,510.18)</u>	<u>\$ (70,625.80)</u>	<u>\$ -</u>	<u>\$ 9,472,005.57</u>
TOTAL CASH		<u>\$ 18,555,390.07</u>	<u>\$ 2,954,478.88</u>	<u>\$ (2,189,708.22)</u>	<u>\$ (1,237,197.21)</u>	<u>\$ (66,680.33)</u>	<u>\$ -</u>	<u>\$ 18,016,283.19</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
AUGUST 31, 2026**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>	
ROCKLAND TRUST ACCOUNTS									
Operating	a/c 493426	\$ 5,747,467.86	\$ 675,980.68		\$ (383,002.97)		\$ (1,700,000.00)	\$ 4,340,445.57	
Payroll	a/c 795823	\$ 80,454.82		\$ (1,561,116.80)			\$ 1,700,000.00	\$ 219,338.02	
Joe's Bistro	a/c 531401	\$ 2,443.46	\$ 955.05					\$ 3,398.51	
ICS MMDA	a/c 856490	\$ 4,795.69				\$ 1.01		\$ 4,796.70	
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00	
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36	
TOTAL ROCKLAND TRUST ACCOUNTS		<u>\$ 7,335,276.19</u>	<u>\$ 676,935.73</u>	<u>\$ (1,561,116.80)</u>	<u>\$ (383,002.97)</u>	<u>\$ 1.01</u>	<u>\$ -</u>	<u>\$ 6,068,093.16</u>	
MMDT	a/c 0044263747	<u>\$ 1,209,001.43</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,971.79</u>	<u>\$ -</u>	<u>\$ 1,212,973.22</u>	
Total Unrestricted Cash		<u>\$ 8,544,277.62</u>	<u>\$ 676,935.73</u>	<u>\$ (1,561,116.80)</u>	<u>\$ (383,002.97)</u>	<u>\$ 3,972.80</u>	<u>\$ -</u>	<u>\$ 7,281,066.38</u>	
PARS OPEB Trust		<u>\$ 9,472,005.57</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,472,005.57</u>	as of July 31, 2026
TOTAL CASH		<u>\$ 18,016,283.19</u>	<u>\$ 676,935.73</u>	<u>\$ (1,561,116.80)</u>	<u>\$ (383,002.97)</u>	<u>\$ 3,972.80</u>	<u>\$ -</u>	<u>\$ 16,753,071.95</u>	

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending June 30, 2026
210 of 210 School Days

UNAUDITED		
	AMENDED BUDGET	ACTUAL
REVENUES		
Services	\$ 23,012,981	\$ 23,277,353
State Contracts	5,800,000	4,864,514
Other	750,000	632,156
Interest	30,000	44,285
Total Revenues	29,592,981	28,818,308
EXPENSES		
Salaries	18,788,975	18,561,992
Employee Benefits	4,074,850	3,618,078
Operating Expenses	3,347,463	2,907,533
Leases & Rentals	594,727	450,135
Depreciation	751,000	1,764,226
Total Expenses	27,557,015	27,301,964
Change in Net Assets - Operating	\$ 2,035,966	\$ 1,516,344
Non Operating Activities		
Return to Member Districts	-	
Non-Operating Expenses (1)	(1,275,000)	-
Change in Net Assets	\$ 760,966	\$ 1,516,344

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

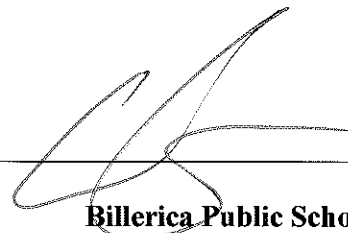
Non-Discrimination

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 'S'.

**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**

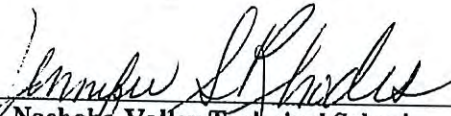
June 24, 2013

Date

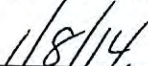
Alison J. Hamigian
Groton-Dunstable Regional School District
School Committee Chairperson

November 22, 2013

Date



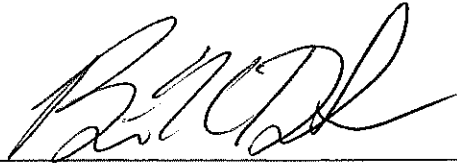
Nashoba Valley Technical School
School Committee Chairperson


