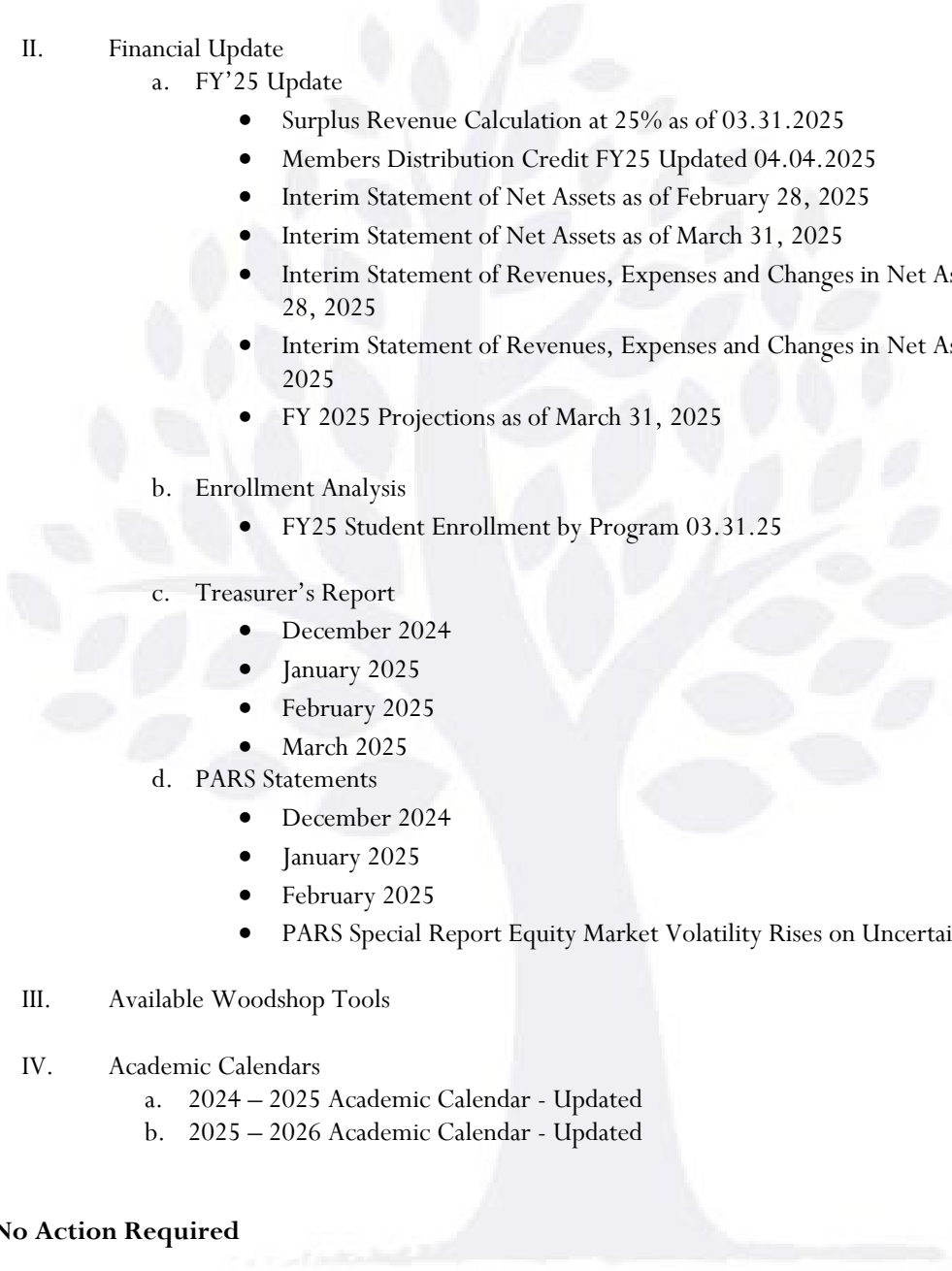


**Valley Collaborative
Board of Directors Meeting
11 Executive Park Drive, N. Billerica, Massachusetts
Thursday, April 10, 2025 ■ 10:00 a.m.**

Action Required

- 
- I. Approval of Minutes
 - a. Board of Directors Meeting, General Session Minutes: January 9, 2025
 - II. Financial Update
 - a. FY'25 Update
 - Surplus Revenue Calculation at 25% as of 03.31.2025
 - Members Distribution Credit FY25 Updated 04.04.2025
 - Interim Statement of Net Assets as of February 28, 2025
 - Interim Statement of Net Assets as of March 31, 2025
 - Interim Statement of Revenues, Expenses and Changes in Net Assets as of February 28, 2025
 - Interim Statement of Revenues, Expenses and Changes in Net Assets as of March 31, 2025
 - FY 2025 Projections as of March 31, 2025
 - b. Enrollment Analysis
 - FY25 Student Enrollment by Program 03.31.25
 - c. Treasurer's Report
 - December 2024
 - January 2025
 - February 2025
 - March 2025
 - d. PARS Statements
 - December 2024
 - January 2025
 - February 2025
 - PARS Special Report Equity Market Volatility Rises on Uncertainty
 - III. Available Woodshop Tools
 - IV. Academic Calendars
 - a. 2024 – 2025 Academic Calendar - Updated
 - b. 2025 – 2026 Academic Calendar - Updated

No Action Required

- V. Valley Collaborative Making a Difference Awards

- VI. 2024 -2025 Valley Collaborative Audit Summary
 - a. DESE Financial & Governance Review
 - b. Massachusetts Department of Developmental Services Targeted Review Report
- VII. Quarterly Reports on Collaborative Business for Member District School Committees – FY’25 3rd Quarter
- VIII. Communications
 - State Agencies
 - a. DESE Valley Collaborative FY24 Annual Independent Audit Submission
 - b. MOEC Learning Tour
 - c. MOEC Facilities Report & Executive Summary
 - d. MTRS Assistance
 - e. DESE Financial & Governance Review
 - Valley Collaborative Program Updates
 - f. Elementary School Update, Newsletters & Member District Appreciation of Staff Exemplar
 - g. Transitional High School - Alternative Programming Update
 - h. Middle School and Transitional High School - Transitional Programming Update
 - i. Adult Services Update
 - j. Safety Committee Update
 - k. Technology Update – New Valley Collaborative Website
 - Community and Staff Feedback
 - l. Valley Spring Newsletter

**Valley Collaborative Board of Directors
Annual Stakeholders' Meeting
General Session Meeting Minutes
January 9, 2025
10:11 a.m. – 11:22 a.m.
11 Executive Park, N. Billerica, MA**

Board Members Present: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Heidi Kriger, Treasurer; Members of the Collaborative Senior Leadership Team

Also Present: Thomas Lent, Barrow Lent LLP

Call to Order: Dr. Jay Lang, Chairman, convened the Collaborative Board Meeting at 10:11 a.m. and requested that the record indicate that Mr. Brad Morgan was participating in the Board Meeting remotely. Dr. Lang conducted roll call attendance of all Board Members.

Dr. Lang and Dr. Chris Scott welcomed all in attendance and introduced all participants and presenters at the Annual Shareholders' Meeting.

Acknowledgements of the Students, Individuals and Staff of the Month

Dr. Scott and Members of the Collaborative Leadership team introduced and acknowledged the students, individuals and staff of the month and the student presentations.

Approval of Minutes

Dr. Jay Lang requested the Board to review the meeting minutes made available for review and asked for a motion relating to the minutes.

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

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated December 12, 2024.

The vote was 8-0-1. Yes: Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan. Dr. Jay Lang abstained.

Fiscal Year 2026 Budget

Dr. Scott reviewed with the Board the proposed budget for fiscal year 2026, which had been reviewed and discussed previously by the Board at its prior meeting. She again reviewed with the Board the Fiscal Year 2026 Budget Presentation Memo, a copy of which was contained within the Board materials and which had been updated since the December 12, 2024 meeting. The Board discussed the proposed tuition and fee-for-services increase, the cost-of-living adjustment, and enrollment. Dr. Lang asked for a motion relating to the proposed budget.

On a motion made by Dr. Kerry Clery, and seconded by Mr. Steven Stone, a quorum being present, it was voted by roll call vote:

VOTED: That the Board of Directors approves the Fiscal Year 2026 Budget, including an Operating Expense Budget for the Collaborative in the amount of \$27,157,015 as presented and recommended by the Executive Director; and requests that the Treasurer certify and transmit the budget for Fiscal Year 2026 to each member district by no later than February 1, 2025.

The vote was 9-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan.

On a motion made by Ms. Brenda Theriault-Regan, and seconded by Dr. Michael Flanagan, a quorum being present, it was voted by roll call vote:

VOTED: That the Board of Directors accepts and approves the tuition rates and fees-for-services for member districts for Fiscal Year 2026 as presented; and requests that the Treasurer certify and transmit the tuition rates and fees-for-services for Fiscal Year 2026 to each member district by no later than February 1, 2025.

The vote was 9-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan.

On a motion made by Mr. Steven Stone, and seconded by Dr. Denise Pigeon, a quorum being present, it was voted by roll call vote:

VOTED: That the Board of Directors accepts and approves the assessment of surcharges on tuition rates and fees-for-services on non-member districts based on each student enrolled from a non-member district for Fiscal Year 2026 as presented and recommended by the Executive Director; and authorizes the Executive Director to publish the non-

member district tuition rates and fees-for services for Fiscal Year 2026.

The vote was 9-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan.

Financial Update

Executive Director's Report and Fiscal Year 2025 Update

Dr. Scott reviewed the revenues, expenses, budget and enrollment for the School Year 2024-2025. Dr. Scott referred the Board to her Fiscal Year 2025 Budget memorandum within the Board materials which outlined the current revenue and expenses at the Collaborative and enrollment, operating expenses and vehicle/transportation expenses.

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, provided the Board with her report which covered the months through November 2024. Ms. Kriger provided a verbal summary of her report, including available balances, transfers, withdrawals, interest income and ending balances. She also reviewed the OPEB Trust financial information and balances and PARS statements. A written summary report was contained within the Board materials. There was no further discussion.

On a motion made by Dr. Michael Flanagan, and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted by roll call vote:

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

The vote was 9-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan.

Lease Agreement with Middlesex County Retirement System

Dr. Scott directed the Board to her memorandum regarding the status of the lease agreement with the Middlesex County Retirement System, which recommended the termination of the agreement upon its terms in June 2025 and to discontinue any negotiations about a further extension of the lease agreement. Dr. Scott summarized for the Board that due to referenced variables and data, such as declining enrollment at the Middle School and High School, the costs that would be incurred to expand and modify the existing leased premises, and other permitting and cost barriers, coupled with the available space at other facilities, the Collaborative does not need the

use of the leased premises. Dr. Scott wished for the record to indicate, however, that the Collaborative appreciates the support from and relationship with the Middlesex County Retirement System, its Board and executives that it has shared for more than a decade.

On a motion made by Mr. Steven Stone, and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board of Directors authorizes the Executive Director to provide notice to the Middlesex County Retirement System that the Lease Agreement, as amended, for 25 Linnell Circle, Billerica, MA will terminate upon its terms and the Collaborative does not seek to negotiate any further extensions of the agreement.

The vote was 9-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Mr. Steven Stone, Dr. Geoff Bruno, Mr. Brad Morgan.

[Mr. Steven Stone left the meeting at 11:01 a.m.]

Academic Calendars

Dr. Scott reviewed the proposed 2025-2026 Academic and Adult Services Calendars, with proposed Board Meeting dates.

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

VOTED: That the Board of Directors approves the academic calendars and the Board meeting dates for the 2024-2025 School Year as presented, and authorizes the Executive Director to post such dates on the Collaborative website.

The vote was 8-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Dr. Geoff Bruno, Mr. Brad Morgan.

Fiscal Year 2024 Audit and Annual Report

Dr. Scott referred the the Board to the copies of the Fiscal Year 2024 Audit completed by Fritz DeGuglielmo and Annual Report. Dr. Scott also reported that copies were submitted to the state and circulated to the member districts. There was no further discussion.

Valley Collaborative Program Updates

Dr. Scott introduced separately Heather Mackay, Nick LeClair, Nicole Noska and Matthew Gentile, each of whom provided the Board with an update regarding their respective schools and/or programs. There was no further discussion.

Quarterly Reports on Collaborative Business – Fiscal Year 2025 Second Quarter / Valley Collaborative Winter Newsletter

Dr. Scott presented her memo on quarterly reports and newsletters directed to both Board members and member district school committees. The Board discussed.

Communications

Dr. Scott directed the Board to the communications contained within the Board materials, which she reviewed with the Board. There was no further discussion.

On a motion made by Dr. Michael Flanagan and seconded by Ms. Brenda Theriault-Regan, a quorum of voters being present, it was voted by roll call vote:

VOTED: To adjourn the Board meeting.

The vote was 8-0. Yes: Dr. Jay Lang, Dr. Denise Pigeon, Dr. Michael Flanagan, Dr. Kerry Clery, Dr. Christopher Chew, Ms. Brenda Theriault-Regan, Dr. Geoff Bruno, Mr. Brad Morgan.

Dr. Jay Lang adjourned the Collaborative Board Meeting at 11:22 a.m.

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

- School Year 2024-2025 Electronic Board Binder for Board Meeting, January 9, 2025

Respectfully Submitted,

Dr. Jay Lang, Chairman
Dated: _____



Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director, Finance and Operations
Date: April 10, 2025
Re: Financial Update

Valley has had another very successful financial year. At this point, I estimate that Valley will finish the year between \$1.7 and \$2.1 million in revenue over expenses. Given the mechanics of the 25% cumulative surplus calculation, I am recommending that the Board vote to return \$1 million to its member districts at this time. The Board will be requested to revisit this calculation and perhaps the need to return more funds after the FY25 audit is complete next November. The projected FY25 budget for the state contracts is on target to be the same as last year which is lower than the original FY25 budget due to DDS clients unexpectedly retiring and changes made in the MRC Lowell office. Tuition revenue is projected to be up over \$1 million. Operating expenses are projected to be down \$170K. However, the capital expenses in the non-operating account (990), is currently \$125K higher than original budget due to expenditures in technology, furnishings, HVAC, and vans. We have completed 76.2% of the school year and our current revenues are at 74.3% and expenses are at 73.1%. I am requesting that the Board take a vote to amend the budget for a second time based on the projected revenues and expenses for FY25 including the capital reserve plan (see attached). Valley is poised to have a very strong fourth quarter.

Valley is still waiting to hear back from DESE, as one of their “beta sites”, with regards to the final report for the finance and governance review audit. At this point and according to the auditors, it appears that Valley has also received a 100% on the financial portion of the audit. There may be a couple of governance criteria dating back prior to 2022-2023 that will be “partially met” (but have since been addressed in the last year and a half through the quarterly school committee packets). We are still waiting to see.

Annually, MOEC surveys the tuition rates of all Collaboratives in the state so that we can compare ourselves to private special education schools in order to establish how competitively priced we are. I am pleased to report that the average FY25 member district tuition rates for all of the Collaborative surveyed is \$61,750.43 and Valley’s average tuition rate is considerably lower at \$43,510.91.

Entering into the fourth quarter of FY25, I am requesting the Board amend the FY25 budget to the projections outlined in the attached “Interim Statement of Revenues, Expenses and Changes in Net Assets” document.

Required Action:

- Vote to amend the FY25 budget.
- Vote to amend the Capital Reserve/Budget
- Vote to return \$1 million to its member districts per 25% surplus calculation.

Attachments:

- Amended Capital Reserve Plan/Budget
- Surplus Revenue Calculation at 25% as of 03.31.2025
- Members Distribution Credit FY25 Updated 04.04.2025
- Interim Statement of Net Assets as of February 28, 2025
- Interim Statement of Net Assets as of March 31, 2025
- Interim Statement of Revenues, Expenses and Changes in Net Assets as of February 28, 2025
- Interim Statement of Revenues, Expenses and Changes in Net Assets as of March 31, 2025
- FY 2025 Projections as of March 31, 2025



VALLEY COLLABORATIVE
Recommended Capital Plan
FY2025-2029

	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Budget	Five-Year Plan					5-year TOTALS
					FY2025	FY2026	FY2027	FY2028	FY2029	
FACILITIES ACQUISITION										-
FACILITIES IMPROVEMENTS	129,459	234,000	199,865	315,000	125,000	125,000	125,000	125,000	125,000	625,000
SITE IMPROVEMENTS	-	-	-							-
LEASEHOLD IMPROVEMENTS	-	-	-							-
VEHICLES	67,871	83,340	224,880	310,000	250,000	250,000	250,000	250,000	250,000	1,250,000
TECHNOLOGY PLAN	331,889	119,725	200,671	180,000	150,000	150,000	150,000	150,000	150,000	750,000
FURNISHINGS & EQUIPMENT	32,297	16,588	29,007	100,000	50,000	50,000	50,000	50,000	50,000	250,000
TOTALS	\$ 561,516	\$ 453,653	\$ 654,423	\$ 905,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 2,875,000



VALLEY COLLABORATIVE
Amended Capital Plan
FY2025-2029

	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Budget	Five-Year Plan					5-year TOTALS
					FY2025	FY2026	FY2027	FY2028	FY2029	
FACILITIES ACQUISITION										-
FACILITIES IMPROVEMENTS	129,459	234,000	199,865	315,000	125,000	125,000	125,000	125,000	125,000	625,000
SITE IMPROVEMENTS	-	-	-							-
LEASEHOLD IMPROVEMENTS	-	-	-							-
VEHICLES	67,871	83,340	224,880	310,000	500,000	250,000	250,000	250,000	250,000	1,500,000
TECHNOLOGY PLAN	331,889	119,725	200,671	180,000	200,000	150,000	150,000	150,000	150,000	800,000
FURNISHINGS & EQUIPMENT	32,297	16,588	29,007	100,000	50,000	50,000	50,000	50,000	50,000	250,000
TOTALS	\$ 561,516	\$ 453,653	\$ 654,423	\$ 905,000	\$ 875,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 3,175,000



VALLEY COLLABORATIVE
Amendment #2 Capital Plan
FY2025-2029

	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Actual	Five-Year Plan					5-year TOTALS
					FY2025	FY2026	FY2027	FY2028	FY2029	
FACILITIES ACQUISITION										-
FACILITIES IMPROVEMENTS	129,459	234,000	199,865	157,812	75,000	125,000	125,000	125,000	125,000	575,000
SITE IMPROVEMENTS	-	-	-							-
LEASEHOLD IMPROVEMENTS	-	-	-							-
VEHICLES	67,871	83,340	224,880	393,197	570,000	500,000	250,000	250,000	250,000	1,820,000
TECHNOLOGY PLAN	331,889	119,725	200,671	370,271	290,000	150,000	150,000	150,000	150,000	890,000
FURNISHINGS & EQUIPMENT	32,297	16,588	29,007	96,483	65,000	50,000	50,000	50,000	50,000	265,000
TOTALS	\$ 561,516	\$ 453,653	\$ 654,423	\$ 1,017,763	\$ 1,000,000	\$ 825,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 3,550,000

Valley Collaborative**Cumulative Surplus Calculation - FY 25****As of March 31, 2025 Projection**

(A)	Voted Cumulative Surplus as of June 30, 2024	5,803,352
(B)	Amount of (A) used to make contribution to OPEB Trust PY	-
	Amount of Current Year Return Previously Voted	-
(c)	Unexpended FY 25 General Funds	1,501,201
(D)	Cumulative Surplus as of 6/30/25	7,304,553
(E)	FY 25 Total General Fund Expenditures	25,806,482
(F)	Cumulative Surplus Percentage	28.31%
	Estimated Amount of Excess Cumulative Surplus as of June 30, 2025	<u><u>852,933</u></u>

Projected Distribution of Surplus Funds for FY2023 From Enrollment Data

Estimated Distribution of Surplus Funds for FY2025 From Spedfi Data			
as of April 4, 2025			
		Projected	
		Percentage	Estimated
Member District	Total Fiscal Year Tuition	of Total	Return
Billerica Public Schools	988,171	9.64%	96,427.58
Chelmsford Public Schools	1,653,336	16.13%	161,335.60
Dracut Public Schools	1,462,856	14.27%	142,748.13
Groton-Dunstable Regional School District	387,344	3.78%	37,797.74
Nashoba Valley Technical High School	8,831	0.09%	861.72
North Middlesex Regional School District	1,783,293	17.40%	174,017.01
Tewksbury Public Schools	1,434,993	14.00%	140,029.27
Tyngsborough Public Schools	1,072,514	10.47%	104,657.89
Westford Public Schools	1,456,470	14.21%	142,125.05
Grand Total	10,247,808	100.00%	1,000,000.00

Valley Collaborative
Interim Statement of Net Assets
For the Period Ended
February 28, 2025

UNAUDITED	
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 4,929,827
Restricted Investments - OPEB	7,855,739
Accounts Receivable, Net	4,273,845
Prepaid Expenses and Other Assets	2,446
Cash Held for Member Districts	816,357
Total Current Assets	17,878,214
Non-Current Assets	
Land & Building	4,189,309
Furniture, Equipment, and Leasehold Improvements,	
Net of Depreciation	2,005,530
Construction in Progress	-
Total Non-Current Assets	6,194,839
TOTAL ASSETS	\$ 24,073,053
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable and Accrued Liabilities	\$ 2,155,763
Other Liabilities	2,516,128
Member District Accounts (Settlement)	816,357
Total Current Liabilities	5,488,248
Total Liabilities	5,488,248
Net Assets	
Operating - Unrestricted	4,359,192
Restricted - Student Activities	38,543
Reserved - OPEB Trust	5,366,543
Reserved - Capital	1,500,000
Invested in Capital Assets, Net of Related Debt	7,320,527
Total Net Assets	18,584,805
TOTAL LIABILITIES AND NET ASSETS	\$ 24,073,053

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

Valley Collaborative
Interim Statement of Net Assets
For the Period Ended
March 31, 2025

UNAUDITED	
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 6,001,769
Restricted Investments - OPEB	7,915,062
Accounts Receivable, Net	4,080,723
Prepaid Expenses and Other Assets	139,696
Cash Held for Member Districts	532,875
Total Current Assets	18,670,125
Non-Current Assets	
Land & Building	4,064,142
Furniture, Equipment, and Leasehold Improvements,	
Net of Depreciation	2,007,741
Construction in Progress	-
Total Non-Current Assets	6,071,883
TOTAL ASSETS	\$ 24,742,008
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable and Accrued Liabilities	\$ 2,222,807
Other Liabilities	2,516,128
Member District Accounts (Settlement)	532,875
Total Current Liabilities	5,271,810
Total Liabilities	5,271,810
Net Assets	
Operating - Unrestricted	5,447,842
Restricted - Student Activities	39,373
Reserved - OPEB Trust	5,425,866
Reserved - Capital	1,500,000
Invested in Capital Assets, Net of Related Debt	7,057,117
Total Net Assets	19,470,198
TOTAL LIABILITIES AND NET ASSETS	\$ 24,742,008

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

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending February 28, 2025
139 of 210 (66.2%) School Days

UNAUDITED			
	AMENDED BUDGET	ACTUAL	Projected FY 2025
REVENUES			
Services	\$ 21,800,000	\$ 14,277,936	\$ 21,959,842
State Contracts	4,900,000	2,932,066	4,600,000
Other	700,000	395,872	593,808
Interest	30,000	37,312	45,000
Total Revenues	27,430,000	17,643,186 64.32%	27,198,650
EXPENSES			
Salaries	18,973,652	12,346,307	18,098,567
Employee Benefits	3,431,619	2,194,918	3,392,377
Operating Expenses	2,788,200	1,922,180	2,615,800
Leases & Rentals	593,247	451,078	593,247
Depreciation	751,000	438,083	751,000
Total Expenses	26,537,718	17,352,566 65.4%	25,450,991
Change in Net Assets - Operating	\$ 892,282	\$ 290,620	\$ 1,747,659
Non Operating Activities			
Return to Member Districts	-		
Non-Operating Expenses (1)	(875,000)	(984,688)	(1,000,000)
Change in Net Assets	\$ 17,282	\$ (694,068)	\$ 747,659

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending March 31, 2025
160 of 210 (76.2%) School Days

UNAUDITED		
	AMENDED BUDGET	ACTUAL
REVENUES		
Services	\$ 21,800,000	\$ 16,587,751
State Contracts	4,900,000	3,308,774
Other	700,000	444,766
Interest	30,000	41,682
Total Revenues	27,430,000	20,382,973 74.31%
EXPENSES		
Salaries	18,973,652	13,716,590
Employee Benefits	3,431,619	2,464,006
Operating Expenses	2,788,200	2,119,865
Leases & Rentals	593,247	543,856
Depreciation	751,000	563,250
Total Expenses	26,537,718	19,407,567 73.1%
Change in Net Assets - Operating	\$ 892,282	\$ 975,406
Non Operating Activities		
Return to Member Districts	-	
Non-Operating Expenses (1)	(875,000)	(985,234)
Change in Net Assets	\$ 17,282	\$ (9,828)

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

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending
March 31, 2025
160 of 210 (76.2%) School Days

UNAUDITED			
	AMENDED BUDGET	ACTUAL	Projected FY 2025
REVENUES			
Services	\$ 21,800,000	\$ 16,587,751	\$ 21,948,550
State Contracts	4,900,000	3,308,774	4,600,000
Other	700,000	444,766	593,021
Interest	30,000	41,682	55,000
Total Revenues	27,430,000	20,382,973 74.31%	27,196,571
EXPENSES			
Salaries	18,973,652	13,716,590	18,100,982
Employee Benefits	3,431,619	2,464,006	3,385,341
Operating Expenses	2,788,200	2,119,865	2,615,800
Leases & Rentals	593,247	543,856	593,247
Depreciation	751,000	563,250	751,000
Total Expenses	26,537,718	19,407,567 73.1%	25,446,371
Change in Net Assets - Operating	\$ 892,282	\$ 975,406	\$ 1,750,201
Non Operating Activities			
Return to Member Districts	-		
Non-Operating Expenses (1)	(875,000)	(985,234)	(1,000,000)
Change in Net Assets	\$ 17,282	\$ (9,828)	\$ 750,201

Valley Collaborative Programmatic Enrollment Data									
Program	9/15/2024			12/1/2024			4/1/2025		
	Member	Non-Member	Program Total	Member	Non-Member	Program Total	Member	Non-Member	Program Total
Elementary	43	38	81	47	43	90	53	47	100
Middle - ALT Programming	5	11	16	5	11	16	6	10	16
Middle - Transitional Programming	5	9	14	5	10	15	4	11	15
Middle - Transitional ISN	7	3	10	7	3	10	7	3	10
High - ALT Programming	31	21	52	30	21	51	31	23	54
High - Transitional Programming	52	31	83	49	33	82	42	34	76
Totals	143	113	256	143	121	264	143	128	271

**VALLEY COLLABORATIVE
TREASURER'S REPORT
DECEMBER 31, 2024**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 2,792,435.47	\$ 1,969,376.12		\$ (322,806.22)		\$ (3,000,000.00)	\$ 1,439,005.37
Payroll	a/c 795823	\$ 206,060.11		\$ (2,345,040.83)			\$ 3,000,000.00	\$ 861,019.28
Joe's Bistro	a/c 531401	\$ 2,782.53	\$ 1,644.76					\$ 4,427.29
ICS MMDA	a/c 856490	\$ 4,765.02				\$ 2.01		\$ 4,767.03
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 4,506,157.49</u>	<u>\$ 1,971,020.88</u>	<u>\$ (2,345,040.83)</u>	<u>\$ (322,806.22)</u>	<u>\$ 2.01</u>	<u>\$ -</u>	<u>\$ 3,809,333.33</u>
MMDT	a/c 0044263747	<u>\$ 1,126,925.72</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,520.44</u>	<u>\$ -</u>	<u>\$ 1,131,446.16</u>
Total Unrestricted Cash		<u>\$ 5,633,083.21</u>	<u>\$ 1,971,020.88</u>	<u>\$ (2,345,040.83)</u>	<u>\$ (322,806.22)</u>	<u>\$ 4,522.45</u>	<u>\$ -</u>	<u>\$ 4,940,779.49</u>
PARS OPEB Trust		<u>\$ 7,917,863.63</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,125.18)</u>	<u>\$ (202,417.54)</u>	<u>\$ -</u>	<u>\$ 7,713,320.91</u>
TOTAL CASH		<u>\$ 13,550,946.84</u>	<u>\$ 1,971,020.88</u>	<u>\$ (2,345,040.83)</u>	<u>\$ (324,931.40)</u>	<u>\$ (197,895.09)</u>	<u>\$ -</u>	<u>\$ 12,654,100.40</u>

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

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 1,439,005.37	\$ 3,372,709.08		\$ (502,533.54)		\$ (1,235,000.00)	\$ 3,074,180.91
Payroll	a/c 795823	\$ 861,019.28		\$ (1,985,967.88)			\$ 1,240,000.00	\$ 115,051.40
Joe's Bistro	a/c 531401	\$ 4,427.29	\$ 2,758.74				\$ (5,000.00)	\$ 2,186.03
ICS MMDA	a/c 856490	\$ 4,767.03				\$ 2.02		\$ 4,769.05
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 3,809,333.33</u>	<u>\$ 3,375,467.82</u>	<u>\$ (1,985,967.88)</u>	<u>\$ (502,533.54)</u>	<u>\$ 2.02</u>	<u>\$ -</u>	<u>\$ 4,696,301.75</u>
 MMDT	a/c 0044263747	<u>\$ 1,131,446.16</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,395.05</u>	<u>\$ -</u>	<u>\$ 1,135,841.21</u>
 Total Unrestricted Cash		<u>\$ 4,940,779.49</u>	<u>\$ 3,375,467.82</u>	<u>\$ (1,985,967.88)</u>	<u>\$ (502,533.54)</u>	<u>\$ 4,397.07</u>	<u>\$ -</u>	<u>\$ 5,832,142.96</u>
 PARS OPEB Trust		<u>\$ 7,713,320.91</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,073.96)</u>	<u>\$ 157,654.74</u>	<u>\$ -</u>	<u>\$ 7,868,901.69</u>
 TOTAL CASH		<u>\$ 12,654,100.40</u>	<u>\$ 3,375,467.82</u>	<u>\$ (1,985,967.88)</u>	<u>\$ (504,607.50)</u>	<u>\$ 162,051.81</u>	<u>\$ -</u>	<u>\$ 13,701,044.65</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
FEBRUARY 28, 2025**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 3,074,180.91	\$ 1,693,637.92		\$ (408,633.60)		\$ (1,575,000.00)	\$ 2,784,185.23
Payroll	a/c 795823	\$ 115,051.40		\$ (1,402,421.45)			\$ 1,575,000.00	\$ 287,629.95
Joe's Bistro	a/c 531401	\$ 2,186.03	\$ 1,826.44					\$ 4,012.47
ICS MMDA	a/c 856490	\$ 4,769.05				\$ 1.82		\$ 4,770.87
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 4,696,301.75</u>	<u>\$ 1,695,464.36</u>	<u>\$ (1,402,421.45)</u>	<u>\$ (408,633.60)</u>	<u>\$ 1.82</u>	<u>\$ -</u>	<u>\$ 4,580,712.88</u>
 MMDT	a/c 0044263747	<u>\$ 1,135,841.21</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,952.90</u>	<u>\$ -</u>	<u>\$ 1,139,794.11</u>
 Total Unrestricted Cash		<u>\$ 5,832,142.96</u>	<u>\$ 1,695,464.36</u>	<u>\$ (1,402,421.45)</u>	<u>\$ (408,633.60)</u>	<u>\$ 3,954.72</u>	<u>\$ -</u>	<u>\$ 5,720,506.99</u>
 PARS OPEB Trust		<u>\$ 7,868,901.69</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,111.01)</u>	<u>\$ 48,271.74</u>	<u>\$ -</u>	<u>\$ 7,915,062.42</u>
 TOTAL CASH		<u>\$ 13,701,044.65</u>	<u>\$ 1,695,464.36</u>	<u>\$ (1,402,421.45)</u>	<u>\$ (410,744.61)</u>	<u>\$ 52,226.46</u>	<u>\$ -</u>	<u>\$ 13,635,569.41</u>

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

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>	
ENTERPRISE BANK ACCOUNTS									
Operating	a/c 493426	\$ 2,784,185.23	\$ 2,643,418.05		\$ (280,091.70)		\$ (1,496,000.00)	\$ 3,651,511.58	
Payroll	a/c 795823	\$ 287,629.95		\$ (1,585,763.37)			\$ 1,500,000.00	\$ 201,866.58	
Joe's Bistro	a/c 531401	\$ 4,012.47	\$ 1,905.25				\$ (4,000.00)	\$ 1,917.72	
ICS MMDA	a/c 856490	\$ 4,770.87				\$ 2.02		\$ 4,772.89	
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00	
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36	
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 4,580,712.88</u>	<u>\$ 2,645,323.30</u>	<u>\$ (1,585,763.37)</u>	<u>\$ (280,091.70)</u>	<u>\$ 2.02</u>	<u>\$ -</u>	<u>\$ 5,360,183.13</u>	
MMDT	a/c 0044263747	\$ 1,139,794.11	\$ -	\$ -	\$ -	\$ 4,366.17	\$ -	\$ 1,144,160.28	
Total Unrestricted Cash		<u>\$ 5,720,506.99</u>	<u>\$ 2,645,323.30</u>	<u>\$ (1,585,763.37)</u>	<u>\$ (280,091.70)</u>	<u>\$ 4,368.19</u>	<u>\$ -</u>	<u>\$ 6,504,343.41</u>	
PARS OPEB Trust		<u>\$ 7,915,062.42</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,915,062.42</u>	as of February 28, 2025
TOTAL CASH		<u>\$ 13,635,569.41</u>	<u>\$ 2,645,323.30</u>	<u>\$ (1,585,763.37)</u>	<u>\$ (280,091.70)</u>	<u>\$ 4,368.19</u>	<u>\$ -</u>	<u>\$ 14,419,405.83</u>	



VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
12/1/2024 to 12/31/2024

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

Account Summary							
Source	Beginning Balance as of 12/1/2024	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 12/31/2024
OPEB	\$7,917,863.63	\$0.00	-\$202,417.54	\$2,125.18	\$0.00	\$0.00	\$7,713,320.91
Totals	\$7,917,863.63	\$0.00	-\$202,417.54	\$2,125.18	\$0.00	\$0.00	\$7,713,320.91

Investment Selection	
Source	
OPEB	Target Index Balanced Strategy

Investment Objective	
Source	
OPEB	Dual goals are to provide a moderate amount of current income with moderate capital growth.

