Valley Collaborative
Board of Directors Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, November 18, 2021 ▪ 10:00 a.m.
Agenda

Action Required

I. Approval of Minutes
   a. Board of Directors Meeting, General Session Minutes: October 21, 2021
   b. Executive Session Meeting Minutes: October 21, 2021
   c. Executive Committee Meeting, General Session Minutes: November 9, 2021

II. Financial Update
   d. FY'22 Update
      - Financial Update Memo
      - Treasurer's Report

III. Approval of Adjustments to Compensation and Benefits for Collaborative Employees

IV. Second Amendment to Third Lease Agreement with Tyngsborough

V. Reschedule January 27, 2022 Board Meeting due to mid-winter MASS Conference Scheduling Conflict – Proposed Dates: 10:00 a.m. on Thursday, January 6, 2022; Wednesday, January 12, 2022 or Thursday, January 13, 2022. This will be a relatively brief meeting to vote the FY'23 Budget that will be presented at the Thursday, December 2, 2021 Board Meeting.

No Action Required

VI. Presentation of Proposed FY'23 Budget will occur at the December 2, 2021 Board Meeting

VII. ELE Coordinated Program Review

VIII. COVID-19 Update

IX. Communications
   e. Community and Staff Relations

X. Executive Session: To consider the lease and value of property located at 135 Coburn Road in the Town of Tyngsborough

Valley COLLABORATIVE

Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Approval of Minutes

Attached please find the following minutes:

a. Board of Directors Meeting, General Session Minutes: October 21, 2021
b. Executive Session Minutes: October 21, 2021
c. Executive Committee Meeting General Session Minutes: November 9, 2021

Required Action:
Vote to approve the minutes:

a. Board of Directors Meeting, General Session Minutes: October 21, 2021
b. Executive Session Minutes: October 21, 2021
c. Executive Committee Meeting General Session Minutes: November 9, 2021

Attachments:

Board of Directors Meeting, General Session Minutes: October 21, 2021
Executive Session Minutes: October 21, 2021
Executive Committee Meeting General Session Minutes: November 9, 2021

Valley Collaborative Board of Directors
General Session Meeting Minutes
October 21, 2021
10:00 a.m. – 11:59 a.m.
25 Linnell Circle, Billerica, MA

Board Members Present: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Laura Chesson, Dr. Jay Lang

Board Members Absent: Mr. Steven Stone

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Heidi Kriger, Treasurer; Mr. James George, Collaborative Accountant; Ms. Jessica Scalzi, Collaborative Head Nurse; Members of the Collaborative Senior Leadership Team

Also Present: Daniel Schaffner, Fritz & DeGuglielmo, LLC; Thomas Lent, Marathas Barrow Weatherhead Lent LLP, Parker E. Elmore and Francis Fraine, Odyssey Advisors, Inc.; Paulajo Gaines, Education Collaborative Coordinator, Department of Elementary and Secondary Education

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 10:00 a.m.

Mr. Timothy Piwowar and Dr. Scott welcomed all in attendance. Dr. Scott introduced and welcomed Paulajo Gaines from the Department of Elementary and Secondary Education and Parker E. Elmore and Francis Fraine from Odyssey Advisors, Inc., who were attending the Board meeting via Zoom.

Approval of Minutes

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

On a motion made by Dr. Michael Flanagan and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted:

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated September 16, 2021.

The vote was 7-0-1. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang. Dr. Laura Chesson abstained.

On a motion made by Dr. Michael Flanagan and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted:

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated October 6, 2021.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

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

VOTED: To approve the Executive Session Meeting Minutes for the Board of Directors dated October 6, 2021.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

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

VOTED: To approve the General Session Meeting Minutes for the Executive Committee of the Board of Directors dated September 15, 2021.

The vote of the Executive Committee was 4-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Dr. Jay Lang.

Making a Difference Awards

Dr. Scott introduced the Students and Staff Members of the month, who were acknowledged by the Board.

Financial Update

Actuarial Valuation Report

Dr. Scott introduced Parker E. Elmore from Odyssey Advisors, Inc. to present his firm's findings and conclusions contained within the Actuarial Valuation Report of the Collaborative's OPEB Trust, a copy of which was contained within the Board Binders. Mr. Elmore reviewed the Report including the liabilities and assets of the OPEB Trust. The Board reviewed. There was no further discussion.

Fiscal Year 2021 Audit

Dr. Scott introduced Daniel Schaffner from Fritz & DeGuglielmo, LLC, the Collaborative's independent certified auditors. Mr. Schaffner summarized and provided a general presentation of the audited financial statements of the Collaborative for the year ended June 30, 2021. He stated that his firm has provided an unqualified opinion on the financial statements, and indicated that the audit went very well and considered it a "clean audit" with no findings of weakness or noncompliance. The Board acknowledged Chris Scott and the Collaborative Leadership team on this accomplishment given the challenges presented in 2020-2021 with Covid-19.

Mr. Schaffner reviewed the financial statements with the Board. He indicated that the Collaborative was within guidelines set forth by Chapter 40, Section 4E and its regulations, as well as compliance with regulations promulgated by the Massachusetts Operational Services Division that relate to the MRC and DDS programs at the Collaborative. He stated that, given the clean audit for fiscal year 2021, no management letter would be issued.

Mr. Schaffner reviewed with the Board the Uniform Financial Statement, which would be filed with the Massachusetts Operational Services Division. Mr. Schaffner reviewed with the Board the Collaborative's cumulative general fund surplus, and reviewed the calculations for the Collaborative's audited expenses. He noted that as of June 30, 2021, the Collaborative's Cumulative General Fund Surplus was $5,266,193.

He and the Board reviewed the prepared document entitled "Valley Collaborative Summary of Financial Activity for the year ended June 30, 2021", which provided an analysis of the Collaborative's finances as well as a comparative, summary analysis.

Dr. Scott recognized the continued efforts made by Collaborative staff to achieve a clean audit and sound financial position. Mr. Piwowar and the Board thanked Mr. Schaffner and the Collaborative staff. There was no further discussion.

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

VOTED: That the Board of Directors approves and accepts the Uniform Financial Statements and Independent Auditor's Report for Fiscal Year 2021 and the Financial Statements for Fiscal Year ending June 30, 2021 as presented (and subject to the Board vote regarding the Cumulative Surplus Funds), including the representations of management and the expression of opinions made by Fritz DeGuglielmo within the Financial Statements, Schedules and Independent Auditor's Report.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

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

VOTED: That the Board of Directors authorizes the Board Chairman and Executive Director to execute necessary signatures and file the UFR and related documentation with the Massachusetts Operational Services Division and to take any other necessary action with respect to the UFR and related documentation on behalf of the Collaborative.

The roll call vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

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

VOTED: That the Board of Directors, having reviewed the Financial Statements and Independent Auditor's Report for Fiscal Year 2021 recognizes the Collaborative's Cumulative General Fund Surplus as of June 30, 2020 as $5,266,193.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

Cumulative Surplus Funds

The Board, Dr. Scott and Ms. Gaines had an extensive discussion regarding DESE's guidance as to Cumulative Surplus Finds in excess of the regulatory limit of 25% of the audited fund expenditures. The Board reviewed the guidance and the Collaborative's Amended Articles of Agreement. Mr. Thomas Lent further commented on the guidance and the Collaborative's Articles of Amendment. The Board discussed options to fund the OPEB Trust or return surplus funds to member districts, noting that it had returned surplus funds in the amount of $2,600,000 in Fiscal Year 2021 by prior votes.

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

VOTED: That the Board of Directors approves and authorizes the deposit of $1,140,580 into the OPEB Trust with such deposit funds from the

Collaborative's Cumulative General Surplus from Fiscal Year ending June 30, 2021.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

Executive Director's Report

Dr. Scott directed the Board to the financial update memo contained within the Board meeting materials. Dr. Scott reviewed the revenues, expenses, budget and enrollment. There was no further discussion.

Executive Director Evaluation

Mr. Timothy Piwowar reminded the Board that it is required to annually evaluate the Executive Director's performance and effectiveness in implementing the programs, policies and goals of the Collaborative, and acknowledged and appreciated the patience and additional time for the evaluation this year. Mr. Piwowar referenced the completed evaluation of Dr. Scott, reading certain excerpts from the exemplary performance review for Dr. Scott. The Board expressed their collective gratitude for the continued exemplary work completed at the Collaborative by both Dr. Scott and the Collaborative staff and employees. Dr. Scott acknowledged the Collaborative staff and employees too.

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

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

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

Covid19 Update

Dr. Scott introduced the Collaborative's Head Nurse, Jessica Scalzi, who provide the Board an update with Covid19 protocols, policies and student and staff matters. There was no further discussion.

Communications

Dr. Scott directed the Board to the communications contained within the Board materials. There was no further discussion.

The Senior Leadership Team members presented Valley Program updates for the Elementary School, Alternative and Transitional Programming for the Middle School and Transitional High School, and Adult Services, respectively. There was no further discussion.

Dr. Scott provided the Board with an update regarding MOEC's compensation analysis and annual report. There was no further discussion.

[Dr. Laura Chesson left the Board meeting at 11:25 a.m.]

Executive Session

Mr. Timothy Piwowar requested a motion to enter into Executive Session to prepare for negotiations with nonunion Collaborative personnel relating to compensation and benefits. Mr. Piwowar stated that having these preparation discussions in an open session may be detrimental to the Collaborative's negotiating positions. He further stated for the record that the Board will reconvene in open General Session at the end of this Executive Session only for the purposes to adjourn.

On a motion made by Dr. Michael Flanagan and seconded by Mr. Brad Morgan, a quorum of voters being present, it was voted by roll call vote:

VOTED: To enter into Executive Session to conduct strategy sessions in preparation for negotiations with nonunion Collaborative personnel

The roll call vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

The Board entered into Executive Session at 11:29 a.m.

The Board returned to General Session at 11:58 a.m.

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

VOTED: To adjourn the Board meeting.

The vote was 8-0. Yes: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Brad Morgan, Dr. Denise Pigeon, Mr. Christopher Malone; Dr. Christopher Chew, Dr. Jay Lang, Dr. Laura Chesson.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 11:59 a.m.

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

- School Year 2021-2022 Electronic Board Binder, October 21, 2021

Respectfully Submitted,

_____
Mr. Timothy Piwowar, Chairman
Dated: _____

Valley COLLABORATIVE

Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Mr. James George, Accountant/Business Manager
Date: November 18, 2021
Re: FY'22 Financial and First Quarter Update

Valley has applied for two DESE COVID related grants. On Friday, November 12, 2021, we were informed that we will be receiving $300K from the Summer Reimbursement Programming Grant (FC437) which may increase to $500K if funding is available.

In addition, Valley was recently notified that we will be receiving $223,715.77 for the Elementary and Secondary School Emergency Relief II (ESSER II) Funds.

These funds will act as a buffer as we work through the effects of the pandemic on the FY'23 budget but ultimately may be returned to member districts as surplus.

Required Action:
None

Attachments:
Allison Ward Smith (DOE) – Summer Reimbursement Grant Intent (FC437) email
Joanne Haley-Sullivan, Executive Director, MOEC – ESSER II Funds for Collaboratives email
ESSER Collaboratives Summary

From: Smith, Allison Ward (DOE)
To: Chris Scott; James A. George
Subject: Re: [EXTERNAL] Summer Reimbursement Grant Intent (FC437)
Date: Monday, November 15, 2021 5:23:05 AM

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

Thanks for clarifying! At this time, we do still have the funding available but are extending out intent deadline to Fri (it may post again in Commissioner's weekly update) so will be in touch again if we are not able to meet that higher request.

From: Chris Scott <cscott@valleycollaborative.org>
Sent: Friday, November 12, 2021 10:08 AM
To: Smith, Allison Ward (DESE) <AllisonWard.Smith@mass.gov>; James A. George <jgeorge@valleycollaborative.org>
Subject: RE: [EXTERNAL] Summer Reimbursement Grant Intent (FC437)

CAUTION: This email originated from a sender outside of the Commonwealth of Massachusetts mail system. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Good Morning Allison,

The total amount requested was $200,000 plus $300,000 (total $500,000) but we will be grateful for $300,000.

Please let me know the final number.

Thanks,

-Chris

Chris A. Scott, Ph.D.
Executive Director

Valley COLLABORATIVE

25 Linnell Circle
Billerica, MA 01821
978-528-7826

From: Smith, Allison Ward (DOE) [mailto:allison.ward.smith2@state.ma.us]
Sent: Friday, November 12, 2021 5:45 AM

To: James A. George <jgeorge@valleycollaborative.org>; Chris Scott <cscott@valleycollaborative.org>
Subject: [EXTERNAL] Summer Reimbursement Grant Intent (FC437)

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

Thank you for submitting an intent to apply for the FC437 COVID-19 Summer Reimbursement Programming grant. At this time, based on the number of intents received and amount requested, we can use the full amount requested. *Please confirm if full amount requested was $300,000.*

We will send the allocations out this week to EdGrants office to populate based on the full amount entered and will alert you when you are able to submit the application in EdGrants. A reminder that details on application process and required forms are here: https://www.doe.mass.edu/grants/2022/437/.

Please note too that while due date is technically 11/30, we are able to push this back until 12/3 if more time is needed. If you have any questions or need to update anything on your intent, please let me know.

A few important reminders:

- This is for summer 2021 programming (which was this past summer) NOT for upcoming summer. There will be other funding opportunities for summer 2022: https://www.doe.mass.edu/asost/.
- Reimbursement requests cannot supplant funding already awarded by the Department for summer 2021 through summer-specific fund codes 120, 121, 530, 528, 525, 527, 644, 645, 646, 647 and 336-613 (links to recipients available in RFP posting: https://www.doe.mass.edu/grants/2022/437/).
- The same reimbursement requests cannot be claimed twice from any other state, federal or local sources. Any prior sources originally intended to be used for summer 2021 programming must have flexibilities that allow it to be freed up for other initiatives.

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From:	Joanne Haley-Sullivan
To:	Arnold Lundwall; Bill Lupini; Catherine Cooper; Cathy Cummins; Cathy Lawson; Chris Scott; Cindy Landanno; Cyndy Taymore; David Heimbecker; Donna Flaherty; Dympna Thomas; Fran Rosenberg; Jacki Clark; Jeanne Sullivan; Jennifer Gates; Joanne Sullivan; John Demanche; Joyal, Roland; Kim Oliveira; Liz McGonagle; Paul Hilton; Rick Reino; Sanchita Banerjee; Stephen Donovan; Susan Farrell; Theresa Craig; Todd Gazda
Cc:	Amy Lipkind; Anna Bishop; Barbara Durand; Barbara Siegel; Chris Haraden; Dan Shovak; Deb Ciccone; Eric Boes; George McCormack; Gerry Mazor; Glenn Bergevin; Greg Zammuto; Heather Freedman; Jaime Patriarca; Jennifer Prendergast; Jill Poirier; Joseph Adams; Justin Nussey; Kristin Shaver; Lena Tranvinski; Lindsey Albernaz; Marc Wright; Mark Graziano; Tefft, Beverly; Terry Burchfield
Subject:	[EXTERNAL] ESSER II Funds for Collaboratives
Date:	Wednesday, October 20, 2021 9:01:49 AM
Attachments:	DESE Collaborative COVID Expenses 081221.xlsx

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

Good morning everyone,

I am happy to report that I met with Bell Bell and others from DESE yesterday and was advised that you will be receiving reimbursement for 75% of your COVID related expenses minus revenue offset as reported in Column N on the attached spreadsheet.