Date



North Middlesex Regional School District
School Committee Chairperson

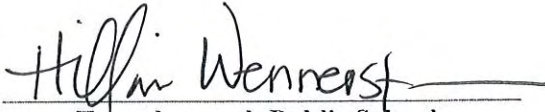
12-12-13
Date



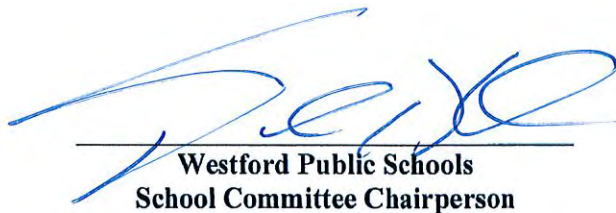
**Tewksbury Public Schools
School Committee Chairperson**

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 _____



2026 - 2027 Board Meeting Calendar

July 2026						
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 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
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27	28	29	30			

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	31

November 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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23	24	25	26	27	28	29
30	31					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	No School/Holiday/School Vacation
	Early Release

	Board of Directors Meeting (Regular School Day for Staff and Students)
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** Please note, all meetings will be at 10:00AM at Valley's 11 Executive Park Drive, N. Billeirca location with the exception of September and November which will be virtual.

Approval of Field Trip Requests

1.) McCarthy Middle School

8th Grade Student Leadership Conference

Southern NH University

Manchester, New Hampshire

October 23, 2026

2.) Chelmsford High School

All Interested Students

Spain and France Cultural Trip

April 14 – 22, 2028

FIELD TRIP FORM APPLICATION

Please fill out application form completely. Please print. * Apply for only one trip per form.

School Requesting Permission McCarthy Middle School

Day(s) of Week for Trip: MON ___ TUE ___ WED ___ THR ___ FRI ☒ SAT ___ SUN ___

Trip Date: 10 / 23 / 2026 If Overnight Trip, Return Date: ___ / ___ / ___

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Jeffery Parks Cell Phone: (978) 866-8955

Grade, Group, Class(es) or Course(es): 8th Grade Student Leaders

Total Number of Students: 12

Number of Students Assigned Per Chaperone: 6

Total Number of Chaperones: 2 Number of Male 1 Number of Female 1

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Sheila Kish : (978) 339-3488
Jake Warnock (617) 584-6592 Cell Phone #: _____

Faculty/Chaperone with Epi-Pen Designation (Name): _____
If applicable

Is a Nurse Needed? Yes ___ No ☒

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by: [Signature] 7/28/26
Signature of School Nurse Date

Event/Purpose of the Trip: Student Leadership Conference

Curriculum Standard Addressed by Trip (Reason for the Trip)

Destination: Southern NH University (877) 402-7627
Name of Facility Facility Telephone
2500 North River Rd. Manchester NH 03106
City State

Estimated Leave Time: 7:45 a.m. / p.m. Estimated Return Time: 2:30 a.m. / p.m.

No. of Regular School Buses Needed: 0 No. of Wheel Chair Accessible Buses Needed: 0

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) N/A

Equipment Space Needed (such as music instruments): Yes NO ✓

Equipment: N/A

Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: Students can bring their own lunch or bring money to buy lunch at the college dining hall.

TRIP COST/FUNDING

Price per Bus: \$ 0.00 Total Cost of Bus Transportation \$ 0.00

Total Price of event \$ 700.00

Additional Costs \$ 0.00

Total Cost of Trip \$ 700.00

School/Org. to pay for: Registration costs for 2 teams of students \$ 700.00

Student paying \$ 0.00 per person for: 0.00 \$ 0.00

Please list any other circumstances that may affect the trip:

Submitted by:

Signature of Trip Sponsor

Date

Approved by:

Signature of Dept. Head/Coordinator

Date

Signature of Building Principal

Date

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone numb

UPDATED
FIELD TRIP APPLICATION FORM
CHELMSFORD PUBLIC SCHOOLS

Teacher Sub(s) Needed:

YES ☐ NO ☒

Full-Day Sub(s) Half Day Sub(s) AM / PM

RECEIVED
9-28-26

To go
10 g.c.
10

Please fill out the application form completely. **Please print.** *

Apply for only one trip per form.

School Requesting Permission: ☒ CHS ☐ PARKER ☐ McCARTHY
☐ BYAM ☐ CENTER ☐ HARRINGTON ☐ SOUTH ROW

Day(s) of Week for Trip: MON ☒ TUE ☒ WED ☒ THUR ☒ FRI ☒ SAT ☒ SUN ☒

Trip Date: 04 / 14 / 28 If Overnight Trip, Return Date: 04 / 22 / 28 Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Patricia Sanchez Cell Phone: 978 996 9514

Grade, Group, Class(es) or Course(es):

Open to all chs students Total Number of Students: 35

Number of Male ☐ Number of Female ☐

Number of Students Assigned Per Chaperone: 7

Total Number of Chaperones: 5-6 Number of Male ☐ Number of Female ☐

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Patricia Sanchez (rest TBD)

Cell Phone #: _____

Faculty/Chaperone with Epi-Pen Designation

(Name): Patricia Sanchez If applicable

Is a Nurse Needed? Yes ☐ No ☒

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Sheba Jacob RN 9/28/26 4-2
Signature of School Nurse Date Event:/Purpose of the Trip:

Curriculum Standard Addressed by Trip (Reason for the Trip)

Please see attached document

ALL STUDENTS MUST ATTEND THEIR FIRST BLOCK CLASS IN ORDER TO GO ON THE FIELD TRIP.
(Any questions please see, Principal Murray or Mrs. Moreau.)