Investment Return							
Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	-2.56%	-1.74%	10.59%	2.24%	6.41%	-	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

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



VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
1/1/2025 to 1/31/2025

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

Account Summary

Source	Beginning Balance as of 1/1/2025	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 1/31/2025
OPEB	\$7,713,320.91	\$0.00	\$157,654.74	\$2,073.96	\$0.00	\$0.00	\$7,868,901.69
Totals	\$7,713,320.91	\$0.00	\$157,654.74	\$2,073.96	\$0.00	\$0.00	\$7,868,901.69

Investment Selection

Source	
OPEB	Target Index Balanced Strategy

Investment Objective

Source	
OPEB	Dual goals are to provide a moderate amount of current income with moderate capital growth.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	2.04%	2.46%	13.25%	4.31%	6.77%	-	6/24/2015

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Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

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VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
2/1/2025 to 2/28/2025

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

Account Summary

Source	Beginning Balance as of 2/1/2025	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 2/28/2025
OPEB	\$7,868,901.69	\$0.00	\$48,271.74	\$2,111.01	\$0.00	\$0.00	\$7,915,062.42
Totals	\$7,868,901.69	\$0.00	\$48,271.74	\$2,111.01	\$0.00	\$0.00	\$7,915,062.42

Investment Selection

Source	
OPEB	Target Index Balanced Strategy

Investment Objective

Source	
OPEB	Dual goals are to provide a moderate amount of current income with moderate capital growth.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
OPEB	0.61%	0.03%	11.55%	5.29%	7.80%	-	6/24/2015

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

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Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

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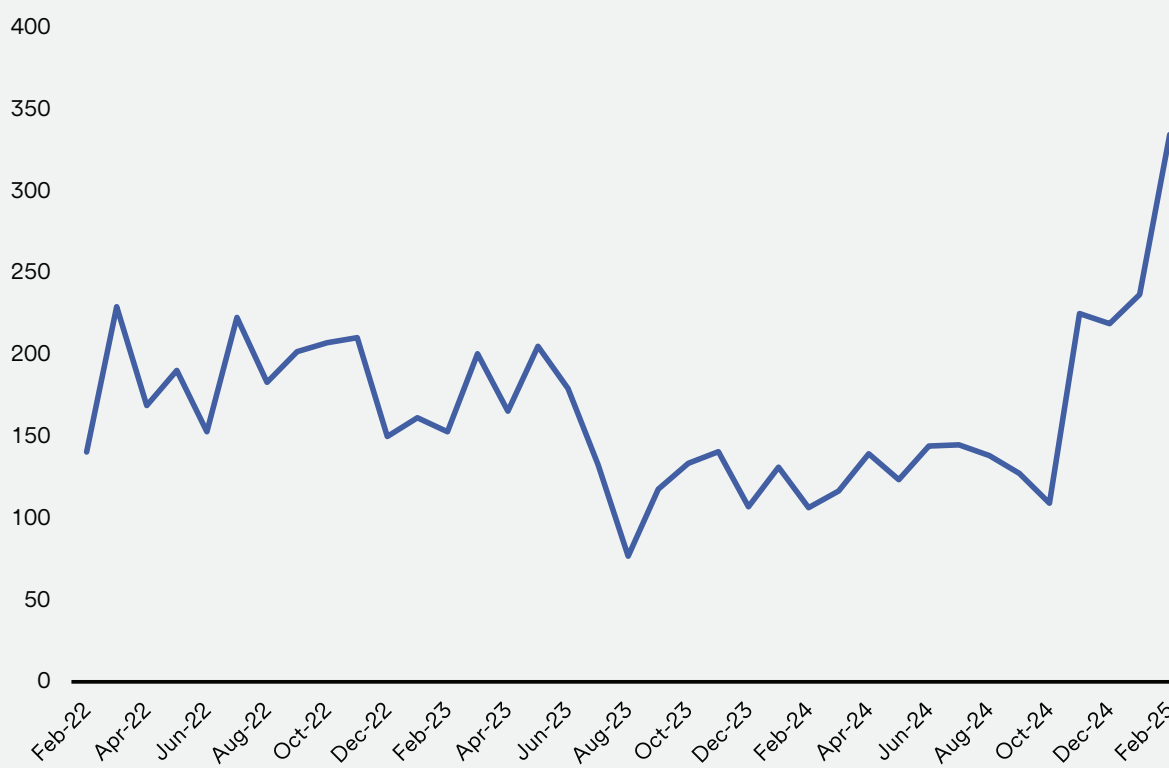
Special Report March 2025

Equity Market Volatility Rises on Uncertainty

After two consecutive years of 25% returns for the S&P 500 in 2023 and 2024, it should perhaps be expected that the sluggish start to 2025 for domestic equities has unnerved investors. While macroeconomic conditions and the corporate earnings environment continue to look decent, there have been two catalysts behind the relatively weak start to the year for domestic equities and the increase in market volatility we have been observing:

- ▶ A shift in market focus and attention from the risks of a potentially overheating economy and reaccelerating inflation to economic growth risks
- ▶ A notable increase in public policy uncertainty, particularly as it relates to tariff threats

U.S. Economic Policy Uncertainty Index



Source: Bloomberg. https://www.policyuncertainty.com/us_monthly.html

Special Report March 2025



Our Observations

Increased investor uncertainty is often reflected in higher market volatility and frequently accompanied by a rotation in key market leadership. Uncertainty tied to increased risks to economic growth and the path of trade policy has resulted in several notable market developments in the last couple of months:

- ▶ Long-term interest rates have rallied since mid-January, with the 10-year Treasury yield dropping more than 50 basis points (bps) and the market increasing expectations for Federal Reserve (Fed) rate cuts over the last few weeks even as the Fed has transitioned to a “wait and see” position on policy.
- ▶ The yield curve between 3 months and 10 years has re-inverted, a potential sign of slower economic growth ahead.
- ▶ Bonds, particularly long-duration Treasuries, are outperforming domestic equities year-to-date as rates across the yield curve have dropped.
- ▶ Value-oriented stocks are outperforming growth-oriented stocks in 2025, driven by defensive sectors of the market such as staples, utilities and healthcare, which are outperforming cyclical sectors such as consumer discretionary and financials.

- ▶ Investor exuberance over the Magnificent Seven (MAG-7) stocks has abated as developments tied to Chinese Artificial Intelligence (AI) company DeepSeek have introduced caution around aggressive earnings growth expectations and the high valuations of these companies.
- ▶ The Nasdaq 100 and Russell 2000 are both down more than 10% from their 52-week highs placing both in market correction territory.
- ▶ After consecutive years of underperforming domestic equities, international equities are outperforming so far in 2025 reflecting investor movement away from “priced-for-perfection” U.S. stocks in a higher growth risk environment and due to the aforementioned pullback in MAG-7 stocks.

Our Interpretation

The S&P 500 index hit an all-time high of 6,144 on February 19 and as of March 10 the index is down 8% from this peak, placing this pullback just short of what is considered a market “correction” of -10%. At the same time, average earnings growth estimates for 2025 remain greater than 10% pointing to positive corporate fundamentals. In some sense, the unprecedented back-to-back calendar year returns of ~25% for the S&P 500 in 2023 and 2024 may be making negative year-to-date



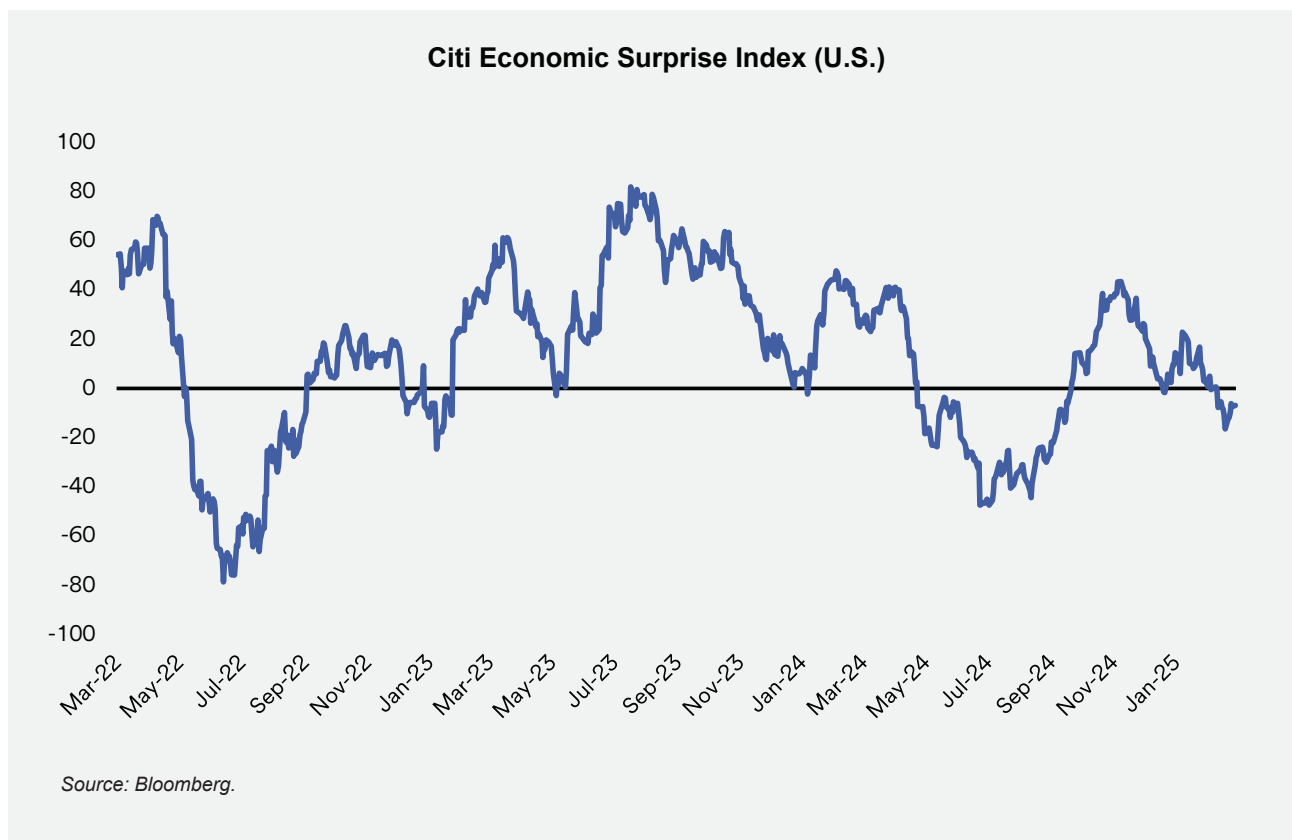
Special Report March 2025

returns feel more painful than is reality. However, the underlying changes in market leadership driven by market-perceived economic growth risks and policy uncertainty today are notable and deserve further discussion.

Heading into 2025, the U.S. economy was already exhibiting some pockets of slowing. But consumer activity was unusually robust in Q4, 2024 and was perhaps foreshadowing some giveback in January. Retail sales for January were unexpectedly negative, contracting -0.9% for the month. Recent surveys showing deterioration in consumer confidence and expectations suggests the January pullback was likely driven by more than just a giveback effect, however. While the housing sector has been a weak spot in the economy for some time, housing activity as measured

by existing and new home sales has slowed even further in early 2025 as lower housing affordability continues to lock buyers out of the market and limit household-related consumption activity.

While manufacturing has exhibited signs of recent acceleration, as evidenced by the ISM manufacturing index moving into expansion territory (>50.0) in January for the first time in two years, underlying details within the February ISM index revealed softening in new orders, production and employment. The Citi Economic Surprise Index, which measures economic data surprises relative to market expectations has been reflecting some of these decelerating growth trends compared to expectations and aligns with the timing of the financial markets adjusting to higher growth risks.



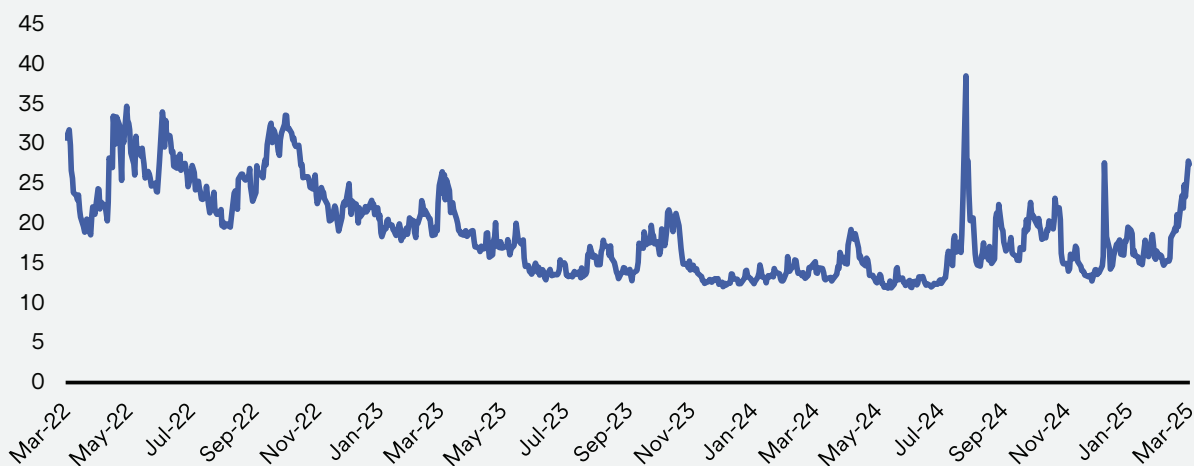
Public policy uncertainty, primarily related to trade and tariff policy, has also introduced a higher level of market volatility this year. Anecdotally, in discussions with our corporate clients as well as in business surveys and the Fed's quarterly beige book report, the wide range of potential public policy outcomes and mixed messaging from the Trump administration seems to have frozen many companies from making significant new investment and hiring decisions.

Special Report March 2025



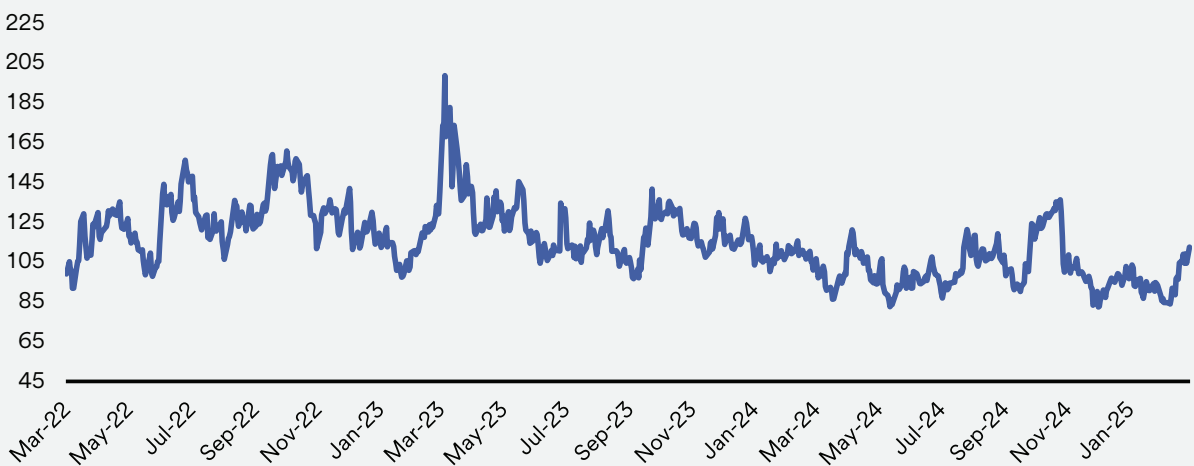
Post-election business sentiment has shifted meaningfully from very positive and optimistic about the prospects for a more business friendly administration, deregulation and lower taxes to sentiment best characterized as uncertain, confused, and frozen in place. This sentiment shift from optimism to high levels of uncertainty explains much of the market volatility we are observing so far in 2025. It will require greater clarity and consistency on policy issues such as trade, the debt ceiling and federal government funding to lift policy risk as a significant market overhang.

VIX Index



Source: Bloomberg. VIX Index measures the expected volatility of S&P 500 Index.

MOVE Index



Source: Bloomberg. MOVE Index measures U.S. bond market volatility.

Special Report March 2025



Concluding Thoughts

While greater volatility and negative domestic equity returns so far in 2025 represent a departure from the investor experience of the prior two years, the significant increase in public policy uncertainty may be making current market conditions appear more dire than they actually are.

According to J.P.Morgan's "Guide to the Markets," over last 45 years, average intra-year declines for S&P 500 (peak to trough, price only) was 14.1%, while annual returns averaged 10.6% over this period. Our modestly positive 2025 outlook for the economy and corporate earnings remains intact, though we acknowledge that growth risks have increased measurably in the last couple of months. Currently, U.S. Bank's Economics Group forecasts economic growth slowing this year but remaining positive with an estimate of 1.8% gross domestic product (GDP) growth for 2025.

The positive growth outlook is supported by:

- ▶ Household finances remain generally healthy, and the labor market appears to remain in good shape today, which should continue to support consumption activity that accounts for nearly 70% of annual economic output
- ▶ Manufacturing activity has started to reaccelerate, and the onshoring trend in production could lend further support to this important sector of the economy

- ▶ Corporate fundamentals continue to look very good with healthy balance sheets, recent strong quarterly sales and earnings growth, and historically high margins with credit spreads remaining relatively tight
- ▶ Though recent policy headlines have entailed a negative growth skew, the prospects for favorable policy developments later in the year including in areas of deregulation and further tax cuts remain on the table with potential economic and corporate earnings tailwinds in the near future.

A risk to our positive outlook for some time has been the relatively narrow cohort of upper income households fueling a disproportionate amount of consumer activity in part through wealth-effect spending. The sustainability of strong wealth-effect spending, and consumption patterns across lower- and middle-income households under the strains of stubborn inflation represent key risk factors to our outlook. Additionally, public policy remains very fluid and difficult to predict today. Policy risk — both fiscal and monetary — represents risk to inflation and a positive outlook that is very difficult to handicap at the moment. However, we are monitoring this daily and stand ready to act if necessary.

We are positioned today as risk neutral in portfolios, neither over nor underweighting risk assets relative to client strategic asset allocation targets. As economic and market conditions evolve, and as the public policy landscape changes, we will remain agile and ready to adjust portfolios as we deem prudent.

In the interim, please reach out to your PFAM relationship manager with any questions.

Sources

<https://am.jpmorgan.com/us/en/asset-management/adv/insights/market-insights/guide-to-the-markets/>

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Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Renato Silva, School Safety and Facilities Manager
Date: April 10, 2025
Re: Valley Collaborative Woodshop Items Available

One of the many vocational offerings available to students at Valley Collaborative is woodworking. Initially, a full-scale shop with commercial-grade equipment was made available to students to build and work on larger projects. However, in recent years, Valley has transitioned into a more manual hands-on focus where students learn how to restore furniture and/or build smaller-scale craft projects. As a result, some of the larger stationary power equipment is no longer needed.

Available to our member districts are the following two pieces of equipment:

1. Saw Stop Industrial Table Saw - (> 10 years old); estimated value: \$3,499
2. Bosch Industrial Chop Saw - (> 10 years old); estimated value: \$499

Required Action:

- Vote shop equipment to be surplus, sold or donated

Attachments:

- Photos of Table Saw & Chop Saw

Valley Collaborative

Available Woodshop Items

April, 2025





Saw Stop Industrial Table Saw

Estimated Age:
> 10 years



Bosch Industrial Chop Saw

Estimated Age:
> 10 years



Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: April 10, 2025
Re: Re-vote Valley Collaborative Academic Calendars 2024-2025 & 2025-2026

Inadvertently, the last day of school was not recorded as a half day of school for students as is custom. Please re-vote both the 2024 – 2025 and the 2025 – 2026 calendars. Once approved, the calendars will be reposted on the website, recommunicated to the transportation companies, and reshared with the member district Special Education Directors.

In addition, there was a conflict with the Board meeting dates in December and in April so those have been changed to December 4, 2025 and April 30, 2026.

Required Action:

- Re-vote Valley Collaborative Academic Calendars 2024-2025 & 2025-2026

Attachments:

- 2024-2025 Valley Collaborative Academic Calendar
- 2025-2026 Valley Collaborative Academic Calendar



2024 - 2025 Academic Calendar

Valley Elementary School,
Valley Middle School, and
Valley Transitional High School

July 2024						
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	First/Last Day of Summer Program
	*Professional Development Day All Staff - No School for Students
	No School/Holiday/School Vacation
	Professional Development Day for Professional Staff - No School for Students
	Last Day of School Year (1 snow days used)
	1 snow day used

	First/Last Day of School Year (5 snow days used)
	Early Release - Professional Development for staff (specific number of PD days will vary by position)
	Board of Directors Meeting (Regular School Day for Staff and Students)
	Early Release
	Early Release - High School Graduation Day



2025 - 2026 Academic Calendar

July 2025						
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	First/Last Day of Summer Program
	*Professional Development Day All Staff - No School for Students
	No School/Holiday/School Vacation
	Professional Development Day for Professional Staff - No School for Students
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	First/Last Day of School Year (5 snow days used)
	Early Release - Professional Development for staff (specific number of PD days will vary by position)
	Board of Directors Meeting (Regular School Day for Staff and Students)
	Early Release
	Early Release - High School Graduation Day



Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: April 10, 2025
Re: Student, DDS/MRC Adult Program Participant and Staff Making a Difference Award Presentation

We would like to recognize Valley's student and staff members of the month from the Elementary, Middle, and High School as well as a DDS/MRC Adult Program Participant and staff member from the Adult Services Program for all their hard work and dedication to the Collaborative. Additionally, we would like to recognize district-wide staff,

Valley Elementary School

Student of the Month: Brody Romano

Staff of the Month: Rebecca Valcanas

Valley Middle School

Student of the Month: Rose Morin

Staff of the Month: Jaclyn Squeglia

Valley Transitional High School – Alternative Programming

Student of the Month: Madison Murray

Staff of the Month: Christine Brennick

Valley Transitional High School – Transitional Programming

Student of the Month: Sean McCarthy

Staff of the Month: Molly Doctor

Valley Adult Services

DDS/MRC Adult Program Participant: Rose Chen

Staff of the Month: Romario Honorat

Valley Collaborative – District Wide

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

Required Action:

- None

Attachments:

- None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: April 10, 2025
Re: 2024-2025 Valley Collaborative Audits Summary

Fiscal year 2025 has been extremely busy in the business office as the Collaborative has gone through a total of six very successful audits, conducted by two state agencies, one state commission, and an independent financial audit. Below is the summary of results from this body of work.

Massachusetts Department of Elementary and Secondary Education Financial & Governance Review:

Overall Rating: Exemplary

As you are aware, Valley Collaborative underwent, as one of their “beta sites”, a DESE Collaborative Financial (and Governance”) Review performed by MARCUM Accounting for DESE back in May 2024. MARCUM presented at MOEC’s general membership meeting on October 7, 2024 and Valley was the case study/exemplar. Valley received a draft report in January and we provided feedback on both the financial and governance portions of the review. Valley is still waiting to hear back from DESE with regards to the final report for the finance and governance review audit. At this point and according to the auditors, I surmise Valley has received a 100% on the financial portion of the audit. There may be a couple of governance criteria dating back prior to 2022-2023 that will be “partially met” (but have since been addressed in the last year and a half through the quarterly school committee packets). We are still waiting to see. Furthermore, the Department of Elementary and Secondary Education continues to work through some technical matters regarding how certain DESE guidance and regulations are being interpreted by both Collaboratives across the Commonwealth and DESE with regards to the 25% Surplus Calculation. At this time, Valley has been instructed not to change how it has calculated the 25% surplus. Valley is proud to be a thought partner and the pilot site for this new financial and governance review process that all Collaboratives will undergo every six years.

Massachusetts Department of Developmental Services Targeted Review Report

Overall Rating: Exemplary/full compliance

Valley Collaborative received a finding free DDS Audit. Valley is also in full compliance with DDS’s programmatic and licensure criteria. This DDS audit is the bookend to our exemplary audit year. As Jennifer Conley-Sevier, DDS Quality Enhancement Specialist noted:

“The agency met the indicators as follows:

- Licensing: 100%
- Certification: 100%

On behalf of the entire OQE team, I would like to extend our gratitude for the professionalism you and your team have displayed throughout this survey process; it was a pleasure working with everyone at Valley Collaborative.”

FY'24 Independent Audit completed by Fritz DeGuglielmo LLC

Overall Rating: Exemplary/no findings

Valley Collaborative received yet another finding free financial audit from our Independent Auditors Fritz DeGuglielmo LLC.

Massachusetts Department of Elementary and Secondary Education Mid Cycle Review - No findings/Full Approval

Overall Rating: Exemplary/no findings

Valley underwent its Mid-Cycle Review with the Department of Elementary and Secondary Education this past Fall. We are in receipt of the final report and are proud to share that Valley received no findings. In addition to a finding free MCR report, below are the various points made by the DESE Office of Approved Special Education Schools (OASES) team during our exit interview.

- Students were engaged in rigorous curriculum/programming.
- They observed Valley's staff interacting with students in a caring and compassionate manner.
- Our systems throughout the Collaborative were consistent and followed with fidelity.
- Staff were well trained including but not limited to top tier therapeutic teams, educators who deliver high quality programs consistent with the state standards, and highly trained Special Education Assistants. (Valley's successful efforts to put into place the Academy for Special Education Assistants is noteworthy.)
- DESE protocols and procedures were followed with fidelity.
- Staff were committed and devoted to the mission of Valley.
- Administrative teams had an impressively long tenure. (This is significant because we are in a field where it is typical for key positions to be vacant and/or hard to fill. Fortunately, when people come to Valley, they fall in love with our mission and vision and stay for a very long time.)
- They wished that Valley could train other Collaboratives on how to do the exceptional work they witnessed.