Bill indicated that it will be a direct payment to you, so keep an eye out for the funds to be in your account approximately the first week of November.

You will be hearing more directly from DESE, but I wanted to let you know asap.

My best,

Joanne

Joanne Haley Sullivan, Executive Director
Massachusetts Organization of Educational Collaboratives
33 Water St. Sandwich, MA 02563
774.313.6650

Collaborative Name	Distribution
Assabet Valley Collaborative	$96,843.58
Bi-County Collaborative (BICO)	$59,975.99
Cape Cod Collaborative	$249,879.19
CAPS Education Collaborative	$23,555.06
C.A.S.E. Concord Area SPED Collaborative	$223,409.44
Central Massachusetts Collaborative	$139,824.67
South Coast Educational Collaborative	$214,510.13
EDCO Collaborative	$11,881.92
Keystone Collaborative	$81,531.49
Collaborative for Regional Educational Service and Training (CREST)	$127,329.43
Collaborative for Educational Services	$81,565.06
LABBB Collaborative	$88,519.84
Lower Pioneer Valley Educational Collaborative	$162,651.42
Valley Collaborative	$223,715.77
North River Collaborative	$184,200.34
Northshore Education Consortium	$150,218.46
Pilgrim Area Collaborative (PAC)	$52,467.31
ACCEPT Education Collaborative	$105,327.87
READS Collaborative	$443,852.26
SEEM Collaborative	$252,526.84
Shore Educational Collaborative	$192,038.69
Southeastern Mass. Educational Collaborative (SMEC)	$84,108.25
Southern Worcester County Educational Collaborative	$76,477.02
South Shore Educational Collaborative (SSEC)	$210,114.70
The Education Cooperative (TEC)	$90,717.00
Totals	**$3,627,241.73**

Valley COLLABORATIVE

Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Treasurer's Reports

Attached are the Treasurer's Reports for September 2021 and October 2021.

Required Action:
Vote to Approve Treasurer's Reports for September 2021 and October 2021

Attachments:
Treasurer's Reports for September 2021 and October 2021

VALLEY COLLABORATIVE
TREASURER'S REPORT
SEPTEMBER 30, 2021

		Beginning Balance	Receipts	Payroll	Accounts Payable	Earnings	Transfers	Ending Balance
ENTERPISE BANK ACCOUNTS								
Operating	**a/c 493426**	$ 4,783,958.47	$ 727,999.49		$ (373,230.53)		$ (1,000,000.00)	$ 4,138,727.43
Payroll	**a/c 795823**	$ 840,807.27		$ (1,371,090.74)			$ 1,000,000.00	$ 469,716.53
Joe's Bistro	**a/c 531401**	$ 3,038.40	$ 3,262.00		$ (889.00)			$ 5,411.40
ICS MMDA	**a/c 856490**	$ 55,105.62				$ 2.26		$ 55,107.88
Capital Reserve	**a/c 4063467**	$ 1,500,000.00						$ 1,500,000.00
Independence Project	**a/c 821315**	$ 864.36	$ -	$ -	$ -	$ -	$ -	$ 864.36
TOTAL ENTERPRISE BANK ACCOUNTS		$ 7,183,774.12	$ 731,261.49	$ (1,371,090.74)	$ (374,119.53)	$ 2.26	$ -	$ 6,169,827.60
MMDT	**a/c 0044263747**	$ 1,003,637.55	$ -	$ -	$ -	$ 75.31	$ -	$ 1,003,712.86
Total Unrestricted Cash		$ 8,187,411.67	$ 731,261.49	$ (1,371,090.74)	$ (374,119.53)	$ 77.57	$ -	$ 7,173,540.46
PARS OPEB Trust		$ 5,396,155.68	$ -	$ -	$ (1,299.63)	$ (156,649.74)	$ -	$ 5,238,206.31
TOTAL CASH		$ 13,583,567.35	$ 731,261.49	$ (1,371,090.74)	$ (375,419.16)	$ (156,572.17)	$ -	$ 12,411,746.77

VALLEY COLLABORATIVE
TREASURER'S REPORT
OCTOBER 31, 2021

		Beginning Balance	Receipts	Payroll	Accounts Payable	Earnings	Transfers	Ending Balance
ENTERPISE BANK ACCOUNTS								
Operating	**a/c 493426**	$ 4,138,727.43	$ 687,064.09		$ (133,018.84)		$ (2,500,000.00)	$ 2,192,772.68
Payroll	**a/c 795823**	$ 469,716.53		$ (1,030,874.71)			$ 1,000,000.00	$ 438,841.82
Joe's Bistro	**a/c 531401**	$ 5,411.40	$ 5,737.00		$ (1,219.79)			$ 9,928.61
ICS MMDA	**a/c 856490**	$ 55,107.88				$ 41.34	$ 1,500,000.00	$ 1,555,149.22
Capital Reserve	**a/c 4063467**	$ 1,500,000.00						$ 1,500,000.00
Independence Project	**a/c 821315**	$ 864.36	$ -	$ -	$ -	$ -	$ -	$ 864.36
TOTAL ENTERPRISE BANK ACCOUNTS		$ 6,169,827.60	$ 692,801.09	$ (1,030,874.71)	$ (134,238.63)	$ 41.34	$ -	$ 5,697,556.69
MMDT	**a/c 0044263747**	$ 1,003,712.86	$ -	$ -	$ -	$ 78.93	$ -	$ 1,003,791.79
Total Unrestricted Cash		$ 7,173,540.46	$ 692,801.09	$ (1,030,874.71)	$ (134,238.63)	$ 120.27	$ -	$ 6,701,348.48
PARS OPEB Trust		$ 5,238,206.31	$ -	$ -	$ (1,564.57)	$ 159,345.53	$ -	$ 5,395,987.27
TOTAL CASH		$ 12,411,746.77	$ 692,801.09	$ (1,030,874.71)	$ (135,803.20)	$ 159,465.80	$ -	$ 12,097,335.75

Valley COLLABORATIVE

Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: PARS Report and Statements

Attached is the Vanguard Investment Report (as of September 30, 2021) and the PARS Statements for September 2021 and October 2021.

Required Action:
Vote to Approve PARS Statements for September 2021 and October 2021

Attachments:
Vanguard Investment Report (as of September 30, 2021)
PARS Statements for September 2021 and October 2021

From: Kathryn Cannie
To: "heidikriger@gmail.com"; Chris Scott
Subject: [EXTERNAL] Vanguard third quarter report
Date: Tuesday, November 16, 2021 11:10:34 AM
Attachments: PARS - Vanguard Q3 2021 Report Balanced.pdf

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

Good morning
Please find attached the third quarter Vanguard Investment Report (as of September 30, 2021) for your selected investment strategy (balanced) in the PARS Trust. The report includes a summary of your portfolio, detail on the underlying funds and a market outlook. Please note that the reported returns are for the investment pools and therefore, due to the timing of contributions and distributions, actual returns for an individual trust account may differ slightly from these published figures.
If you have any questions, please do not hesitate to contact me at kcannie@pars.org or 617-549-6555.

Kathryn Cannie

Senior Manager – Eastern Region

Public Agency Retirement Services (PARS)

617-549-6555

www.pars.org

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TRUSTED SOLUTIONS. LASTING RESULTS.

PARS OPEB TRUST PROGRAM
VANGUARD QUARTERLY INVESTMENT REPORT

September 30, 2021

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PARS Investment Partnership - Balanced Strategy

Overview

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

Investment objective

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

Investment strategy

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

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

Fees

The fees for managing the strategy consists of the expense ratios of the individual funds and the advisor fee. Both of these fees are dependent on the assets under management. Currently the average expense ratio is **0.08%** which consists of averaging the expense ratio of the individual funds which are outlined above. The average advisory fee is **0.02%** based on the current assets under management.

Source: Morningstar Direct

PARS Investment Partnership - Balanced Strategy

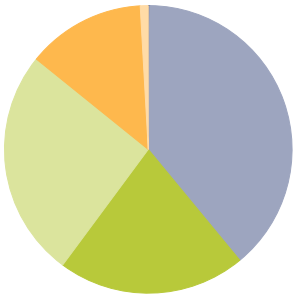
Holdings

9/30/2021

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

Asset allocation

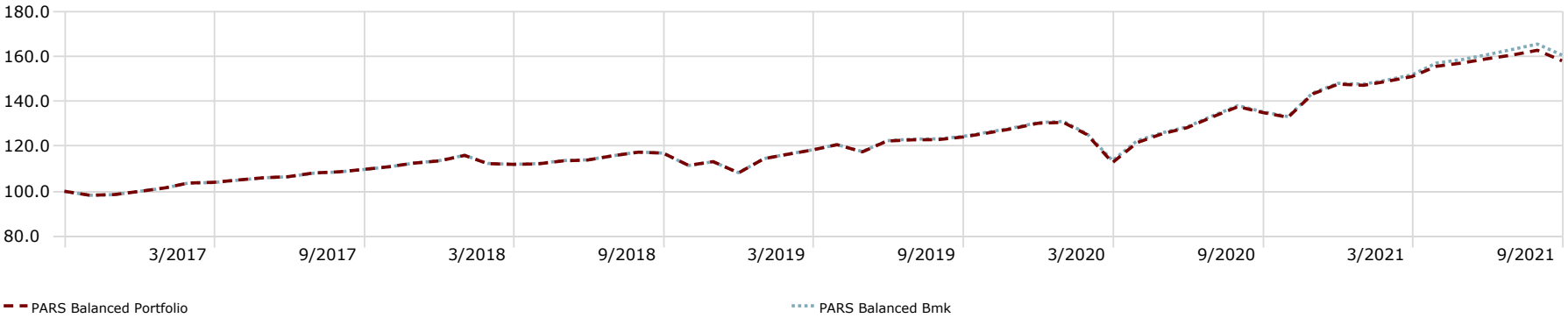
9/30/2021



	%
Cash	0.2
US Equity	38.9
Non-US Equity	21.1
US Bond	25.7
Non-US Bond	13.3
Other	0.9
Total	**100.0**

Investment growth

Time Period: 10/1/2016 to 9/30/2021

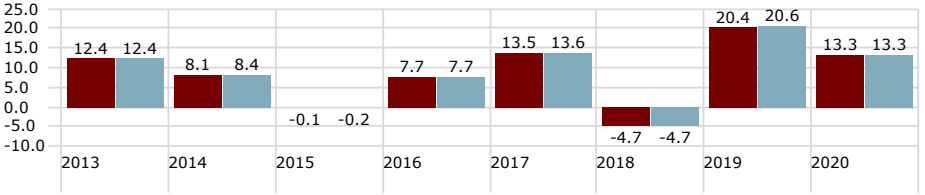


Trailing Returns - Annualized after one year

As of Date: 9/30/2021

	YTD	One Year	Three Years	Five Years	Eight Years	Ten Years
PARS Balanced Portfolio	7.02	17.01	10.53	9.57	8.44	9.58
PARS Balanced Bmk	6.94	16.88	10.59	9.61	8.48	9.56

Annual returns



Benchmark

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

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Source: Morningstar Direct

PARS Investment Partnership - Balanced Strategy

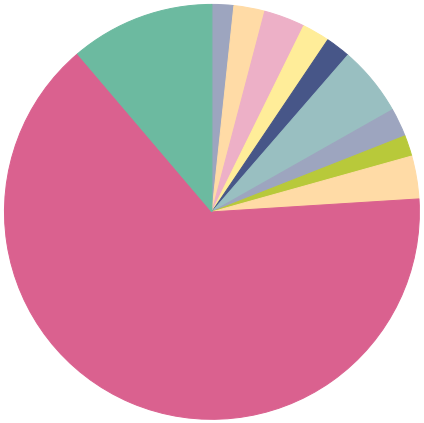
Equity sectors

9/30/2021

	%
Basic Materials	4.3
Consumer Cyclical	10.5
Financial Services	13.8
Real Estate	13.3
Consumer Defensive	5.8
Healthcare	10.8
Utilities	2.4
Communication Services	8.1
Energy	2.8
Industrials	9.7
Technology	18.4
Total	**100.0**

Equity country exposure

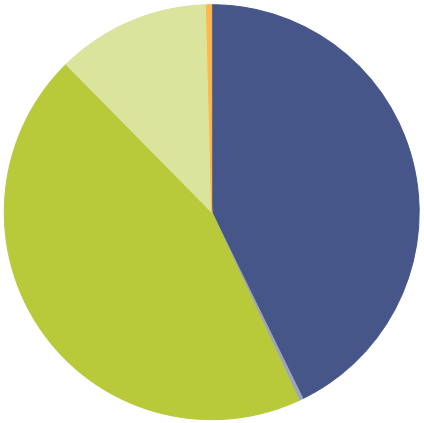
9/30/2021



	%
Australia	1.7
Canada	2.4
China	3.2
France	2.1
Germany	1.9
Japan	5.4
Switzerland	2.2
Taiwan	1.6
United Kingdom	3.3
United States	64.8
Other	11.2
Total	**100.0**

Fixed income sectors

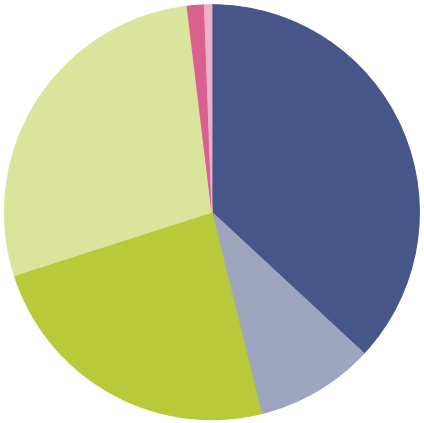
9/30/2021



	%
Government	42.8
Municipal	0.3
Corporate	44.5
Securitized	12.0
Cash & Equivalents	0.4
Derivative	0.0
Total	**100.0**

Fixed income credit quality

9/30/2021



	%
AAA	36.9
AA	9.3
A	23.9
BBB	28.0
Below B	1.3
Not Rated	0.6
Total	**100.0**

Source: Morningstar Direct

Vanguard®

Vanguard Total Stock Market Index Fund (VTSAX)

Investment approach

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

Share of U.S. stock market (%)

●	100%	CRSP US Total Market Index

As measured by the MSCI US Broad Market Index.