Destination: Spain and France (619) 4320249 (101)

Facility Telephone

Forum by Prometour - 2700 Adams Av Suite 205, 92116
Facility Street Address City State

Facility Street Address City State

Estimated Leave Time: TBD a.m. / p.m. Estimated Return Time: TBD a.m. / p.m.

Evening flight on Friday to Paris / Return Sunday.

No. of Regular School Buses Needed:_____No. of Wheel Chair Accessible Buses Needed:_____

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedence over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific)_____

Equipment Space Needed (such as music instruments): Yes _____ NO ☒

Equipment: _____ Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

TRIPCOST/FUNDING

Price per Bus: \$ _____ **Total Cost of Bus Transportation \$** _____

Total Price of event \$ 4624

Additional Costs \$

Total Cost of Trip \$ _____

School/Org. to pay for: _____ \$ _____

Student paying \$ _____ per person for: _____ \$ _____

Please list any other circumstances that may affect the trip:

Submitted by:

[Signature]

9/28/26

Signature of Trip Sponsor

Date _____

Approved by:

9/28/2021

Date _____

[Signature]

Building Principal

9-29-20

Date _____

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone

Spain and France Student Cultural Trip Proposal – April 2028

- **Purpose:**
 - Give students the opportunity to experience French and Spanish cultures firsthand while building confidence, independence, and cultural understanding.
- **Connection to our language programs:**
 - All students study Spanish, French, or ASL. This trip offers a shared learning experience that supports interests across our World Languages program.
- **Classroom connections:**
 - The activities would bring lessons in history, geography, art, architecture, etc..
- **Language practice:**
 - Spanish and French students would have opportunities to use their language skills in everyday situations, such as ordering food, asking questions, and understanding signs.
- **Benefits for ASL students:**
 - Exploring different cultures would encourage observation, adaptability, visual awareness, and respect for different ways of communicating.
- **Curriculum alignment:**
 - The trip would support the Massachusetts WL Curriculum Framework through cultural comparisons, connections across subjects, and opportunities to learn beyond the classroom.
- **Broader perspectives:**
 - Students would reflect on their own experiences, question assumptions, and develop a greater appreciation for other cultures and ways of life.

Connection to the Massachusetts World Languages Curriculum Framework

Curriculum standard	Connection to the trip
Practice 5: Cultures	Students experience French, Spanish, and Basque cultures through art, architecture, food, historic sites, and everyday life. ASL students also explore how language, culture, communication, and identity are connected.
Practice 6: Comparisons	Students compare French, Spanish, Basque, and American cultures. Students studying ASL can also reflect on the different ways people communicate and express meaning across cultures.
Practice 7: Connections	Visits to museums, monuments, and historic locations connect World Languages learning with history, geography, art, architecture, food, and religion.
Practice 8: Communities	Students experience multilingual communities outside the classroom and learn how to communicate and behave respectfully in unfamiliar cultural settings. French and Spanish students will also have opportunities to use their language skills.
Communication Practices 1–3	French and Spanish students interpret and use spoken and written language in real-life situations. ASL students strengthen communication skills such as observation, visual awareness, reading nonverbal cues, and adapting when communication is difficult.
Practice 10: Social Justice	Experiencing different histories, identities, languages, and perspectives helps all students develop curiosity, empathy, cultural awareness, and respect for different ways of communicating.

FORUM
BY PROMÉTOUR

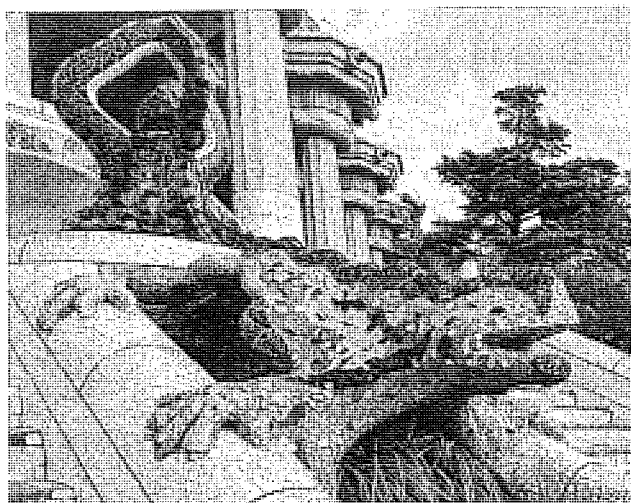
Chelmsford High
TRIP TO SPAIN-FRANCE



V.5 Bonjour Paris, Hola Barcelona!