Disabled Persons Protection Commission (DPPC) Review

Overall Rating: Exemplary

Valley has just completed its first compliance review on September 6, 2024. This review included DDS staff hired after July 1, 2023, along with their signed DPPC Consent Form and Valley's internal policies and procedures to adhere to M.G.L. c. 19C § 15.

Massachusetts Department of Developmental Services CORI Audit

Overall Rating: Exemplary

On September 24, 2024, DDS performed a first-time CORI audit to ensure Valley Collaborative is in compliance with all procedures and protocols.

Required Action:

- None

Attachments:

- Massachusetts Department of Elementary and Secondary Education Financial & Governance Review
- Massachusetts Department of Developmental Services – Targeted Review Report



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors/School Committees
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: April 10, 2025
Re: Quarterly Reports on Collaborative Business – FY25 Third Quarter

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

1. quarterly information and updates to the programs and services provided by the collaborative and any regional collaborative efforts;
 - Please find Valley Collaborative's Spring Newsletter attached
 - Please find Valley Collaborative's 3rd Quarter Finance Memo attached
 - Please find Valley Collaborative's March 2024 Treasurer Report attached
2. a report on significant changes in programs, services, budgets, and property as they arise;
 - Please find attached the Interim Statement of Revenues, Expenses, and Changes in Net Assets
 - Please find attached a copy of the FY' 26 Budget and Tuition Rates and Services & Fees Distributed by Treasurer Heidi Kriger on January 22, 2025

Valley Collaborative Leadership Team



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Finance and Operations
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Chief Technology Officer
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Kari Morrin
Director of HR, Title IX and
504 Coordinator
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Valley Collaborative Board



Dr. Jay Lang, chair
Superintendent, Chelmsford
Public Schools



Dr. Geoff Bruno
Superintendent, Groton-
Dunstable Regional School
District



**Ms. Brenda
Theriault-Regan**
Superintendent, Tewksbury
Public Schools



Dr. Kerry Clery
Superintendent, Billerica Public
Schools



Dr. Denise Pigeon
Superintendent, Nashoba Valley
Technical School District



Dr. Michael Flanagan
Superintendent,
Tyngsborough Public Schools



Mr. Steven Stone
Superintendent, Dracut Public
Schools



Mr. Brad Morgan
Superintendent, North
Middlesex Regional School
District



**Dr. Christopher
Chew**
Superintendent, Westford Public
Schools

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



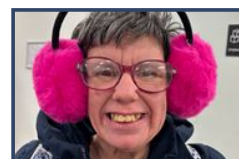
We are: Reading

■ Page 2: Students at the Elementary School have been celebrating all things reading.



We are: Adventurous

■ Page 3: The Middle School Outdoor Education Club is taking adventurous students to new heights, helping them overcome challenges and learn new skills.



We are: Going Places

■ Page 8 The Adult Programs are expanding. But as a recent audit found, the quality of our services is as high as ever.



Volume 13, Issue 3 News for the extended Valley Collaborative community Spring 2025

Spring is in the Air at Valley Collaborative!



ELEMENTARY STUDENTS (FROM LEFT) KURTIS LEDOUX, NICO MAGLIOCCHETTI, LINDSEY LAVANGA, DYLAN CARMICHAEL, ETHAN BARRY AND HUNTER HOLMES; (BACK) PRINCIPAL HEATHER MACKAY; (FRONT) DR. CHRIS SCOTT, EXECUTIVE DIRECTOR

Dear Valley Community:

As you will read in the coming pages of this newsletter, all of us at Valley have been busy with six programmatic, financial, and governance audits this year. These audit reports document all of the exemplary work Valley staff does every day so that we can offer the highest quality programming for those we serve in the most cost effective manner.

A large contributing factor to Valley's exemplary performance is our commitment to continuous improvement. In keeping with this philosophy, Valley prioritizes high quality professional learning for all staff.

Professional Learning (PL) for the adults who work with our students and DDS clients. Allocating time and resources for PL nourishes our culture of continuous learning for all at Valley. We believe that high quality professional learning ultimately enhances student learning and helps sustain our engaging learning environments. It is an important component of our "Planning for Success" and District Improvement Plan that are promoted by the Massachusetts Department of Secondary and Elementary Education.

**continued on page 9*

VALLEY COLLABORATIVE

Elementary School: Celebrating Reading and the Arrival of Spring

We kicked off spring with our annual Read Across America week. We celebrated reading all through the week of March 3rd with a reading-themed spirit week. The school participated in a book-themed door decorating contest. Throughout the week classrooms hosted guest readers including parents, the Tyngsboro Fire Department, School Resource Officer Christopher Gustafson, and Executive Director Dr. Chris Scott. The week was capped off with a book reading by Detective Bethany Bonzcar and her service dog George. She read their autobiographical children's book *Curious About George* and held

a meet-and-greet with students. The event was organized by Literacy Curriculum Lead Meghan Waters



and Speech Language Pathologist Jillian Wendler.

In early spring several students scaled the icy slopes of Mt. Wachusett. Valley Collaborative Elementary School was awarded a MOOR Grant from the Massachusetts Office of Outdoor Education for winter hiking gear.

With the grant, we were able to obtain winter gloves, hats, boots, base-layers, snowshoes, and micro-spikes for hiking on ice. It was a new and exciting experience for the students. Student Brian Bolcome said it was the most challenging thing he had ever done. When he reached the summit he felt incredibly proud of himself! Student Zachary Rotberg started asking about and planning the next trip before the hike was even finished. A big thanks to teacher Matthew McCarthy, who applied for the grant and organized the trip.

Now that the snow has melted, students are getting back out on the playground daily and enjoying sunny outdoor recess once again! They are looking forward to all that spring at Valley Elementary has to offer. When asked what they are most excited for this spring, here is what they had to say!



DURING READ ACROSS AMERICA WEEK, DETECTIVE BETHANY BONZCAR AND HER SERVICE DOG GEORGE VISITED VALLEY ELEMENTARY TO READ THEIR AUTOBIOGRAPHICAL CHILDREN'S BOOK *CURIOUS ABOUT GEORGE*.

Douglas Boyton, 2nd grader, "Fun!"

Henry Gould, 4th grader, "Riding bikes and finally getting outside!"

Matthew Tobin, 2nd grader, "Soccer Outside!"

Kaleb Koval, 3rd grader, "Field Trips!"

Dionisio Quadros, 3rd grader, "Going outside and just feeling the wind!"

Benjamin Cross, 5th grader, "Geocaching!"

Jeremiah Alicea, 4th grader, "Football Club!" ■



IN EARLY SPRING, SEVERAL VALLEY ELEMENTARY STUDENTS SCALED MT. WACHUSETT, AN ADVENTURE THEY FOUND CHALLENGING AND PERSONALLY REWARDING. AFTER MAKING THEIR WAY BACK DOWN THE MOUNTAIN, THE STUDENTS HAD ONE QUESTION: "WHEN'S OUR NEXT TRIP?"

VALLEY COLLABORATIVE

Meet the Middle School Outdoor Adventurers

**continued from page 3*

An appreciation for nature is also a key focus of the Outdoor Education Program. In addition to being out in the wild, students are also learning about the ecosystems they're interacting with, and becoming more aware of their impact on the world around them.

It's a mission that Aidan takes personally. His participation in outdoor adventures while a student at Valley inspired a passion for nature. In addition to mastering rock climbing he's now working on learning wilderness first aid training.

"As a kid, I loved being outside and going hiking and going skiing and going canoeing and all this stuff. And to be able to share that and for other kids to experience that, I think is really great," says Aidan.

Both Peter and Aidan have high hopes for the program's continued growth over the summer and into next year, especially as more students hear about the sorts of adventures that club members are enjoying.

"Our next goal is to expand the weekly outings beyond the middle school so that we have different groups of kids working together," says Peter. Students can also look forward to some more ambitious outings in the months ahead. "If we can think of a trip that's a good experience for the kids and beneficial to their growth, then we're going to figure out how to make it happen. ■



STUDENTS COLTON KNOWLTON AND HAYLIE HAMILTON EXPLORING

Spring is in the Air at Valley Collaborative!

**continued from cover*

In order to not only meet the PL needs of our staff but also provide options, we have expanded our offerings throughout the year. On early release days, we have continued to provide PL for our Special Education Assistants (SEAs) through Academy modules that are taught by our very own in-house experts - our therapists and specialists.

Teachers have had the opportunity to attend a variety of sessions. Topics have included, but not limited to, how to implement the new IEP forms, best practices for teaching multilingual learners, interpreting data to improve instruction, creating SMART goals, effective co-teaching and executive functioning strategies. Health and safety offerings have included CPR/First Aid training, in school safety/intruder training and self-wellness and

mindfulness.

Beyond acquiring skills and knowledge on these topics, PL opportunities build a sense of community and collaboration among adults as they learn and grow together. Research has shown that the more professional learning educators participate in, the more likely their students are to succeed. Therefore, we are proud that we have offered more opportunities to our teachers and support staff. In order to facilitate the record keeping of our expanding program, Valley has implemented a Vector Solutions software program that helps to manage offerings and track participation. This is yet another way that Valley continues to strive to increase our effectiveness and efficiency. All of the above is further evidence that we are continuing to live our mission of building a community that empowers the individuals we serve to become self-

actualized members of society who contribute in a responsible manner. Please enjoy the updates in this Spring newsletter. If you have any questions or suggestions, please do not hesitate to reach out - my door is always open.

Chris A. Scott

Chris A. Scott, Ph. D.
Executive Director

VALLEY COLLABORATIVE

Adult Services: Continuously Improving to Meet the Needs of Our Community

As the season changes and we move toward the Spring, the Valley Collaborative Adult Program continues to expand services to meet the needs of our community members. After celebrating a number of individuals moving into the next phase of life and retiring from the Valley employment program, new individuals have begun to fill the voids left by our retirees. With several additions to the program, the enrollment in the Adult Program is back over 130 individuals. As our enrollment continues to rise, it's always so important to recognize that the increasing size of the program should not come at any sort of cost in terms of the level of programming offered.

One safe guard in place to ensure Valley's Adult programming remains top tier is a program review conducted by the Office of Quality Enhancement. While Valley does not conduct

the review, we are regularly focused on continuous program improvement to ensure that we are fully prepared when it is time for the biennial program review. This review cycle, Valley was eligible to conduct a targeted review based on our last review scoring high enough within a certain range. The Valley Collaborative Adult Program administration team meets regularly to ensure the procedures and protocols in place are meeting the specific parameters dictated by the state and the Department of Developmental Services. This planning and coordination lead to the day to day operations of the program, and ultimately acts as a road map for how the Adult Program operates on a daily basis. The ultimate goal through the oversight of the Department of Developmental Services is to create meaningful programming that will help the individuals served continue their personal growth through employment and social learning opportunities.

Our most recent review took place starting on February 24th and ran through February 27th. During this time, four state assigned auditors (or reviewers) were on site at Valley Collaborative checking on our programmatic practices, environmental safety measures, and overall support offered to the individuals we serve. While any review can certainly be a stressful process, the Valley Collaborative staff and individuals did an amazing job of going about their standard programming and allowing for the auditors to view the program in its organic form. The auditors supplemented their review of files and practices with individual



(LEFT TO RIGHT): ALANA CONNELL AND KAREN DOLAN, VALLEY COLLABORATIVE DDS AND MASSABILITY SERVICES

and staff interviews and observation as they scored Valley on over 200 different indicators broken into a Certification and Licensure section.

Valley is proud to report that we received a score of 100% on Certification Indicators as well as a 100% on Licensure Indicators! While the Valley Adult Program is proud to highlight the perfect review score, we also recognize how important it is to continue our programming with a constant eye toward improvement. We will continue to adjust the current programmatic set up while developing new aspects of programming that can further provide opportunities for personal growth for the individuals we serve. ■

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(LEFT TO RIGHT): MIKE KOCZAN AND RENEE BOYDEN, CHELMSFORD HIGH SCHOOL.

VALLEY COLLABORATIVE

Valley Middle School: Meet the Outdoor Adventurers

Middle School Aide Aidan Butze, can still remember his favorite outdoor adventure during his time as a student at Valley. For three days, he and the other members of the Outdoor Education Club, hiked the Presidential Traverse, a New Hampshire mountain range that's home to some of the state's highest peaks. "That was one of the coolest trips we did," recalls Aidan. "The whole experience of being in the Outdoor Education Club was really beneficial for me."

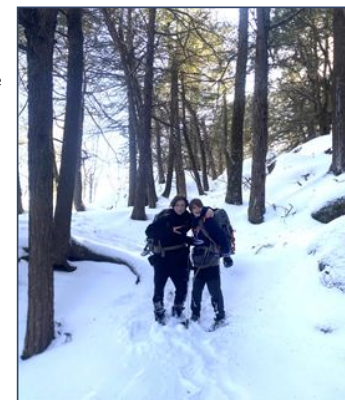
These days, Aidan is still involved with the club but as a Valley staff member. He and Experiential Physical Education Teacher Peter Loring plan ambitious adventures, including skiing, rock climbing and mountain hikes, aimed at getting students outside and moving. But while the trips pack a heavy emphasis on fun, there is something more serious at work here.

"For our middle school, this has been a great way for us to build a sense of community," explains

Assistant Principal Brian Mihalek. "Students are working together to achieve goals while having a great time. It's been amazing to watch it come together."

Peter came to Valley in 2018 to help coordinate the Outdoor Education program, but he quickly revealed a talent for working with kids in a range of capacities. Over the years he's taught history, math and English, and filled in wherever needed. This year, Peter has been able to return to the program that brought him to Valley in the first place.

"We've really been able to take the Outdoor Education Club to a new level this year," says Peter. "We've got a core group of students who come back each week and are eager to go on some sort of a trip. Along the way, they're developing new skills and bonding with each other and with the staff."



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

Every Friday, a small group of students from the middle school has been joining Aidan, Peter and other staff members for an outdoor-based field trip. The adventures expose students to places and challenges they've never experienced before, helping them build confidence and develop a range of survival skills, from how to navigate mountain ice to selecting the correct gear to wear and foods to eat. These ambitious hikes and climbs also require students to step out of their comfort zones, while teaching them about the importance of teamwork, communication and problem solving.

"They're learning that they are capable of doing hard things and doing things they don't think they can do," says Peter. "They're breaking the mindset of, 'I can't do this.'"

continued on page 9



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AIDAN BUTZE (RIGHT) WITH STUDENTS KYLEIGH THIBEAULT, LOGAN STURGIS AND COLTON KNOWLTON.

VALLEY COLLABORATIVE

Full STEAM Ahead at Valley Transitional High School

Spring is full STEAM ahead in the Transitional High School where students have been working on projects in the areas of Science, Technology, Engineering, Art and Math. In Meaghan Norris' School & Vocational Training (SVT) classroom, students tested Isaac Newton's first law of motion with a classic experiment, the egg drop. Students designed and created protective structures for their eggs to see whose egg could withstand a second story drop. Some students focused on cushioning and impact, using a variety of materials such as mini marshmallows and tissues to absorb the hard landing. Other students focused on gravity by making their structures light and adding parachutes to counter the acceleration that occurs during the drop. Students followed the scientific process and documented their observations in order to determine if their hypothesis was correct. Ultimately, it was the eggs that were well cushioned in a light structure that parachuted safely to the ground below.

Just down the hall in Meghan Gervais' School and Life Skills (SLS) classroom, students explored the physics concepts of thrust, lift, and drag with a paper airplane experiment. Students were challenged to apply their knowledge of weight and gravity to construct a paper airplane that would outsoar their classmates' planes. Students quickly learned that the length of time each plane was airborne depended upon the amount of thrust during lift off. After starting out with a short but swift nose dive, Meghan provided hand-over-hand modeling to students to demonstrate a smooth take off. The angle of the planes and the amount of force varied from student to student with

some doubling their time and distance upon their second and third attempts.

In conjunction with their vocational training, students in Tina Carraba's School and Life Skills-Intensive Special Needs (SLS-INSN) classroom are learning about tools and manufacturing and the qualitative effect of choosing the proper tools for various projects, a real life lesson in cause and effect. The assignment required students to select the proper tool for each project and describe why it was used and how it would make the design better. This assignment was particularly tricky as all of the tools would work but only one tool would actually improve the overall quality.

In the School to Work (STW) classroom, teacher Lori Escolas is preparing her seniors for metamorphosis, both figuratively and literally. Students will create a reflection project of their own personal growth for this school year in tandem with a science project where they will observe the life cycle of a butterfly. In a netted enclosure in their classroom, students will have the opportunity to feed and observe caterpillars as they morph into butterflies. As they record the day to day changes in the caterpillars they will also reflect on their own changes and successes. Past projects have included time lapse videos of the metamorphosis as well as visual timelines of the



TEACHER MEAGHAN NORRIS HOLDS THE PARACHUTE OF AN EGG READY FOR THE DROP.

students' own life cycles featuring photos from birth to present day.

In celebration of Earth Day, the Student Council has challenged each class to produce a tip for reducing, reusing and recycling to share with the school. Each class is challenged to creatively post their tip on their classroom doors using only found or recycled items for materials. Each spring the Town of Billerica holds a "Clean Up Green Up Day" where volunteers come together to clean up fields, parks, and open spaces around town. Since the official day falls on a Saturday, the Student Council will participate in its own version of "Clean Up, Green Up" during the month of April by cleaning up debris around the school grounds and the Linnell Circle neighborhood. ■

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VALLEY COLLABORATIVE

Valley Transitional High School: On the Air!



If it's a Monday morning then it must be time to tune into the Valley Collaborative News. That's the weekly show that a team of students in the multi-media class put together for the entire school with the aid of music teacher and tech wizard Vlad Stoicescu.

Putting each newscast together begins the week before when students settle on topics and decide who at Valley they want to interview. "We talk about the news and what's going on. Maybe a little drama, some fun stuff," explains Madison Murray, who hosts the show. The news team also does original reporting, fanning out around the school to talk to students, teachers and staff in each classroom.

Madison says that students are eager to share the latest news, which might include the results of a basketball game, a pingpong tournament, or a report from an outdoor adventure or fieldtrip. The news team also has plenty of questions for staff members. During one recent interview segment

they turned the cameras on social worker Brittany Hynes, asking her why she decided to become a social worker, what career she might have chosen had she not become a social worker, and how social worker has helped make her the person that she is.

When the students are ready to put the show together, they head across the street to #40 Linnell Circle, home to the broadcast studio. The final product is assembled with editing help from Vlad and another student who is passionate about video editing and animation.

The recorded footage is then assembled into a 15-20 minute weekly news bulletin that the entire school can tune into. Madison, who serves as the official face of the broadcast, says that that's the most nerve wracking part. "If I mess up then everyone in the entire school can see it."

The idea for the news show came from Vlad, who has been building Valley's multi-media program for the last several years. "This was some-

VALLEY COLLABORATIVE NEWS TEAM (FROM LEFT): MADISON MURRAY, GUNNAR BEAULIEU, DULCE PEGUERO.

thing that the students really wanted to do, and I'm not someone who can ever say no," says Vlad. Now that the broadcast has become a regular feature of Valley life, Vlad says that he's thrilled by the idea's success. "It's fun to watch and it keeps everyone entertained," says Vlad. "That's really cool. And it makes everyone feel included, both the viewers and the students who do it."

For Madison, the opportunity to appear on camera each week represents the realization of a dream she's had since childhood. "Ever since I was a little kid I would pretend to be a newscaster. Now every week I get to say 'Hey everybody, welcome back to the Valley Collaborative News.'" ■

7

VALLEY COLLABORATIVE

Valley Collaborative Fiscal Year 2025: Six Stellar Audits

Fiscal year 2025 has been extremely busy in the business office as the Collaborative has gone through a total of six very successful audits, conducted by two state agencies, one state commission, and an independent financial audit. Below is the summary of results from this body of work.

Massachusetts Department of Elementary and Secondary Education Financial & Governance Review

Overall Rating: Exemplary

As you are aware, Valley Collaborative underwent, as one of their “beta sites”, a DESE Collaborative Financial (and Governance”) Review performed by MARCUM Accounting for DESE back in May 2024. MARCUM presented at MOEC’s general membership meeting on October 7, 2024 and Valley was the case study/exemplar. Valley received a draft report in January and we provided feedback on both the financial and governance portions of the review. Valley is still waiting to hear back from DESE with regards to the final report for the finance and governance review audit.

At this point and according to the auditors, I surmise Valley has received a 100% on the financial portion of the audit. There may be a couple of governance criteria dating back prior to 2022-2023 that will be “partially met” (but have since been addressed in the last year and a half through the quarterly school committee packets). We are still waiting to see. Furthermore, the Department of Elementary and Secondary Education continues to work through some technical matters regarding

how certain DESE guidance and regulations are being interpreted by both Collaboratives across the Commonwealth and DESE with regards to the 25% Surplus Calculation. At this time, Valley has been instructed not to change how it has calculated the 25% surplus. Valley is proud to be a thought partner and the pilot site for this new financial and governance review process that all Collaboratives will undergo every six years.

Massachusetts Department of Developmental Services Targeted Review Report

Overall Rating: Exemplary/full compliance

Valley Collaborative received a finding free DDS Audit. Valley is also in full compliance with DDS’s programmatic and licensure criteria. This DDS audit is the bookend to our exemplary audit year. As Jennifer Conley-Sevier, DDS Quality Enhancement Specialist noted: “The agency met the indicators as follows:

- Licensing: 100%
- Certification: 100%

On behalf of the entire OQE team, I would like to extend our gratitude for the professionalism you and your team have displayed throughout this survey process; it was a pleasure working with everyone at Valley Collaborative.”

FY’24 Independent Audit completed by Fritz DeGuglielmo LLC

Overall Rating: Exemplary/no findings

Valley Collaborative received yet another finding free financial audit from our Independent Auditors Fritz DeGuglielmo LLC.

Massachusetts Department of Elementary and Secondary Education Mid Cycle Review - No findings/Full Approval **Overall Rating: Exemplary/no findings**

- Valley underwent its Mid-Cycle Review with the Department of Elementary and Secondary Education this past Fall. We are in receipt of the final report and are proud to share that Valley received no findings. In addition to a finding free MCR report, below are the various points made by the DESE Office of Approved Special Education Schools (OASES) team during our exit interview.
- Students were engaged in rigorous curriculum/programming.
- Valley’s staff was observed interacting with students in a manner that was caring and compassionate.
- Our systems throughout the Collaborative were consistent and followed with fidelity.

*continued on next page

VALLEY COLLABORATIVE



MASSACHUSETTS ORGANIZATION OF EDUCATIONAL COLLABORATIVES (MOEC) VISITED VALLEY ELEMENTARY SCHOOL TO LEARN ABOUT "BEST PRACTICES" AFTER IT RECEIVED AN A+ ON ITS PROGRAMMATIC DESE COORDINATED PROGRAM REVIEW. MIDDLE: DR. CHRIS SCOTT, EXECUTIVE DIRECTOR; ON HER RIGHT SIDE: BRYAN THOMAS ELEMENTARY SCHOOL ASST. PRINCIPAL/SPECIAL ED. ADMINISTRATOR AND NEXT TO HIM IS AMANDA APRILE ELEMENTARY SCHOOL, STEM CURRICULUM LEAD, MATH AND CONTENT AREAS ON HER LEFT SIDE IS AMY MURPHY ELEMENTARY SCHOOL ASST. PRINCIPAL/ SPECIAL ED. ADMINISTRATOR AND MEGHAN WATERS VALLEY ELEMENTARY SCHOOL LITERACY CURRICULUM LEAD

Valley Collaborative Fiscal Year 2025: Six Stellar Audits

**continued from previous page*

- Staff were well trained including but not limited to top tier therapeutic teams, educators who deliver high quality programs consistent with the state standards, and highly trained Special Education Assistants. (Valley's successful efforts to put into place the Academy for Special Education Assistants is noteworthy.)
- DESE protocols and procedures were followed with fidelity.
- Staff were committed and devoted to the mission of Valley.
- Administrative teams had an impressively long tenure. (This is significant because we are in a field where it is typical for key positions to be vacant and/or hard to fill. Fortunately,

when people come to Valley, they fall in love with our mission and vision and stay for a very long time.)

- They wished that Valley could train other Collaboratives on how to do the exceptional work they witnessed.

Disabled Persons Protection Commission (DPPC) Review Overall Rating: Exemplary

Valley has just completed its first compliance review on September 6, 2024. This review included DDS staff hired after July 1, 2023, along with their signed DPPC Consent Form and Valley's internal policies and procedures to adhere to M.G.L. c. 19C § 15.

Massachusetts Department of Developmental Services CORI Audit

Overall Rating: Exemplary

On September 24, 2024, DDS performed a first-time CORI audit to ensure Valley Collaborative is in compliance with all procedures and protocols.

At Valley, we are always striving towards excellence. If you have any questions or suggestions, please do not hesitate to reach out. My door is always open.

My best to you,
Chris A. Scott



Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director, Finance and Operations
Date: April 10, 2025
Re: Financial Update

Valley has had another very successful financial year. At this point, I estimate that Valley will finish the year between \$1.7 and \$2.1 million in revenue over expenses. Given the mechanics of the 25% cumulative surplus calculation, I am recommending that the Board vote to return \$1 million to its member districts at this time. The Board will be requested to revisit this calculation and perhaps the need to return more funds after the FY25 audit is complete next November. The projected FY25 budget for the state contracts is on target to be the same as last year which is lower than the original FY25 budget due to DDS clients unexpectedly retiring and changes made in the MRC Lowell office. Tuition revenue is projected to be up over \$1 million. Operating expenses are projected to be down \$170K. However, the capital expenses in the non-operating account (990), is currently \$125K higher than original budget due to expenditures in technology, furnishings, HVAC, and vans. We have completed 76.2% of the school year and our current revenues are at 74.3% and expenses are at 73.1%. I am requesting that the Board take a vote to amend the budget for a second time based on the projected revenues and expenses for FY25. Valley is poised to have a very strong fourth quarter.

Valley is still waiting to hear back from DESE, as one of their “beta sites”, with regards to the final report for the finance and governance review audit. At this point and according to the auditors, it appears that Valley has also received a 100% on the financial portion of the audit. There may be a couple of governance criteria dating back prior to 2022-2023 that will be “partially met” (but have since been addressed in the last year and a half through the quarterly school committee packets). We are still waiting to see.

Annually, MOEC surveys the tuition rates of all Collaboratives in the state so that we can compare ourselves to private special education schools in order to establish how competitively priced we are. I am pleased to report that the average FY25 member district tuition rates for all of the Collaborative surveyed is \$61,750.43 and Valley’s average tuition rate is considerably lower at \$43,510.91.

Entering into the fourth quarter of FY25, I am requesting the Board amend the FY25 budget to the projections outlined in the attached “Interim Statement of Revenues, Expenses and Changes in Net Assets” document.

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

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>	
ENTERPRISE BANK ACCOUNTS									
Operating	a/c 493426	\$ 2,784,185.23	\$ 2,643,418.05		\$ (280,091.70)		\$ (1,496,000.00)	\$ 3,651,511.58	
Payroll	a/c 795823	\$ 287,629.95		\$ (1,585,763.37)			\$ 1,500,000.00	\$ 201,866.58	
Joe's Bistro	a/c 531401	\$ 4,012.47	\$ 1,905.25				\$ (4,000.00)	\$ 1,917.72	
ICS MMDA	a/c 856490	\$ 4,770.87				\$ 2.02		\$ 4,772.89	
Capital Reserve	a/c 4063467	\$ 1,500,000.00						\$ 1,500,000.00	
Independence Project	a/c 821315	\$ 114.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114.36	
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 4,580,712.88</u>	<u>\$ 2,645,323.30</u>	<u>\$ (1,585,763.37)</u>	<u>\$ (280,091.70)</u>	<u>\$ 2.02</u>	<u>\$ -</u>	<u>\$ 5,360,183.13</u>	
MMDT	a/c 0044263747	<u>\$ 1,139,794.11</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,366.17</u>	<u>\$ -</u>	<u>\$ 1,144,160.28</u>	
Total Unrestricted Cash		<u>\$ 5,720,506.99</u>	<u>\$ 2,645,323.30</u>	<u>\$ (1,585,763.37)</u>	<u>\$ (280,091.70)</u>	<u>\$ 4,368.19</u>	<u>\$ -</u>	<u>\$ 6,504,343.41</u>	
PARS OPEB Trust		<u>\$ 7,915,062.42</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,915,062.42</u>	as of February 28, 2025
TOTAL CASH		<u>\$ 13,635,569.41</u>	<u>\$ 2,645,323.30</u>	<u>\$ (1,585,763.37)</u>	<u>\$ (280,091.70)</u>	<u>\$ 4,368.19</u>	<u>\$ -</u>	<u>\$ 14,419,405.83</u>	

Required Action:

- Vote to amend the FY25 budget.
- Vote to return \$1 million to its member districts per 25% surplus calculation.