Key facts

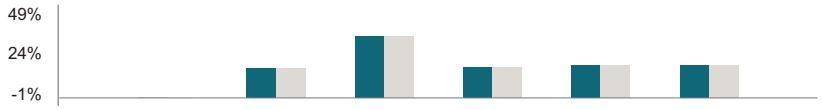
Expense ratio as of 04/29/2021	4 bps
As reported in the most recent prospectus.	
Designation	Domestic large-cap blend
Fund inception date	04/27/1992
Admiral™ Shares inception date	11/13/2000
Total net assets as of 09/30/2021 ($M)	$1,257,966
Net fund assets for VTSAX as of 09/30/2021 ($M)	$315,457
Holdings	4,025
Indexed to	CRSP US Total Market Index (CRSPTMT)
Turnover rate (fiscal year-end 12/31/2020)	8.0%
CUSIP	922908728
Investment manager	Vanguard Equity Index Group

Risk and volatility

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

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

Performance



	Quarter-end	Year-to-date	Annualized 1-year	3-year	5-year	10-year
Fund	-0.07%	15.17%	32.08%	16.04%	16.87%	16.60%
Benchmark	-0.06%	15.18%	32.11%	16.06%	16.88%	16.62%
+/- Benchmark	-0.01%	-0.01%	-0.03%	-0.02%	-0.01%	-0.02%

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

Performance versus competitors

Percentage of Multi-Cap Core Funds outperformed by **VTSAX**

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 568; 3-year, 527; 5-year, 476; 10-year, 331. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard®

Vanguard Total Bond Market Index Fund (VBTLX)

Investment approach

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

Share of U.S. bond market (%)

100%	Bloomberg U.S. Aggregate Float Adjusted Index

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

Key facts

Expense ratio as of 04/29/2021 As reported in the most recent prospectus.	5 bps
Designation	Treasury/agency/blend intermediate-term
Fund inception date	12/11/1986
Admiral™ Shares inception date	11/12/2001
Total net assets as of 09/30/2021 ($M)	$315,733
Net fund assets for VBTLX as of 09/30/2021 ($M)	$117,612
Holdings	10,153
Indexed to	Bloomberg U.S. Aggregate Float Adjusted Index (I20984US)
Turnover rate (fiscal year-end 12/31/2020)	79.0%
CUSIP	921937603
Investment manager	Vanguard Fixed Income Group

Risk and volatility

	R^2	Beta
Primary benchmark	0.99	1.00
Broad-based benchmark	0.99	1.00

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

Performance

			Annualized			
	Quarter-end	Year-to-date	1-year	3-year	5-year	10-year
Fund	0.11%	-1.58%	-0.92%	5.41%	2.93%	2.96%
Benchmark	0.05%	-1.62%	-0.93%	5.44%	2.99%	3.05%
+/- Benchmark	0.06%	0.04%	0.01%	-0.03%	-0.06%	-0.09%

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

Performance versus competitors

Percentage of Core Bond Funds outperformed by VBTLX

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 484; 3-year, 462; 5-year, 410; 10-year, 311. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard®

Vanguard Total International Bond Index Fund (VTABX)

Investment approach

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

Key facts

Expense ratio as of 02/26/2021 As reported in the most recent prospectus.	11 bps
Designation	International/global intermediate-term
Fund inception date	05/31/2013
Admiral™ Shares inception date	05/31/2013
Total net assets as of 09/30/2021 ($M)	$117,609
Net fund assets for VTABX as of 09/30/2021 ($M)	$29,399
Holdings	6,404
Indexed to	Bloomberg Global Aggregate ex-USD Float Adjusted RIC Capped Index (Hedged) (H28986US)
Turnover rate (fiscal year-end 10/31/2020)	31.4%
CUSIP	92203J308
Investment manager	Vanguard Fixed Income Group

Risk and volatility

	R^2	Beta
Primary benchmark	1.00	1.01
Broad-based benchmark	0.36	0.36

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

Performance

			Annualized			
	Quarter-end	Year-to-date	1-year	3-year	5-year	*Since inception
Fund	0.06%	-2.01%	-1.00%	4.01%	2.67%	3.57%
Benchmark	-0.01%	-1.98%	-0.92%	4.17%	2.85%	3.79%
+/- Benchmark	0.07%	-0.03%	-0.08%	-0.16%	-0.18%	-0.22%

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

Performance versus competitors

Percentage of International Income Funds outperformed by VTABX

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 98; 3-year, 94; 5-year, 79. Only funds with a minimum one-, three-, or five-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard®

Vanguard Intermediate-Term Investment-Grade Fund (VFIDX)

Investment approach

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

Fund advisors

● 100% Vanguard Fixed Income Group

Key facts

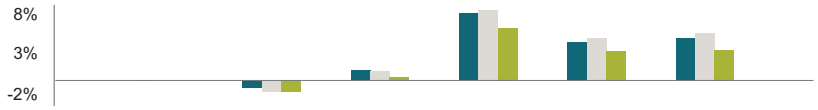
Expense ratio as of 05/28/2021 As reported in the most recent prospectus.	10 bps
Designation	Investment-grade corporate intermediate-term
Fund inception date	11/01/1993
Admiral™ Shares inception date	02/12/2001
Total net assets as of 09/30/2021 ($M)	$37,540
Net fund assets for VFIDX as of 09/30/2021 ($M)	$35,484
Holdings	2,271
Benchmarked to	Bloomberg U.S. 5–10 Year Credit Bond Index (I00648)
Turnover rate (fiscal year-end 01/31/2021)	63.0%
CUSIP	922031810

Risk and volatility

	R^2	Beta
Primary benchmark	0.95	0.69
Broad-based benchmark	0.71	1.11

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

Performance



			Annualized			
	Quarter-end	Year-to-date	1-year	3-year	5-year	10-year
Fund	0.08%	-0.75%	1.13%	6.98%	4.04%	4.44%
Benchmark	0.02%	-1.20%	1.05%	7.38%	4.37%	4.93%
Spliced Core Bond Funds Average	0.01%	-1.11%	0.33%	5.49%	3.09%	3.26%

Performance versus competitors

Percentage of Core Bond Funds outperformed by **VFIDX**

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 484; 3-year, 462; 5-year, 410; 10-year, 311. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard®

Vanguard Total International Stock Index Fund (VTIAX)

Investment approach

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

Regional diversification

39.7%	Europe
27.7	Pacific
25.3	Emerging Markets
6.8	North America
0.4	Middle East
0.1	Other

Key facts

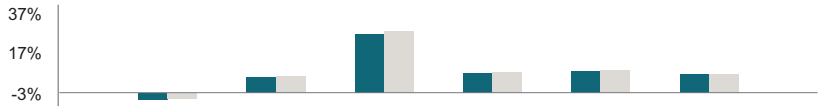
Expense ratio as of 02/26/2021	11 bps
As reported in the most recent prospectus.	
Designation	International/global blend
Fund inception date	04/29/1996
Admiral™ Shares inception date	11/29/2010
Total net assets as of 09/30/2021 ($M)	$404,279
Net fund assets for VTIAX as of 09/30/2021 ($M)	$78,036
Holdings	7,765
Indexed to	FTSE Global All Cap ex US Index (TGPVAN17)
Turnover rate (fiscal year-end 10/31/2020)	7.2%
CUSIP	921909818
Investment manager	Vanguard Equity Index Group

Risk and volatility

	R^2	Beta
Primary benchmark	0.99	1.00
Broad-based benchmark	0.99	1.00

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

Performance



	Quarter-end	Year-to-date	Annualized 1-year	3-year	5-year	10-year
Fund	-3.00%	6.38%	24.36%	8.31%	9.01%	7.89%
Benchmark	-2.50%	6.95%	25.37%	8.53%	9.25%	7.89%
+/- Benchmark	-0.50%	-0.57%	-1.01%	-0.22%	-0.24%	0.00%

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

Performance versus competitors

Percentage of International Funds outperformed by VTIAX

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 1489; 3-year, 1346; 5-year, 1148; 10-year, 788. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard®

Vanguard Short-Term Investment-Grade Fund (VFSUX)

Investment approach

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

Fund advisors

100%	Vanguard Fixed Income Group

Key facts

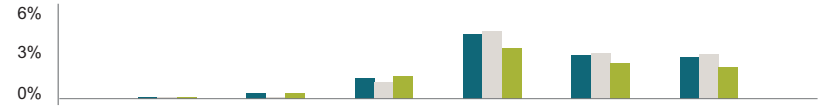
Expense ratio as of 05/28/2021	10 bps
As reported in the most recent prospectus.	
Designation	Investment-grade corporate short-term
Fund inception date	10/29/1982
Admiral™ Shares inception date	02/12/2001
Total net assets as of 09/30/2021 ($M)	$79,649
Net fund assets for VFSUX as of 09/30/2021 ($M)	$56,176
Holdings	2,505
Benchmarked to	Bloomberg U.S. 1–5 Year Credit Bond Index (I00643)
Turnover rate (fiscal year-end 01/31/2021)	86.3%
CUSIP	922031836

Risk and volatility

	R^2	Beta
Primary benchmark	0.99	1.01
Broad-based benchmark	0.37	0.47

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

Performance



	Quarter-end	Year-to-date	Annualized 1-year	3-year	5-year	10-year
Fund	0.14%	0.35%	1.34%	4.02%	2.71%	2.64%
Benchmark	0.09%	0.13%	1.08%	4.25%	2.85%	2.79%
1-5 Year Inv-Grade Debt Funds Avg	0.11%	0.37%	1.44%	3.19%	2.23%	1.98%

Performance versus competitors

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

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 512; 3-year, 475; 5-year, 424; 10-year, 284. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

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Vanguard®

Vanguard Real Estate Index Fund (VGSLX)

Investment approach

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

Key facts

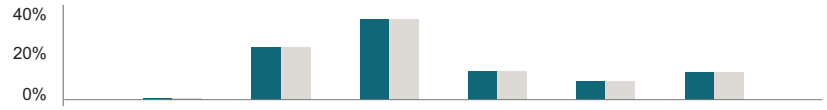
Expense ratio as of 05/28/2021 As reported in the most recent prospectus.	12 bps
Designation	Sector/specialized
Fund inception date	05/13/1996
Admiral™ Shares inception date	11/12/2001
Total net assets as of 09/30/2021 ($M)	$78,329
Net fund assets for VGSLX as of 09/30/2021 ($M)	$24,358
Holdings	169
Indexed to	MSCI US Investable Market Real Estate 25/50 Index (M2CXVGD)
Turnover rate (fiscal year-end 01/31/2021)	6.1%
CUSIP	921908877
Investment manager	Vanguard Equity Index Group

Risk and volatility

	R^2	Beta
Primary benchmark	1.00	1.00
Broad-based benchmark	0.71	0.80

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

Performance



			Annualized			
	Quarter-end	Year-to-date	1-year	3-year	5-year	10-year
Fund	0.68%	22.19%	33.51%	12.01%	7.54%	11.54%
Benchmark	0.70%	22.29%	33.64%	12.11%	7.64%	11.64%
+/- Benchmark	-0.02%	-0.10%	-0.13%	-0.10%	-0.10%	-0.10%

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

Performance versus competitors

Percentage of Real Estate Funds outperformed by VGSLX

Source: Lipper, a Thomson Reuters Company. Based on total returns as of September 30, 2021. Number of funds in category: 1-year, 222; 3-year, 207; 5-year, 184; 10-year, 132. Only funds with a minimum one-, three-, five-, or ten-year history, respectively, were included in the comparison. Results will vary for other time periods.

The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. For performance data current to the most recent month-end, visit our website at vanguard.com/performance. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

Figures for periods of less than one year are cumulative returns. All other figures represent average annual returns. Performance figures include the reinvestment of all dividends and any capital gains distributions. All returns are net of expenses.

All data as of September 30, 2021, unless otherwise noted.

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Prepared for

Public Agency Retirement Services (PARS)

3Q 2021 Review

Vanguard®

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Prepared for Public Agency Retirement Services (PARS)

Asset allocation and analysis

Prepared for PARS

Vanguard strategies

Investments (return seeking / risk reducing)	Fixed Income Strategy (0/100)	Conservative Strategy (40/60)	Balanced Strategy (60/40)	Growth Strategy (75/25)
Total Equity	**-**	**36%**	**54%**	**67%**
Total Stock Market Index	-	22%	33%	41%
Total International Stock Market Index	-	14%	21%	26%
Total Fixed Income	**100.0%**	**60%**	**40%**	**25%**
Total Bond Market Index	45%	23%	15%	10%
Total International Bond Market Index	25%	15%	10%	5%
Intermediate-Term Investment Grade Fund	15%	14%	10%	7%
Short-Term Investment Grade Fund	15%	8%	5%	3%
Total Real Estate	**-**	**4%**	**6%**	**8%**
Real Estate Index	-	4%	6%	8%
Total weighted average expense ratio	0.08%	0.08%	0.08%	0.08%
Vanguard Advisory fee	0.02%	0.02%	0.02%	0.02%
All-in fee	**0.10%**	**0.10%**	**0.10%**	**0.10%**

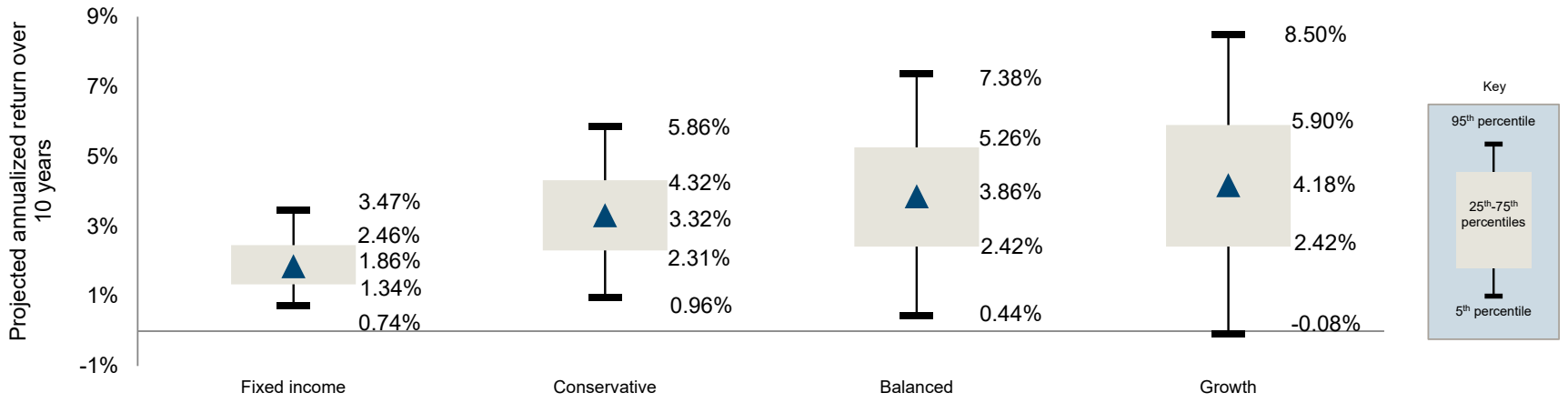
Data as of June 30, 2021.