14 Apr 2028 - 22 Apr 2028 | 9 days

From bustling morning markets to charming neighborhood cafés, your Forum Tour Manager will take you on a tour that promises to surprise and delight. You'll explore multiple layers of history and learn how the past shapes the present while exploring art, architecture, food and culture.





Day 1 - DEPART THE US

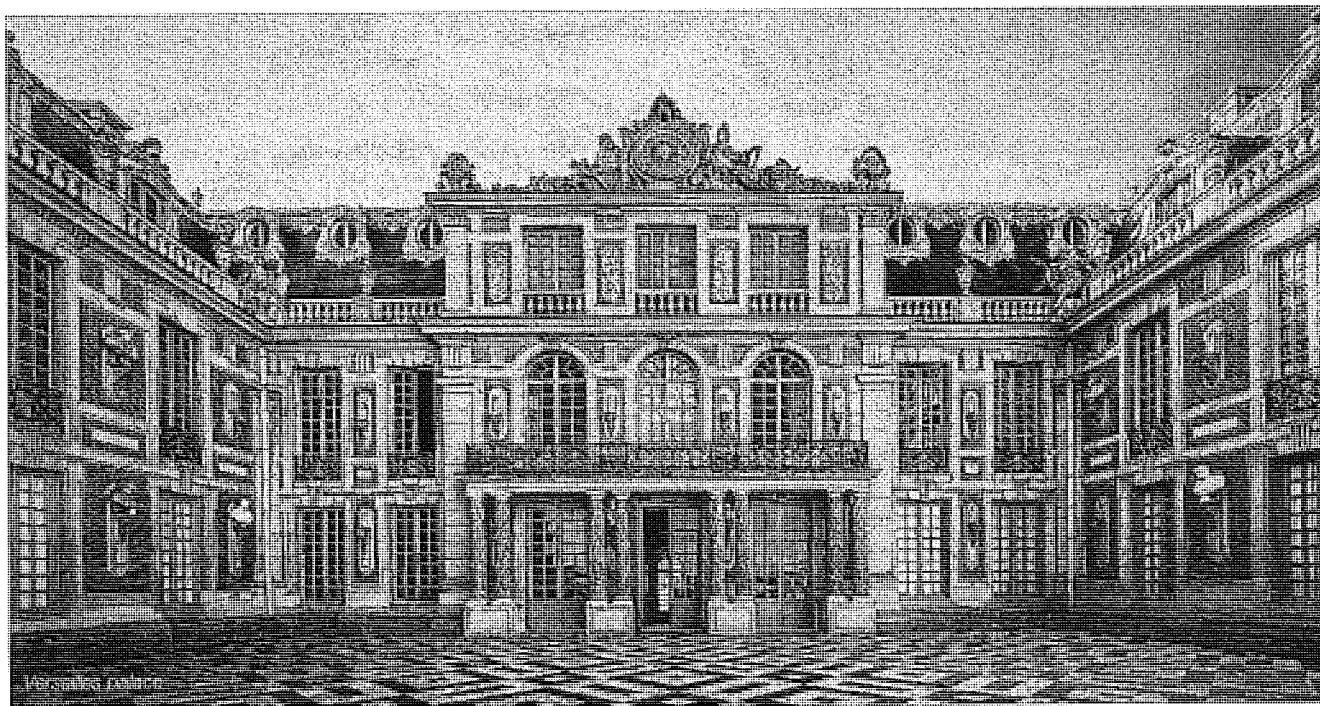
Friday, 14 Apr 2028

- ❑ Catch your overnight flight to France.

Day 2 - PARIS

Saturday, 15 Apr 2028

- ❑ **Bienvenue en France** Upon arrival, meet your bilingual **Forum Tour Manager** who will be by your side, dedicated to your group while on tour.
- ❑ Known as the "City of Light" and home of the Eiffel tower, **Paris** is notable for its monument-lined boulevards, museums, classical bistros and café culture and luxurious fashion boutiques.
- ❑ Board your **private coach** and transfer to your hotel where you will drop off your bags and freshen up.
- ❑ Travel like a real Parisian by using public transportation (3-day metro pass included).
- ❑ Stroll through **The Île de la Cité** and **Île Saint Louis**, two historic and beautiful neighborhoods in Paris. Explore its narrow streets and see some of the main tourist attractions, like Notre Dame Cathedral, the Sainte Chapelle and the Conciergerie (entrances not included)
- ❑ See the iconic **Cathédrale Notre-Dame**, a supreme masterpiece of French art, restored to its former glory after a fire ravaged the cathedral in 2019.
- ❑ Head to the **Latin Quarter** in the 5th arrondissement. As you stroll through the district you will also come across the Sorbonne university, shopping streets and the charming Place de la Contrescarpe.
- ❑ Enjoy a meal with your group at a local restaurant.
- ❑ Night accommodation at your hotel.