Attachments:

- Surplus Revenue Calculation at 25% as of 03.31.2025
- Members Distribution Credit FY25 Updated 04.04.2025
- Interim Statement of Net Assets as of February 28, 2025
- Interim Statement of Net Assets as of March 31, 2025
- Interim Statement of Revenues, Expenses and Changes in Net Assets as of February 28, 2025
- Interim Statement of Revenues, Expenses and Changes in Net Assets as of March 31, 2025
- FY 2025 Projections as of March 31, 2025

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending March 31, 2025
160 of 210 (76.2%) School Days

UNAUDITED		
	AMENDED BUDGET	ACTUAL
REVENUES		
Services	\$ 21,800,000	\$ 16,587,751
State Contracts	4,900,000	3,308,774
Other	700,000	444,766
Interest	30,000	41,682
Total Revenues	27,430,000	20,382,973 74.31%
EXPENSES		
Salaries	18,973,652	13,716,590
Employee Benefits	3,431,619	2,464,006
Operating Expenses	2,788,200	2,119,865
Leases & Rentals	593,247	543,856
Depreciation	751,000	563,250
Total Expenses	26,537,718	19,407,567 73.1%
Change in Net Assets - Operating	\$ 892,282	\$ 975,406
Non Operating Activities		
Return to Member Districts	-	
Non-Operating Expenses (1)	(875,000)	(985,234)
Change in Net Assets	\$ 17,282	\$ (9,828)

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



VALLEY COLLABORATIVE

FY2026 BUDGET SUMMARY

	FY2023		FY2024		FY2025	FY 2025 Amended	FY 2026		
	<u>Budget</u>	<u>Actual</u>	<u>Amended Budget</u>	<u>Actual</u>	<u>Original</u>	<u>Amended Budget</u>	<u>Approved</u>	<u>vs. 2025 Amended</u>	<u>% change</u>
REVENUES									
Services	17,200,000	17,323,864	19,600,000	20,646,468	19,200,000	21,800,000	22,399,500	\$ 599,500	
State contracts	3,920,000	3,918,012	4,500,000	4,590,023	4,900,000	4,900,000	5,100,000	200,000	
Other	650,000	633,398	700,000	663,525	700,000	700,000	750,000	50,000	
Interest	30,000	36,296	5,000	59,537	30,000	30,000	30,000	-	
Total Revenues	\$ 21,800,000	\$ 21,911,570	\$ 24,805,000	25,959,553	\$ 24,830,000	\$ 27,430,000	\$ 28,279,500	\$ 849,500	3.00%
EXPENSES									
Salaries	14,604,102	14,520,241	16,431,226	16,717,809	17,173,652	18,973,652	18,788,975	(184,677)	
Operating Expenses	6,762,927	6,714,551	6,644,655	7,223,818	7,064,066	7,564,066	8,368,040	803,974	
Total Expenses	\$ 21,367,029	\$ 21,234,792	\$ 23,075,881	23,941,627	\$ 24,237,718	\$ 26,537,718	\$ 27,157,015	\$ 619,297	2.28%
Revenues over/(under) Expenses	432,971	676,778	1,729,119	2,017,926	592,282	892,282	1,122,485	230,203	
NON-OPERATING									
Capital	715,000	-	1,015,000	-	575,000	875,000	1,075,000	200,000	
Board Capital Reserve			-		-	-	-	-	
BUDGETED SURPLUS/(SHORTFALL)	\$ (282,029)	\$ 676,778	\$ 714,119	\$ 2,017,926	\$ 17,282	\$ 17,282	\$ 47,485	30,203	

VALLEY COLLABORATIVE

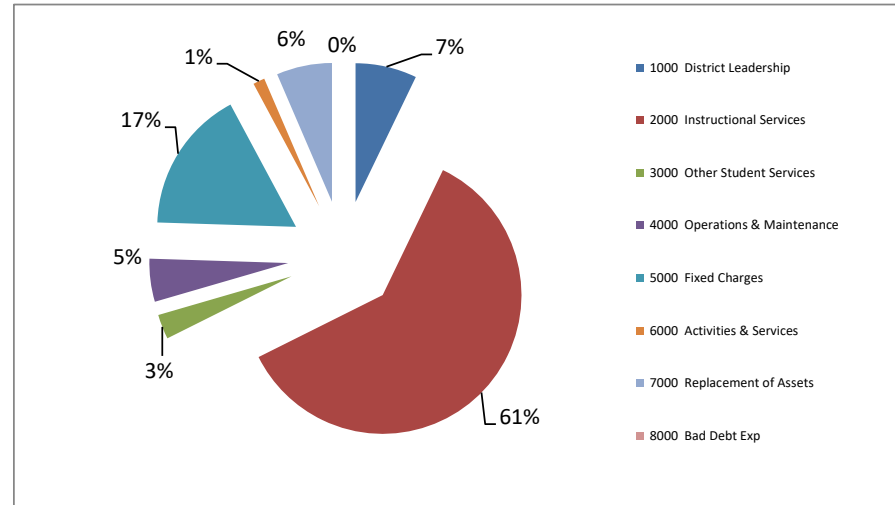
Fiscal Year 2026 Operating Budget, by Program

PROGRAM		PRELIMINARY BUDGET				Net Fav/(Unfav)
		SALARIES	EXPENSES	OTHER	REVENUE	
ADMINISTRATION:						
100	CENTRAL ACTIVITIES	2,122,582	2,863,265	(4,955,847)	30,000	-
POST-SECONDARY:						
101	MRC - EVALUATION & TRAINING	260,109	53,896	70,190	400,000	15,806
102	MRC - SUPPORTED WORK	92,263	27,913	26,863	250,000	102,962
500	DDS - OVER 22	2,013,766	904,278	652,271	5,300,000	1,729,685
HIGH SCHOOL:						
200	SCHOOL AND VOCATIONAL TRAINING	3,926,790	1,434,516	1,196,675	7,389,941	831,960
400	HIGH SCHOOL ALTERNATIVE	1,894,132	654,291	569,650	4,279,866	1,161,794
MIDDLE SCHOOL:						
712	MIDDLE SCHOOL EBS	1,016,764	372,887	310,629	2,102,719	402,438
711	MIDDLE SCHOOL ASD	1,155,912	252,499	314,822	1,521,440	(201,793)
ELEMENTARY SCHOOL:						
660	EBS & BEHAVIORAL	4,246,439	1,328,097	1,246,077	7,005,534	184,921
662	PDD & BEHAVIORAL	0	0	-	0	-
OTHER SERVICES:						
450	CTR FOR ASSESSMENTS & SERVICES	2,137,281	388,976	564,695	0	(3,090,952)
	CAPITAL PLAN			1,075,000		(1,075,000)
TOTALS		18,866,038	8,292,716	1,073,261	28,279,500	47,485

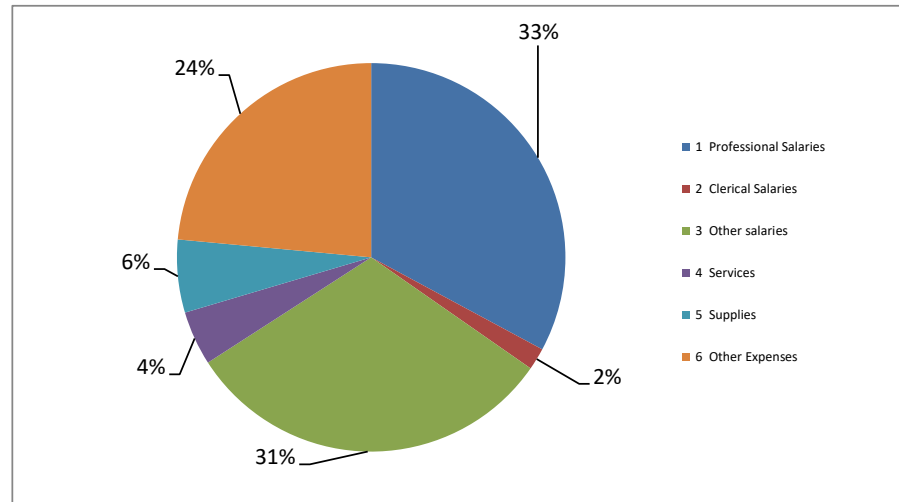
VALLEY COLLABORATIVE

Preliminary FY2026 Budget

DESE FUNCTION:		
1000 District Leadership		2,019,172
2000 Instructional Services		17,073,312
3000 Other Student Services		811,173
4000 Operations & Maintenance		1,412,557
5000 Fixed Charges		4,704,577
6000 Activities & Services		385,223
7000 Replacement of Assets		1,826,000
8000 Bad Debt Exp		0
		<hr/> 28,232,015



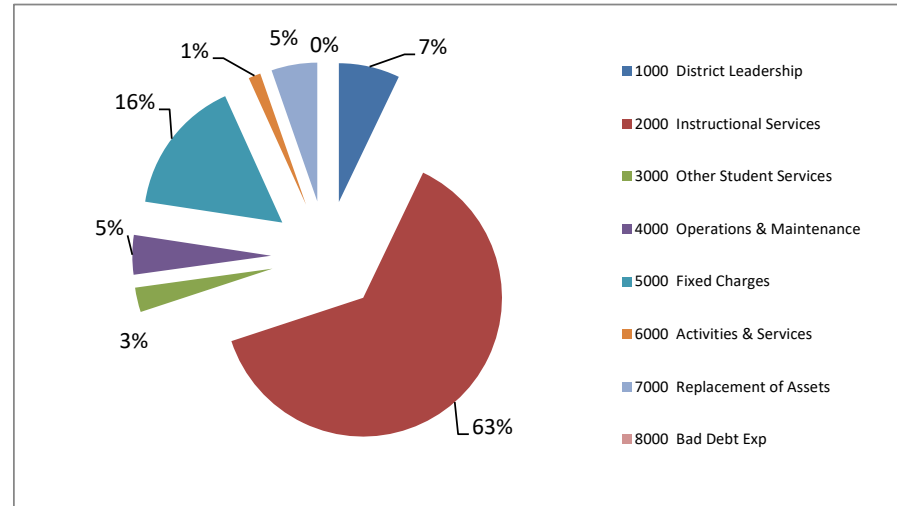
DESE OBJECT:		
1 Professional Salaries		9,275,435
2 Clerical Salaries		516,135
3 Other salaries		8,809,648
4 Services		1,276,500
5 Supplies		1,711,920
6 Other Expenses		6,642,377
		<hr/> 28,232,015



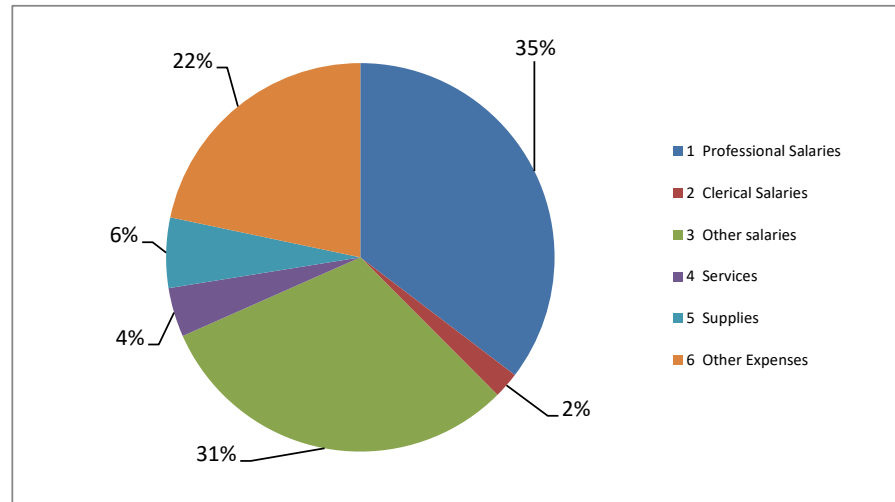
VALLEY COLLABORATIVE

Preliminary FY2025 Budget

DESE FUNCTION:	
1000 District Leadership	1,764,320
2000 Instructional Services	15,590,739
3000 Other Student Services	710,289
4000 Operations & Maintenance	1,141,359
5000 Fixed Charges	3,928,366
6000 Activities & Services	351,646
7000 Replacement of Assets	1,326,000
8000 Bad Debt Exp	0
	<hr/>
	24,812,718



DESE OBJECT:	
1 Professional Salaries	8,774,093
2 Clerical Salaries	536,826
3 Other salaries	7,652,894
4 Services	1,016,250
5 Supplies	1,449,039
6 Other Expenses	5,383,616
	<hr/>
	24,812,718





VALLEY COLLABORATIVE
Recommended Capital Plan
FY2026-2030

	FY2022 Actual	FY2023 Actual	FY2024 Actual	FY2025 Budget	Five-Year Plan					5-year TOTALS
					FY2026	FY2027	FY2028	FY2029	FY2030	
FACILITIES ACQUISITION										-
FACILITIES IMPROVEMENTS	234,000	199,865	199,865	125,000	125,000	125,000	125,000	125,000	125,000	625,000
SITE IMPROVEMENTS	-	-	-							-
LEASEHOLD IMPROVEMENTS	-	-	-							-
VEHICLES	83,340	224,880	224,880	470,000	750,000	500,000	500,000	500,000	500,000	2,750,000
TECHNOLOGY PLAN	119,725	200,671	200,671	180,000	150,000	150,000	150,000	150,000	150,000	750,000
FURNISHINGS & EQUIPMENT	16,588	29,007	29,007	100,000	50,000	50,000	50,000	50,000	50,000	250,000
TOTALS	\$ 453,653	\$ 654,423	\$ 654,423	\$ 875,000	\$ 1,075,000	\$ 825,000	\$ 825,000	\$ 825,000	\$ 825,000	\$ 4,375,000

Valley Collaborative 2025 - 2026 Tuition Rates

 Program	Grades	Member District Rates					Non-Member District Rates				
		School Year Per Diem	School Year (180 Days)	Summer Per Diem	Summer (30 Days)	Total Tuition (SY+Summer)	School Year Per Diem	School Year (180 Days)	Summer Per Diem	Summer (30 Days)	Total Tuition (SY+Summer)
Intensive Special Needs (ISN) Member and Non-Member Tuition Includes: SLP, OT, PT, BCBA, SW	K – Age 22	\$316	\$56,880	\$322	\$9,660	\$66,540	\$402	\$72,360	\$466	\$13,980	\$86,340
Elementary School - Emotional Behavioral Member and Non-Member Tuition Includes: SLP, OT, PT, BCBA, SW	K-6	\$258	\$46,440	\$263	\$7,890	\$54,330	\$329	\$59,220	\$391	\$11,730	\$70,950
Elementary School - Pragmatic, Sensory, and Behavior Member and Non-Member Tuition Includes: SLP, OT, PT, BCBA, SW	K-6	\$258	\$46,440	\$263	\$7,890	\$54,330	\$329	\$59,220	\$391	\$11,730	\$70,950
Middle School - Emotional Behavioral Member and Non-Member Tuition Includes: SLP, OT, PT, BCBA, SW	6-8	\$258	\$46,440	\$263	\$7,890	\$54,330	\$329	\$59,220	\$391	\$11,730	\$70,950
Middle School - Pragmatic, Sensory, and Behavior Member and Non-Member Tuition Includes: SLP, OT, PT, BCBA, SW	6-8	\$258	\$46,440	\$263	\$7,890	\$54,330	\$329	\$59,220	\$391	\$11,730	\$70,950
High School & Middle School - School & Life Skills Training ISN Member and Non-Member Tuition Includes: SLP, OT, PT, BCBA, SW	6 – Age 22	\$316	\$56,880	\$322	\$9,660	\$66,540	\$402	\$72,360	\$466	\$13,980	\$86,340
High School - School & Vocational Training Member District Tuition Includes: SLP, OT, PT, BCBA, SW Non-Member District Tuition Includes: BCBA, SW	9 – Age 22	\$210	\$37,800	\$214	\$6,420	\$44,220	\$267	\$48,060	\$333	\$9,990	\$58,050
High School - School & Life Skills Training Member District Tuition Includes: SLP, OT, PT, BCBA, SW Non-Member District Tuition Includes: BCBA, SW	9 – Age 22	\$210	\$37,800	\$214	\$6,420	\$44,220	\$267	\$48,060	\$333	\$9,990	\$58,050
High School - School to Work Program Member District Tuition Includes: SLP, OT, PT, BCBA, SW Non-Member District Tuition Includes: BCBA, SW	9 – Age 22	\$210	\$37,800	\$214	\$6,420	\$44,220	\$267	\$48,060	\$333	\$9,990	\$58,050
High School - Alternative Program Member District Tuition Includes: SLP, OT, PT, BCBA, SW Non-Member District Tuition Includes: BCBA, SW	9-12	\$226	\$40,680	\$230	\$6,900	\$47,580	\$288	\$51,840	\$349	\$10,470	\$62,310
High School - Alternative Vocational Program Member District Tuition Includes: SLP, OT, PT, BCBA, SW Non-Member District Tuition Includes: BCBA, SW	9-12	\$226	\$40,680	\$230	\$6,900	\$47,580	\$288	\$51,840	\$349	\$10,470	\$62,310

Valley Collaborative 2025 -2026 Contract & Related Services Rates

Hourly Services	Member District	Non-Member District
Speech, Occupational, and Physical Therapy	\$108/hr.	\$140/hr.
Board Certified Behavior Analyst	\$108/hr.	\$140/hr.
Social Work	\$108/hr.	\$140/hr.
Reading Specialist	\$108/hr.	\$140/hr.
Transition Specialist	\$108/hr.	\$140/hr.
Cognitive/Intelligence Testing – Three Year Evaluations	\$108/hr.	\$140/hr.
Tutoring	\$54/hr.	\$71/hr.
1:1 District Paid Aide	\$253/day	\$328/day
Nurse	Contingent on qualifications	Contingent on qualifications
Interim Alternative Education Setting – Extended Evaluation	program tuition day rate + \$54/hr. related services	program tuition day rate + \$71/hr. related services
Initial/Reevaluation/ 3 year Evaluations	N/A	billed at the hourly rate for the appropriate service



MEMORANDUM

To: Chris Scott, Executive Director
From: Paulajo Gaines and Ruth Hersh, Education Collaborative Team
Date: January 24, 2025
Subject: Valley Collaborative FY24 Annual Independent Audit Submission

Thank you for submitting the Valley Collaborative (Valley or the Collaborative) FY24 Annual Independent Audit Report. This memo confirms that the education collaborative team at the Massachusetts Department of Elementary and Secondary Education (Department) has reviewed the submission to determine its compliance with the reporting requirements of [M.G.L. c. 40, § 4E](#) and [CMR 603 CMR 50.00](#).

As a part of this review, we examined the Collaborative's independent audit report and financial statements. The table below outlines the key audit reporting requirements, and whether or not the Collaborative has satisfied those requirements. **If we have determined that additional documentation is required to complete our review, specific instructions will be provided at the end of this memo.** We ask that you share this memo with the Valley Board of Directors (Board) at their next meeting.

REPORTING REQUIREMENTS	SATISFIED
Per M.G.L. c. 40, § 4E(d) and 603 CMR 50.00:	
Names, duties, and total compensation of the five most highly compensated employees.	Yes
Transactions between the collaborative and any related for-profit or non-profit organization.	Yes
Amounts expended on services for individuals aged 22 years and older.	Yes
Amounts expended on administration and overhead.	Yes
Any accounts held by Valley that may be spent at the discretion of another person or entity.	Yes
Transactions or contracts related to purchase, sale, rental, or lease of real property.	Yes
Per M.G.L. c. 40, § 4E(c)(m) and 603 CMR 50.07(9):	
Reported collaborative fund cumulative surplus within the 25 percent limitation.	Yes*
Per M.G.L. c. 40, § 4E(d) and 603 CMR 50.08(2):	
Evidence of approval of the collaborative independent audit by the Board.	Yes
Audit report is posted to the collaborative website.	Yes
*Subsequent to June 30, 2024, but prior to the issuance of the financial statements, the Valley Board of Directors voted to issue \$1,695,822 in credits to member districts for tuition, services, etc., to be expended no later than June 30, 2025, in order to comply with the 25 percent cumulative surplus limit.	

No Additional Documentation Required

Please address any questions regarding this memo to the educationcollaborativeteam@mass.gov.



Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: April 10, 2025
Re: MOEC Learning Tour

On March 13, 2025, Valley proudly hosted the Massachusetts Organization of Educational Collaboratives (MOEC) at Valley Elementary School for a “Learning Tour” with Collaborative Executive Directors from across the state and their staff. As you are aware, I recently provided a workshop to MOEC Executive Directors and Business Mangers on the finance and governance review audit process. In keeping with Valley’s collegial values, the tour of the Elementary School will be to observe best practices and its amazing school climate and culture that contributed to Valley receiving a 100% on its CPR earlier this year.



Dr. Chris A. Scott, Executive Director - middle, on her right side: Bryan Thomas Elementary School Asst. Principal/Special Ed. Administrator and next to him is Amanda Aprile, Elementary School STEM Curriculum Lead, Math and content areas. On her left side is Amy Murphy, Elementary School Asst. Principal/ Special Ed. Administrator and Meghan Waters Valley Elementary School Literacy Curriculum Lead

Required Action:

- None

Attachments:

- None



Let's Open Our Doors!

The MOEC Professional Development Committee is proud to announce our March 2025, *Let's Open Our Doors!* A learning tour for collaborative leaders will be hosted by Chris Scott of Valley Collaborative.

This professional development experience for collaborative Executive Directors and Program Directors is designed to promote the sharing of new ideas, successful practices and innovative programs and provide an opportunity to network with colleagues from across the state.

Valley Collaborative welcomes you to visit!

Date:	March 13, 2025
Time:	10:00 am – 12:00 pm
Address:	135 Coburn Road, Tyngsboro MA
Parking:	There will be parking in the front of the front of the building or on the left side by the soccer field

We invite you to visit the following Valley Programs:

Academic Programming: On your tour, Meghan Waters, Reading/Curriculum Specialist, and Amanda Aprile, ASD Curriculum Specialist, will walk you through our rich academic programming and you will see students engaging in writing, reading, language arts, math, science and social studies instruction along with social and life skills programming. Students access this curriculum throughout the school day via a multi-modal approach. Students participate in Physical Education, Art Education, and Music Therapy throughout the school week.

Technology: Our classrooms are equipped with state of the art technology such as smart boards, iPads, and Chromebooks to engage and enhance our curricula. In addition, we have a STEM lab that gives students a virtual reality learning experience using our zSpace desktop along with educational content using our LEGO kits, Dash and Dot Robots and 3D printer.

Integrated Therapy Model: During your visit you will see a wealth of therapists assisting our students and training our staff in the most current research-based intervention strategies. Our integrated therapy approach involves Board Certified Behavior Analysts, Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Music Therapists, and Social Workers that work with the classroom staff to ensure the child's range of needs are met.

Therapeutic Spaces: While touring, you will have the opportunity to see our therapeutic spaces in use by students. There are movement rooms, sensory rooms and quiet spaces available for students. Whether they need a movement break, a quick reset between classes, or some quiet time; there is a space available for almost any student need.

Chris A. Scott
Valley Collaborative
Executive Director

Heather Mackay
Valley Collaborative
Principal

Register today! To register, click on [this link](#) or email Emily Stephens at estephens@moecnet.org.



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: April 10, 2025
Re: Executive Summary for MOEC's Facilities Report

In the 1970's special education services comprised just 8.3% of the student population in Massachusetts. Today, that figure has risen to approximately 20.5%, indicating greater recognition and identification of students with disabilities. However, statewide, the number of students who once attended collaboratives in the 1980's (according to DESE's School Attending Children Report) was over 6,714 students and in 2023-2024 was 3,947 students. Also, out of district placements of students continues to rise from 20,638 in 1984-85 to 24,425 in 2023-24. This data suggests that the increase in special education student population (8.3% vs. 20.5%), instead of attending cost effective programs at Collaboratives, are now attending more expensive private school options at the expense of sending public school districts.

MOEC recently hired consultants to research the condition of collaborative facilities throughout the Commonwealth. This study revealed that many collaboratives have aging facilities and not only lack the infrastructure to support specialized programs but also require significant capital investments to maintain and modernize. The combination of obsolete infrastructure and increasing space constraints presents a critical challenge in delivering high-quality special education services as collaboratives currently raise monies for infrastructure and capital improvement plans by raising tuition rates. For example, a collaborative's tuition rates need to be increased significantly for every \$1 million capital expenditure. The tuition rates of collaboratives have already increased significantly in order to support repairs and capital facilities expenditures making them less competitive with more expensive, private, special education options. Without addressing the critical issue of space constraints and the costs of aging facilities, the ability of collaboratives to financially compete with private special education schools to meet these demands is significantly diminished. The success of the past 50 years is a testament to the power of collaboration, but the future of special education in Massachusetts depends on ensuring that collaboratives have the resources necessary to continue their vital work.

To ensure that collaboratives can continue to meet the evolving needs of Massachusetts' special education students, state policymakers must take deliberate steps to address funding and space constraints. The following policy recommendations provide a path forward:

- **Allow Collaboratives to Access Chapter 70 and Charter School Facility Reimbursement Programs**

Public school districts and charter schools currently receive state funding for facilities through Chapter 70 aid and charter school reimbursement programs. Collaboratives do not have access to



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these funding streams. Amending existing policies to allow collaboratives to receive proportional funding based on enrollment would help level the playing field.

- **Establish a Dedicated Funding Mechanism for Facility Expansion and Modernization**

Given the aging state of many educational facilities serving special education students, a dedicated funding stream should be established to support facility expansion and modernization specifically for collaboratives.

With US Department of Education future operations uncertain, collaboratives (MOEC) are supporting legislation to support the long term health and viability of special education. Now is the time for policymakers to act, strengthening the foundation that has made Massachusetts a leader in special education and securing the future of collaboratives as a key stakeholder in supporting the state's most vulnerable students.

MOEC FACILITIES REPORT DRAFT

February 3, 2025

Submitted to:

the Massachusetts Organization of
Educational Collaboratives

Presented by:



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Appendix

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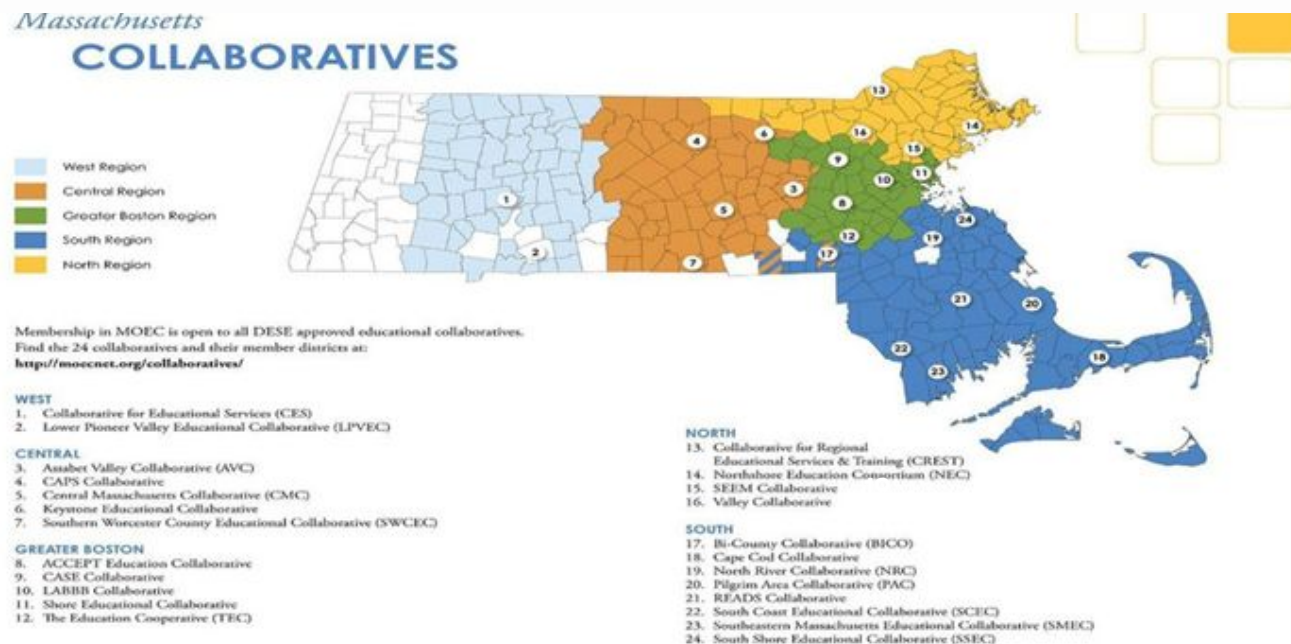
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Executive Summary

The Massachusetts Organization of Educational Collaboratives (MOEC) comprises twenty-four (24) providers (Appendix A) of specialized educational services serving high-need students from school districts across the state of Massachusetts. Massachusetts collaboratives are educational services agencies that bring school districts together to form partnerships to create regional educational capacity and resources. Collaboratives benefit school districts, students, families, educators, and taxpayers by maximizing efficiency through shared costs and expertise. They play a leadership role in developing a broad range of innovative programming to meet emerging needs by providing training, enabling the sharing of exemplary educational practices, and serving and educating many of our most vulnerable students across the Commonwealth.

This report provides a detailed analysis of facility conditions based on space usage types: owned, rented/leased, and shared of these collaboratives. The analysis leverages quantitative data on facility counts and condition scores, presenting key trends and insights through visualizations. Qualitative data is also provided from survey comments and collaborative interviews. The goal is to inform stakeholders about the state of facilities and guide decisions regarding infrastructure investments and space utilization.



Methodology

Qualitative and quantitative data for this analysis were derived from survey responses, and in-person and virtual interviews focusing on:

- Facility space usage types (owned, rented/leased, shared).
- Condition metrics, including functionality, adequacy, and maintenance needs.
- Facility counts by space type.

The MOEC survey questions were adapted from the questions currently being used for the initial review of MA School Facilities as designed by the MA School Building Authority (MSBA) and with input from the MOEC Executive Director. Multiple Interviews were conducted with the Executive Directors of the Collaboratives and in some cases other leadership staff of the Collaborative. This allowed the ability to videotape the interview, gather qualitative data, and take sample pictures as examples of the facilities. Seven interviews were conducted via phone recording.

Introduction

Facilities play a critical role in supporting the educational operations and goals of all school districts and collaboratives. This analysis examines the varying conditions of these collaborative spaces based on their ownership status—whether owned, rented/leased, or shared. The data highlights trends in facility adequacy, functionality, and overall condition to aid in strategic planning and resource allocation.

It is critical to understand that these students are MA local school district students who require specialized education due to emotional, behavioral, neurological, or other handicapping conditions. They require specialized care and treatment along with the need for high-quality educational experiences. By MA General Law (MGL), which regulates the Education of Special Education Students in Chapter 71B, local MA school districts are required to provide education to these students from ages three to twenty-one (3 – 21). Educational Collaboratives are also governed through MGL C40 S4E, which describes the governance structure of collaboratives, and MGL C69 S1B, which describes the Board Responsibilities and oversight of collaboratives by the MA Department of Elementary and Secondary Education (DESE). The financial requirements of Educational Collaboratives are defined in Commonwealth of MA Regulations (CMR) 603 50.00 with specific financial requirements defined in CMR 603 50.07.

Local districts can provide the most cost-effective educational opportunities for these students by partnering with these collaboratives to create shared services for these unique populations of students. These student populations require teachers with specialized skills, specialized equipment, and an administrative structure that can meet the physical and educational needs of this constantly changing population. Beyond this kind of organizational structure, these students also require adequate and functional operational facilities to meet their unique needs. Sometimes districts within the collaboratives have spaces that can be shared. At other times, the collaboratives must seek out facilities to rent or lease, or in some cases, they find it most cost-effective to purchase property that will serve their organizational and operational needs.