Tracking #: 1591785 Expiration date: 7/17/2022

Asset allocation analysis: 10-year outlook

Asset classes	Fixed income	Conservative	Balanced	Growth
U.S. Equity	-	22%	33%	41%
Non U.S. Equity	-	14%	21%	26%
REITs	-	4%	6%	8%
U.S. Aggregate Bonds	45%	23%	15%	10%
Non U.S. Bonds	25%	15%	10%	5%
Intermediate-Term Credit	15%	14%	10%	7%
Short-Term Credit	15%	8%	5%	3%
Median expected outcomes				
Returns	1.86%	3.32%	3.86%	4.18%
Volatility	3.64%	6.52%	9.52%	11.92%
Sharpe ratio	0.07	0.26	0.25	0.25
EQ/FI/REITS (%)	0/100/0	36/60/4	54/40/6	67/25/8

Portfolio nominal return distributions (10-year horizon)



IMPORTANT: The projections or other information generated by the Vanguard Capital Markets Model®(VCMM) regarding the likelihood of various investment outcomes are hypothetical in nature, do not reflect actual investment results, and are not guarantees of future results. Distribution of return outcomes from VCMM derived from 10,000 simulations for U.S. equity returns and fixed income returns. Simulations as of June 30, 2021. Results from the model may vary with each use and over time. For more information on VCMM, see the Important Information slide.

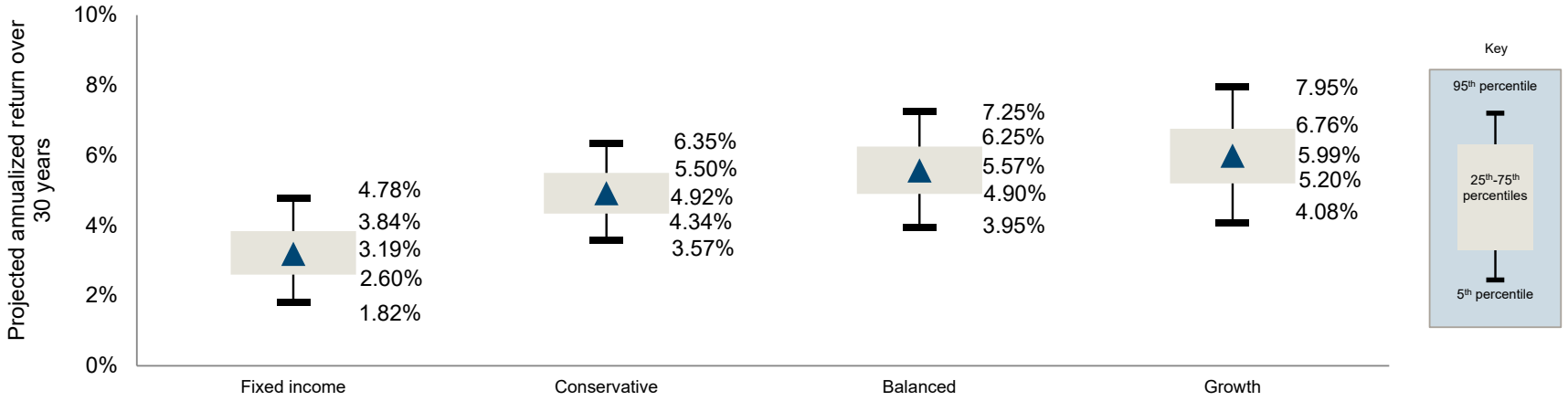
Note: Returns, real returns, and Sharpe ratio listed above represent the median value for 10,000 scenarios. The Sharpe ratio calculates return (or reward) per unit of risk; (Rx-rf)/σ(x-r); Rf = cash. The risk-free rate is based on VCMM's projections for cash.
Source: Vanguard, Investment Strategy Group.

Tracking #: 1593869 Expiration date: 7/22/2022

Asset allocation analysis: 30-year outlook

Asset classes	Fixed income	Conservative	Balanced	Growth
U.S. Equity	-	22%	33%	41%
Non U.S. Equity	-	14%	21%	26%
REITs	-	4%	6%	8%
U.S. Aggregate Bonds	45%	23%	15%	10%
Non U.S. Bonds	25%	15%	10%	5%
Intermediate-Term Credit	15%	14%	10%	7%
Short-Term Credit	15%	8%	5%	3%
Median expected outcomes				
Returns	3.19%	4.92%	5.57%	5.99%
Volatility	4.18%	6.87%	10.01%	12.50%
Sharpe ratio	0.16	0.36	0.33	0.32
EQ/FI/REITS (%)	0/100/0	36/60/4	54/40/6	67/25/8

Portfolio nominal return distributions (30-year horizon)



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Source: Vanguard, Investment Strategy Group.

Tracking #: 1593869 Expiration date: 7/22/2022

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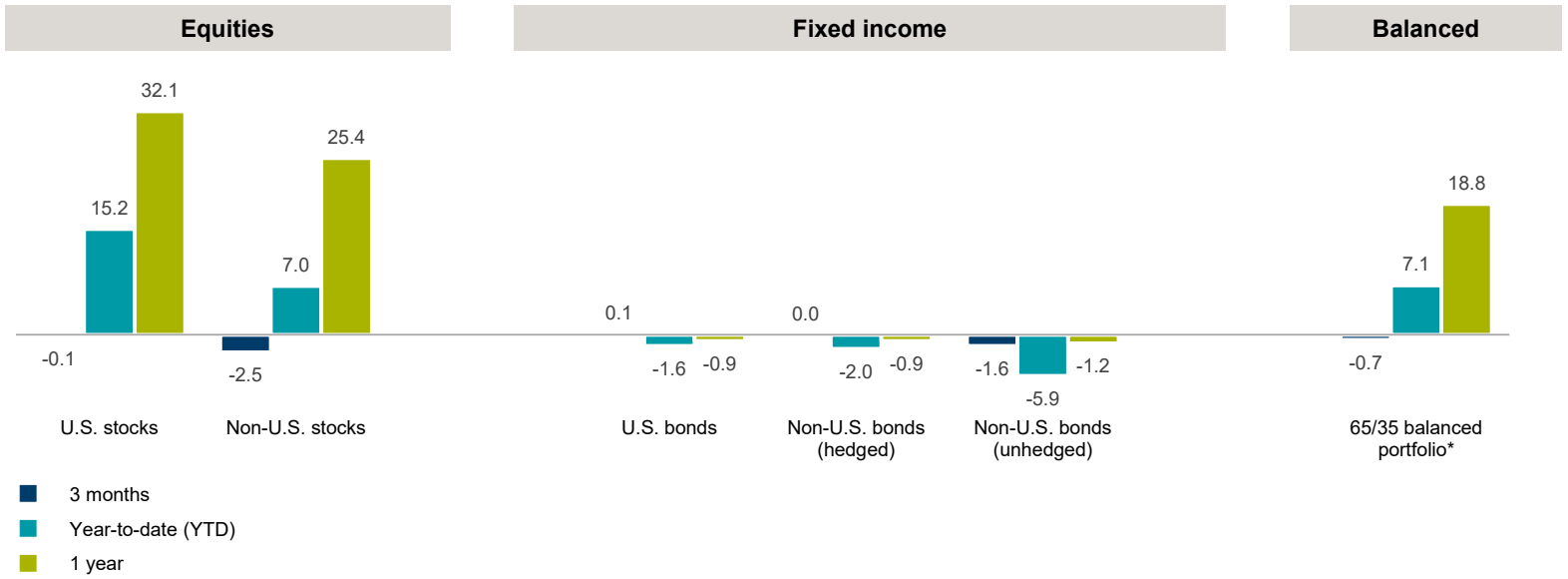
3Q performance review

Prepared for Public Agency Retirement Services (PARS)

Stocks stumble as financial conditions seem to be tightening amid debt ceiling worries

- S&P 500 Drops 4.65% in September, its first monthly loss since January and biggest one-month drop since the start of the pandemic
- U.S. consumer confidence declined for the third straight month in September as the rapidly-spreading delta variant of the coronavirus extends the life of a global pandemic. Concerns about inflation are also dampening consumer sentiment.
- Debt ceiling drama in Congress continued and Yellen warned that the Treasury will exhaust all of its “extraordinary measures” to avoid default obligations by Oct 18.
- The Federal Reserve has argued that inflation is transitory and will recede to just above its 2% target by 2022. However, Fed Chairman Jerome Powell, asked last week whether inflation is now broader and more structural than earlier this year, responded, “Yes, I think it’s fair to say that it is.”

Global market returns as of September 30, 2021 (%)



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

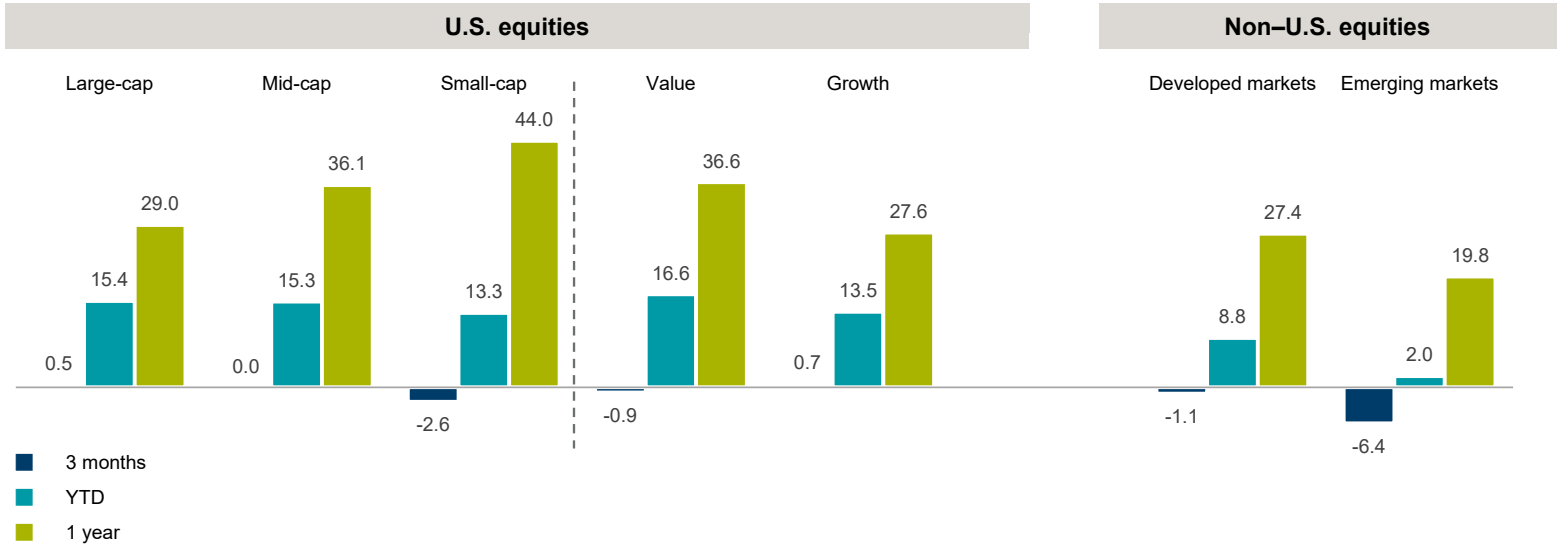
Sources: Bloomberg Barclays, CRSP, and FTSE.
U.S. stocks (CRSP U.S. Total Market Index), non-U.S. stocks (FTSE Global All-Cap ex-US Index), U.S. bonds (Bloomberg Barclays U.S. Aggregate Float Adjusted Index), non-U.S. bonds hedged (Bloomberg Barclays Global Aggregate ex-USD Float Adjusted RIC Capped Index hedged), non-U.S. bonds unhedged (Bloomberg Barclays Global Aggregate Index ex USD).
* 65/35 balanced portfolio Static Composite (39% U.S. stocks, 26% international stocks, and 24.5% investment-grade U.S. bonds, 10.5% investment-grade international bonds).

Prepared for Public Agency Retirement Services (PARS)

China drags on emerging markets – Evergrande and regulatory changes play a role

- Growth and value – while markets tumbled in September, value held up better than growth: *S&P 500 -4.65, S&P Value -3.29, S&P Growth -5.79*
- Some economists fear that Evergrande's potential collapse arrived as Beijing imposed restrictions and rule changes on a wide range of companies in recent months. China urged tech firms, education providers, food delivery services, and more to reform their business practices, with the consistent theme of the state asserting control over the corporate sector.
- Worries escalated when Evergrande missed interest payments on a dollar-denominated bond. In an effort to reduce systemic risk, the People's Bank of China injected significant levels of liquidity into the banking system via its open-market operations.

Global equity market returns as of September 30, 2021 (%)



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

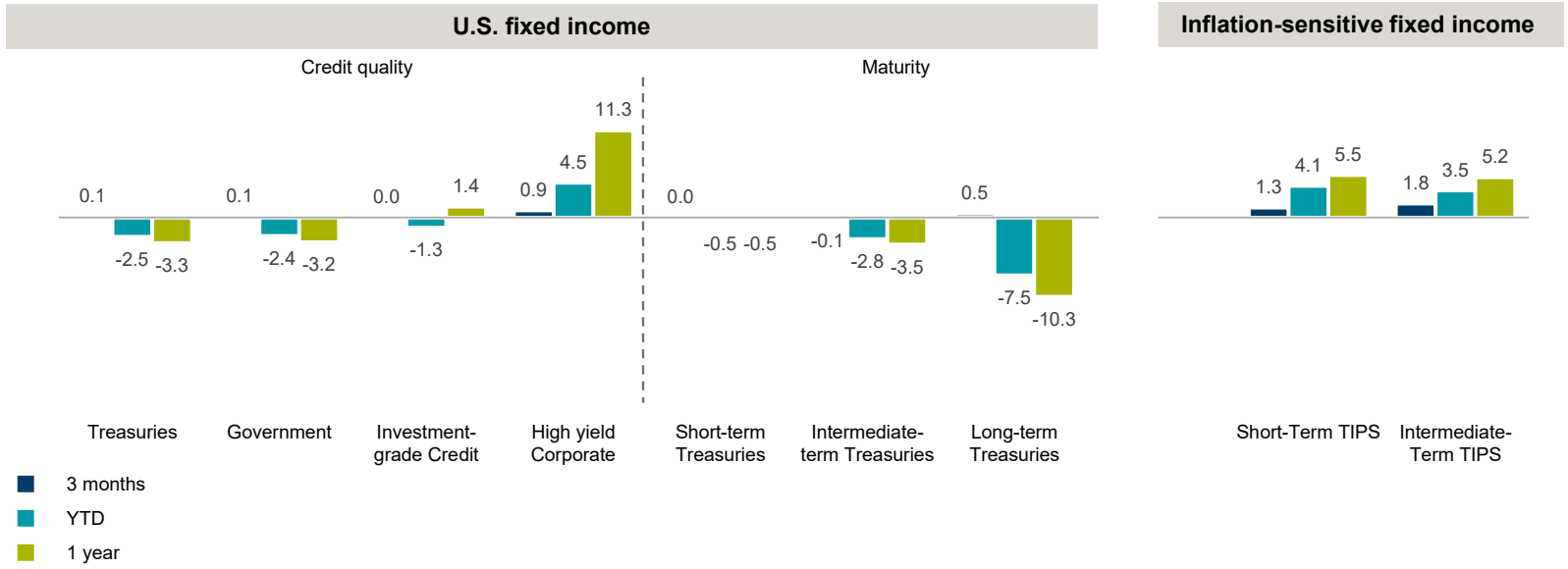
Sources: CRSP, FTSE, and Russell.
Large-cap (CRSP U.S. Mega Cap Index), mid-cap (CRSP U.S. Mid Cap Index), small-cap (CRSP U.S. Small Cap Index); value (Russell 3000 Value Index), growth (Russell 3000 Growth Index); developed markets (FTSE Developed All Cap ex–U.S. Index), emerging markets (FTSE Emerging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

Prepared for Public Agency Retirement Services (PARS)

The Dollar reaches its highest level since November, tracking the rise in Treasury yields

- Ten- and 30-year U.S. Treasury yields posted their biggest quarterly rises since March as investors' concerns about inflation intensified and global central banks begin moving away from easy monetary policy settings.
- Short-term TIPS continued to perform as expected as a result of inflation concerns.
- Fed chairman Jerome Powell stated that tapering of its bond-purchasing program would start in the next month or two and likely be concluded by the middle of next year if the economy remained on its current trajectory. Half of the Fed's policy committee members favored an increase in interest rates as soon as next year.