Day 3 - PARIS | VERSAILLES

Sunday, 16 Apr 2028

- ❑ Have breakfast at your hotel.
- ❑ Board your private bus to Versailles.
- ❑ Enjoy a **guided visit to the Palace of Versailles**, where you will walk in the footsteps of French royalty while discovering its lavish halls, grand apartments, and rich history. Continue into the elegant **Gardens of Versailles**, a masterpiece of French landscape design featuring perfectly symmetrical layouts, ornate fountains, sculptures, and winding pathways.
- ❑ Meet your **local guide** who will help you make the most out of your visit.
- ❑ Transfer back to Paris.
- ❑ Set out on a **guided coach tour** of Paris with a **local guide**, discovering some of the city's most iconic landmarks along the way. See the Arc de Triomphe, the famous **Champs-Élysées**, admire the elegant **Opéra Garnier**, cross **Place de la Concorde**, and continue past **Les Invalides** before finishing around the green spaces of the **Champ de Mars** and view the **Eiffel Tower**. Your guide will share stories, historical context, and local insight throughout the tour. (entrances not included)
- ❑ Meet your **local guide** who will help you make the most out of your visit by providing you with details, highlights, and insights.
- ❑ Visit the iconic **Eiffel Tower** and ascend to the second floor, where you'll enjoy spectacular panoramic views over Paris and its famous landmarks.
- ❑ Savor a meal with your group at a local crêperie.
- ❑ Night accommodation at your hotel.

Day 4 - PARIS

Monday, 17 Apr 2028

- ❑ Have breakfast at your hotel.



- ❑ Visit the **Musée du Louvre**, the world's largest art museum with its famous collection of art and antiquities, including the Mona Lisa and 35,000 other works of art on display in 300 rooms!
- ❑ Board a glass-topped "bateau mouche" and relax on a refreshing cruise through the Seine River with a superb view of Paris.
- ❑ Climb the steps to reach the **Sacré-Cœur**, Montmartre's hilltop church and most famous landmark.
- ❑ Head to the highest point in the city and explore **Montmartre**, known locally as La Butte, with your tour manager. Wander through its charming streets, stop by the iconic **Sacré-Cœur Basilica**, discover the lively artists of **Place du Tertre**, and see the famous **Moulin Rouge** building at the foot of the hill.
- ❑ Enjoy a meal with your group at a local restaurant.
- ❑ Night accommodation at your hotel.