All these decisions are overseen by the Governing Boards of each collaborative. Just as a local School Committee oversees local district or regional facilities, these boards must make decisions about the collaborative facilities. The funding for collaborative facilities comes directly from the local school districts' budgets, which, as stated earlier, must provide educational services for these students per MGL Chapter 71B. Collaborative boards set tuition costs for their program that cover both the organizational aspects of the programs and the operational aspects of providing educationally appropriate facilities for these students. Local school districts must also provide daily transportation to and from these collaborative programs that can require specialized vehicles and specialized staff to accompany students, such as monitors and/or nursing service providers. These costs further stretch local school district budgets in meeting the needs of these students.

As described in this report, ownership of facilities can provide the most cost-effective solution to providing reliable long-term solutions to providing space for these programs. The renting/leasing of properties means dollars spent for no long-term foundational financial equity. Beyond this, constant retrofits and movement of programs are very costly and do not provide a sense of stability for students, parents, or staff. Oftentimes, rental agreements put the burden of these renovation and upkeep costs on the renter with no return on the investment if the space needs to be vacated.

One hurdle to securing funding to build up funds for down payments on property or collateral for loans is the limit on collaboratives to retain surplus funds per [MA Financial Regulations CMR 603 50.07 Section 9](#) language that states, "in no event shall such cumulative surplus funds exceed 25 percent of the previous fiscal year's general fund expenditures." Collaboratives are allowed to also have a Capital Fund per [CMR 603 50.07 Section 10](#), as shown in this link. However, the difficulty in funding either of these available options is that surpluses are not easy to come by in the collaboratives, and generating funds for a Capital Fund is equally difficult to acquire. The requirements for funding Capital Funds can be found in the link. Another hurdle to securing and maintaining collaborative property is the extensive requirements of MA Chapter 30B which governs the procurement of goods and services. Sellers of suitable Commercial Properties typically do not wish to meet all of these requirements and contractors for construction repairs and renovations are not accustomed to the long time frames to bid the work nor can they meet the limited amount of work time when the programs are not operating.

Collaborative students, students from our local communities and districts, should be entitled to equitable access to school facilities as all other students from across the Commonwealth. Local communities are fortunate to have assistance from the MA School Building Authority (MSBA) to assist in providing school buildings that meet their population of students. Since collaboratives currently do not have the same kind of support for suitable facilities, collaborative program tuitions must cover these costs. This means that already limited local school district budgets are spending dollars to purchase, own, rent, or share these facilities through tuition. Obviously, collaborative boards seek out many ways to minimize these costs but it is extremely difficult. **Therefore, the MOEC organization respectfully requests on behalf of its members and all local school districts that the State consider ways to help support the provision of appropriate and equitable facilities for collaborative students just as they do for students attending school within local community school buildings.**

The conditions analyzed for MOEC include the Age of the Facilities, Repair of Facility Site and System Repair Conditions, Functionality of the Parking Lot and Facility Critical Systems, and the Ability to Meet Program Needs. Provide Sufficient Space and Provide Space for Expansion in each facility housing programs for students in collaborative programs.

Summary Overview

I. Number and Age of Facilities

This report evaluates the conditions of facilities categorized as Owned, Rented/Leased, and Shared, focusing on their identified needs for repairs and adequacy levels. The analysis is based on 23 Owned facilities, 66 Rented/Leased facilities, and 18 Shared facilities. The age of service for these facilities ranges in age from a very few in the 2 – 10 years of age, a few with 11 – 20 years of age, and several with an age of 21 – 30 years in service but with the majority of the facilities range from 31 to over 50 years in service. Several of the facilities have been in use for over 100 years.

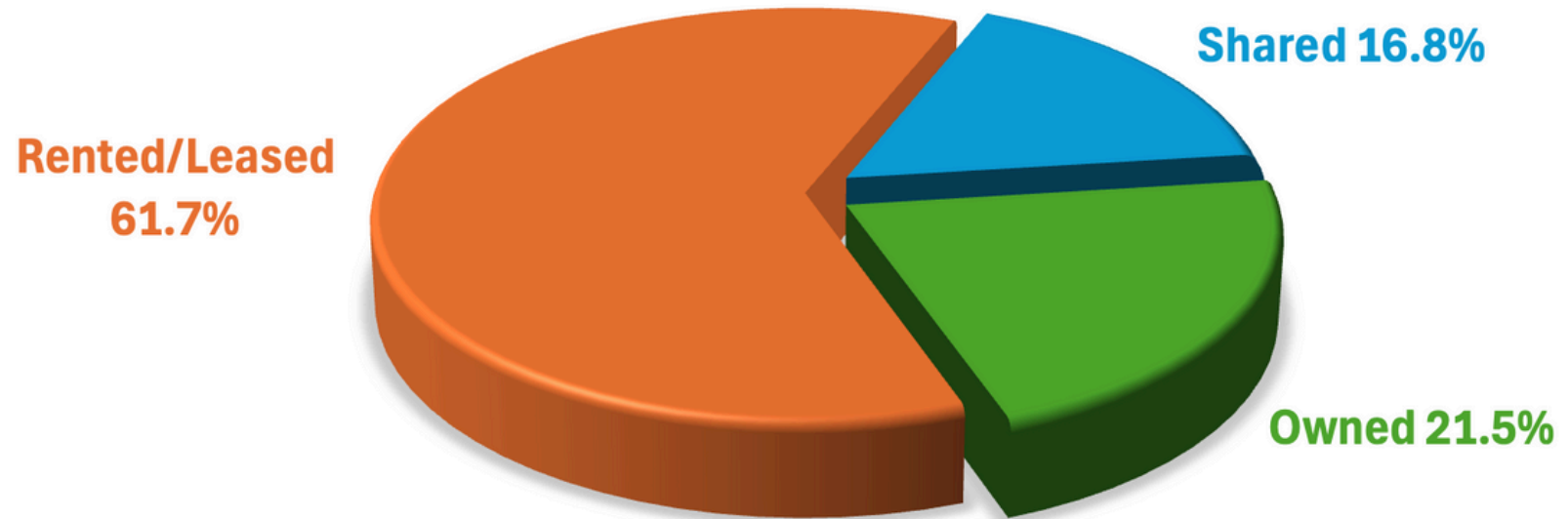
This distribution of age of school facilities is typical throughout the many schools in MA that are supported with State funds along with local community funding. Collaboratives only receive funding from local school district budgets. Collaboratives do not receive any direct funding from the State to provide these cost-effective programs for school districts across the State. Local school district budgets also do not receive any direct support from the State to help cover these costs.

Some MA Educational Collaboratives have been able to purchase buildings that provide space for their programs. These could be standalone buildings or in some cases condominiums in office complexes. The first step is to secure the funding to carry the downpayment and then the monthly cost of the mortgage or loan. Ownership comes with all the requirements of meeting upkeep, maintenance, repairs, and any local costs for community services for licenses, taxes, insurance, and other ownership-related expenditures. The full burden rests with the owners whereas in rented or leased facilities some, or all of these costs, may be shared dependent on the rental agreement.

Leased facilities could also be standalone buildings or business condominiums. Any space occupied by other owners, like in business condominiums, requires the attention to and participation in the ways to be a good neighbor and/or good tenant. For collaboratives, local traffic conditions, parking lot access, hallways sizes, accessibility issues, and sometimes soundproofing between program space and other business occupants are important.

Educational collaboratives can sometimes share space within local schools with agreements made with the local school district. As in leased spaces, good neighbor and good tenant behaviors are important to maximizing the effectiveness of the space. Because of changing conditions in either the local school needs or the collaborative needs, the use of shared spaces, storage spaces, specialized spaces, playgrounds, and all other exterior and interior spaces can be impacted by the routines and timing of certain programming from both sides. Population shifts with growing local students enrolled and because of increasing populations of collaborative programs, space can come at a premium and unfortunately the local needs usually take first priority. This instability of long term space is an issue for collaborative programs where consistency and routine practices are often crucial to the instructional success of students.

TYPE OF FACILITY



Interpretation for Types of Facilities *(data is representative of survey responses)*

It is difficult to secure the funding for a collaborative to purchase a facility, as shown by the 21.5% in this category. The largest number of facilities, 61.7%, are those that are rented or leased. Owned facilities often endure long-term usage without significant updates, explaining the incidence of moderate and major repair needs. Proactive maintenance programs and capital investments are essential to address these issues efficiently. Rented/leased facilities' conditions often depend on lease agreements and the willingness of property owners to invest in upkeep. It's crucial to establish clear maintenance responsibilities in lease contracts and consider relocating from facilities with persistent issues. Shared facilities present unique challenges in maintenance and repair due to shared responsibilities. Clear agreements and collaborative planning are necessary to address these issues and ensure functionality.

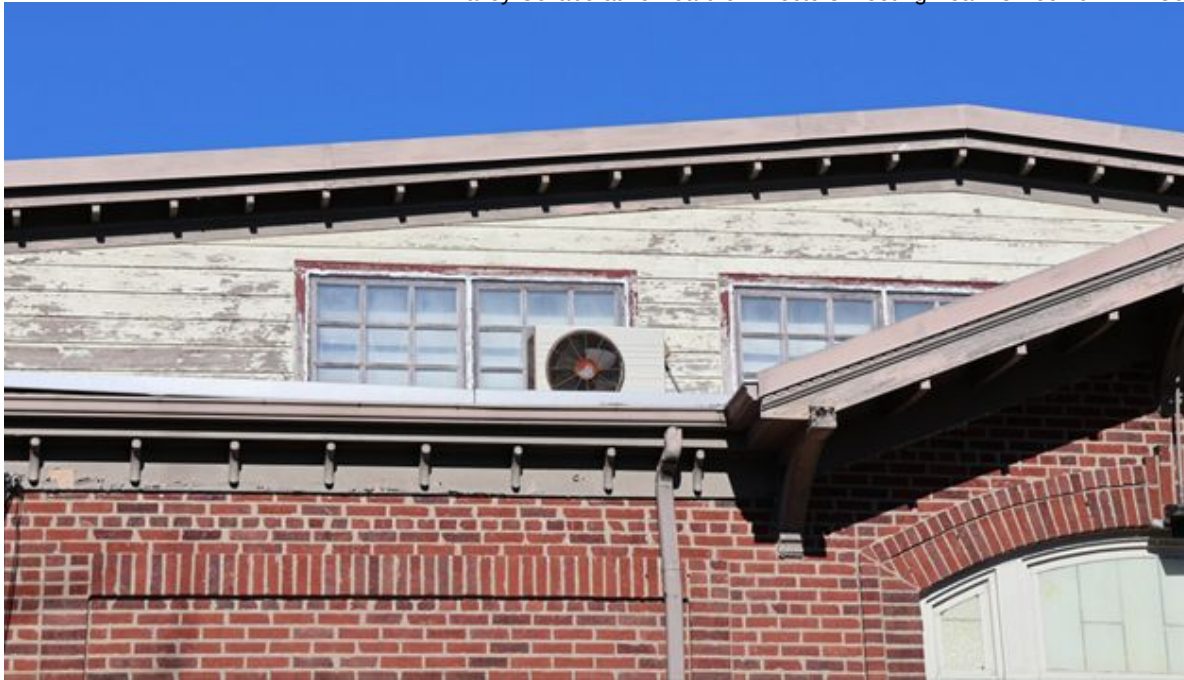
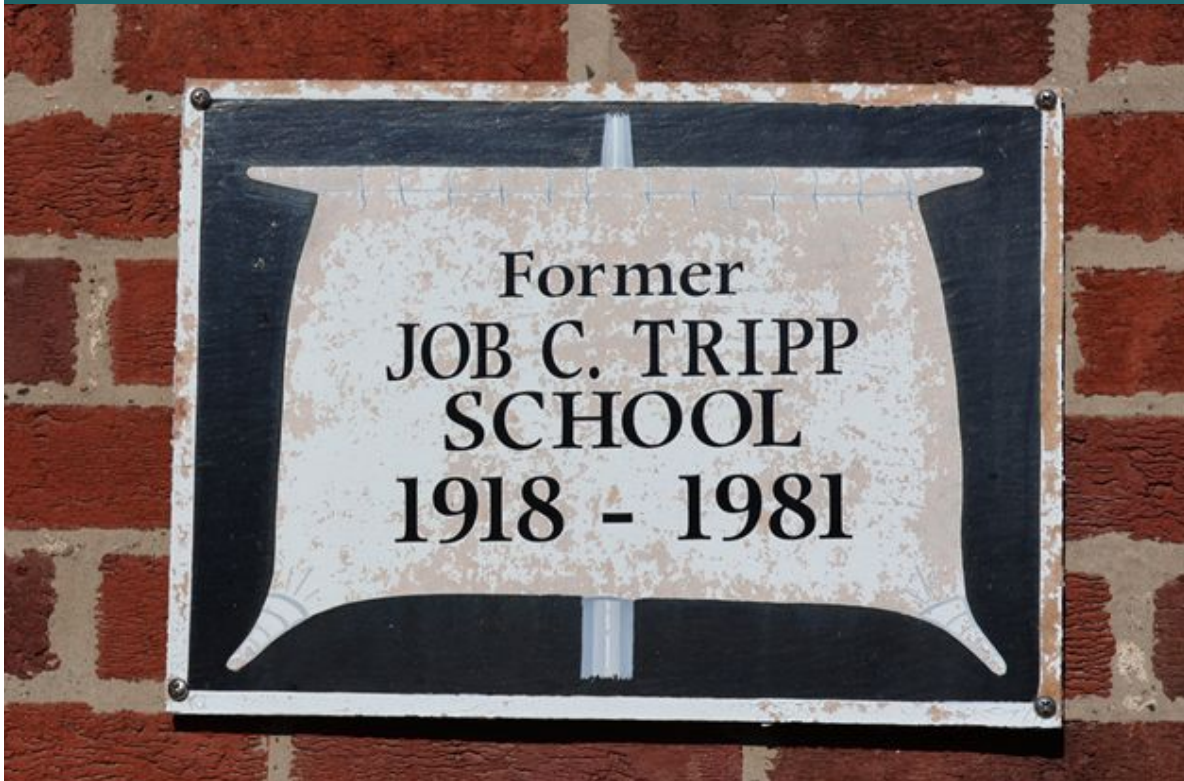
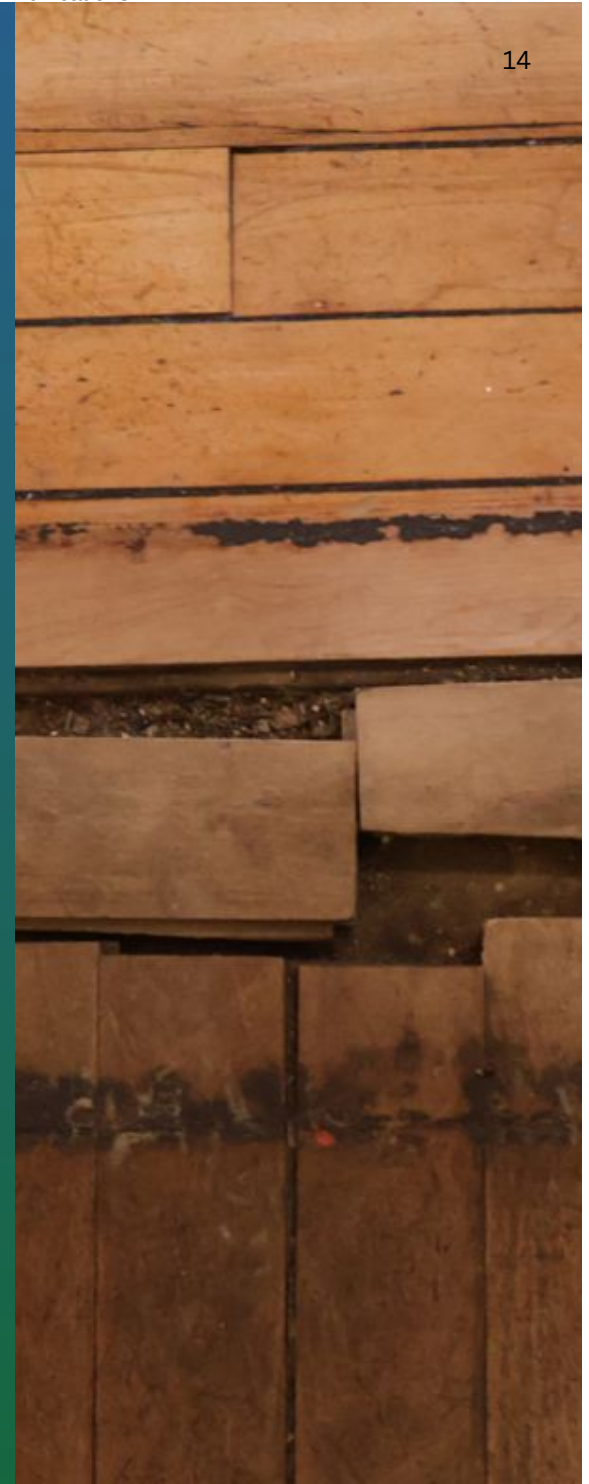
Comments and Quotes from Surveys and Interviews About the Type of the Facilities

- Districts, although willing, do not have the space needed to house our programming. Splitting our programming through a high number of school districts will result in lack of educational continuity for our students for both their academic and social development. It will also make it impossible for administrative oversight if it is spread out among long distances.
- We are looking into the potential of purchasing or leasing a property, which comes with its own set of significant challenges.
- The cost of this facility is based on a 20-year lease agreement that includes rent payments that are graduated every 3 years. The current cost of the lease is just under \$1.7 million annually. At the end of the 20-year term, the collaborative will have paid over \$32 million in lease with no real property or equity to show for it.
- One of the Collaborative's buildings was purchased for \$800,000, yet within just three years, repairs have already exceeded \$475,000. Critical projects included \$200,000 for relining aging pipes, \$225,000 to redesign bathrooms for students, \$75,000 to create a playground, and another \$200,000 for HVAC repairs

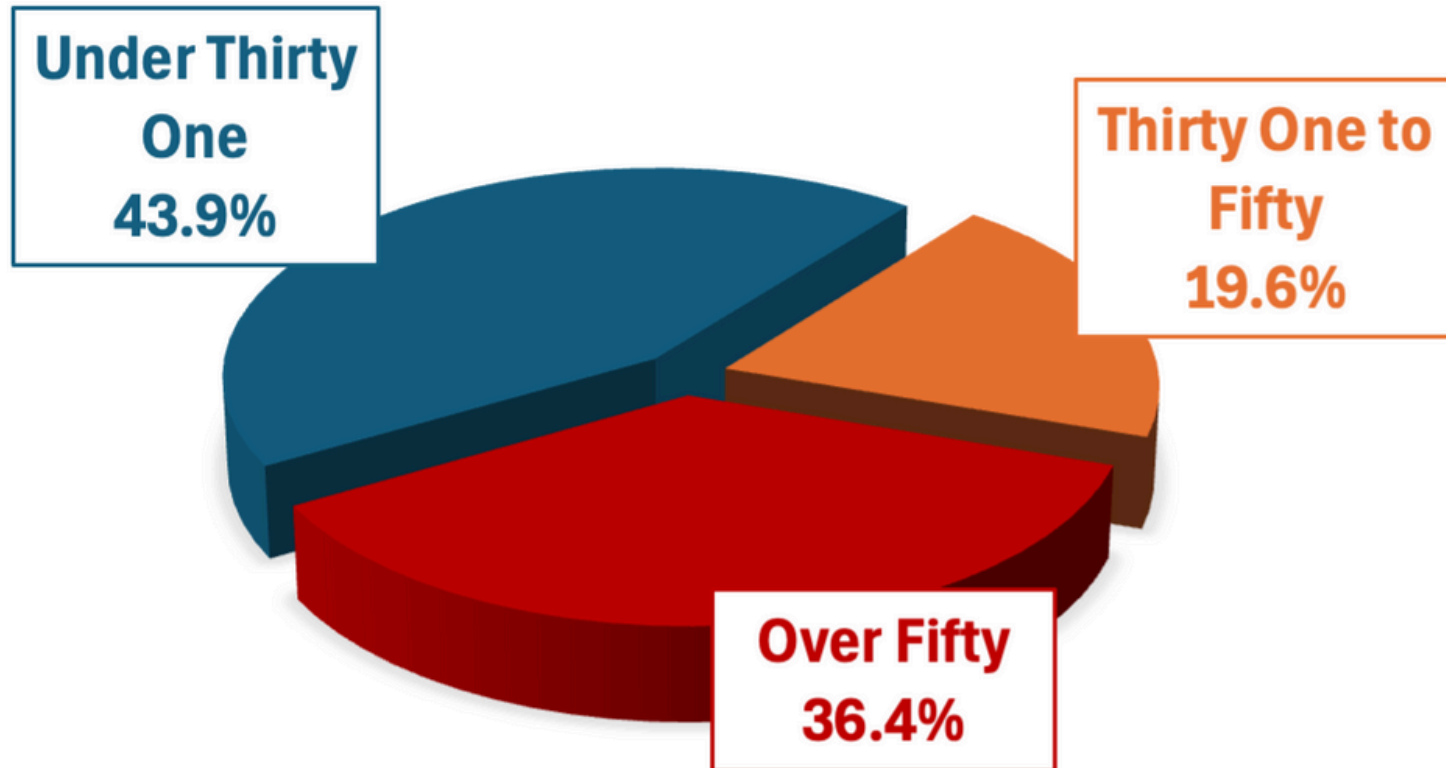
Age of Facilities Background

Life expectancy for a building typically starts to decline after about 30 years, with deterioration accelerating each year thereafter. Critical systems, such as roofing, heating, HVAC, pumps, motors, and flooring, generally require updates, repairs, or replacements within the first 30 years. However, beyond this period, significant financial decisions are necessary to determine whether investing in the building's infrastructure and systems is worthwhile. These decisions may include updating systems to comply with changing State Building Code requirements, integrating new technologies for improved service, energy savings, and functionality, or addressing specific needs like soundproofing between classrooms and other business areas to support effective learning environments.

During an in-person visit, photos were captured of the deterioration and aging of the outside and inside of a collaborative's building featured on the next page. The photos on the left show aged siding and a sign indicating the age of the building itself, and the photo on the right shows dated and broken flooring captured in the main hallways of the building.



AGE OF FACILITIES



Interpretation for Age of Facilities *(55.7% of Collaborative Facilities are over the age of 31 with the largest percentage of these, 36.1%, being over 50 years old).*

These facilities are facing moderate to major high cost repairs and in some cases replacement. Several of the facilities are over one hundred (100) years old. Exterior building envelope issues such as rotting wood, windows and doors, and bricks and mortar require attention while interior systems such as accessibility and security issues, technology systems, and ineffective heating and cooling systems are failing and falling behind. The students that collaboratives serve require environmental and instructional conditions that will effectively meet the needs of this specialized population. Beyond this, collaborative facilities often already lack equitable services as currently provided in local public schools because they lack specialized spaces such as kitchens, cafeterias, gymnasiums, auditoriums, libraries, and specialized therapy spaces designed for each of their specific needs.

Comments and Quotes from Surveys and Interviews About the Age of the Facilities

- Older buildings such as this one – built to meet educational needs of another era – often lack the space to house essential technology such as switches and server racks (both on the main floors and in the basement) and are difficult environments for installing wiring and other essential equipment. These challenges also increase the cost of routine technology projects to overcome these circumstances.
- Of course, our spaces are safe and acceptable, however they are not equitable. Children with special needs should not be in subpar programs. The spaces are safe, however some of the spaces are not the best.
- Even in our good spaces, we are operating on borrowed time as there are serious problems behind the scenes.
- Buildings are in similar condition as buildings in school district spaces. Over the weekend in a building we own, repairs were made to a classroom that was destroyed by a student. In a district building, there was a similar repair needed that cannot be made in a timely manner.

- Facilities are reaching the end of their useful life, it's not always financially responsible to invest money in repairs when a better solution would be replacement.
- Even though buildings may need major improvements does not mean the students cannot be in the buildings or that the buildings are unsafe. For example, if a building needs a new roof, the students can still be in the building.
- We are currently using two (2) renovated modulares that are 30+ years old that were renovated ten (10) years ago.
- The building is 90+ years old and needs a new roof, new stair treads, and the masonry needs attention.
- There has been no substantial renovation on this building since about 2007.
- One of our biggest issues is heating and cooling.
- The building is 90+ years old and needs a new roof, new stair treads, and the masonry needs attention.
- The building we have rented from the State College for the next eight (8) years needs exterior painting and trim replacement.
- Our building needs a new boiler and a new roof.
- The parking lot needs replacement.
- The parking lot is overdue for crack filling, seal coat, and restriping.
- The security cameras need to be replaced.
- There has been no substantial renovation on this building since about 2007.

Narrative Insights from Survey Comments and Site Visits About Age of Facilities *(data is representative of survey responses)*

Any of these comments individually would be understandable but this represents concerns from multiple collaboratives across the state that are each facing similar problems. The spaces are often not configured for the needs of these students. Parking lots that might be manageable in more typical community circumstances are not always suitable for wheelchairs and other ambulatory handicaps to enter and exit buildings efficiently. Safe passage with sidewalks that have curb cuts are critical outside just as elevators in buildings with multiple floors or stairs are critical inside. For students, parents, and staff, it is difficult to convince them that these kinds of buildings with difficult system concerns make for a proper environment to send children to school. **Simply the physical state of certain buildings can cause parents concern when they sign off on their child's Individualized Education Plan (IEP) for placement in these spaces. These concerns can make some parents decide to push for a more restrictive and expensive private placement for their child, as those facilities can appear to look physically more attractive and more functional.**

One example presented during an in-person interview includes a collaborative that recently purchased a building in which its prior function was to serve as an apple farm/event space. Because of the building's prior use, it was not immediately useful as a space for the collaborative's student population. The building is currently in the process of massive infrastructure updates so that it can be altered to serve as a suitable facility for this specific collaborative. This situation is one example of how some owned buildings are not built for purpose and, therefore, may not meet the same standards placed on built educational facilities. Several other collaboratives reported similar situations, reporting that their buildings owned, and rented/ leased were built to serve as nursing homes and factories.

II. Facility Site and System Repair Conditions

Facility Site and System Repair Conditions Background

Since buildings structurally begin to reach their useful life starting at thirty-one (30) years, and many systems within buildings reach their maximum use starting at 15 – 20 years (boilers, AC, HVAC, windows, roofs, technology infrastructure), you will see in the charts below that many MOEC buildings and systems are past their useful life. This is not atypical of many public school buildings as these conditions are largely dependent on the amount of preventative maintenance and general repairs that have been kept up to date. However, with community oversight through state laws and local processes and procedures, no buildings allow students, staff, or parents to attend school in buildings that are unsafe or not meeting codes.

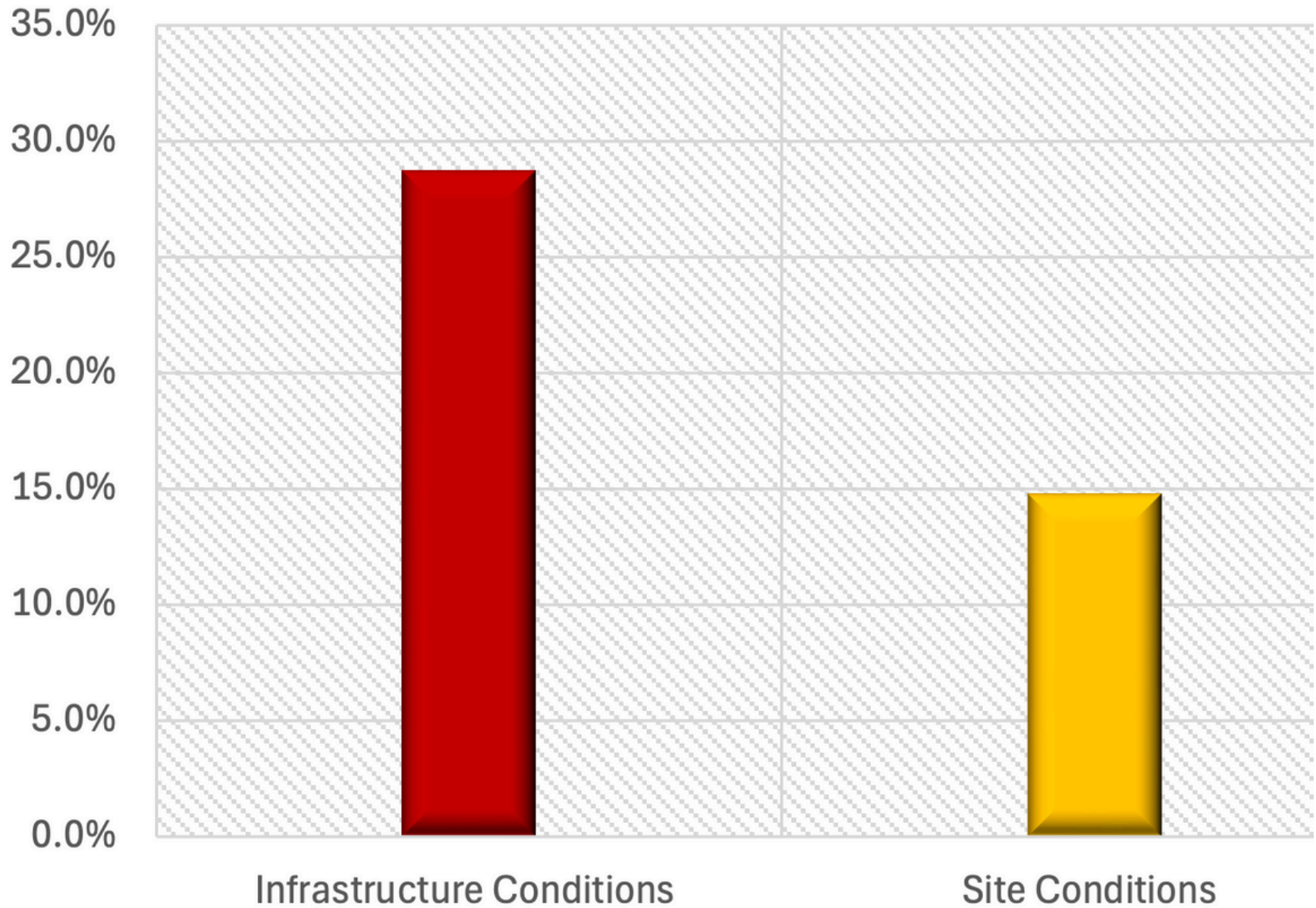
Unfortunately, securing funding for this work in MA Collaboratives is often difficult as highlighted in the introduction. Since collaboratives rely entirely on funding from local district school budgets through tuitions, funding for not only the educational programming but also the facilities for these programs comes from them. Local school districts struggle with these costs already for their own facilities and now must bear the burden for these additional facilities that provide the most cost-effective solution for high need special education students. Collaborative programs serve many students equally or better than many high expense private programs. The work needed below as indicated in this MOEC report highlights the planning that is necessary not only to maintain this standard but also in many cases to bring MA Educational Collaborative Facilities more aligned in functionality and equity to the public schools that MA students attend in their local communities.