Domestic fixed income market returns as of September 30, 2021 (%)



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

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

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Market outlook

Prepared for Public Agency Retirement Services (PARS)

Vanguard October 2021 market and economic outlook at a glance

Key takeaways:

- Because of the COVID-19 resurgence, we're revising downward our forecast for full-year U.S. growth to around 6% from our previous expectation of around 7.5%.
- Vanguard has changed our outlook for the start of the Federal Reserve's tapering of its asset purchases from the first quarter of 2022 to the fourth quarter of 2021.
- We foresee core inflation exceeding central bank targets in the United States and the United Kingdom in the months ahead and settling below the inflation targets in China and the euro area.
- Vanguard continues to expect that the U.S. unemployment rate will fall toward the mid-4% range by year-end.

Asset-class return outlooks

Our 10-year, annualized, nominal return projections, as of June 30, 2021, are shown below. Please note that the figures are based on a 1.0-point range around the rounded 50th percentile of the distribution of return outcomes for equities and a 0.5-point range around the rounded 50th percentile for fixed income.

Equities	Return projection	Median volatility
U.S. equities	2.3%–4.3%	16.7%
U.S. value	2.9%–4.9%	18.9%
U.S. growth	–0.6%–1.4%	17.7%
U.S. large-cap	2.2%–4.2%	16.3%
U.S. small-cap	2.1%–4.1%	21.8%
U.S. real estate investment trusts	2.2%–4.2%	19.3%
Global equities ex-U.S. (unhedged)	5.1%–7.1%	18.7%
U.S. inflation	1.4%–2.4%	2.3%

Fixed income	Return projection	Median volatility
U.S. aggregate bonds	1.3%–2.3%	4.5%
U.S. Treasury bonds	1.1%–2.1%	4.6%
U.S. credit bonds	1.5%–2.5%	4.6%
U.S. high-yield corporate bonds	1.9%–2.9%	10.4%
U.S. Treasury Inflation-Protected Securities	0.9%–1.9%	7.0%
U.S. cash	1.2%–2.2%	1.2%
Global bonds ex-U.S. (hedged)	1.2%–2.2%	3.8%
Emerging markets sovereign bonds	1.9%–2.9%	10.2%

These probabilistic return assumptions depend on current market conditions and, as such, may change over time.

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Source: Vanguard Investment Strategy Group.

Prepared for Public Agency Retirement Services (PARS)

Vanguard October 2021 market and economic outlook at a glance

Region-by-region outlook

U.S. economic growth holds up, while the risks for China increase

United States. We lowered our third-quarter and, thus, full-year growth forecasts for the United States in response to the consumer supply constraints and the resurgence of COVID-19 owing to the spread of the Delta variant.

- The current slowdown coupled with a weaker-than-expected annual growth rate of 6.6% in the second quarter led us to revise our forecast for full-year growth downward, to around 6%, from our previous forecast of around 7.5%.
- We still expect fourth-quarter growth at an annual rate of around 5.5% and estimate GDP growth for all of 2022 will be around 3.5% to 4.0%.
- Under our revised forecasts, the United States would reach its pre-pandemic growth trend in the first quarter of 2022, rather than the fourth quarter of 2021.

Euro area. Daily new cases of COVID-19 have fallen recently in previous hot spots such as Spain and France, and hospitalizations appear to have peaked across the euro area. We maintain our view of full-year GDP growth of around 5%.

- On September 9, the European Central Bank revised its full-year euro area growth forecast from 4.6% to 5.0%, bringing its view in line with ours.
- Gross domestic product grew by a seasonally adjusted 2.2% in the second quarter compared with the first quarter, according to the most recent estimate by Eurostat.

China. Risks to economic growth remain tilted to the downside in China, despite the most recent outbreak of the COVID-19 Delta variant appearing to be under control. Given the highly contagious nature of the Delta variant and the relatively low efficacy of China's vaccine, the risk of further outbreaks and lockdowns remains elevated.

- We continue to anticipate full-year economic growth in China at just below 8.5%.
- Chinese government data released September 15 showed slowing growth in both industrial production and retail sales.
- August export data were stronger than expected, helped by a temporary diversion of orders from Southeast Asian nations dealing with COVID-19 and resilient demand from developed markets for tech-related and capital goods.

Emerging markets. COVID-19 continues to have a divergent story in emerging markets. Emerging Asia, which we had anticipated at the start of the year would be the strongest emerging region for growth, has been beset by low vaccination rates and—given its many "zero-COVID" lockdowns—a low rate of infection-acquired immunity as well. The region has struggled with rising case counts.

- Latin America, which had been hit hard by the coronavirus around midyear, has continued to see case counts fall in recent weeks.
- We're watching for the degree to which some of the world's more developed emerging markets, such as South Korea, might be able to use their relatively higher vaccination rates to move away from zero-COVID lockdown approaches, which can weigh on growth.

Prepared for Public Agency Retirement Services (PARS)

Vanguard October 2021 market and economic outlook at a glance

Strong labor market reports will be key

The Fed's asset-purchase tapering may begin sooner

Minutes of the Federal Open Market Committee's (FOMC's) July 27–28 meeting suggest the Federal Reserve plans to start to reduce the pace of its asset purchases this year. We've changed our estimate of when such asset-purchase tapering may begin from the first quarter of 2022 to the fourth quarter of 2021.

- We believe the Fed will want to see further strong labor market reports before formalizing a tapering plan. (A strong jobs report for July was followed by a relatively weak August report.)
- The July meeting minutes show that while most FOMC members believe the Fed has met its price-stability goal for initiating the removal of its policy recommendations, it hasn't met its maximum-employment goal.

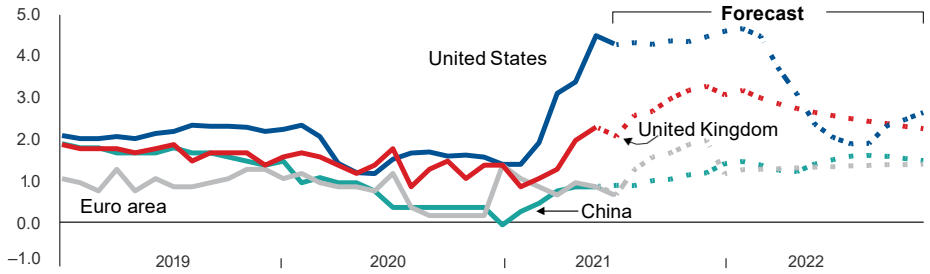
More inflation volatility ahead?

Inflation may not settle down as soon as expected

The inflation environment is likely to be more volatile in coming years than we've come to expect recently. Vanguard's view is that the consensus is too sanguine about inflation in the United States settling into its pre-pandemic trend of 2.0% in 2022.

- In our base case, we anticipate that the core Consumer Price Index (CPI)—which excludes volatile food and energy prices—will come in around or above 3% through the first quarter of 2022, settle back just below 2% for some time, and end 2022 above the Federal Reserve's target of 2%.
- Risks for higher inflation include the potential that current supply-and-demand dislocations could prove less transitory than expected and that inflation expectations could become dislodged and put upward pressure on actual inflation.
- Globally, prices have risen as demand has returned to normal levels amid supply shortages in goods, services, and even labor.
- We foresee core inflation exceeding central bank targets in the United States and the United Kingdom in the months ahead and settling below the targets in China and the euro area.

Resurgent demand and supply constraints push up prices



Note: Data and Vanguard forecasts are for year-over-year percentage changes in the core CPI, which excludes volatile food and energy prices. Actual inflation is through July 2021 for the United States and the euro area and through June 2021 for the United Kingdom and China. Vanguard forecasts are presented thereafter.

Sources: Vanguard calculations, using data from Bloomberg and Refinitiv.

Prepared for Public Agency Retirement Services (PARS)

Vanguard October 2021 market and economic outlook at a glance

Labor market hits a speed bump

Employment outlook should brighten

Job creation in the U.S. paused in July, with growth in job creation slowing to a seven-month low of 235,000. Vanguard believes the number belies the strength of the U.S. labor market.

- Vanguard continues to foresee the unemployment rate falling toward the mid-4% range by year-end.
- Provided the rate of new COVID-19 Delta variant cases doesn't require interventions that could change the trajectory of the economic recovery, we foresee a number of forces aligning that should spur a strong upswing in employment in the coming months.
- Three-month average job growth stands at 750,000, and we anticipate average monthly job growth of around 700,000 for the rest of the year given businesses' significant need for labor and the expiration of pandemic-related unemployment insurance benefits

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Appendix

Important information

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

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

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

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

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

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

Advice services are provided by Vanguard Advisers, Inc., a registered investment advisor.

Vanguard Marketing Corporation, Distributor of the Vanguard Funds.

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About the Vanguard Capital Markets Model

All investing is subject to risk, including the possible loss of the money you invest. Diversification does not ensure a profit or protect against a loss in a declining market. There is no guarantee that any particular asset allocation or mix of funds will meet your investment objectives or provide you with a given level of income.

International investing is subject to additional risks, including the possibility that returns will be hurt by a decline in the value of foreign currencies or by unfavorable developments in a particular country or region. Stocks and bonds of issuers based in emerging markets are subject to national and regional political and economic risks and to the risk of currency fluctuations. These risks are especially high in emerging markets.

Bond funds are subject to the risk that an issuer will fail to make payments on time, and that bond prices will decline because of rising interest rates or negative perceptions of an issuer's ability to make payments.

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

The primary value of the VCMM is in its application to analyzing potential client portfolios. VCMM asset-class forecasts—comprising distributions of expected returns, volatilities, and correlations—are key to the evaluation of potential downside risks, various risk–return trade-offs, and the diversification benefits of various asset classes. Although central tendencies are generated in any return distribution, Vanguard stresses that focusing on the full range of potential outcomes for the assets considered, such as the data presented in this paper, is the most effective way to use VCMM output.

The VCMM seeks to represent the uncertainty in the forecast by generating a wide range of potential outcomes. It is important to recognize that the VCMM does not impose "normality" on the return distributions, but rather is influenced by the so-called fat tails and skewness in the empirical distribution of modeled asset-class returns. Within the range of outcomes, individual experiences can be quite different, underscoring the varied nature of potential future paths. Indeed, this is a key reason why we approach asset-return outlooks in a distributional framework.

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Important information

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

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

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

Investments in bond funds are subject to the risk that an issuer will fail to make payments on time and that bond prices will decline because of rising interest rates or negative perceptions of an issuer's ability to make payments. High-yield bonds generally have medium- and lower-range credit quality ratings and are therefore subject to a higher level of credit risk than bonds with higher credit quality ratings. Although the income from a municipal bond fund is exempt from federal tax, you may owe taxes on any capital gains realized through the fund's trading or through your own redemption of shares. For some investors, a portion of the fund's income may be subject to state and local taxes, as well as to the federal Alternative Minimum Tax. Diversification does not ensure a profit or protect against a loss.

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

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

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Important information

Vanguard Marketing Corporation, Distributor of the Vanguard Funds. U.S. Patent Nos. 6,879,964; and 7,720,749.

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Rev_102021

PUBLIC AGENCY RETIREMENT SERVICES | PARS

VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
9/1/2021 to 9/30/2021

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

Account Summary

Source	Beginning Balance as of 9/1/2021	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 9/30/2021
OPEB	$5,396,155.68	$0.00	-$156,649.74	$1,299.63	$0.00	$0.00	$5,238,206.31
Totals	**$5,396,155.68**	**$0.00**	**-$156,649.74**	**$1,299.63**	**$0.00**	**$0.00**	**$5,238,206.31**

Investment Selection

Source	
OPEB	**Vanguard Balanced Strategy**

Investment Objective

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

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return 3-Years	Annualized Return 5-Years	Annualized Return 10-Years	Plan's Inception Date
OPEB	-2.90%	-0.56%	16.96%	10.83%	9.82%	-	6/24/2015

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

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.
Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

PUBLIC AGENCY RETIREMENT SERVICES | PARS

VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
10/1/2021 to 10/31/2021

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

Account Summary

Source	Beginning Balance as of 10/1/2021	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 10/31/2021
OPEB	$5,238,206.31	$0.00	$159,345.53	$1,564.57	$0.00	$0.00	$5,395,987.27
Totals	**$5,238,206.31**	**$0.00**	**$159,345.53**	**$1,564.57**	**$0.00**	**$0.00**	**$5,395,987.27**

Investment Selection

Source	
OPEB	**Vanguard Balanced Strategy**

Investment Objective

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

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return 3-Years	5-Years	10-Years	Plan's Inception Date
OPEB	3.04%	1.39%	22.45%	13.74%	10.78%	-	6/24/2015

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

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.
Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

Valley COLLABORATIVE

Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Adjustments to Compensation and Benefits for Collaborative Employees

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LONGEVITY PAYMENT

The Collaborative provides longevity pay to recognize and show appreciation for long-time service. Employees shall be eligible for annual longevity payments upon the completion of a fixed number of years of continuous service with the Collaborative. Longevity payments shall be paid annually to employees based on an employee's years of service on the first pay of December as outlined below.

Years of Continuous Service	Annual Longevity Payment
1-4 years	$750
5-9 years	$1,000
10-14 years	$1,500
15-19 years	$2,000
20+ years	$2,500

Under this policy, continuous service shall mean uninterrupted employment with the Collaborative and may include years of service in different positions. Interruption of employment for the purpose of FMLA leave, parental leave, or military leave of up to five (5) years of cumulative service under the Uniform Services Employment and Reemployment Rights Act shall not be deemed an interruption in service for the purpose of calculating continuous service for longevity pay.