Day 5 - PARIS | BIARRITZ

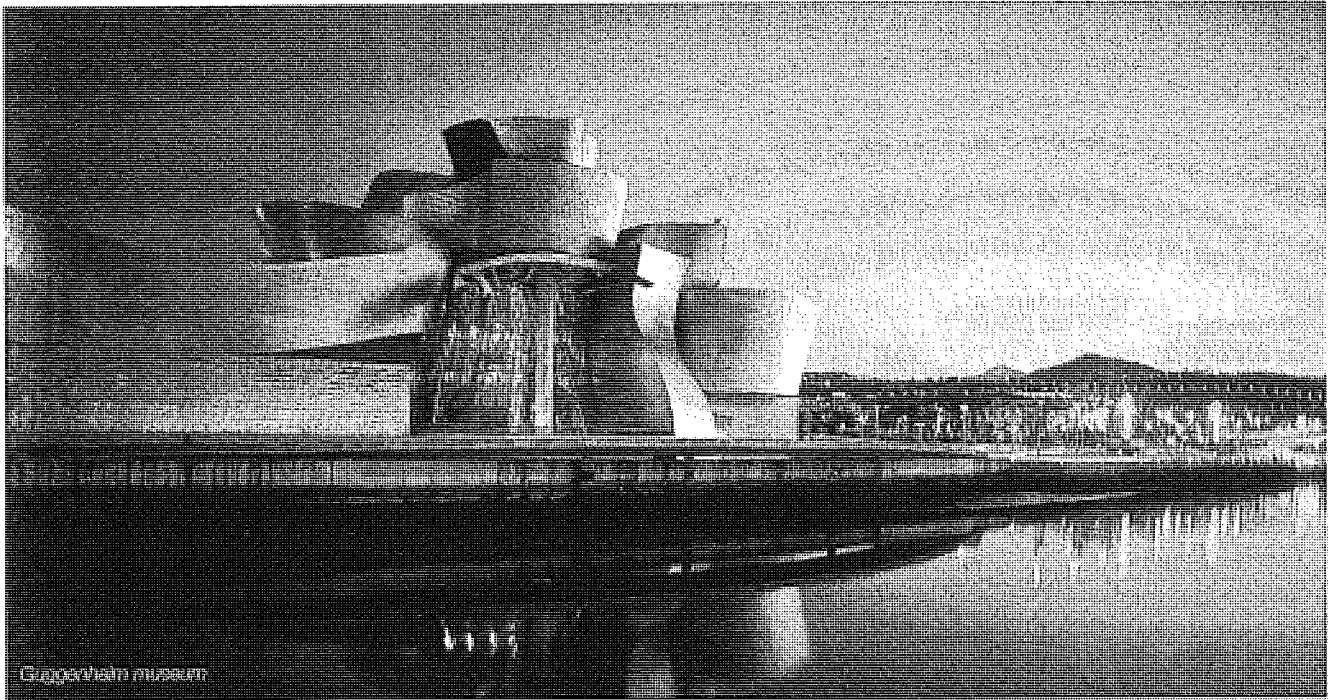
Tuesday, 18 Apr 2028

- ❑ Have breakfast at your hotel.
- ❑ Board your private coach and transfer to the train station.
- ❑ Board the TGV and transfer to Biarritz.
- ❑ Board your private coach and transfer to your hotel.
- ❑ Nestled in the extreme south-west of France, **Biarritz** is an elegant city, acclaimed for its beaches and good surfing spots.
- ❑ Explore the elegant seaside town of Biarritz with your tour manager, taking in some of its most scenic coastal highlights. Stroll along the **Grande Plage** and coastal boardwalk, visit the dramatic **Rocher de la Vierge**, and continue to the charming **Port des Pêcheurs**, once home to the town's traditional fishing community.
- ❑ Enjoy a meal with your group at a local restaurant.
- ❑ Night accommodation at your hotel.

Day 6 - BIARRITZ | SAN SEBASTIAN | BILBAO

Wednesday, 19 Apr 2028

- ❑ Have breakfast at your hotel.