The distribution of repair needs across Owned, Rented/Leased, and Shared facilities underscores the critical importance of regular maintenance, clear accountability, and most importantly, strategic investment. Deferred maintenance due to lack of funding or unknowns about long term space requirements cause moderate repairs to often become major repairs and major repairs are often on the verge of replacement if not attended to quickly.

Survey Responses for Facility Site and System Repair Conditions *(data is representative of survey responses in categories 3, 4, and 5)*

- 1.) **General Maintenance** – Systems in this category are meeting needs and must be maintained through normal preventative maintenance. This report highlights many systems in this category.
- 2.) **Needs Minor Repair** - Systems in this category generally meet needs that must be maintained through normal preventative maintenance but may require a manageable adjustment or replacement part repair as part of normal maintenance. The report also indicates many systems in this category.
- 3.) **Needs Moderate Repairs** - These systems require moderate repairs. This suggests regular wear and tear, which is common for long-term assets. The structures are generally functional but require maintenance to prevent escalation of issues
- 4.) **Needs Major Repairs** - Several facility systems fall into this category, signaling structural or systemic failures that could impact operations if unaddressed.
- 5.) **Needs Replacement** - Facility systems requiring replacement reflect the end of their operational lifespan, often characterized by prohibitive repair costs or outdated designs that fail to meet current needs.
- 6.) **N/A** – Not Applicable or No Survey Response.

Exterior Site Repair Conditions



Interpretation of Exterior Site Repair Conditions (refers to exterior structural conditions of the facilities such as roof, masonry, wood trim, paint, clapboard or siding, and the condition of the foundation)

Site conditions refer to landscape including fences, walls, entrances, exits, drainage, and the overall condition of the parking lot spaces. These are the conditions that keep the outside environment from getting into the inside environment. These conditions help to maintain the structural integrity of the facility.

Overall, 28.7 % of MA Collaborative facilities need moderate to major repairs or replacement of these exterior systems that maintain the integrity of the facility. 14.8% of the facilities need moderate to major repairs or replacement of these exterior systems that involve land and/or access to enough parking lot areas to not only provide enough parking spaces but also for the safe embarking and disembarking of collaborative students. These students often have mobility assistants to safely enter or leave the facility. Hills, lack of curb cuts, presence of sidewalks, and appropriate drainage for parking lots and sidewalks are all factors that impact the safe arrival and dismissal of high-need students. For safety reasons, it is also important to maintain visual access to staff and students around the perimeter of the facilities to ensure proper supervision. Walls, trees, overgrown landscapes, gates, and fencing can provide positive or detrimental access to keeping students safe at all times, especially in busy areas with crowded traffic or lots of people. What regular students and others may find easy to maneuver, a person with a mobility or sensory impairment may find it to be overwhelming.

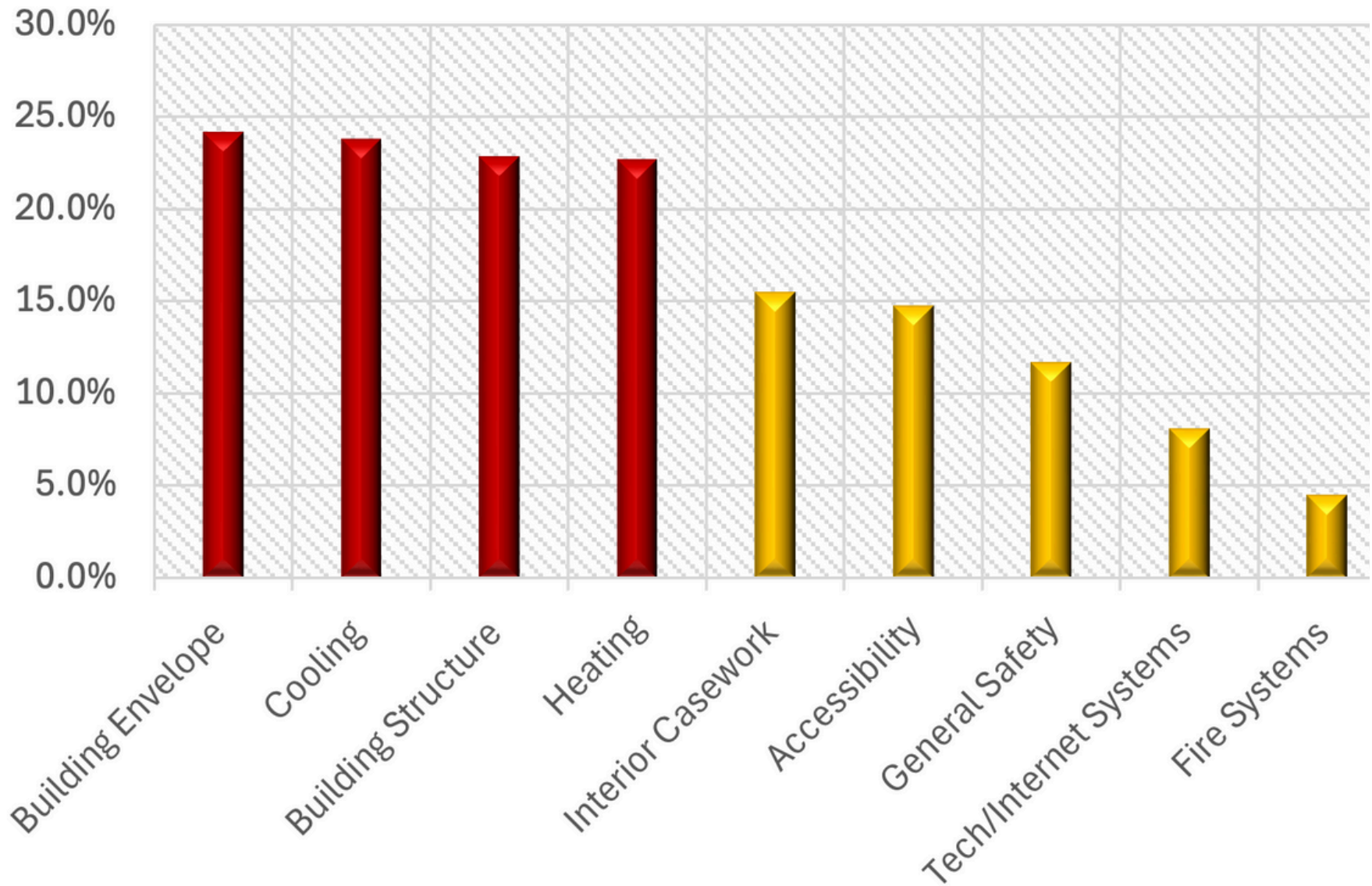
The photo on the following page shows one collaborative's building that contains significant wear and tear to the exterior. This same building is currently suffering with water damage to the inside of the building (see page 35). The photos on the right show the deterioration of a parking lot and the minimal parking spaces available, as well as the dated stairs leading to the front doors of another collaborative.



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High Cost Repairs



Interpretation of High Cost Repairs

Building systems require ongoing attention throughout the lifespan of a building. While systems like heating and cooling may occasionally need a full replacement, more often they only require minor to moderate repairs to extend their functionality for several years. This graph represents the major or moderate repairs and replacements of these systems when they near the end of their lifespan and become very costly to perform long-term effective maintenance that meets current building code issues and utilizes the most efficient technologies for overall cost savings. The key structures of windows and doors for the building envelope, cooling and heating, and building structural conditions of HVAC, plumbing, and heating represent those projects that exceed 20% of the overall reported high-cost collaborative projects for that designated area. The other projects, though equally important for the sustainability of a building that is reaching its lifespan, range in number from 4.5% to 15.5% of the projects.

The number of respondents for these categories that represented individual projects ranged from eighty-six (86) to one hundred and ninety-four (194). That means that 10% of the projects could range from approximately nine (9) to twenty (20) and up to an average twenty-three percent (23%) taking the number of projects from approximately twenty (20) to forty-five (45) projects. That number of projects means a positive outcome for these repairs would impact a very large number of students. It also means that to remedy these concerns, without State support, local school district budgets would be negatively impacted annually and it would probably take a very long time to come to completion of these repairs.

Comments from Surveys and Site Visits About Repairs to the Site Conditions and Critical Systems of the Facilities

- LABBB is very unique. Every program is in a member district's school. We are responsible for some of the repairs and updates. It is VERY dependent upon the district.
- No A/C ... new ventilation system ... needs a second boiler replacement @ \$250,000.
- Poor, many conditions present obstacles to teaching and learning. - This represents multiple comments on various systems described in this section of the report.
- RTUs are old and need constant repair. Dampers and heat pumps need repair/replacement.

- This is a public school location. There are restrictions on the extent of our use of this space.
- We invested over \$100,000 in wireless upgrades last year. For accessibility, the elevator is the main issue, as it needs to be replaced.
- The roof and boilers need to be replaced.

The photos below show one collaborative's dated boiler as well and the corrosion that is starting to take place.



Narrative Insights from Survey and Site Visits About Repairs to the Site Conditions and Critical Systems of the Facilities

There are multiple major facility systems represented in this part of the report. Most of these entail very expensive repair or replacement costs that are a burden on either the collaborative as the owner, the owner of the rented/leased space, or the local school district's community for any shared spaces. Rental or shared space agreements sometimes place the burden of this kind of upkeep on the collaborative using the space. It's important to note that fire alarm systems and fire suppression systems are in good condition needing just general upkeep with a couple of facilities needing minor repair. General maintenance for the purposes of this report means regular upkeep of a building.

Systems such as roofs, boilers, windows, cooling, HVAC equipment, fire alarm and suppression systems, and technology access all have lifespans that require regular maintenance that can be expensive and cyclical replacements that most often require loans or bonding to complete the project. In the Introduction to this report, it was highlighted that this process is most difficult for collaboratives because there are three major difficulties. The first is the ability to retain enough funds for down payments or collateral for loans due to State regulation. The second reason is that the bidding process and timeline for repairs can be very cumbersome with the limited number of vendors and contractors available, or willing to contend, with all the process to meet the bid requirements. The third reason for difficulty also comes from State regulations that require a project to bring ALL code issues within a facility up to regulations once a certain square footage threshold of repairs for the building is reached.

In already tight collaborative budgets derived from member district tuitions, it is hard to find these funds. Collaborative-owned facilities must pass on these costs when setting these tuitions. It must be remembered that even though you may not have a student in a particular program that has the space being repaired or renovated, you still contribute to those costs as a joint member of the overall collaborative programs. This is necessary since the programs exist for any district that may need a placement at any time.

The photos below show collaborative bathroom facilities that are non-working or working improperly (photo at the top right featuring a sink turned on but no running water) due to plumbing malfunctions.



Key Findings about Repairs to the Site Conditions and Critical Systems of the Facilities

1.) Owned Facilities: Maintain an updated capital improvement plan for each member collaborative prioritizing facilities focused on major repairs or replacement but that also indicates planning and budgeting for regular preventative maintenance and normal minor, major, and moderate repairs.

2.) Rented/Leased Facilities: Strengthen lease agreements to ensure landlord accountability for necessary repairs. If facility repairs are required within the lease, follow the capital plan format as indicated above.

3.) Shared Facilities: Implement structured agreements for maintenance responsibilities and funding for shared spaces. Since shared spaces are public school buildings owned by the local communities, stay aware and involved as partners in planning for facility projects that will benefit collaborative programs.

Recommendations about Repairs to the Site Conditions and Critical Systems of the Facilities

To ensure the long-term functionality and safety of all facilities, consider the following actions:

- Secure funding to allocate budgets for preventive maintenance and necessary repairs.
- Establish agreements for cost-sharing and accountability, particularly in shared and leased spaces.
- Evaluate alternatives for facilities requiring replacement, such as relocation or new construction, and secure long term funding to provide stability for the program.

Cost Estimates

This analysis provides a foundation for informed decision-making and proactive facility management, addressing current needs while planning for future demands. Throughout this report the emphasis has been on the high-cost repairs that are required to maintain MOEC facilities in the twenty-four (24) collaboratives across the State. Appendix E of the report provides three examples of recent costs - Current industry standards per square foot for these related kinds of projects, the MSBA 2022 Approved Accelerated Repair List, and the recently MSBA approved Accelerated Repair List. These projects represent architecturally designed solutions and the associated bid awarded costs. Every project has differences that can make the work less or more involved that will affect the overall cost. Inflation also impacts these costs as seen recently. Below are examples of the recent costs for Boilers, Roofs, and Windows and Doors from the MSBA Accelerated Repair Projects. These kinds of high costs would be extremely difficult for collaborative programs to assume with funding only coming from local school budgets.

Below is an example of current costs for these types of solutions.

This link shows the [2016 MSBA Facility Study](#) that shows the inventory of conditions across the State's school buildings at that time. As would be expected, the issues of aging buildings in this study reflect the same concerns that are impacting the facilities of our Educational Collaboratives.

MSBA 2022 Accelerated Repair Projects	
Project Type	Bid Amount*
Boiler	\$1,470,000
Boiler	\$1,519,187
Boiler	\$1,633,000
Boiler	\$2,805,000
Boiler	\$785,339
Boiler	\$827,370
Boiler	\$886,000
Boiler	\$888,424
Boiler	\$932,800
Boiler	\$947,000
Partial Roof	\$1,844,000
Partial Roof	\$721,800
Roof	\$1,380,770
Roof	\$1,721,200
Roof	\$1,895,900
Roof	\$1,924,000
Partial Windows / Doors	\$2,324,345
Windows / Doors	\$2,276,700
Windows / Doors	\$2,683,604
Windows / Doors	\$2,930,745

MSBA 2024 Approved Accelerated Approvals	
Project Type	Funding Agreement
Boiler	\$798,070
Boiler	\$846,291
Boiler	\$1,075,148
Boiler	\$1,191,009
Boiler	\$1,230,338
Boiler	\$1,305,018
Boiler	\$1,476,925
Boiler	\$1,654,451
Boiler	\$2,098,569
Partial Roof	\$669,826
Partial Roof	\$673,369
Roof	\$595,638
Roof	\$1,664,357
Partial Window/Door	\$2,570,440
Window/Door	\$3,419,139
Window/Door	\$3,556,034
Window/Door	\$5,865,885
Window/Door	\$6,481,309

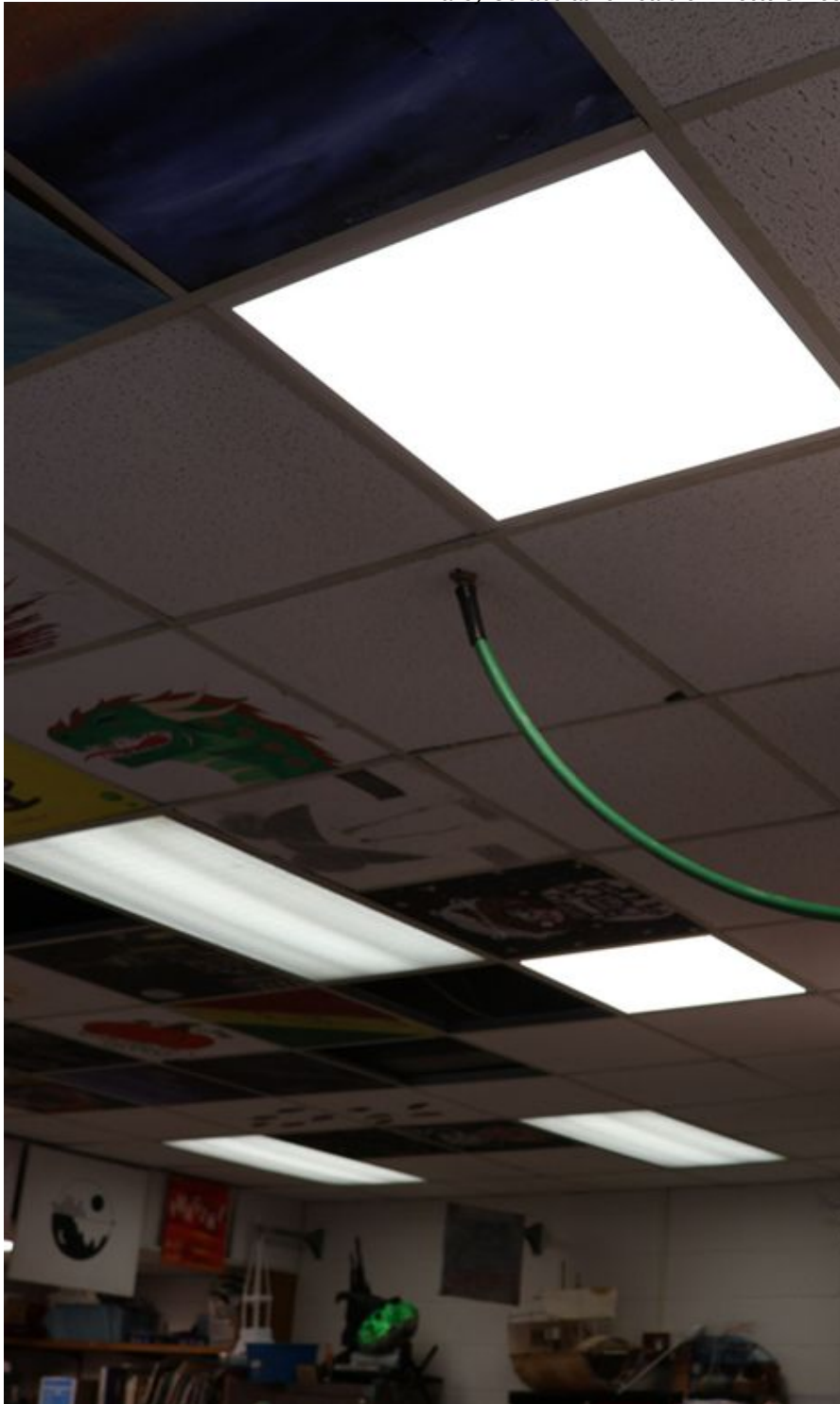
During in-person and virtual interviews, multiple collaboratives noted during their interviews that the boiler in their facility is in need of repair. The American Society of Appraisers conducted a study in 2024 that included information about the normal useful life of machinery. The report stated that the normal useful life of a boiler is between 20-25 years. The photos below show a the deterioration and age of a boiler located at one of the collaboratives. The boiler will likely need repairs or replacement in the near future.

On page 35, photos of interior water damages can be seen. One collaborative created a series of hoses connected together throughout multiple classroom spaces to prevent more water damage from taking place inside of their facility.



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III. System Functionality Conditions

Critical System Functionality Background

Rented/Leased spaces are more costly on a monthly basis if the owner of the property must keep all systems operational and meet code requirements. It is estimated that collaborative budgets typically spend 2.5% to 5% of their annual budget on facilities maintenance unless they have some kind of more costly lease or project.

In owned buildings, the collaborative is responsible for custodial cleaning, general maintenance, removing snow and cutting grass, utilities, and possible taxes and other assessments and licenses for their owned business facility. These costs can be built into rental agreements for either the owner or the renter to be responsible for but in the end, the costs exist and somehow must be paid. It is interesting to note that the LABBB collaborative only utilizes shared space in their member districts, however, they are responsible for some repairs and updates. This must require extensive planning to accommodate various districts' needs as collaborative populations require different or additional program space change and as enrollments change in the member communities. However, as mentioned earlier in this report, the ability to modify shared space does need the agreement of the local school district leadership, and for major repairs and renovation, it would require Town/City votes to bond and proceed with any project. These permissions for structural changes, in many situations across other collaboratives, have proven difficult to complete as I'm sure may occasionally be a problem within LABBB communities.

Survey Responses for System Functionality Conditions *(data is representative of survey responses 3 and 4)*

1. **Everything We Need** - The functioning of these systems reflects normal and acceptable operational practices that meet stakeholder needs.

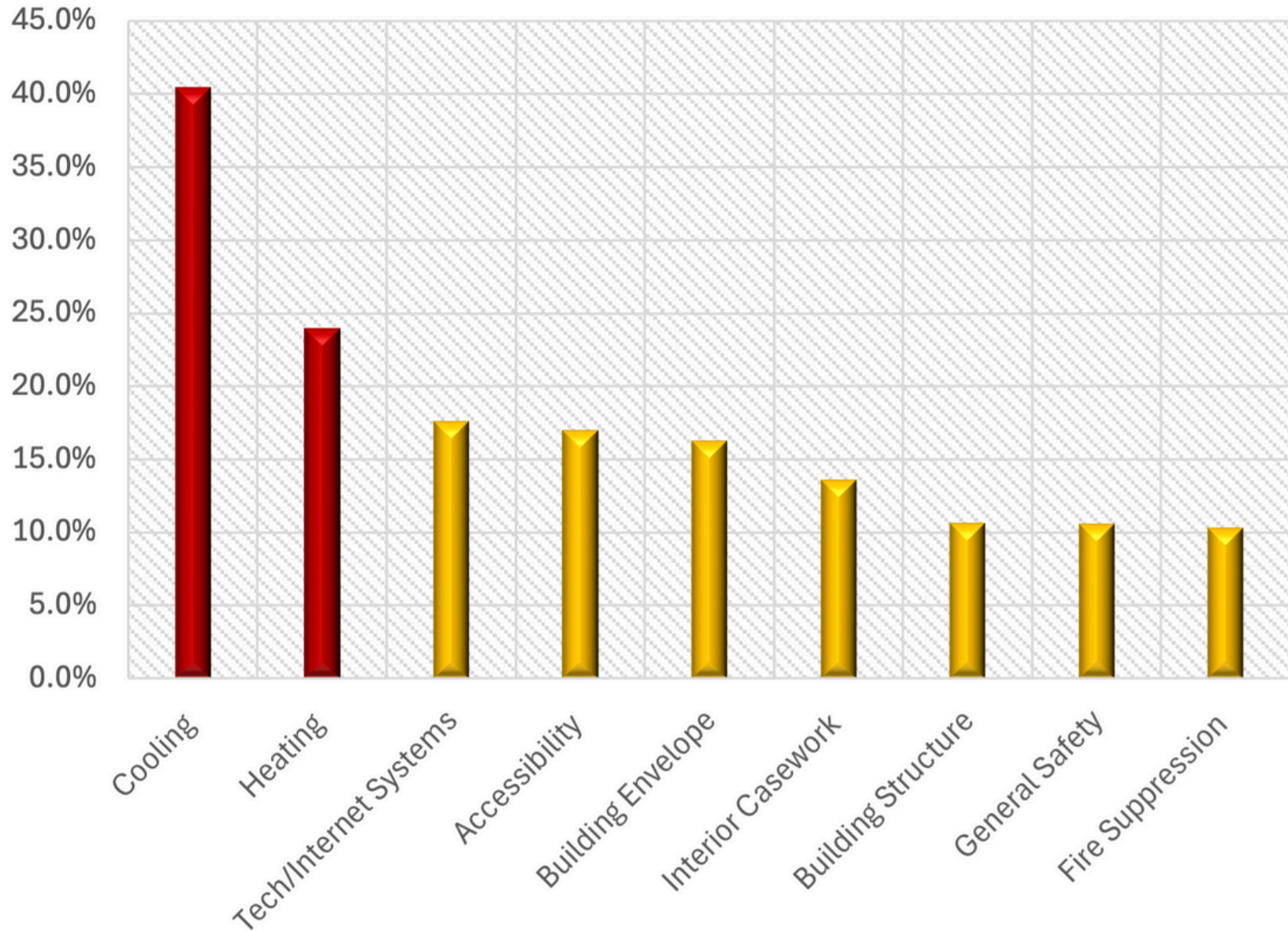
2. **Adequate** - The functioning of these systems reflects normal and acceptable operational practices that meet stakeholder needs with some minimal oversight of the process and procedures.

3. **Barely Adequate** - Shared facilities in this category reflect shared accountability challenges, where responsibilities are unclear or ignored. Some rented/leased facilities are barely adequate, which could reflect a lack of leverage to demand necessary repairs from property owners. A smaller subset of owned facilities is barely adequate. This highlights immediate concerns about operational efficiency or occupant satisfaction.

4. **Poor/Not Adequate** - A notable number of shared facilities fall into this category, emphasizing the need for improved communication and collaboration among stakeholders. Several rented/leased facilities fall into this category, highlighting the risks of relying on external entities for upkeep. A few owned facilities are in poor condition, emphasizing critical inadequacies. This category requires urgent attention to avoid further degradation.

5. **N/A** - Not Applicable or no survey response

High Cost Repairs to Improve Functionaiity



Interpretation of High Cost Repairs to Improve Functionality

The graph indicates that heating at 24% and cooling at 40.5% are the main concerns for the majority of collaborative concerns. This is very similar to local schools in local districts. For collaboratives, as mentioned earlier, environmental health for students is very often a key concern, with some Individual Education Plans (IEPs) actually requiring temperature standards, usually around cooling. Of course, comfort for any student with any kind of handicap can be an important support for their progress. All of these categories must be viewed in the importance that exists for functionality when this population of students is already coping with issues that handicap their instructional progress. These issues, accessibility to bathrooms, classrooms possibly accessed only by stairs, or the possible concerns for safety or easy access to the internet for learning purposes, all further slow down the ability to learn. The functionality of the facilities is crucial when the individual student's functionality is impaired in some way and the program is working to improve student outcomes.

The other areas of this graph still range from 10% to almost 18% of all collaborative projects in these specific areas. These repairs are necessary for the success of the program. A notable number of shared facilities fall into the poor/not adequate category, emphasizing the need for improved communication and collaboration among stakeholders. Several rented/leased facilities fall into this category, highlighting the risks of relying on external entities for upkeep. In the barely adequate category, it should be noted that shared facilities reflect shared accountability challenges, where responsibilities are unclear or ignored. Some rented/leased facilities are barely adequate, which could reflect a lack of leverage to demand necessary repairs from property owners. A smaller subset of owned facilities is barely adequate. Fire suppression is noted as a concern in 10.3% of the projects. Even though this is the smallest category, it is important to remember that the agility of many of these students to simply access and/or follow directions in an emergency situation can take additional time to complete the task of exiting a building.

Comments from Surveys and Site Visits About Repairs to the Site Conditions and Critical Systems of the Facilities

- LABBB is very unique. Every program is in a member district's school. We are responsible for some of the repairs and updates. It is VERY dependent upon the district.
- No A/C ... new ventilation system ... needs a second boiler replacement @ \$250,000.
- Poor, many conditions present obstacles to teaching and learning. - This represents multiple comments on various systems described in this section of the report.
- RTUs are old and need constant repair. Dampers and heat pumps need repair/replacement.
- This is a public school location. There are restrictions on the extent of our use of this space.
- We invested over \$100,000 in wireless upgrades last year. For accessibility, the elevator is the main issue, as it needs to be replaced.
- For accessibility, the elevators are the main issue, as it needs to be replaced.

IV. Quality Ratings for Overall Program Space, Sufficient Space, and Expansion Space

Parking Lot Background

Parking lot areas play a critical role for collaborative programs. Drop-off and dismissal times require enough space not only for vehicles but also for aides and other staff assisting with oversight and transfers. Wheelchair transports and possibly other regular or occasional student difficulties also can take extended time for safety reasons. If the space is located in business condos or other public areas, these realities can present a hindrance to other workers trying to get to work. This is why the proper amount of space is required that will allow for separate parking areas for other tenants and owners. Staff members for collaborative programs also need enough available parking for full-day staff as well as for staff, program service providers, and parents who may need to come and go during the day.