Required Action:
Vote to approve the Longevity Policy

Attachments:
None

Valley COLLABORATIVE

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Tyngsborough Lease

While performing Phase 1 of the window project for the Tyngsborough lease, there were cost overruns due to asbestos found in the building. These cost overruns have created a budgetary issue with the Town of Tyngsborough as they need additional funds to complete phase 2 of the window project. Valley is proposing that we amend the lease to the following terms in response to this issue:

- The new lease amendment will include rent in FY 2023 and FY 2024 to be $1 per year.
- Valley will pay for additional leasehold improvements in the amount of $511,900 payable in two payments. The first payment will be $255,950 paid in June 2022, the second payment of $255,950 will be made in July 2022. This would be the equivalent of two years rent to Valley.
- Tyngsborough will extend the lease for an additional 3 years at a rate of $13.35, the rate Valley is currently paying when considering the base rent and the cost of the original improvements amortized over the life of the current lease.

12 Year Lease (FY 19 - FY 30)	
$120,833.33	**Annual Capital Investment over 12 years ($1,450,000/12 years)**
$376,779.66	**Annual Lease + Capital Investments = Adjusted Annual Lease**
28,219	**Square Footage in Lease**
$13.35	**per sq. ft adjusted rate**

SECOND LEASE AMENDMENT

This Second Amendment to the Third Lease Agreement (the “Second Amendment”), effective February 1, 2022, is hereby entered into by and between the Town of Tyngsborough and the Tyngsborough Public Schools, (hereinafter, together, "Tyngsborough"), and the Valley Collaborative, (hereinafter, the "Collaborative").

WHEREAS, Tyngsborough and the Collaborative entered into the Third Lease Agreement (the “Lease Agreement”), effective July 1, 2018, for the Leased Premises located at 135 Coburn Road in the Town of Tyngsborough; the said property having been and being known commonly as The Lakeview Elementary School/Early Childhood Center;

WHEREAS, Tyngsborough and the Collaborative entered into a Lease Amendment, effective July 1, 2019, (the “First Amendment”);

WHEREAS, Tyngsborough and the Collaborative mutually agree and desire to amend the Lease Agreement, as amended, on the terms and conditions set forth in this Second Amendment;

WHEREAS, this Second Amendment is the second amendment to the Lease Agreement;

NOW THEREFORE, in consideration of the exchange of the promises and covenants set forth in this Second Amendment and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Tyngsborough and the Collaborative mutually agree that effective as of the date hereof, the Lease Agreement, as amended, shall be further amended and modified as follows:

1. Lease Term. Pursuant to the Lease Agreement and the First Amendment, the Lease Term, as amended, is scheduled to end June 30, 2030. Tyngsborough and the Collaborative mutually agree to extend the Lease Term, as amended, for an additional period of three (3) years, through June 30, 2033, on the terms and conditions set forth in this Second Amendment. The period of time beginning on July 1, 2030 and ending June 30, 2033 shall be referred to herein as the “Second Extended Term.”

2. Rent. The Collaborative shall pay rent to the Tyngsborough School Committee for the Leased Premised based on the following amended and modified terms and schedules:

A. The Building Premises.

(i) Prior to July 1, 2028, the Collaborative shall continue to make rent payments for the Leased Premises in accordance with the terms and schedules set forth within the Lease Agreement, except as amended and modified as follows:

(a) For Year Five (July 1, 2022 to June 30, 2023), the Collaborative will pay the total rental sum of $1.00 to Tyngsborough on or before July 31, 2022;

(b) For Year Six (July 1, 2023 to June 30, 2024), the Collaborative will pay the total rental sum of $1.00 to Tyngsborough on or before July 31, 2023; and

(c) For the remainder of the Term, as defined in the Lease Agreement, recommencing on July 1, 2024, rent payments for the Leased Premises will be paid to Tyngsborough quarterly on or before the first day of each quarter in the amount of $63,987.50.

(ii) During the Extended Term, as defined in the First Amendment as beginning on July 1, 2028 and ending June 30, 2030, the Collaborative shall pay rent to the Tyngsborough School Committee for the Lease Premises based on the terms and schedules set forth within the First Amendment.

(iii) During the Second Extended Term, as defined herein, the total rental sum per annum will equal Three Hundred Seventy Six Thousand Seven Hundred Twenty Four Dollars ($376,724). Commencing on July 1, 2030, and for the remainder of the Second Extended Term, rent payments for the Building Premises will be paid quarterly on or before the first day of each quarter in the amount of $94,181.

B. The Classroom. The total rental sum per annum for the Second Extended Term for the Classroom, as defined within the First Amendment, will equal One Dollar ($1.00). Rent payments for the Classroom will be paid annually on or before the first day of each year.

3. Alterations and Improvements:

A. Capital Improvements. As used herein, the term “Capital Improvements” shall have the same respective meaning as is given such term in

the Lease Agreement and the First Amendment. Notwithstanding, for clarification, the certain Capital Improvements, and the respective funding contributions, contemplated within this Second Amendment are (i) the total window replacement (including window frame materials) and (ii) asbestos removal and remediation.

B. The Collaborative's Additional Funding Contributions towards Capital Improvements. Tyngsborough acknowledges that the Collaborative has fully made all payments towards Capital Improvements required under both the Lease Agreement and the First Amendment. Subject to the terms and conditions stated within the Lease Agreement and the First Amendment, and in consideration for Tyngsborough undertaking the total window replacement (including window frame materials) and asbestos removal and remediation and completing these projects on or before October 31, 2022, the Collaborative agrees to make additional payments towards these Capital Improvements on the following schedule: (i) payment in the amount of $255,950 on or before June 30, 2022; and (ii) payment in the amount of $255,950 on or before July 31, 2022.

C. Reimbursement of Funding Contributions towards Capital Improvement for Failure to Complete Timely or in the Event of Early Termination. In the event that Tyngsborough fails to complete the Capital Improvements contemplated by this Second Amendment (total window replacement (including window frame materials) and asbestos removal and remediation) on or before October 31, 2022, the Collaborative shall be entitled to reimbursement of the Collaborative's financial contributions made under this Second Amendment, in the total amount of $511,900, toward the total window replacement (including window frame materials) and asbestos removal and remediation. In the event Tyngsborough terminates the Lease Agreement, as amended, at any time prior to the expiration of the Lease Term, as amended, Tyngsborough shall reimburse the Collaborative of its financial contributions under this Second Amendment consistent with the terms, conditions, schedules, and provisions of Section 4.D of the Lease Agreement, which shall remain unmodified, unchanged and in full force and effect.

4. No Further Modification. Except as specifically set forth in this Second Amendment, all of the terms, conditions, sections, schedules, commitments, and provisions of the Lease Agreement and the First Amendment shall remain unmodified, unchanged and in full force and effect.

5. Governing Law: This Second Amendment shall be governed, construed and interpreted by, through and under the Laws of the Commonwealth of Massachusetts.

IN WITNESS WHEROF, Tyngsborough has caused these presents to be executed in its name and behalf by its Selectmen and School Committee in duplicate originals and the Collaborative has cause the same to be executed as duly authorized by its Board of Directors.

Town of Tyngsborough
By Selectmen:

_____

_____

_____

Tyngsborough Public Schools
By:

_____

Chairman, School Committee

Dated:

Valley Collaborative
By:

_____

Chairman, Valley Collaborative
Board of Directors

Dated:

Valley COLLABORATIVE

Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Reschedule January 27, 2022 Board Meeting

Due to a scheduling conflict with the mid-winter MASS Conference the January 27, 2022 Board Meeting will need to be rescheduled – Proposed Dates: 10:00 a.m. on Thursday, January 6, 2022; Wednesday, January 12, 2022 or Thursday, January 13, 2022. This will be a relatively brief meeting to vote the FY'23 Budget that will be presented at the Thursday, December 2, 2021 Board Meeting.

2021 - 2022 Board Meeting Calendar

July 2021

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 2021

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

September 2021

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

October 2021

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

November 2021

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

December 2021

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

January 2022

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

February 2022

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

March 2022

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

April 2022

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

May 2022

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

June 2022

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

Board Meeting Dates - 10:00 a.m. Start Time

No School/Holiday/School Vacation

Early Release

Valley COLLABORATIVE

Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Presentation of Proposed FY'23 Budget

As per the Valley Collaborative Amended and Restated Articles of Agreement Article VII, Section 4:

…The Board shall propose a budget for the upcoming fiscal year by December 15 of the preceding fiscal year.

…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.

Required Action:
None

Attachments:
None

Valley COLLABORATIVE

Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: ELE Coordinated Program Review

Valley is pleased to inform the Board of Directors that Valley has received 100% on our Tiered Focused Monitoring Review conducted by the Department's Office of Language Acquisition (OLA). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education.

"The district will not be receiving a report that includes ratings and findings, as the team found the district to be in compliance with all criteria reviewed."

We have since been informed that Sibel Hughes, Assistant Director, Office of Language Acquisition at the Massachusetts Department of Elementary and Secondary Education, is now using Valley's ELE Guidelines as an exemplar and it was recently shared with the Statewide MOEC Special Education Director Job Alike group.

Congratulations to the Valley Team for all their hard work on this matter.

Required Action:
None

Attachments:
Tiered Focused Monitoring Report
Valley Collaborative ELE Guidelines

Valley Collaborative

Tiered Focused Monitoring Report

Onsite Dates: October 25-28, 2021

Date of Final Report: 10/25/2021

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

During the 2021-2022 school year, Valley Collaborative participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Language Acquisition (OLA). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education.

District/charter schools are reviewed every six years through Tiered Focused Monitoring. There are 12 ELE criteria that target implementation of the requirements related to ELE programs under state and federal law and regulations:

ELE 1: Annual English Language Proficiency Assessment
ELE 2: State Accountability Assessment
ELE 3: Initial Identification of ELs and FELs
ELE 5: ELE Program and Services
ELE 6: Program Exit and Readiness
ELE 7: Parent Involvement
ELE 8: Declining Entry to a Program
ELE 10: Parental Notification
ELE 13: Fallow-up Support
ELE 14: Licensure Requirements
ELE 15: Professional Development Requirements
ELE 18: Records of ELs

Tiered Focused Monitoring allows for differentiated monitoring based on a district's level of need, the Tiers are defined as follows:

Districts in Tiers 1 and 2 have been determined to have no or low risk:

- Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes – meets requirements.
- Tier 2/Directed Self-Improvement: No demonstrated risk in areas with close link to student outcomes – low risk.

Districts in Tiers 3 and 4 have demonstrated greater risk:

- Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes – moderate risk.
- Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance – high risk.

The monitoring process differs depending on the tier assigned to the district as well as the district's previous tier assignment.

The review process includes the following:

1- Self-Assessment
    - District reviews English Learner Education documentation for required elements including document uploads.
    - District reviews a sample of English learner (EL) student records selected across grade levels and EL focus areas such as opt-out students, former ELs and students and/or parents who need translation and/or interpretation.
    - Upon completion of these two internal reviews, the district's self-assessment is submitted to the Department for review.

2- Verification
- Review of EL student records: The Department may select a sample of student records and request certain documentation to be uploaded to the WBMS as evidence of implementation of the ELE criteria.
- Review of additional documents for English Learner Education
- Surveys of parents of ELs: Parents of ELs are sent a survey that solicits information regarding their experiences with the district's implementation of English Learner Education program(s), related services, and procedural requirements.
- Interviews of staff

Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews

Within approximately 20 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader the findings from the Tiered Focused Monitoring Review. Within 10 business days of receipt of the findings, the district reviews and comments on the findings for factual accuracy before they are finalized. After the report is finalized, all districts in Tiers 1 and 2, as part of the reporting process, will develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. District and charter schools are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

For more information on the Tiered Focused Monitoring approach, please visit the Department's website.

Valley Collaborative

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	English Learner Education Requirements
IMPLEMENTED	ELE 5, ELE 8, ELE 13, ELE 14

The district conducted a self-assessment and the Department reviewed all of the criteria in the specific program areas. The Tiered Focused Monitoring Report typically includes those criteria that were found by the team to be "Partially Implemented," "Not Implemented," or “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) Tiered Focused Monitoring Reports do not include criteria receiving a rating of “Implemented” or “Not Applicable.” Therefore, the district will not be receiving a report that includes ratings and findings, as the team found the district to be in compliance with all criteria reviewed.

VALLEY COLLABORATIVE

English Language Education Guidelines

Updated and Approved by the Board of Directors of Valley Collaborative on September 16, 2021

This 2021 Valley Collaborative Guidance Document was framed and built upon the generously shared work of North River Collaborative as well as two pertinent guiding documents provided by the Massachusetts Department of Education entitled; *Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners* (MDESE, January 2019) and *Guidance for Supporting English Learners with Disabilities* (MDESE February 2019), Additional supporting data and documentation was found within the ELE Compliance for Collaboratives (MOEC presentation October 2017). Valley Collaborative would like to thank Clarice M Doliber and Stephen Dovonan for graciously sharing North River Collaborative's guidelines and providing permission for Valley to adopt in part and in full.

Statement of Non-Discrimination

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

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INTRODUCTION AND BACKGROUND

As a special education collaborative, Valley delivers instruction based on each student's individual and unique needs. In addition to the students' special education needs, Valley Collaborative is committed to providing English language learners (ELLs) or English learners (ELs) with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. As an educational collaborative with a low number of enrolled ELs, in order to accomplish these goals, English learners will receive sheltered English instruction (SEI) in classrooms in accordance with state and federal laws. Valley Collaborative students designated as EL will be educated in a culturally and linguistically responsive teaching program consistent with their level of English language proficiency, academic and special education needs.

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English or who struggle to complete ordinary classroom work in English (G.L. c. 71A; Title III of the *No Child Left Behind Act - NCLB*). The law and its successor, the *Every Student Succeeds Act of 2016* (ESSA), also requires that students identified as ELs (also referred to as "students with limited English proficiency," or "LEP students" in federal laws and guidance, and "English learner" in state law) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, sending districts and collaboratives are required to provide ELs SEI instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELs are to be exited from language programs (G.L. c. 71A § 4) and monitored for a period of four years.

In 2012, the Massachusetts Board of Elementary and Secondary Education adopted new regulations and launched an initiative to improve the academic achievement of ELs and close the persistent proficiency gaps between ELs and their English proficient peers. Three major components of the Rethinking Equity and Teaching for English Language Learners (http://www.doe.mass.edu/retell/) initiative were designed, in tandem, to strengthen teaching and learning for ELs: 1) required professional development about sheltering content instruction and promoting language development for ELs (the SEI Endorsement and related courses for teachers and administrators), 2) a new set of English language development standards (the World-class Instructional Design and Assessment English Language Development standards – or WIDA ELD standards, and 3) an annual language proficiency assessment, Assessing Comprehension and Communication in English State to State for ELs (ACCESS for ELs).

This document will provide an overview of the program and regulations for Valley Collaborative.

WIDA Overview

In 2012, Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including over 32 states in the US to guide EL programs. Originally, this research effort that began in 2004 was a collaboration of Wisconsin, Illinois, Delaware and Arkansas (thus the acronym) but later purchased by corporate America to evolve into WIDA. The EL assessment is known as ACCESS 2.0.