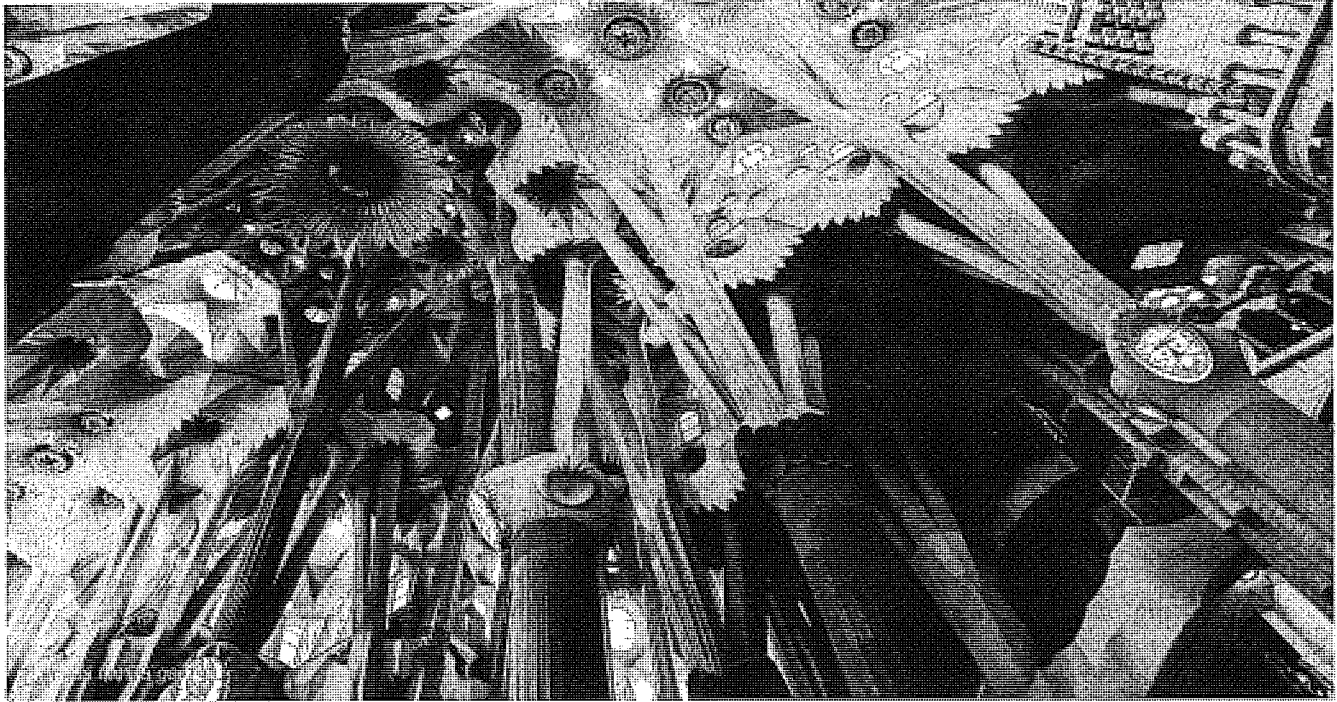


- ❑ Board your private coach and transfer to your next destination.
- ❑ Situated near the French border, **San Sebastián** is best known for its beautiful beaches, lush hillsides, and cultural events.
- ❑ Discover the Basque Country's rich culinary heritage on a **guided food tour** through San Sebastián. **Sample a selection of traditional pintxos** and local specialties while learning about the flavors, traditions, and food culture that make this region one of Spain's most celebrated gastronomic destinations.
- ❑ Board your private coach and transfer to your next destination.
- ❑ Visit the iconic **Guggenheim Museum Bilbao**, designed by renowned architect Frank Gehry and celebrated for its striking contemporary design. Explore the museum's impressive collection of modern and contemporary art, while also taking time to admire the dramatic titanium-clad building and its riverside setting.
- ❑ Enjoy a meal with your group at a local restaurant.
- ❑ Night accommodation at your hotel.

Day 7 - BILBAO | PAMPLONA | BARCELONA

Thursday, 20 Apr 2028

- ❑ Have breakfast at your hotel.
- ❑ Board your private coach and transfer to your next destination.
- ❑ Famous worldwide for its bull runs during the San Fermín festival, **Pamplona** is a colorful city that is fascinating to explore.
- ❑ Follow your Tour Manager on a stroll through the **Old Town**, which was once surrounded by a defensive wall. See The Castle Square (**Plaza del Castillo**), the center of life in the Old Town where, Ernest Hemingway would sit and drink coffee while working on his book, "The Sun Also Rises." Walk through "**Estafeta street**", best known for being the main path the bulls run down for the "Running of the Bulls". See the cathedral, the city hall and the famous "**monumento al encierro**".



- ❑ Enter the impressive **Cathedral Santa María La Real**, a magnificent 15th-century Gothic church known for its elegant architecture and rich religious heritage. The cathedral is also an important stop along the Camino de Santiago pilgrimage route, welcoming pilgrims who have passed through the city for centuries on their journey toward Santiago de Compostela.
- ❑ Board your private coach and transfer to your next destination.
- ❑ Being one of the most visited cities in the world, **Barcelona** stands out for its beautiful beaches and its heritage of modern art and architecture by great names such as Dalí, Gaudí, Miró, and Picasso.
- ❑ Travel like a real Spaniard by using public transportation. (2-day metro pass included).
- ❑ Enjoy some **free time** to explore the city at your own pace or shop for some souvenirs.
- ❑ Enjoy a meal with your group at a local restaurant.
- ❑ Night accommodation at your hotel.

Day 8 - BARCELONA

Friday, 21 Apr 2028

- ❑ Have breakfast at your hotel.
- ❑ Discover Barcelona on a **guided coach tour** with a **local guide**, taking in highlights including **Plaça d'Espanya**, **Montjuïc**, **Park Güell**, and the **Sagrada Família**. Enjoy spectacular views across the city from atop **Montjuïc**. Continue exploring Barcelona's iconic sights before ending the tour at the magnificent **Sagrada Família**.
- ❑ Meet your **local guide** who will help you make the most out of your visit by providing you with details, highlights, and insights.
- ❑ Enjoy a **guided visit to the Sagrada Família** with a **local guide**, discovering the history, symbolism, and remarkable architectural details of Antoni Gaudí's most famous masterpiece. Step inside this extraordinary basilica and learn how its design combines nature, faith, and innovative engineering.
- ❑ End your trip with a **special farewell dinner**, enjoying a selection of classic **Spanish tapas dishes** together with your group. It's the perfect opportunity to celebrate the journey and share one final memorable meal.



- ❑ Night accommodation at your hotel.

Day 9 - DEPART EUROPE

Saturday, 22 Apr 2028

- ❑ Have breakfast at your hotel.
- ❑ Board your private coach and transfer to the airport.
- ❑ Say "au revoir or adios" to your tour manager, then board your flight back home.