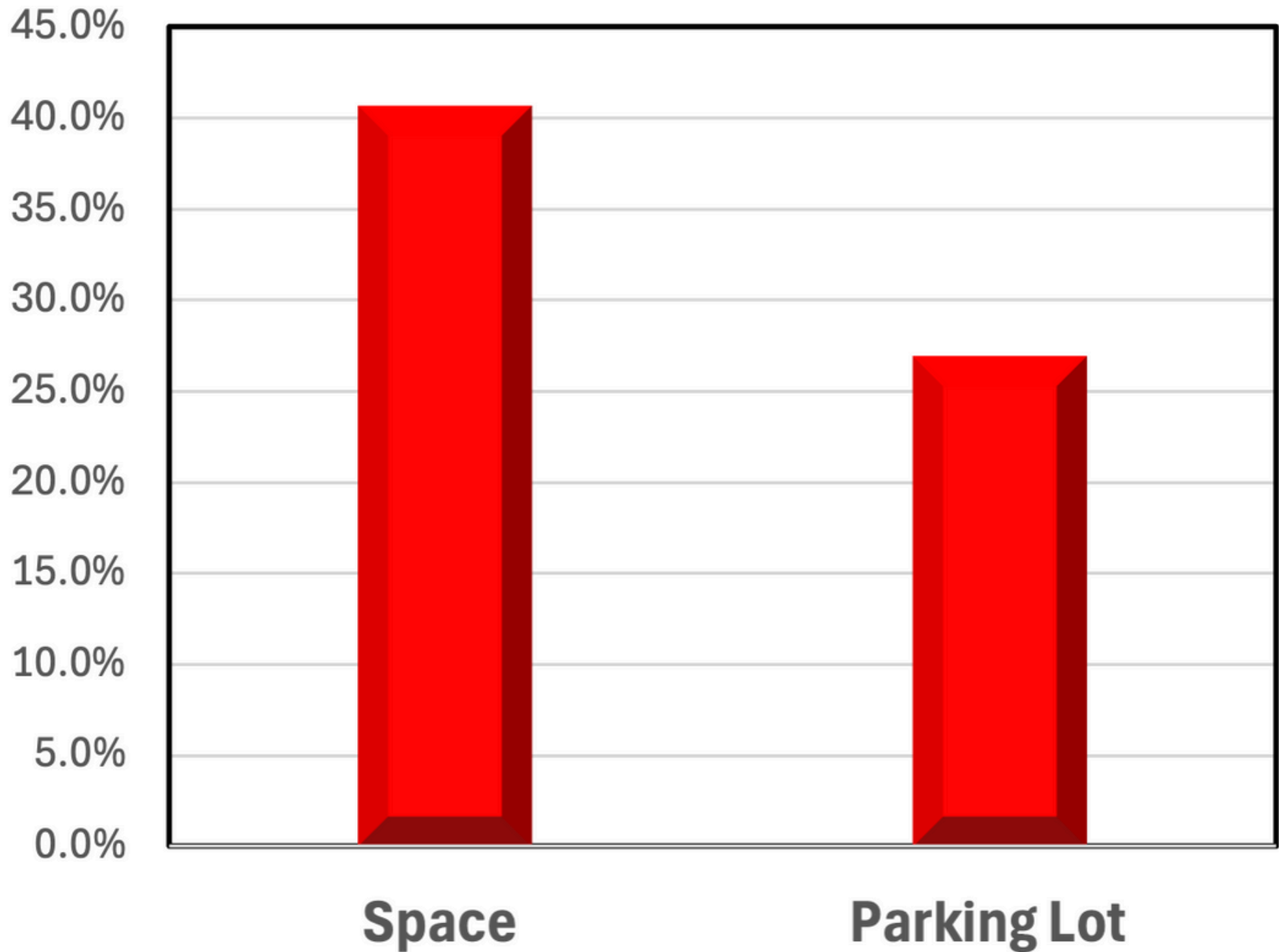
Quality of Space Background

The ability to meet program needs is different for collaborative settings largely due to the lack of program space such as kitchens, cafeterias, auditoriums, gyms, art rooms, music rooms, technology rooms, and other necessary special service rooms to accommodate school offices and therapeutic delivery areas. This adds to the many instances where the staff and students in the programs are already having to contend with crowded space within the program they are working in each day. Lack of equipment storage and specialized curriculum materials is difficult to secure and maintain within regular classrooms. All of these situations impact any expansion opportunities for new programs because the existing programs currently need any available space. Expansion space for new programs due to increasing populations of specialized students and current waiting lists is a real problem for many collaboratives.

Survey Responses for Ability to Meet Program Needs, Provide Sufficient Space to Provide Expansion Space

- 1.) **Good** - This category means that requirements are met to meet the needs of all stakeholders.
- 2.) **Good with a few improvements** - This category means that requirements are met to meet the needs of all stakeholders with some planning necessary for future potential needs.
- 3.) **Fair** - Facilities in fair condition indicate basic functionality but lack optimal performance. The fair status underscores the need for planned improvements.
- 4.) **Poor** - Facilities with poor ability necessary to meet these conditions emphasize a critical need for successful planning to meet future needs.
- 5.) **N/A** – Not Applicable or No Survey Response

Quality of Space



Quality of Space Interpretation

This graph represents the quality of the space in terms of meeting program needs, providing sufficient space for the program, and the ability to expand into additional space if necessary. The 40% number indicates that a large percentage of collaborative facilities can not meet these conditions. We have highlighted earlier the oftentimes lack of specialized spaces that exist in collaborative facilities even those spaces that are necessary for individualized and small-group therapies. Storage space is reported as either packed or difficult to find so that much of the needed specialized equipment and learning materials must be stored in the classrooms. These are not typical kinds of locker storage materials that a regular education student in a local public school can put on their locker or desk or that a staff member can put in their classroom casework. Wheelchairs, large therapy equipment, and items like mats and cushions all take up large amounts of space. These conditions effect the ability to meet program needs or to consider the instructional space sufficient for instruction. The largest issue facing most collaboratives is the lack of expansion space. The collaboratives have waiting lists of students due to the growing population of special needs students. This means that the individual needs are not being met in the best way possible for these students on waiting lists. It also means that by these students staying in the local school district, regular education students may be negatively impacted and teachers are needing to spend additional time working to meet the needs of these students who would be better served in an outplaced programs.

The parking lot issues are around 25% of the major concerns represented in that category. Previous discussion in the report has highlighted the need for safe sidewalks, curb cuts, parking areas large enough to handle the traffic during long loading and unloading processes, situations from multiple vans that bring students to and from these programs, and easily navigated surfaces that accommodate wheelchairs without hills, large dips, or difficult cracks. These students are also accompanied by support staff to oversee their safe travels. Business traffic on roads or rushing into parking lots late to work can become frustrated and impair these safe transports. If enough spaces do not exist for collaborative and/or other occupants of a facility, then this also magnifies these issues. Parking lot issues are not taken lightly by collaboratives and often are a decision making area when deciding to house a program in a particular facility.

Comments from Surveys and Site Visits About the Ability to Meet Program Needs, Provide Sufficient Space, and to Provide Expansion Space

- The facade, HVAC, and elevator are in desperate condition.
- We are restricted in our use of space here.
- I always tell parents to consider the strong qualities of the educational program and not to be overly concerned with the actual building. (Local district Special Education Director.
- We are currently using two (2) renovated modulars that are 30+ years old that were renovated ten (10) years ago.
- Poor, many conditions present obstacles to teaching and learning. This comment represents multiple comments on various systems described in this section of the report.
- We are jam packed in here.

The photos below show the lack of space in one collaborative. One room is dedicated to storing a large amount of wheelchairs and other necessary items needed for students throughout the day. The photo featured at the bottom right shows one office space with several staff members working due to the lack of sufficient space for staff.



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Comments About Parking Lot Area

- The condition of the area is also a concern because of safety on the surface areas for wheelchairs or other students who may have ambulatory issues. Hills and or ramps need to be adequate to allow for acceptable transitions. The following statements were noted from survey comments.
- We share parking with the ice rink, not enough spaces.
- The lot is inadequate for the adult program drop off/pick up and does not have adequate staff parking.
- We need 40 to 50 more spaces at a minimum.
- We will run out of spaces with just a few more staff. The parking lot is also the only play area for students, so a playground is needed, however, that will eliminate some parking.
- Will be resurfaced later this year, use the rented lot for overflow when needed.

V. Overall Conditions, Key Findings, Recommendations and Conclusions

Overall Conditions to Consider When Planning for Collaborative Facilities

Collaborative students should have access to adequate and equitable facilities for learning as do all MA students. This is not currently the case. Collaborative Educational Programs provide the most cost-effective solutions to meet the needs of select populations of students as required by MGL Chapter 71B and the MA CMR 603 50.00 special education regulations. Local districts are severely impacted by high costs for low-incident populations since collaborative tuition must include the costs of providing educational spaces for these programs, that often result in purchasing or renting/leasing facilities. Now, more than ever, the student population seen by collaboratives needs more intensive therapeutic settings and medical services due to the progress made by local districts in recent years. Internal programs are now available in local districts for the same student population that collaboratives used to serve. Availability of shared space in local districts could be a viable option, although it should be considered that space can be heavily impacted in areas where population growth is higher. However, access to typical school spaces, such as cafeterias, kitchens, gyms, auditoriums, playgrounds, entrance/egress locations for transportation, and potential soundproofing for certain spaces, such as calming spaces and some classrooms, must be considered.

Shared spaces for these programs can result in cost savings but have indirect impacts upon local schools due to the need for specialized equipment (playground, gym, accessibility needs) as well as impacting on-site administrative duties during the day and at arrival and dismissal times. Reliable and up-to-code facilities will serve our students best as well as being the best financial investment possible. This often means that ownership of property is usually worth pursuing. However, the need for low-interest or no cost loans, state support such as through MSBA, and a review of other regulations and requirements will need to be considered. Regional programs, through collaboratives, do provide transportation options for students. Transportation to and from settings out of a local district, often in specialized transportation vehicles, is an additional cost that presents a high impact annually on local school district budgets. Per Commonwealth of MA Regulations (CMR) 605.06, students from select populations cannot be transported to or from an educational setting for a time-period of more than 60 minutes without written consent in the Individualized Educational Plan (IEP).

Key Findings*Owned Spaces:*

- Represent 23 spaces..
- Perform well overall but require targeted maintenance improvements.
- Owned Spaces consistently perform better in structural adequacy.
- Moderate functionality ratings.
- There are maintenance needs among each collaborative.
- There is a need to provide long-term, reliable space for programs and create stability for students, parents, and staff.
- Provide the strongest financial investment possible.
- Generally struggle to provide true equity to local school district spaces and advantages.
- Often lack space quality for sufficiency and expansion possibilities.

Rented/Leased Spaces:

- Represent 66 spaces. This is the largest kind of collaborative facility used.
- Offers flexibility but exhibits inconsistent conditions.
- Moderate-to-low ratings for structural adequacy.
- Higher variability in functionality and maintenance due to dependency on external providers.
- Doesn't represent a strong financial investment of State and local dollars.

- Often lack necessary equitable facilities such as libraries, gyms, cafeterias, kitchens, auditoriums, adequate parking lots, and spaces that meet program needs – such as soundproofing, adequate hallway space, handicapped access, etc.

Shared Spaces:

- Represent 18 spaces. This is the smallest kind of collaborative facility used.
- Present challenges in functionality and maintenance, reflecting shared usage complexities.
- Shared Spaces lag in all metrics, suggesting room for improvement in shared arrangements.
- Generally lower condition scores due to multi-party usage.
- Challenges in maintaining functionality and adequacy.
- Difficult to share access to typical spaces such as libraries, gyms, cafeterias, kitchens, auditoriums, adequate parking lots, and spaces that meet program needs – such as soundproofing, adequate hallway space, and handicapped access.
- Challenges to local administrative staff when stretched between local programs and collaborative programs.

Recommendations

Find Funding to Invest in Maintenance:

- Secure State-supported funding to maintain and upgrade owned facilities to sustain their strong performance as well as for rented/leased and shared spaces.
- Create pathways for collaboratives to receive funding to invest in facilities with longer life spans to repair or replace high-cost systems such as heating, cooling, ventilation, roofs, windows, handicapped access, flooring, lighting, and overall structural and site (parking lot) issue

- Work with other MA Educational Professional Support Organizations and local school districts to secure State funding in order to control the burden on local community school budgets.
- The greatest number of these spaces are over fifty (50) years old and the next greatest number of these facilities are thirty-one to fifty (31 – 50) years of age. These buildings and systems are meeting their life expectancies. There must be planning and funding to contain the increasing repair and functional concerns and meet the program needs of the MA Collaborative Programs' increasing student populations.
- Consider functionality and adaptability typically for a period of five (5) to ten (10) years to make the decision to use a site cost-effectively. Use of facilities must be aligned to long or short term needs for each specific program.
- Find ways to assist in meeting Chapter 30B Procurement requirements to find vendors that can complete the projects in easy and timely ways.
- Seek financial alternatives that provide opportunities for collaboratives to secure funding through state reimbursement provided to school districts for the use of school facilities on behalf of collaboratives, bonds or no-interest loans, or through any State Agencies, to support facilities that provide equitable learning and teaching spaces as is the case for all other students in the Commonwealth.

Optimize Rentals Until Owned Space Can be Provided:

- Work with landlords to address structural deficiencies in rented/leased spaces since this represents the greatest number of collaborative spaces.
- Have leases reviewed for legal obligations that ensure the upkeep of rented or leased facilities for the safety of all staff and students.

- Clearly state needs for staff and students involving the environment such as heating, cooling, hot water, air quality, handicapped access, fire alarms and overall functioning of the space.
- Establish guidelines for any shared interior or exterior areas including clarity of schedules for different activities during a typical day, vacation periods as related to the school calendar, and arrival and dismissal times and areas.
- Be sure the facility owner understands the regular comings and goings of program staff, students, and parents on a daily, weekly, and yearly basis.

Improve Shared Arrangements:

- Establish clearer guidelines and shared responsibilities for maintaining shared spaces.
- Clarify use and shared responsibility for the costs and maintenance of existing equipment and staffing such as - phones, internet, food service, arrival and dismissal staff, copiers, laminators, general school supplies, common areas (such as playgrounds, exterior entrance and egress areas for students and transportation vehicles, cafeterias, gyms, art rooms, music rooms, auditorium), related service staffing such as nursing, evaluation staffing, social worker/guidance staff, and overall administrative personnel assistance.
- Ensure that local or direct program administrative staffing is available to manage difficult and/or emergency situations.
- Need to provide appropriate spaces for program needs such as calming rooms, adequate space for access to specialized equipment, and ADA-compliant access to bathrooms, ramps, elevators, and other areas as the program requires.
- Seek solutions for the Western Region of MA.

Conclusion

This analysis serves as a foundational step for informed decision-making. Continued monitoring and targeted actions can help optimize facility usage and address key challenges across all space types. The intent of this process is to seek support that will enable collaborative programs to provide adequate and equitable learning environments for students who are served in collaborative settings. These programs exist as an option for local districts to provide the best possible educational programming for these select populations of MA School-aged students ages 3 – 22 in the most cost-effective way possible. These small populations of students, sometimes even individual students, whose educational profile cannot be met in the regular school district programs are best served in facilities that accommodate specialized space but are similar to the facilities for all students from across the Commonwealth. We appreciate your review of these MOEC Facilities Space Conditions as collected in recorded video interviews conducted with MA collaborative leaders, photos from site visits, and a survey from Collaborative Member Districts across the Commonwealth of MA. Please feel free to contact us for any further information or clarification of this information.

Appendix

I. Appendix A

MOEC Membership Directory 2024-2025

(as of July 12, 2024) | from www.MOECnet.org

ACCEPT Education Collaborative | **www.accept.org**

ESE Profile 05500000

Collaborative Leader: Donna Flaherty

DFlaherty@accept.org

Mailing Address: 4 Tech Circle Natick, MA 01760

Phone: (508) 653-6776

Fax: (508) 653-0878

Servicing the Districts of: Ashland, Dover, Dover-Sherborn Regional, Framingham, Franklin, Holliston, Hopkinton, Medfield, Medway, Millis, Natick, Needham, Sherborn, South Middlesex Regional Vocational District, Sudbury, Wellesley, Westborough.

Assabet Valley Collaborative (AVC) | **avcollaborative.org**

ESE Profile 05020000

Collaborative Leader: Cathy Cummins

CCummins@avcollaborative.org

Mailing Address: 28 Lord Rd Suite 125, Marlborough, MA 01752

Phone: (508) 460-0491

Fax: (508) 460-0493

Servicing the Districts of: Assabet Valley Regional, Auburn, Berlin-Boylston Regional School District, Grafton, Hudson, Marlborough, Maynard, Millbury, Nashoba Regional School District (Bolton, Lancaster, Stow), Northborough, Southborough, Northborough-Southborough Regional, Shrewsbury, Westborough.

Bi-County Collaborative (BICO) | **www.bicounty.org**

ESE Profile 05040000

Collaborative Leader: Jeanne Sullivan

JSullivan@bicounty.org

Mailing Address: 111 Robbins Road, Walpole, MA 02081

Phone: (508) 520-1998

Fax: (508) 520-1445

Servicing the Districts of: Attleboro, Bellingham, Blackstone-Millville Regional, Easton, Franklin, Foxboro, Hopedale, King Philip Regional, Mansfield, Milford, Norfolk, North Attleboro, Norton, Plainville, Seekonk, Swansea, Tri County Regional Vocational-Technical High School, Uxbridge, Walpole, Wrentham.

CASE Collaborative | www.casecollaborative.org

ESE Profile 05160000

Collaborative Leader: Sanchita Banerjee

SBanerjee@casecollaborative.org

Mailing Address: 120 Meriam Rd, Concord, MA 01742

Phone: (978) 318-1534

Fax: (978) 371-7858

Servicing the Districts of: Acton-Boxborough Regional, Bedford, Carlisle, Concord, Concord-Carlisle Regional, Harvard, Lincoln, Lincoln-Sudbury Regional, Littleton, Maynard, Sudbury.

CAPS Education Collaborative | www.capsed.net

ESE Profile 05140000

Collaborative Leader: Sheri D'Annolfo

SDannolfo@capsed.net

Mailing Address: 2 Narrows Rd Suite C 105, Westminster, MA 01473

Phone: (978) 632-2208

Fax: (978) 632-2212

Servicing the Districts of: Ashburnham-Westminster Regional, Athol-Royalston Regional, Ayer-Shirley Regional, Fitchburg, Gardner, Leominster, Narragansett Regional, Orange Elementary, Petersham Center School, Quabbin Regional, RC Mahar Regional, Winchendon.

Cape Cod Collaborative (CCC) | www.capecodcollaborative.org

ESE Profile 05120000

Collaborative Leader: Paul Hilton

PaulHilton@capecodcollaborative.org

Mailing Address: 418 Bumps River Rd. Osterville, MA 02655

Phone: (508) 420-6950

Fax: (508) 420-6959

Servicing the Districts of: Barnstable, Bourne, Brewster, Cape Cod Regional Technical High School, Dennis-Yarmouth Regional, Eastham, Falmouth, Martha's Vineyard Regional, Mashpee, Monomoy Regional, Nantucket, Nauset Regional, Orleans, Provincetown, Sandwich, Truro, Upper Cape Cod RTS, Wareham, Wellfleet.

Central Massachusetts Collaborative (CMC) | www.cmasscollaborative.org

ESE Profile 05180000

Collaborative Leader: Susan Farrell SFarrell@cmassc.org

Mailing Address: 14 New Bond Street, Worcester, MA 01606

Phone: (508) 538-9100

Fax: (508) 854-1689

Servicing the Districts of: Oxford, Webster, Worcester

Collaborative for Educational Services (CES) | www.collaborative.org

ESE Profile 05320000

Collaborative Leader: Todd Gazda

TGazda@collaborative.org

Mailing Address: 97 Hawley Street, Northampton, MA 01060

Phone: (413) 586-4900

Fax: (413) 586-0180

Servicing the Districts of: Amherst, Amherst-Pelham Regional, Belchertown, Chesterfield-Goshen, Conway, Deerfield, Easthampton, Erving, Franklin County Technical, Frontier Regional HS, Gateway Regional, Gill-Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Trail Regional, Northampton, Orange, Pelham, Pioneer Valley Regional, RC Mahar Regional, Rowe, Shutesbury, Smith Vocational and Agricultural, Southampton, South Hadley, Sunderland, Ware, Wendell-New Salem, Westhampton, Whately, Williamsburg, Worthington

CREST Collaborative | www.crestcollaborative.org

ESE Profile 05280000

Collaborative Leader: Robert Jokela

RJokela@crestcollaborative.org

Mailing Address: 20 Shattuck Rd, Andover, MA 01810

Phone: (978) 685-3000

Fax: (978) 689-7466

Servicing the Districts of: Andover, Amesbury, Dracut, Georgetown, Greater Lawrence Tech, Haverhill, Ipswich, Lawrence, Lowell, Masconomet Regional, Methuen, Newburyport, North Andover, Pentucket Regional (Groveland, Merrimac, W. Newbury), Triton Regional School District (Newbury, Rowley, Salisbury) Tri-Town School Union (Boxford, Middletown, Topsfield).

Keystone Educational Collaborative (Formerly FLLAC) | www.keystonecollaborative.org

ESE Profile 05240000

Collaborative Leader: John Demanche

JDemanche@kecg.org

Mailing Address: 2 Shaker Rd Suite D-215, Shirley, MA 01473

Phone: (978) 425-0310

Fax: (978) 615-4775

Servicing the Districts of: Ashburnham-Westminister, Ayer Shirley Regional, Clinton, Fitchburg, Gardner, Leominster, Lunenberg, Narragansett Regional, North Middlesex Regional, Quabbin Regional, West Boylston, Winchendon.

LABBB Collaborative | www.labbb.com

ESE Profile 05340000

Collaborative Leader: Pam Girouard PGirouard@labbb.net

Mailing Address: 70 Blanchard Rd Suite 206, Burlington MA 01803

Phone: (339) 222-5615

Servicing the Districts of: Arlington, Bedford, Belmont, Burlington, Lexington, Watertown.

Lower Pioneer Valley Educational Collaborative (LPVEC) | www.lpvec.org

ESE Profile 05360000

Collaborative Leader: Alvin Morton

AMorton@lpvec.org

Mailing Address: 174 Brush Hill Avenue, West Springfield, MA 01089

Phone: (413) 735-2200

Servicing the Districts of: Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland-Granville Regional, West Springfield

North River Collaborative (NRC) | www.northrivercollaborative.org

ESE Profile 05440000

Collaborative Leader: Paul Tzovolos

PTzovolos@nrcollab.org

Mailing Address: 198 Spring Street, Rockland, MA 02370

Phone: (781) 878-6056

Fax: (781) 982-9787

Servicing the Districts of: Abington, Avon, Bridgewater-Raynham Regional, East Bridgewater, Hanover, Holbrook, Rockland, Stoughton, West Bridgewater, Whitman-Hanson Regional

Northshore Education Consortium (NEC) | www.nsedu.org

ESE Profile 05460000

Collaborative Leader: Fran Rosenberg FRosenberg@nsedu.org

Mailing Address: 112 Sohier Rd, Beverly, MA 01915

Phone: (978) 232-9755

Fax: (978) 232-9449

Servicing the Districts of: Beverly, Danvers, Gloucester, Hamilton-Wenham, Ipswich, Lynn, Lynnfield, Manchester-Essex, Marblehead, Masconomet, Nahant, North Reading, Peabody, Pentucket Regional, Reading, Rockport, Salem, Swampscott, Tri-town Union, Triton.

Pilgrim Area Collaborative (PAC) | www.pilgrimac.org

ESE Profile 05480000

Collaborative Leader: Dympna Thomas DThomas@pilgrimac.org

Mailing Address: 6 Resnik Road, Suite 115, Plymouth, MA 02360

Phone: (781) 293-6111

Fax: (781) 293-9258

Servicing the Districts of: Duxbury, Halifax, Kingston, Marshfield, Middleborough, Plymouth, Plympton, Silver Lake Regional, Stoughton, Whitman-Hanson.

READS Collaborative | www.readscollab.org

ESE Profile 05580000

Collaborative Leader: Dina Medeiros DMedeiros@readscollab.org

Mailing Address: 105 East Grove Street, Middleborough, MA 02346

Phone: (508) 947-3634

Fax: (508) 946-1088

Servicing the Districts of: Abington, Acushnet, Berkley, Bridgewater-Raynham, Bristol-Plymouth Regional Technical, Brockton, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Middleboro, Norton, Rochester, Somerset, Somerset-Berkley, Taunton, West Bridgewater, Whitman-Hanson.

SEEM Collaborative |**www.seemcollaborative.org**

ESE Profile 05620000

Collaborative Leader: Catherine Lawson

CLawson@seemcollaborative.org

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Phone: (781) 279-1361

Fax: (781) 279-0292

Servicing the Districts of: Lynnfield, Melrose, North Andover, North Reading, Reading, Saugus, Stoneham, Wakefield, Wilmington, Winchester, Woburn.

Shore Educational Collaborative |**www.shorecollaborative.org**

ESE Profile 05640000

Collaborative Leader: Kristin Shaver

KShaver@shorecollaborative.org

Mailing Address: 100 Revere Beach Parkway, Owen Center, Chelsea, MA 02150

Phone: (617) 887-2930

Fax: (617) 887-2960

Servicing the Districts of: Cambridge, Chelsea, Everett, Malden, Medford, Revere, Saugus, Somerville, Winthrop.

South Coast Educational Collaborative (SCEC) |

www.scecoll.org

ESE Profile 05220000

Collaborative Leader: David Heimbecker drh@scecoll.org

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Phone: (508) 379-1180

Fax: (508) 379-1231

Servicing the Districts of: Berkley, Dartmouth, Dighton-Rehoboth, Fall River, Freetown-Lakeville, New Bedford, Seekonk, Somerset, Somerset-Berkley, Swansea, Taunton, Westport.

South Shore Educational Collaborative (SSEC) |

www.ssec.org

ESE Profile 05740000

Collaborative Leader: Michael Losche MLosche@ssec.org

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Phone: (781) 749-7518

Fax: (781) 740-0784

Servicing the Districts of: Braintree, Cohasset, Hingham, Hull, Marshfield, Milton, Norwell, Quincy, Randolph, Scituate, Weymouth, Whitman Hanson R.S.D.

Southeastern Mass. Educational Collaborative (SMEC)

www.smecollaborative.org

ESE Profile 05700000

Collaborative Leader: Catherine Cooper

CCooper@smecollaborative.org

Mailing Address: 25 Russells Mills Rd Dartmouth, MA 02748

Phone: (508) 998-5599

Fax: (508) 998-5959

Servicing the Districts of: Acushnet, Dartmouth, Fairhaven, Fall River, Greater New Bedford Regional Vocational Technical High School, Marion, Mattapoisett, New Bedford, Rochester, Old Rochester Regional.

Southern Worcester County Educational Collaborative (SWCEC)

www.swcec.org

ESE Profile 05720000

Collaborative Leader: Arnold Lundwall

ALundwall@swcec.org

Mailing Address: PO Box 517, Southbridge, MA 01550

Phone: (508) 764-8500

Fax: (508) 764-2724

Servicing the Districts of: Auburn, Dudley-Charlton, Grafton, Leicester, Millbury, Northbridge, North Brookfield, Oxford, Quaboag Regional (Warren, West Brookfield), Spencer-East Brookfield, Southbridge, Sutton, Tantasqua Regional (Brimfield, Brookfield, Holland, Sturbridge, Wales), Uxbridge, Webster.

The Education Cooperative (TEC) | www.tec-coop.org

ESE Profile 05760000

Collaborative Leader: Emily Parks EParks@tec-coop.org

Mailing Address: 141 Mansion Drive Suite 200, East Walpole, MA
02032

Phone: (781) 352-5700

Fax: (508) 660-1124

*Servicing the Districts of: Canton, Dedham, Dover, Dover-Sherborn,
Framingham, Holliston, Hopkinton, Medfield, Medway, Millis, Natick,
Needham, Norwood, Sherborn, Walpole, Wayland, Westwood.*

Valley Collaborative | www.valleycollaborative.org

ESE Profile 05400000

Collaborative Leader: Chris Scott

CScott@valleycollaborative.org

Mailing Address: 40 Linnell Circle, Billerica, MA 01821

Phone: (978) 528-7800

Fax: (978) 528-7810

*Servicing the Districts of: Billerica, Chelmsford, Dracut, Groton-Dunstable,
Nashoba Valley Regional Technical High School, North Middlesex Regional,
Tewksbury, Tyngsborough, Westford.*

II. Appendix B - MOEC Survey Questionnaire

Survey data collected can be found here

1. General Information

Q1: Which collaborative do you represent?

Q2: What is your name?

Q3: What is your title or position at your collaborative?

Q4: What is your email address?

Q5: How many school districts do you serve?

Q6: How many locations (buildings, classrooms, portables) do you currently use?

2. A Brief Evaluation of Your Collaborative's Facilities

3. Building or Facility #1

Q7: What is the name of the building or facility?

Q8: What kind of building or facility is this?

Q9: Does your collaborative own, rent/lease, or share this space with a district?

Q10: What is the age of this space?

Q11: Is this space designated as or in a historic building?

Q12: Please rate these elements of the facility's site

Q13: Please rate the parking lot or space's functionality

Q14: Please rate these elements of the facility's structure

Q15: Please rate these elements of the facility's functionality

Q16: Please rate this space accordingly.

Section 3 repeats to record information for all other buildings.

III. Appendix C - MOEC On-Site & Virtual Interviews & Photos to Date

ACCEPT Education Collaborative

Assabet Valley Collaborative

Bi-County Education Collaborative

CAPS Education Collaborative

CASE Collaborative

Central Massachusetts Collaborative

Collaborative for Educational Services

CREST Collaborative

Keystone Educational Collaborative

Northshore Collaborative

READS Educational Collaborative

Southeastern Massachusetts Educational Collaborative

IV. Appendix D

COST ESTIMATES

Industry Standards

These must be considered broad estimates since all projects are dependent on so many different factors/conditions for each individual situation.

(1) Roof Repair/Replacement \$55.00 per square foot for a flat roof

(2) Boilers (Depending on size) \$75,000 to \$225,000

(3) HVAC Range from 100K to 400K depending on size

(3) Windows \$ 250.00 per square foot of window size

(4) Fire Suppression Systems \$9.00 per square foot

(5) Security \$ 8.00 per square foot

(6) Elevators \$ 75,000 per stop floor

Recent MSBA Accelerated Repair Projects

2022 Accelerated Repair Projects – Construction Estimate vs. 2023-2024

•19 of 20 projects reported bids within estimated budget.