WIDA Highlights:

- WIDA has a 'Can Do' philosophy with significant research background that believes that: "Every teacher is a teacher of language." WIDA is content based and aligned with the Common Core standards.
- The four pillars of WIDA foundation are research-based language development principles, constructive academic language, theoretical foundations, and WIDA's 'Can Do' philosophy.
- Academic language is the bridge. Content language is emphasized.
- Each grade will have a matrix for standards.
- The Model Performance Indicators (MPI) are the blueprint for instruction transformation.
- The Matrix will include knowledge associated with grade level and skills associated with that knowledge corresponding to Common Core Standards.
- The strands of the MPI will provide scaffolding for instruction (e.g. identifying, distinguishing, analyzing and drawing conclusions).
- Student-based assessments (ACCESS) will target language proficiency and academic language proficiency together.
- WIDA-ACCESS (ELL testing) is 15% listening, 35% reading, 35% writing, and 15% speaking.
- ACCESS will provide raw scores, scaled scores, proficiency scores, reports for parents/guardians and teachers, student roster, school frequency, and sending district frequency.

Overview Chart of the WIDA Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

Common Acronyms and Terms

ELL or EL	English Language Learner or English Learner
ESL	English as a Second Language
LEP	Limited English Proficient - students who have a non-English language background
FEL	Former English Learner
LAT	Language Assessment Team (NRC program team and EL teacher)
Low Incidence	Fewer than twenty LEP students of one language group
High Incidence	Program usually having 20 or more of one language group enrolled in a school sending district or schools
Integration	In the context of Chapter 71 A, integration means students receiving services are engaged in meaningful learning activities with their peers
SEI	Sheltered English Immersion – a program model whereby instruction and materials are in English and utilize sheltered instruction techniques.
ELD	English Language Development – a methodology through which the development of language and academic content skills are promoted simultaneously and may utilize native language for clarification purposes.
MA SIMS Classification	Massachusetts Student Information Management System classification. Students requiring services are labeled as LEP, students who no longer receive EL services are coded as FEL.
Native Language	First language of the learner
SLIFE	Students with Limited or Interrupted Formal Education
WIDA	A consortium of 40 states that provides curriculum frameworks, assessment, and English language proficiency standards for ELs. The WIDA ELD standards promote academic language development for ELs in four core content areas: language arts, mathematics, science, and social studies, and thereby facilitate students' success in school. The standards promote a collaborative instructional approach in which EL and content area teachers work together to promote ELs' language development throughout the school day – thus maximizing language and content area learning.
ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners - a secure large-scale English language proficiency assessment given to K-12 students who have been identified as English learners (ELs).

RETELL	Rethinking Equity and Teaching English for English Language Learners. RETELL brings a systemic approach that combines professional development in Sheltered English Immersion (SEI) for educators and a new set of English language development standards and assessments for ELLs.

STEP-BY-STEP PROCEDURES Prior to Enrollment in a Valley Program

Below you will find an overview chart of the step-by step process along with explicit details and directions for each step. Following that is a graphic representation in the form of a flowchart.

	Accomplished By	Task	EL artifacts required prior to enrollment in a Valley program
STEP 1: Registration of new student	Sending District Administration	Obtain Home Language Survey. If language other than English is spoken at home, interview parents for language skills and contact EL teacher.	To be included in referral paperwork and necessary for enrollment in Valley program
STEP 2: Assessment	EL Teacher provided by Sending District	Assess language proficiency using WIDA Screener for K-12 or Pre-LAS for Pre-K. If established EL status, assess using ACCESS If FEL, identify need to monitor.	Results to be included in referral paperwork and necessary for enrollment in Valley program
STEP 3: Placement	Sending District Team and Valley Program Team	Review prior student records, interview parent/guardian, review assessment results. Determine placement in SEI classroom and EL support. If EL, develop learning plan using ACCESS, WIDA Screener, IEP MCAS and any other relevant assessments that are available. Information gathered from parent/guardian, teacher, and student should also be considered.	If an EL Learning Plan is required, it is to be included in referral paperwork and necessary for enrollment in Valley program If an EL Learning Plan is required, prior to enrollment in a Valley Program, Learning Plan is reviewed with Sending District and a mutually agreed upon service delivery model
STEP 4: Initial Notification of Parents	Sending District EL teacher or Sending District Administration	Notify parents in writing of program, options, and rights.	A copy of the written notification to parents/guardians to be included in referral paperwork and necessary for enrollment in Valley program If parents/guardians have chosen to opt-out, a copy of the current annual opt-out form/waiver to be included in referral paperwork and necessary for enrollment in a Valley program
STEP 5: Code all students	Sending District's Data and Compliance Specialist	Code students in SIMS as appropriate.	October, March, June

PROCEDURES FOR ENROLLED VALLEY STUDENTS

ANNUALLY: Assessment of language proficiency. Review/ Reassignment of EL Designation	Sending district EL Teacher and Valley Team	Administer ACCESS in accordance with DESE administration schedule. Review ACCESS, MCAS, report cards, writing samples, and IEP progress.	Administer ACCESS in accordance with DESE administration schedule. Review ACCESS, MCAS, report cards, writing samples, and IEP progress.
AS NEEDED: Monitor Success in Special Education Placement	Sending district EL Teacher and Valley Team	Review classroom performance, MCAS	Once designated a FEL, monitor student for four years. If student is designated as a FEL prior to enrollment in a Valley Program, documentation for the previous four years is to be included in referral paperwork and necessary for enrollment in a Valley program

PROCEDURE DETAILS FOR ENROLLED VALLEY STUDENTS

ANNUALLY: Assess language proficiency using ACCESS.
ACCESS for ELs tests are administered in accordance with DESE administration schedule to all EL students in grades K–12. ACCESS will provide raw scores, scaled scores, proficiency scores, reports for parents and teachers, student roster, school frequency, and sending district frequency.

AS NEEDED: Review/Reassignment of EL Designation
The Valley team, in conjunction with the sending district EL teacher, will review MCAS and ACCESS scores, report cards (if applicable), writing samples and IEP progress reports each year. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether such students should exit the ELE program. The chart on page 7 of the *Guidance on Placement, Progress-Monitoring and Reclassification of English Language Learners* (MDESE, January 2019) provides the most recent re-classification ACCESS score and other relevant data guidelines. These guidelines are updated almost yearly, so please check the DESE website for the most up to date Guidance document.

After evaluating the available student data, if the Valley team in conjunction with the sending district EL teacher determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team should remove the EL classification and change the student's language proficiency status to FEL. The EL teacher should notify the sending district of the change for the next SIMS sending district report. Once exited from the EL program, the student will be monitored for four years through regularly scheduled student progress meetings with results noted on sending district monitoring form and placed in the student's files at both Valley Collaborative and in the sending district.

If any student classified as a FEL fails to make academic progress, as measured by IEP progress, grades and content area or other assessments, then the Valley team will consult with the sending district EL teacher to determine if the lack of progress is due to lack of English proficiency and if the student should be re-classified as an EL student and ELE services provided. The EL teacher, in conjunction with the program team, will document the basis for the reentry, notify the student's parents and obtain the parent's consent to such reentry.

For more information about ELs with disabilities, Valley Collaborative program teams should consult DESE's Guidance for Supporting English Learners with Disabilities (http://www.doe.mass.edu/ele/disability.html).

SENDING DISTRICT WAIVER AND OPTING OUT PROCEDURES FOR EL STUDENTS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are LEP be instructed through the use of SEI, unless the student wishes to opt out and be placed in a general classroom not tailored for English learners. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a waiver from the requirements of G.L. c.71A.

Opting Out Procedure

Parents may notify the sending district or collaborative of their wish to have their child opt out of the EL program. The sending district and collaborative require that a parent or guardian schedule a meeting with the EL Sending district Liaison and EL staff in order to exercise this option. The appropriate sending district form must be signed by the parents. Parents of children under 10 may opt out even if that student has not been enrolled in an EL classroom for 30 days.

In such cases, the sending district must inform the parent of the services the child would have received if enrolled in their English Language Education Programs, as well as the type of support that will be provided to the student if the parent decides to opt out. If parents of ELs decide to opt out of English Language Education Programs, since the student is already in an out-of-district placement, the student will continue with placement but will not receive additional targeted English language instruction from an EL teacher. Valley Collaborative and the sending district should maintain appropriate documentation of the parent opt out notice in the student's file. However, federal and state law requires that collaborative, provide instructional support to ensure *all* ELs, including those whose parent(s) have chosen to opt out of English Language Education Programs, have access to the curriculum and meet the same academic standards as their native English speaking peers (Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974, 20 USC §1703(f); G.L. c. 71A § 7). Sending districts and collaboratives are also required to annually assess the language proficiency of all EL students. Therefore, in practice, a parent's choice to opt out means their child will not receive separate EL instruction focused on language development, but the sending district and Valley Collaborative still must ensure that it continues to meet the student's English-language and academic needs. For example, Valley Collaborative could place such students in classrooms where they receive sheltered content area instruction with a teacher qualified to teach ELs, provide additional literacy and language support, or establish structured opportunities for the students' content area teachers to plan content area instruction in collaboration with the sending district EL teacher. Valley Collaborative must also keep a record of how such students are provided meaningful access to the curriculum and how such students are progressing academically. Finally, EL students who are no longer participating in any English Language Education Programs ("opted out") must still be classified as EL in the sending district reports and participate in the state's annual language proficiency assessment, ACCESS for ELs. Parents must be notified of their child's participation in such assessments, as well as assessment results. Parents will also be

notified annually of the plan to meet the English language learning needs of their child if English language proficiency assessments indicate their student is not yet proficient. Parents and Legal Guardians have the right to change their decision to opt-out of ELE services and request their EL enter into an ELE program at any time.

Waiver from English Language Education Programs
If the sending district has obtained a waiver for an EL student from English Language Education Programs, the sending district must provide Valley with a copy of the waiver.

STUDENT ASSESSMENTS

The assessment results from any of the instruments indicated below are to be used as resources and guides by the EL team when making entry or exit into programs. Results of sending district, state, and school-based assessments are used to provide additional information on the academic performance of the student. Since most students attending Valley Collaborative have individualized learning needs, assessments may need to be modified and/or results analyzed with the student's special learning needs considered by the Team.

Descriptions of Assessments
State and federal laws require that EL students participate in statewide testing. Massachusetts students will meet the testing requirements by participating in both the ACCESS for ELs tests and Massachusetts Comprehensive Assessment System (MCAS) or the Alternate versions of these assessments.

ACCESS for ELs

EL students must be assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. Students in grades K–12 who are identified as EL/LEP **must participate** in ACCESS for ELs testing or the Alternate ACCESS for ELs for their grade, as follows:

- students who were reported as EL/LEP in October SIMS AND
- students who enroll in school after the October SIMS submission and prior to January who will be reported as EL/LEP in the March SIMS.

Principals/Testing Coordinators should review the information found at the following link for details on test-ordering, participation, accommodations, etc.:
http://www.doe.mass.edu/mcas/access/.

A very small number of EL students are *not* required to participate in ACCESS for ELs tests, as described on the next page:

Students Not Required to Participate in Some or All of the ACCESS for ELs test

- EL students reported as LEP in October SIMS who have **exited LEP (EL) status** before the beginning of the testing window (i.e., before January). **Note:** The "LEP" designation for students who exit ELL status prior to testing **must be removed** in the sending district's March SIMS submission.
- If a student meets the criteria to receive the ELA read-aloud special access/nonstandard accommodation and this is already listed in the IEP or 504 plan, the student must take Listening, Speaking, and Writing, but *not the* Reading test. The school *may* administer the Reading test to the student, at their discretion, to receive an overall score and proficiency level.
- EL students whose primary disability is reported as "deaf" must take the Reading and Writing tests, but *not* the Listening and Speaking tests.
- EL students whose primary disability is reported as "blind" must take the Braille version of the Reading and the Writing tests, but *not* the Listening and Speaking tests.
- EL students in Kindergarten with significant disabilities do not participate in the Alternate ACCESS for ELs—only students in grades 1–12.
- EL students with significant cognitive disabilities who are designated for MCAS-Alt, or are in grades 1 or 2 and would be likely to take MCAS-Alt in the future, do not take standard ACCESS tests, but participate instead in the **Alternate ACCESS for ELs**.

Massachusetts Comprehensive Assessment System (MCAS)

General Participation Requirements
EL students must participate in all MCAS tests scheduled for their grades regardless of the language program and services they are receiving or the amount of time they have been in the United States. The only exception applies to first year EL students who enrolled in U.S. schools after the March SIMS submission for the prior year. Schools have the option of administering ELA tests to first-year EL students provided they have also participated in ACCESS for ELs testing. First-year EL students must participate in MCAS Mathematics and Science and Technology/Engineering tests, but results will be reported only for diagnostic purposes and will not be included in school and sending district summary results or in state and federal accountability reporting. Details about participation should be reviewed yearly by Principals/Coordinators at http://www.doe.mass.edu/mcas/participation.html.

Use of Bilingual Word-to-Word Dictionaries and Glossaries by EL Students on MCAS
Any EL student, including students who have been identified as ELL at any time in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests: ELA—authorized word-to-word dictionary (if available), Mathematics—authorized word-to-word dictionary and glossary (if available), Science and Technology/Engineering—authorized word-to-word dictionary and glossary (if available).

Dictionary use for MCAS testing is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are strictly prohibited. A list of authorized bilingual dictionaries and glossaries is available on the Department's website. Students for whom use of a bilingual Word-to-

Word Dictionary or Glossary is recommended, should have practice in the use of such dictionaries or glossaries throughout the year, not just on the day of MCAS administration.

THE EDUCATIONAL PROGRAM

Depending upon the assessment results, students may receive English Language Development lessons in addition to being placed in a Valley Collaborative classroom using Sheltered English Immersion

EL Program Overview and Curriculum Resources

The sending district EL teacher and Valley team will develop individual student learning goals and will review these each year to accommodate the needs of EL students requiring services. Language proficiency levels will be determined from assessments, student work samples, and recommendations from EL and classroom teacher(s). The EL teacher will consult with the Valley team to prepare the instructional program for each student. Instruction will focus on reading, writing, listening, speaking, vocabulary development, study skills, and cultural orientation. A combination of push-in and pull-out services will be offered depending on the proficiency and needs of the student. The curriculum is researched-based, focuses on language acquisition, and develops the student's ability to develop academic language and achieve academic standards.

The collaborative ensures that ELs are taught to the same academic standards and curriculum as all students and provides the same opportunities to master such standards as other students. The Collaborative uses grade appropriate content objectives for ELs that are based on the Collaborative curricula in English language arts, history, social science, mathematics, and science and technology/engineering, taught by qualified staff members.

EL Program Scheduling Guidelines
The following DESE guidelines for EL instruction along with the student's special education needs should be considered when planning instructional times.

	English Language (EL)	**Content Classes**
WIDA Levels 1, 2, 3 (ACCESS scores 1.0-2.4)	Two or three periods (a period is 45 minutes) per day of direct EL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of EL instruction, delivered by a teacher qualified to teach ELLs and licensed in the appropriate content area or special education.
WIDA Levels 3, 4, 5, 6 (ACCESS scores 2.5 and higher)	One period (a period is 45 minutes) per day of direct EL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of EL instruction, delivered by a teacher qualified to teach ELs and licensed in the appropriate content area or special education.