Program cost per person*

38+ participants	\$4559
34 - 37 participants	\$4624
30 - 33 participants	\$4712
26 - 29 participants	\$4847
22 - 25 participants	\$4981



Payment schedule

November 30 2026	\$500
December 31 2026	\$375
January 31 2027	\$375
February 28 2027	\$375
March 31 2027	\$375
April 30 2027	\$375
May 31 2027	\$375
June 30 2027	\$375
July 31 2027	\$375
August 31 2027	\$375
September 30 2027	\$375
October 31 2027	Balance

Trip Program includes:

- ✓ Round-trip airfare* from Logan International Airport to Paris - All airports and from Barcelona Airport to Logan International Airport
- ✓ Departure taxes and airline fuel surcharges of \$599 per traveler
- ✓ Student Plus Plan comprehensive travel insurance - refer to policy for further details of coverage [click here](#)
- ✓ One piece of checked-in baggage per person
- ✓ 7 night(s) multiple occupancy (3/4 students per room with private bath) in quality three-star hotels - single beds not guaranteed
- ✓ Meals at hotels and local restaurants - Breakfast: 7 / Lunch: 0 / Dinner: 7 (Includes one beverage and a vegetarian option)
- ✓ Cultural & leisure activities as per Itinerary
- ✓ Service of a bilingual Forum Tour Manager while on tour
- ✓ Local guides as listed in the Itinerary
- ✓ 1 chaperone(s) for every 7 full paying participants - based on twin occupancy at the hotel.
- ✓ Tips for your Forum Tour Manager

Trip Program does not include:

- ✗ Cancel For Any Reason (CFAR) optional upgrade \$104 - recover 75% of applicable cancellation fees up to 48 hours prior to departure
- ✗ Adult Rooming Supplements:
 - Twin Room guarantee \$50/traveler/night
 - Single Room guarantee \$100/traveler/night
- ✗ Meals not indicated in your Itinerary
- ✗ Tips at your discretion for transportation services and local guides
- ✗ Adult Activity Supplement: \$20/traveler/day
- ✗ \$50 non-refundable registration fee

Date of quote: Sep 16, 2026 | Prices are valid until: Nov 30, 2026 | Your Forum Tour Consultant: Alexis B. Borlesteau

* All services listed on the proposal are subject to availability. In the event of not being able to book a desired service or supplier, it will be replaced by a similar item of equal standard and value.

* Airlines have the legal right to increase fuel surcharges to flight tickets after bookings have been made. In the event of an increase in airline taxes and/or fuel surcharges, Forum reserves the right to update prices accordingly.

Forum by Prométour and Forum are all used interchangeably.

Forum by Prométour is a member company of Prométour Inc.

California Seller of Travel License number: 2061827-40



Outlook

[EXTERNAL]RE: [EXTERNAL]RE: [EXTERNAL]RE: Chelmsford High - 2028 Cultural Tour Proposal Itineraries**From** Alexis Borlestean <alexis.borlestean@forumbyprometour.com>**Date** Wed 9/16/2026 8:06 AM**To** Sanchez, Patricia <sanchezp@chelmsford.k12.ma.us>

1 attachment (6 MB)

9 Day Itinerary - Chelmsford High - SPA - FRA - April 2028 - V5.pdf;

*****CAUTION*** This message is from an external sender. This message originated outside of Chelmsford Public Schools. ***CAUTION*****

Good Morning Patricia,

Thank you again for your patience while I sourced the pricing for the coach tours for Paris & Barcelona.

Please see attached a almost like for like reproduction of the proposal itinerary you previously shared with me. Please note that I have included admission into the Eiffel tower, our comprehensive travel insurance, tips for your tour manager, 1 piece of checked luggage per person into the tour costs at each bracket. The attached pdf is built with a 1/7 chaperone ratio, but as requested I've added in a table below with the tour costs with a 1/5 chaperon ratio as well. Lastly, please note we're still happy to offer your students an **early registration bonus of \$200.00 USD**, if they enrol and leave a deposit by **November 30th, 2026**.

Program cost per person	1/7 Chap. ratio	~~1/5 Chap. ratio~~
38+	\$4559	~~\$4800~~
34 - 37	\$4624	~~\$4865~~
30 - 33	\$4712	~~\$4953~~
26 - 29	\$4847	~~\$5063~~
22 - 25	\$4981	~~\$5197~~
EARLY REGISTRATION DISCOUNT: \$200 PER PAYING PARTICIPANT - WHEN REGISTERED BY NOV. 30TH 2026		

The pricing for this proposal is valid until November 30th 2026, and I've also used that date for a preliminary enrollment deadline so I could add a proposed payment schedule. We offer 3 methods of payment for parents / guardians; pay by following the payment schedule, pay by monthly automatic withdraws, pay in full.