Valley Collaborative uses WIDA's English Language Development Standards and the Massachusetts Curriculum Frameworks. Language functions and forms targeted during EL instruction are taught within rich, contextualized, and meaningful contexts. Valley Collaborative utilizes the research-based Structured English Immersion model to meet the instructional and content needs of EL students. In this model, the special education teacher provides instructional strategies and differentiation to meet the language and literacy needs of the students.

MONITORING PROGRESS OF EL STUDENTS

Each EL student will be evaluated annually for English proficiency and content skills using the WIDA ACCESS testing system, or alternate ACCESS if indicated. All EL students will participate in the MCAS/MCAS Alt. testing appropriate to their grade levels. These results will be documented in the student's file and submitted to the EL teacher (if student is receiving services) who will document these in the EL folder. Copies of all results will be provided to the parents/guardians.

Students at Valley Collaborative are monitored quarterly for IEP progress. Students who have been identified as EL with academic and language goals on their IEP, will have their English language proficiency progress monitored simultaneous with their progress on their IEP. The IEP Team, in conjunction with the sending district EL teacher, will gather information to summarize the student's progress in developing English language

proficiency. For EL students who only have social and/or behavioral goals on their IEP, the sending district EL teacher, if one is providing instruction, will write a progress report to go home with each report card. In the case of a student whose parents/guardians have opted out of direct ELE instruction from the sending district EL teacher, the team will monitor the progress of the students EL development through the IEP process. If the student requires additional services beyond that provided by the IEP team to assist the student in meeting academic and linguistic needs, those supports will be identified and provided in consultation with the sending district EL teacher.

EXIT AND RECLASSIFICATION PROCEDURES

EL teachers use WIDA ACCESS results to determine whether a student should be exited. Students may be exited from the EL program when they have achieved an overall composite score on the ACCESS of a 4.2 or greater and a composite literacy score (reading and writing) at or above 3.9. Please refer to most recent DESE Guidance as recommended scores are sometimes adjusted.

EL teachers, in conjunction with the IEP Team, will also look at student MCAS scores. Report cards, student scores on locally administered academic assessments such as Benchmark Assessment System, SLEPs, Individualized Learning Plans, writing samples, classwork, and teacher input are also used.

When it has been determined that a student is proficient enough to be exited from the EL program, parents should be notified in writing by the sending district of the reclassification.

MONITORING OF FEL STUDENTS

All students who have exited from the EL Program and reclassified as FEL (Former English Learner) will be monitored for satisfactory academic progress for at least four years. If necessary, these students may be re-identified as being LEP and re-entered into the EL program.

The sending district EL teacher will be responsible for coordinating the reclassification process. At least annually, the sending district EL teacher will meet with the IEP Team to determine if student is continuing to progress or having difficulty due to limited English proficiency. If a student is not progressing and is having difficulty due to limited English proficiency, the sending district EL teacher should also observe the student in class. A student may be re-identified as being LEP after a meeting the sending district EL teacher, IEP Team, and parents. Valley Collaborative's Monitoring Form for EL/FEL Students will completed and filed in each student's record.

The following indicators will be used for monitoring purposes: IEP progress reports and report card grades (when applicable); MCAS results(when applicable); Individual Education Plans; teacher/IEP Team feedback and comments regarding areas of concern in different curriculum areas; counselors' input; interventions and instructional modifications being used to ensure student success.

If a FEL student is re-designated as an LEP student, the LEP student will be educated in accordance with G.L.c.71a and will be immediately provided with the services and options required under state and federal law, including educating the student in SEI Valley classrooms along with direct EL instruction provided by the sending district as needed. Parents will be notified accordingly.

TRANSLATOR AND INTERPRETER INFORMATION

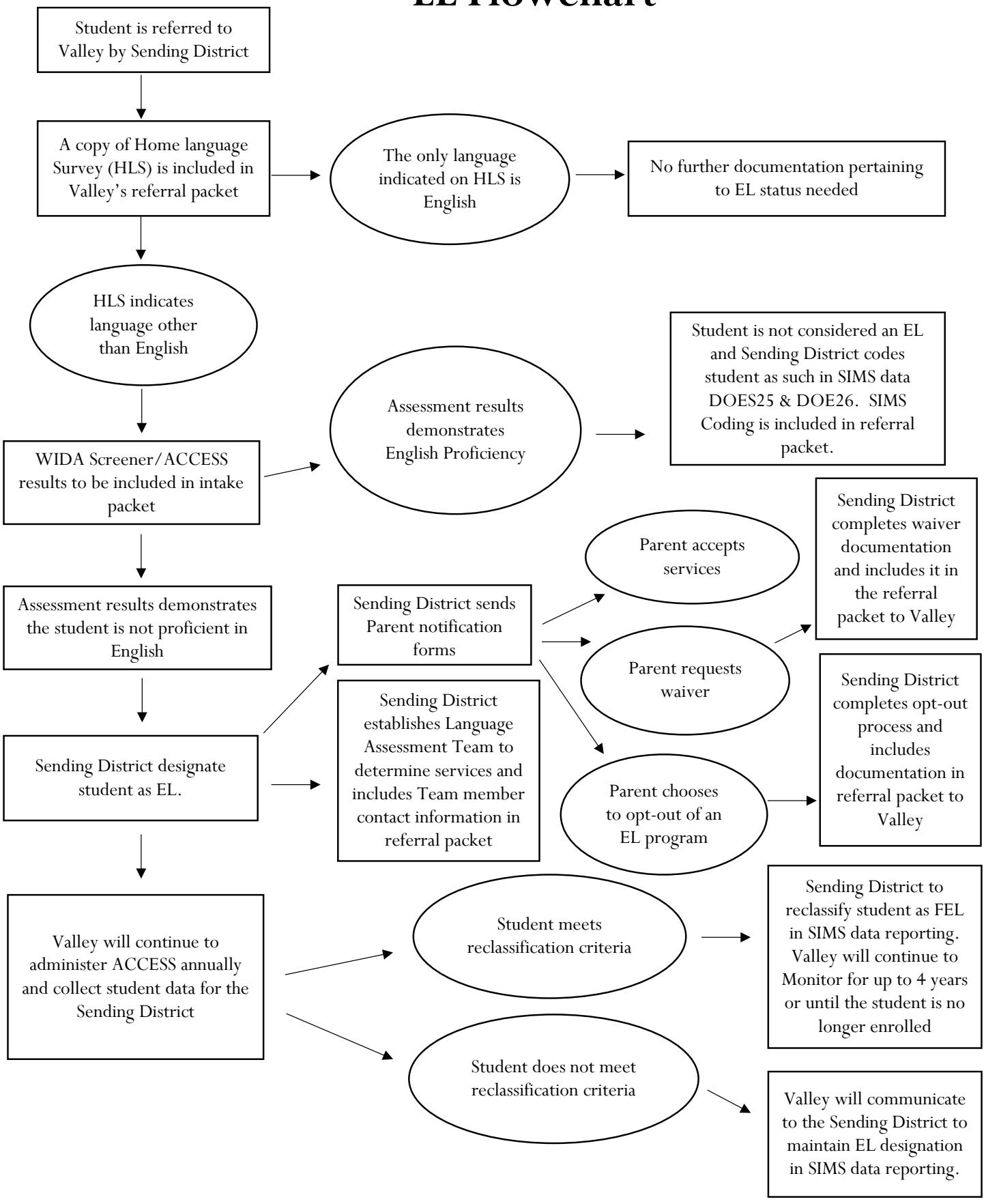
Parents whose primary language is not English, have the right to receive information in their primary language and are entitled to interpretive services for phone calls, meetings, or conferences.

The Collaborative arranges for a person or community organization to provide translation services and oral interpretation services for any notices to parents/guardians and/or students and program information or material regarding the Collaborative to ensure the civil rights of any student and his/her family with limited English proficiency.

Translation and interpretive services are the responsibility of the sending district as per 603 C.M.R. 28.07 (8).

Appendix A

EL Flowchart



Appendix B

MONITORING FORM FOR EL/FEL STUDENTS

Valley Collaborative, in conjunction with the sending district EL Teacher, monitors the academic progress of English Learners each year and Former English Learners for four years after students are removed from EL status.

Please complete this feedback form. Your responses will help with the development of a progress report for the student.

STUDENT: _____ GRADE: _____

DATE OF EXIT: _____

CURRENT EL STATUS: _____

CHECK ONE FOR FEL: ☐ YR 1 Monitor ☐ YR 2 Monitor ☐ YR 3 Monitor ☐ YR 4 Monitor

TEACHER: _____SUBJECT: _____

Question	Always	Often	Sometimes	Seldom	Rarely
Communicated effectively in English.					
Completes assignments independently.					
Struggles with oral expression.					
Struggles with listening comprehension.					
Struggles with reading comprehension.					
Participates in class.					

Is the student meeting grade level academic standards as able based on current IEP?

☐ Yes

☐ No

In your opinion, the student…

☐ No longer needs EL support services. His/her languages proficiency is strong enough for him/her to access the curriculum and perform at or above grade level in completing the required work in the classroom.

☐ May need EL services again. Let's discuss.

☐ May need other services. Let's discuss.

Additional Comments or Concerns:

_____ _____

Teacher's Signature Date

Appendix C

Valley Collaborative
School Year 2020-2021
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name: Home language:
Opt-out Date: Years in U.S. Schools:
SASID: DOB:
School:_____ Grade:_____

ATTENDANCE / TARDY DATA				
	Term 1	**Term 2**	**Term 3**	**Term 4**
Attendance				
Tardy				

	Test Scores **MCAS:** **ACCESS:** **OTHER:**					
	Term 1□	**Term 2□**	**Term 3 □**	**Term 4□**		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
ENGLISH	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Appendix C

MATH	**Test Scores** **MCAS:** **OTHER:**					
	Term 1□	**Term 2□**	**Term 3 □**	**Term 4□**		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Appendix C

SCIENCE	**Test Scores** **MCAS:** **OTHER:**					
	Term 1□	**Term 2□**	**Term 3 □**	**Term 4□**		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

SOCIAL STUDIES	**Test Scores** **MCAS:** **OTHER:**					
	Term 1□	**Term 2□**	**Term 3 □**	**Term 4□**		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Appendix C

Please, check the one that applies:

 At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

 At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.

 At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- **English language support**
- **After school tutoring**
- **Core academic tutoring**
- **Parent communication**
- **Summer school**
- **Other (Please, explain)**

Date: _____

Team members: _____

Signatures: _____

Valley COLLABORATIVE

Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Jessica Scalzi, Lead Nurse
Date: November 18, 2021
Re: COVID-19 Update

Positive COVID cases since September 2021: 11
COVID close contacts since September 2021: 19

Since September 2021, Valley nurses have administered 87 COVID tests. We have used the test and stay program twice, which has received positive feedback from families to allow student to remain in school. Students ages 5-11 have started to receive the COVID vaccine at their doctor's office, town clinics and CVS locations.

Required Action:
None

Attachments:
Valley Collaborative Nursing News Nov 2021

Valley Collaborative Nursing News

Healthy Guidance from Your Nursing Department

November COVID-19 Updates

COVID-19 Testing

Valley Collaborative is continuing to offer the COVID-19 testing in school funded by the Department of Public Health for symptomatic testing and "test and stay". "Test and stay" testing will only be available for in school exposure to a positive COVID-19 case.

We have attached the consent form for you below. It is now an online link! If you need a paper copy please email your school nurse.

FY22 COVID-19 Online Consent
https://covid.cic-health.com/s/addSchoolMember?RRAccount=0014R00003ABez3

DESE Mask Requirement

As of October 26th, the Department of Elementary and Secondary Education has extended the mask mandate to at least January 15th. The exception to this is those who cannot wear a mask due to medical or behavioral complications.

Additionally, if a school building demonstrates a vaccination rate of 80 percent or more of all students and staff in the school through an attestation form submitted to DESE, then vaccinated individuals in that school would no longer be subject to the state mask requirement. We are asking you to voluntarily notify your school nurse if your child has been vaccinated with the COVID-19 vaccine. This like all other medication information will be kept confidential. Proof of vaccine record includes:

- Documentation provided to the individual by the MA or NH DPH or health care provider; or
- Documentation may include but is not limited to a COVID-19 vaccination record card

Please note, you are under no obligation to share this information. However, if we have not received proof of vaccination record, we have to count you as unvaccinated.

COVID-19 Vaccine Information

As you likely heard, on Friday October 29th, the FDA has approved the use of the Pfizer-BioNTech COVID vaccine for children ages 5-11. The CDC has now approved the use of the vaccine in children 5-11 years old as well. Vaccines will be available as early as next week. Please contact your child's doctor's office for availability of the COVID-19 vaccine.
https://www.fda.gov/news-events/press-announcements/fda-authorizes-pfizer-biontech-covid-19-vaccine-emergency-use-children-5-through-11-years-age

We encourage you to have your child vaccinated to protect themselves, your family and the school community.

See here for the Pfizer vaccine fact sheet for caregivers and recipients:
https://www.fda.gov/media/144414/download

Valley Nurses

Jessica Scalzi, RN, BSN, NCSN - Lead Nurse
jscalzi@valleycollaborative.org
Sandy Gamache, LPN - Middle/High School
sgamache@valleycollaborative.org
Kathryn Mari, RN, BSN -Elementary School
kmari@valleycollaborative.org
Katherine Rivera, LPN – Elementary School
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November 2021

Valley COLLABORATIVE

Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Communications

The following communication is attached for your review:

Community and Staff Relations

- Letter to Veterans

Dear Veterans,

Thank you for everything that you have sacrificed. Sometimes on the bus ride to school I wish that I could have stayed home, or when I'm at work I wish I could be sleeping, and when I'm bored I wish I could be hanging out with my boys. But when I take the time to think about what veterans have done for me, I feel a little more appreciative of the freedoms and blessings in my life.

While I sit at home and wish I was out with my friends, there are mothers and fathers wishing they could be with their children. While we learn about politics and different cultures at school, and I give my opinion on what we have discussed, there is a kid who wishes he could have the right to free speech. While I go to church and practice my religion without discrimination or persecution, there are men, women, and children killed for their beliefs. While I go on hikes with beautiful views and experience nature, there are people who walk outside and all around them is desolate wasteland and warzones with rubble instead of buildings, broken families, and consciousness scarred by war and violence. Throughout my life I've enjoyed freedom and experienced a life full of peace and justice because of what veterans have done for me. Things like freedom, peace, and life without war are not things people in other countries can say they've lived with but I have the privilege and right to say that I have, all thanks to you.

Thank you to the veterans fighting overseas, veterans in the homeland, and the veterans who didn't make it back while fighting for my freedom. Thank you, each and every one of you.

Sincerely,
Owen, age 16

Valley COLLABORATIVE

Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: November 18, 2021
Re: Executive Session

To consider the lease and value of property located at 135 Coburn Road in the Town of Tyngsborough.