Five additional projects are anticipated to be reported by the December 2024 Board of Directors meeting. [*LINK HERE*](#)

District	School	Scope	Project Type	Bid Date	Construction Estimate*	Bid Amount*	Variance from Construction Estimate	Reimbursement Rate	Potential Grant Variance**
New Bedford	Ellen R Hathaway	Windows / Doors	DBB	Nov-23	\$3,038,097	\$2,276,700	\$761,397	80.00%	\$609,118
Mansfield	Harold L Qualters Middle	Boiler	DBB	Dec-23	\$3,180,377	\$2,805,000	\$375,377	52.89%	\$198,537
Holyoke	H.B. Lawrence School	Windows / Doors	DBB	Jan-24	\$3,468,923	\$2,930,745	\$538,178	80.00%	\$430,542
Holyoke	Lt Elmer J McMahon E.S.	Windows / Doors	DBB	Jan-24	\$2,744,673	\$2,683,604	\$61,069	80.00%	\$48,855
Holyoke	Maurice A Donahue E.S.	Partial Windows / Doors	DBB	Jan-24	\$2,605,878	\$2,324,345	\$281,533	80.00%	\$225,226
Holyoke	Wm J Dean Voc Tech High	Boiler	DBB	Jan-24	\$1,182,674	\$947,000	\$235,674	80.00%	\$188,539
New Bedford	Elizabeth Carter Brooks	Roof	DBB	Jan-24	\$2,791,123	\$1,721,200	\$1,069,923	80.00%	\$855,938
Springfield	Milton Bradley School	Boiler	DBB	Mar-24	\$1,685,642	\$932,800	\$752,842	80.00%	\$602,274
Springfield	Rebecca M Johnson	Boiler	DBB	Mar-24	\$1,307,167	\$886,000	\$421,167	80.00%	\$336,934
Cambridge	Amigos School	Roof	DBB	Mar-24	\$1,429,125	\$1,380,770	\$48,355	34.16%	\$16,518
Boston	Dr. William Henderson Upper	Roof	DBB	Mar-24	\$2,814,313	\$1,924,000	\$890,313	60.42%	\$537,927
Lowell	B.F. Butler Middle	Boiler	DBB	Apr-24	\$1,116,448	\$827,370	\$289,078	79.58%	\$230,048
Lowell	Bartlett Community Partnership	Boiler	DBB	Apr-24	\$1,841,561	\$1,633,000	\$208,561	79.58%	\$165,973
Lowell	Henry J Robinson Middle	Boiler	DBB	Apr-24	\$1,650,462	\$1,519,187	\$131,275	79.58%	\$104,469
Lowell	John J Shaughnessy	Roof	DBB	Apr-24	\$4,524,525	\$1,895,900	\$2,628,625	79.58%	\$2,091,860
Lowell	Joseph McAvinnue	Boiler	DBB	Apr-24	\$1,123,694	\$888,424	\$235,270	79.58%	\$187,228
Fitchburg	Arthur M. Longjo Middle School	Boiler	DBB	Feb-24	\$1,748,501	\$1,470,000	\$278,501	80.00%	\$222,801
Quincy	Wollaston School	Partial Roof	DBB	May-24	\$1,016,703	\$721,800	\$294,903	57.57%	\$169,776
Quincy	Mentclair	Partial Roof	DBB	May-24	\$1,524,009	\$1,844,000	-\$319,991	57.57%	\$0
Quincy	Francis W Parker	Boiler	DBB	Jul-24	\$1,139,430	\$785,339	\$354,091	57.57%	\$203,850
				Total	\$41,933,325	\$32,897,184	\$9,536,141		\$7,426,413

MSBA Accelerated Repair Project Approvals

District	School	Scope	Executed Project Funding Agreement Maximum Total Facilities Grant
Cambridge	Amigos School	Roof	\$595,638
Fall River	Resiliency Preparatory Academy	Window/Door	\$6,481,309
Fitchburg	Arthur M. Longsjo Middle School	Boiler	\$1,476,925
Holyoke	H.B. Lawrence School	Window/Door	\$3,419,139
Holyoke	Lt. Elmer J. McMahon Elementary School	Window/Door	\$2,744,674
Holyoke	Maurice A Donahue Elementary	Partial Window/Door	\$2,570,440
Holyoke	William J. Dean Vocational Technical High School	Boiler	\$1,191,009
Lynn	A. Drewicz Elementary School	Window/Door	\$3,556,034
Mansfield	Harold L. Qualters Middle School	Boiler	\$2,098,569
Springfield	Milton Bradley School	Boiler	\$1,654,451
Springfield	Rebecca M. Johnson School	Boiler	\$1,305,018
Boston	Dennis C. Haley School	Boiler	\$1,230,338
Boston	Dr. William Henderson Upper School	Roof	\$1,664,357
Boston	Jeremiah E. Burke High School	Boiler	\$846,291
Boston	The English High School	Window/Door	\$5,865,885
Haverhill	Silver Hill School	Boiler	\$1,075,148
Quincy	Francis W. Parker School	Boiler	\$798,070
Quincy	Montclair School	Partial Roof	\$673,369
Quincy	Wollaston School	Partial Roof	\$669,826

TMSolution Inc.

TMS/TMSolution, Inc.
P.O. Box 217
Auburn, MA 01501

1-855-867-0411
info@teamtms.org
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Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Ph.D., Executive Director
Date: April 10, 2025
Re: MTRS Assistance

Valley, at the request of Massachusetts Teacher Retirement System (MTRS), has assisted another Collaborative and local school districts regarding how Valley set up its ADP payroll system to properly interface with MTRS reporting. This was a big lift at the time and as always, Valley is happy to mentor and share with others in the field – we understand their pain!

Required Action:

- None

Attachments:

- None



Central Administration

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: April 10th, 2025
Re: Monthly Update – Heather Mackay, Principal of Valley Elementary School

We kicked off spring with our annual Read Across America week. We celebrated reading all through the week of March 3rd with a reading themed spirit week. The school participated in a book-themed door decorating contest. Throughout the week classrooms hosted guest readers including parents, the Tyngsboro Fire Department, School Resource Officer: Christopher Gustafson, and Executive Director: Dr. Chris Scott. The week was capped off with a book reading by Detective Bethany Bonzcar and her service dog George. She read their autobiographical children's book Curious About George and held a meet-and-greet with students. Teacher, Meghan Waters and SLP, Jillian Wendler organized the events.

In early spring several students scaled the icy slopes of Mt Wachusett. Valley Collaborative Elementary School was awarded a [MOOR Grant](#) from the Massachusetts Office of Outdoor Education for winter hiking gear. With the grant, we were able to obtain winter gloves, hats, boots, base-layers, snowshoes, and mico-spikes for hiking on ice. It was a new and exciting experience for the students. Student Brian Bolcome said it was the most challenging things he had ever done and was incredibly proud of himself at the summit! Zachary Rotberg started asking about and planning the next trip before the hike was even finished. Teacher, Matthew McCarthy, applied for and organized the grant and the trip.

We have some exciting events coming up in April! Some of the most notable are: Skateboard Physics Assembly where the physics of motion will be demonstrated through skateboarding! We have Autism Acceptance Spirit Week including themed spirit days, art projects, and other activities that focus on Autism Acceptance along with our Annual Walk on Friday, April 17th! Since Earth Day falls during April Break this year, our school will mark Earth Day with earth and environment themed activities on April 28th.

With the melting snow, students are getting back out on the playground daily and enjoying sunny outdoor recess! They are looking forward to all spring at Valley Elementary has to offer.

When asked what they are most excited for this spring students say:

- Fun! - Douglas Boynton (2, Westford)
- Riding bikes and finally getting outside! - Henry Gould (4, Tewksbury)
- Soccer Outside! - Matthew Tobin (2 Tewksbury)

- Field Trips! - Kaleb Koval (3, Tyngsboro)
- Going outside and just feeling the wind! - Dionisio Quadros
- Geocaching! - Benjamin Cross (5, Chelmsford)
- Football Club! - Jeremiah Alicea (4, Lowell)

The Elementary School currently has 99 students enrolled with referrals from Dracut, Billerica, Acton/Boxborough, Exeter and Londonderry.

Required Action:

None

Attachments:

None



Valley Collaborative Elementary School Newsletter

January 2025



Last Month in Review

In December, students participated in a “Forces & Motion” STEM assembly. We celebrated the holiday season with a school spirit week and our annual giving project. The project teaches students about perspective-taking and selflessness through a thoughtful gift exchange. A group of students returned to the Carleton-Willard Village in Bedford to spread holiday cheer to the residents. The students performed holiday carols and led residents in our annual holiday sing along. Finally, a group of students visited the Strand Theater in Dorchester to see a live performance of The Nutcracker.



January Event

January 10th: Roller Kingdom

On January 10th, the school will participate in a field trip to Roller Kingdom in Tyngsboro. Students will exercise perseverance as they learn and practice skating.

Winter Weather

In the event of a snow delay or cancelation, please check local news reports for:

“Valley Collaborative Tyngsboro”
or “Valley Collaborative - All”

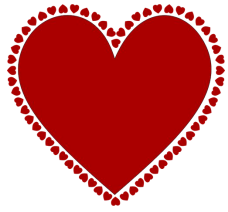
The Valley Collaborative website
will be updated as well.
www.valleycollaborative.org

Please send your student to
school wearing a jacket, hat
and gloves as outdoor recess
will continue throughout the
winter.



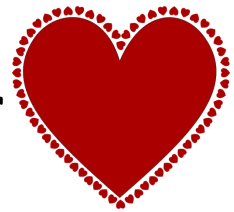
January Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
		1 <i>Winter Break No School</i>	2	3
6	7	8	9 <i>Board of Directors Meeting</i>	10 <i>School Trip to Roller Kingdom</i>
13	14	15 <i>Early Release for Students</i>	16	17
20 <i>Martin Luther King Jr. Day No School</i>	21	22	23	24
27	28	29	30	31



Valley Collaborative Elementary School Newsletter

February 2025



Last Month in Review

Last month, the school participated in a field trip to Roller Kingdom in Tyngsboro. Students exercised perseverance as they learned and practiced skating. Many students tried on skates for the first time and others built upon their experiences from past trips. Students also supported and entertained each other on the Roller Kingdom stage as they sang Karaoke!

February Events

February 10th: Acton Discovery Center Event:

The Acton Discovery Center Traveling Science Program will return on the 10th to run hands-on science workshops.

February 10th-14th: Love & Kindness Spirit Week:

This month we will encourage and celebrate kindness through Spirit Week.

February 14th: Valentine's Day Event:

We will cap off our Kindness Week with fun Valentine's Day themed activities.

Nurse's Note:

Winter illnesses are in full swing!

If your child has the following symptoms, please keep them home:

- Fever over 100 degrees
- Vomiting/diarrhea
- Eye drainage yellow/green in color
- Sore throat or cough with fever

Your child should be fever/vomiting/diarrhea free for 24 hours without the use of over-the-counter medications before they return to school. Please reach out to nursing with any questions or concerns!

Parent Advisory Group

All families are welcomed to join our PAG to collaborate, plan, and help support our school community.

This is a fun way to give back, have your voices heard, share creativity with a team, and support the entire school community.

Next Meeting:
2/6/25 at 12pm via Zoom

If interested, please email:
Bryan Thomas
bthomas@valleycollaborative.org

February Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5 <i>Early Release for Students</i>	6 <i>PAG Meeting 12pm on Zoom</i>	7
10 <i>Spirit Week Acton Discovery</i>	11 <i>Spirit Week</i>	12 <i>Spirit Week</i>	13 <i>Spirit Week</i>	14 <i>Spirit Week Valentine's Day Event</i>
17 <i>School Vacation</i>	18 <i>School Vacation</i>	19 <i>School Vacation</i>	20 <i>School Vacation</i>	21 <i>School Vacation</i>
24	25	26	27	28



Valley Collaborative Elementary School Newsletter

March 2025



Last Month in Review

In February, we celebrated love and kindness with a kindness themed spirit week that culminated on Valentine's Day with themed activities around the school. The Acton Discovery Center Traveling Science Program returned on the 10th for hands-on science workshops all about magnetism.

March Events

March 3rd - 7th: Read Across America Week

We will celebrate Read Across America Week with a reading themed spirit week, door decorating, guest readers, book fair, and other activities to celebrate and promote literacy.

March 7th: Curious About George - Book Reading Assembly

Detective Bethany Bonczar, former School Resource Officer and friend of our school, and her police dog George will return to our school on the 7th. They will cap off our Read Across America Week by reading their autobiographical children's book.

March 17th: St Patrick's Day Event:

Students will enjoy festive crafts and activities on the 17th.

Scholastic Book Fair

Our school will be holding the Scholastic Book Fair from March 3rd through the 7th. From 9am-2pm.

Parents are invited to come between 2:00 & 2:30 daily. More information, including online order options, is included on a flyer that will be sent home with students.



March Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
3 <i>Spirit Week & Book Fair</i>	4 <i>Spirit Week & Book Fair</i>	5 <i>Spirit Week & Book Fair</i>	6 <i>Spirit Week & Book Fair</i>	7 <i>Spirit Week Book Fair & Reading Assembly</i>
10	11	12	13	14
17 <i>St Patrick's Day Event</i>	18	19 <i>Early Release for Students</i>	20	21
24 	25	26	27	28
31				



Valley Collaborative Elementary School Newsletter

April 2025



Last Month in Review



In March, we celebrated Read Across America Week with fun literacy activities, a door decorating contest, and guest reader events. Guest readers included firemen, police, parents, and Valley Collaborative Executive Director Dr. Chris Scott. The week was capped off with a book-reading by Detective Bethany Bonzcar and her service dog George. She read their autobiographical children's book "Curious About George" and held a meet-and-greet with students.



April Events

April 4th: Skateboard Physics Assembly

Earlier this year we held an assembly the about physics of motion. On 4/4 we will host a follow-up presentation where the physics of motion will be demonstrated through skateboarding!

April 14th-17th: Autism Acceptance Spirit Week

To celebrate Autism Acceptance Month, we will have a spirit week from 4/14- 4/17. The week will include themed spirit days, art projects, and other activities that focus on Autism Acceptance.

April 17th: Walk for Autism Acceptance

To cap off the spirit week, we will hold our annual Autism Acceptance Walk on Friday, April 17th.

April 28th: Earth Day

Since Earth Day falls during April Break this year, our school will mark Earth Day with earth and environment themed activities on April 28th.

Dentist Visit

The dentist is coming to
Valley on April 16

Permission slips were recently
sent home with students.

You can also visit:

www.myschooldentist.com
and select Valley Collaborative
Special Education to sign up!

If you have any questions, need
a new permission slip, or would
like more information, please
contact Nurse Kathryn
(978)-528-7805



April Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2 <i>Early Release for Students</i>	3	4 Skateboard Physics Assembly
7	8	9	10	11
14 <i>ASD Spirit Week</i>	15 <i>ASD Spirit Week</i>	16 <i>ASD Spirit Week</i> Dentist Visit	17 <i>ASD Spirit Week</i> & Walk	18 <i>April Break</i> No School
21 <i>April Break</i> No School	22 <i>April Break</i> No School	23 <i>April Break</i> No School	24 <i>April Break</i> No School	25 <i>April Break</i> No School
28 <i>Earth Day</i> Activities	29	30		

From: Matson, Amy <matsona@chelmsford.k12.ma.us>
Sent: Wednesday, March 19, 2025 9:45 AM
To: Meghan Waters <mwaters@valleycollaborative.org>
Cc: Heather Mackay <hmackay@valleycollaborative.org>
Subject: [EXTERNAL] Thank you!

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

Hi Meghan,

I just wanted to send you an individual note to thank you so much for your participation in yesterday's meeting. You did an outstanding job and knowing you weren't feeling well, what a trooper!

Thank you again for your knowledge and participation – really great job!

Hope you are feeling better

Amy

Amy Matson, M.S.
Assistant Director of Student Services
Chelmsford Public Schools
200 Richardson Road
North Chelmsford, MA
(978) 341-5582

This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. E-mail transmission cannot be guaranteed to be secure or error-free as information could be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message, which arise as a result of e-mail transmission.



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: April 8, 2025
Re: Monthly Update - Nick LeClair, Principal Valley Transitional High School - Alternative Programming

The Alternative Programming at Valley Transitional High School is wrapping up an exciting third quarter. The Vocational Cohort has launched a weekly multimedia news broadcast, showcasing students' storytelling and production skills. Students uncover stories from within the Alternative Programming and the larger building community, conducting interviews with staff on topics like their path to education and dream alternate careers. The segments mix fun banter with helpful updates on the three cohorts' schedules across Valley Collaborative. Broadcasts drop every Monday and have become a favorite weekly event, with students gathering for viewing parties at their respective sites.

The Delta Cohort has continued to deepen its connection to experiential and outdoor education. Students and staff recently returned to the mountains for another overnight adventure, offering flexible participation levels to accommodate different hiking experience. Some students summited early in the morning under a surprise snow shower, while others stayed at the lodge, cooked breakfast, and took part in light hikes and group activities. Delta also completed an Experiential Education Week, where students selected from a variety of new experiences—one highlight being a Boston Fleet Professional Women's Hockey game, where Valley received a special shoutout on the jumbotron.

The PSI Cohort is currently focused on key transitions for its students, both into and out of the cohort. Staff are guiding students from the 9th/10th grade group into the 11th/12th grade cohort that best matches their post-secondary goals, while also preparing 8th graders for a successful move into high school. These transitions are significant milestones, each with their own unique challenges, and staff are working closely with students to provide the support and planning needed for a smooth and thoughtful process.

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: April 10, 2025
Re: Monthly Update – Nicole Noska, Principal, Transitional Programs, Transitional High School

Spring is full STEAM ahead in the Transitional High School where students have been working on projects in the areas of Science, Technology, Engineering, Art and Math. In Meaghan Norris' School & Vocational Training (SVT) classroom, students tested Isaac Newton's first law of motion with a classic experiment, the egg drop. Students designed and created protective structures for their eggs to see whose egg could withstand a second story drop. Some students focused on cushioning and impact, using a variety of materials such as mini marshmallows and tissues to absorb the hard landing. Other students focused on gravity by making their structures light and adding parachutes to counter the acceleration that occurs during the drop. Students followed the scientific process and documented their observations in order to determine if their hypothesis was correct. Ultimately, it was the eggs that were well cushioned in a light structure that parachuted safely to the ground below.

Just down the hall in Meghan Gervais' School and Life Skills (SLS) classroom, students explored the physics concepts of thrust, lift, and drag with a paper airplane experiment. Students were challenged to apply their knowledge of weight and gravity to construct a paper airplane that would outsoar their classmates' planes. Students quickly learned that the length of time each plane was airborne depended upon the amount of thrust during lift off. After starting out with a short but swift nose dive, Meghan provided hand-over-hand modeling to students to demonstrate a smooth take off. The angle of the planes and the amount of force varied from student to student with some doubling their time and distance upon their second and third attempts.

In conjunction with their vocational training, students in Tina Carrabba's School and Life Skills-Intensive Special Needs (SLS-INSN) classroom are learning about tools and manufacturing and the qualitative effect of choosing the proper tools for various projects, a real life lesson in cause and effect. The assignment required students to select the proper tool for each project and describe why it was used and how it would make the design better. This assignment was particularly tricky as all of the tools would work but only one tool would actually improve the overall quality.

In the School to Work (STW) classroom, teacher Lori Escolas is preparing her seniors for metamorphosis, both figuratively and literally. Students will create a reflection project of their own personal growth for this school year in tandem with a science project where they will observe the life cycle of a butterfly. In a netted enclosure in their classroom, students will have the opportunity to feed and observe caterpillars as they morph into butterflies. As they record the day to day changes in the caterpillars they will also reflect on their own changes and successes. Past projects have included time lapse videos of the metamorphosis as well as visual timelines of the students' own life cycles featuring photos from birth to present day.

In celebration of Earth Day, the Student Council has challenged each class to produce a tip for reducing, reusing and recycling to share with the school. Each class is challenged to creatively post their tip on their classroom doors using only found or recycled items for materials. Each spring the Town of Billerica holds a

“Clean Up Green Up Day” where volunteers come together to clean up fields, parks, and open spaces around town. Since the official day falls on a Saturday, the Student Council will participate in its own version of “Clean Up, Green Up” during the month of April by cleaning up debris around the school grounds and the Linnell Circle neighborhood.

Required Action:

None

Attachments:

None



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: April 10, 2025
Re: Monthly Update – Nicole Noska, Principal, Valley Middle School

Middle School Transitional Aide, Aidan Butze, can still remember his favorite outdoor adventure during his time as a student at Valley. For three days, he and the other members of the Outdoor Education Club, hiked the Presidential Traverse, a New Hampshire mountain range that's home to some of the state's highest peaks.

"That was one of the coolest trips we did," recalls Aidan. "The whole experience of being in the Outdoor Education Club was really beneficial for me."

These days, Aidan is still involved with the club but as a Valley staff member. He and Experiential Physical Education Teacher, Peter Loring, plan ambitious adventures, including skiing, rock climbing and mountain hikes, aimed at getting students outside and moving. But while the trips pack a heavy emphasis on fun, there is something more serious at work here.

"For our middle school, this has been a great way for us to build a sense of community," explains Assistant Principal Brian Mihalek. "Students are working together to achieve goals while having a great time. It's been amazing to watch it come together."

Peter came to Valley in 2018 to help coordinate the Outdoor Education program, but he quickly revealed a talent for working with kids in a range of capacities. Over the years he's taught history, math and English, and filled in wherever needed. This year, Peter has been able to return to the program that brought him to Valley in the first place.

"We've really been able to take the Outdoor Education Club to a new level this year," says Peter. "We've got a core group of students who come back each week and are eager to go on some sort of a trip. Along the way, they're developing new skills and bonding with each other and with the staff."

Every Friday, a small group of students from the middle school has been joining Aidan, Peter and other staff members for an outdoor-based field trip. The adventures expose students to places and challenges they've never experienced before, helping them build confidence and develop a range of survival skills, from how to navigate mountain ice to selecting the correct gear to wear and foods to eat. These ambitious hikes and climbs also require students to step out of their comfort zones, while teaching them about the importance of teamwork, communication and problem solving.

"They're learning that they are capable of doing hard things and doing things they don't think they can do," says Peter. "They're breaking the mindset of, 'I can't do this.'"

An appreciation for nature is also a key focus of the Outdoor Education Program. In addition to being out in the wild, students are also learning about the ecosystems they're interacting with, and becoming more aware of their impact on the world around them.

It's a mission that Aidan takes personally. His participation in outdoor adventures while a student at Valley inspired a passion for nature. In addition to mastering rock climbing he's now working on learning wilderness first aid training.

"As a kid, I loved being outside and going hiking and going skiing and going canoeing and all this stuff. And to be able to share that and for other kids to experience that, I think is really great," says Aidan.

Both Peter and Aidan have high hopes for the program's continued growth over the summer and into next year, especially as more students hear about the sorts of adventures that club members are enjoying.

"Our next goal is to expand the weekly outings beyond the middle school so that we have different groups of kids working together," says Peter. Students can also look forward to some more ambitious outings in the months ahead. "If we can think of a trip that's a good experience for the kids and beneficial to their growth, then we're going to figure out how to make it happen."

Required Action:

None

Attachments:

None



Central Administration

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Position: ABA Specialist:

Location: Billerica, MA

Reporting to: Principal

FTE: 1.0

Contract Terms: 182 day school year + 30 day summer program, 7.5 hours a day, 5 days a week

Hours: Monday through Friday 7:30am to 3:00pm

Key Responsibilities: All responsibilities will be completed under the direct supervision of a Board-Certified Behavior Analyst to adhere to the BACB guidelines and to ensure that the intern can fully complete all of their supervised fieldwork requirements with competence.

- Behavioral Assessments: Assist BCBA in conducting functional behavior assessments (FBAs), preference assessments, and other necessary skill assessments.
- Developing Behavior Intervention Plans: Support the creation and implementation of individualized behavior intervention plans (BIPs) under the supervision of a licensed BCBA.
- Goal and Program Development: Assist BCBA with writing behavior and skill acquisition IEP goals. The intern will also be responsible for helping develop programs and data collection systems to teach each of these goals and plan for generalization.
- Staff Training: Assist BCBA with training team members on student behavior intervention plans, data collection systems, crisis management, and safety procedures, skill acquisition programs, and overall behavior management across the classroom, community, and vocational settings.
- Data Collection and Analysis: Collect and analyze data on student's behavior, monitor progress, and help BCBA make data-driven decisions to modify interventions as needed.
- Direct Student Interaction: Provide direct one-on-one therapy with students, implementing behavior plans and interventions across settings (e.g. classroom, community, job sites).
- Collaboration with Team: Participate in team meetings, case discussions, and collaborate with other clinical staff, including teachers, Speech Language Pathologists, Occupational Therapists, Social Workers/School Counselors, and other professionals. This includes professionally sharing feedback, data, behavior plan updates, and any relevant information that can help the student's progress.
- Participate in IEP Meetings: Attend and participate in students' IEP meetings with your supervising BCBA. The intern will share data regarding the student's current behavior and progress toward

previously set goals. This may include graphs or data collected from behavioral interventions, showing trends, patterns, and areas that need improvement.

- Parent communication: The intern will assist the BCBA with parent communication as needed to ensure that both the school and home environments are working together to promote the student's success.
- Participate in professional development training

Requirements:

- Must be enrolled in a BCBA coursework program or have completed coursework for BCBA certification.
- Minimum of 2 years of previous experience in ABA or special education field.
- Excellent communication and interpersonal skills.
- Willingness to receive constructive feedback and apply it to improve skills and performance.
- Capable of working both independently, and as part of a team to achieve common student goals.
- All other duties as assigned.

Physical Demands:

- Constant standing or walking.
- Requires ability to lift up to 50 pounds.
- Bends, reaches, lifts, carries, twists, pushes, pulls, and handles equipment when performing duties.
- Able to reach and operate equipment and systems safely and effectively.
- Engages in Safetycare approved management tasks.

Other Competencies (skills, abilities, behavior):

Ability to understand and follow both written and oral instructions. Adaptability to perform routine, repetitive tasks within a specific period of time. Prioritizes work assignments to be completed within time requirements. Must demonstrate a positive and caring attitude toward students, clients, and staff. Must remain flexible and adaptable in order to meet department needs.

Benefits:

- Internship position with a competitive salary
- Include complete fulfillment of all fieldwork requirements for BCBA certification (e.g. 2,000 supervised fieldwork hours) as outlined in the BCBA handbook
- Medical, Dental, Vision, LTD, STD, Life Insurance
- 12 sick days
- 2 Personal Days
- Access to mentorship and supervision by certified and experienced BCBAs .
- Professional development opportunities and continuing education

Due to the high volume of response, please do not call to confirm receipt of your resume

Valley Collaborative is an Equal Opportunity Employer.

Valley Collaborative Programs are committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required 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.



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Renato Silva, School Safety and Facilities Manager
Date: April 10, 2025
Re: Valley Collaborative School Safety Update

Valley Collaborative's enduring commitment to safety continued with our recent hostile intruder training facilitated and held in cooperation with members of the Billerica Police Department.

Led by School Resource Officer Phil O'Laughlin and Sgt. Cory Bandouveres, the training focused on transitioning from the ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate) to the CRASE protocol (Civilian Response to Active Shooter Events).

The training emphasized the importance of being aware, staying prepared, and making quick decisions in emergency situations. Unlike ALICE, which focused more on a structured response, CRASE prioritizes situational awareness and individual decision-making, giving staff the tools to react based on the specific circumstances they face. The officers emphasized real-life scenarios, stressing the importance of recognizing potential threats, responding effectively, and working together to keep students and staff safe. Great emphasis was placed on the role of clear communication and teamwork in the event of an active shooter, ensuring everyone is on the same page.

Overall, the session was eye-opening and very well-received by staff. It provided a strong sense of preparedness and empowered all in attendance to feel more capable of protecting our students and each other should an emergency ever arise.

Required Action:

- None

Attachments:

- None



Central Administration

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Mazyar Moshtaghi, Chief Technology Officer
Date: April 10, 2025
Re: Technology Update 2024 - 2025

The key projects and tasks we have undertaken during the 2024–2025 school year:

District wide:

- Website Development – Transferring Valley Collaborative website to Finalsity, the new website hosting provider.
- Mass Notification System Upgrade – Migrated to Message XR Enterprise, hosted by Finalsity.
- Cybersecurity Enhancement – Deployed CrowdStrike technology as our new cybersecurity SaaS solution.
- Device Upgrades & Distribution:
 - *Replaced and upgraded 30 laptops for staff.*
 - *Distributed 35 iPads to students and staff.*
 - *Distributed 27 Chromebooks to students.*
- Renewed licenses and subscriptions for Aruba, HPE, DocuSign, Freshworks, GoGurdian, PDQ, Zoom and Acronis.

40 Linnell Circle:

- Surveillance System Replacement – Installed Motorola Alta Access with 49 cameras.
- Access Control Upgrade – Implemented Motorola Aware System with 20 readers.
- Intercom System Implementation – Installed a new intercom system made by Motorola.
- Installed Vape detector in bathrooms (ongoing)
- Installed 1 interactive panel made by ClearTouch
- Installed 14 HP docking stations.
- Replaced 6 Toshiba copy machines.
- Replaced and upgraded Network Infrastructure:
 - *Router gateways*
 - *Modem gateways*
 - *Fiber connections*

135 Coburn Rd

- Access Control Upgrade – Implemented Motorola Aware System with 1 reader.
- Installed 11 interactive panels made by ClearTouch.
- Installed 11 HP docking stations.
- Replaced 1 Toshiba copy machine.
- Replaced and upgraded Network Infrastructure:
 - *Router gateways*
 - *Modem gateways*
 - *Fiber connections*

Required Action:

- None

Attachments:

- None

From: [Mazyar Moshtaghi](#)
To: [All Valley Collaborative Staff](#)
Cc: [Chris Scott](#); [Joia Mercurio](#)
Subject: Exciting News: Our New Valley Collaborative School Website is Live!
Date: Tuesday, February 4, 2025 6:11:46 PM

Dear Staff,

We are thrilled to announce the official launch of our brand-new **Valley Collaborative School website!** This redesign represents a significant step forward in improving communication, accessibility, and engagement within our school community.

What's New?

- **Dedicated Websites for Each School & Program** – Each school and program now has its own dedicated website, making it easier to find specific information, resources, and updates relevant to your department or area.
- **Modern & Dynamic Design** – A fresh, updated look that reflects our school's mission and values.
- **Improved User Experience** – Easier navigation with a more intuitive layout for staff, students, and families.
- **Faster Performance** – Optimized speed ensures quick access to important information.
- **Mobile-Friendly & Responsive** – Seamless experience across all devices, from desktops to smartphones.
- **Enhanced Accessibility** – Designed to be more inclusive for all users.
- **Updated Content & Resources** – Stay informed with the latest news, events, and school updates.
- **Quick Links Section on the District Page** – Easily access essential resources, including:
 - **HR Department**
 - **School Calendars**
 - **Lunch Menus**
 - **Email Access**
 - And more!

<https://www.valleycollaborative.org/>

We encourage you to explore the new website and take advantage of its improved features. Your feedback is invaluable, so please let us know if you have any suggestions!

Best,
Mazyar

Mazyar Moshtaghi
CTO, Valley Collaborative
mmoshtaghi@valleycollaborative.org



Office: (978) 528 - 7888

[Address: 40 Linnell Circle, Billerica](#)

[MA 01821](#)



We are: Reading

■ Page 2: Students at the Elementary School have been celebrating all things reading.



We are: Adventurous

■ Page 3: The Middle School Outdoor Education Club is taking adventurous students to new heights, helping them overcome challenges and learn new skills.



We are: Going Places

■ Page 8 The Adult Programs are expanding. But as a recent audit found, the quality of our services is as high as ever.

VALLEY COLLABORATIVE

BUILDING A COMMUNITY THAT EMPOWERS CHILDREN AND ADULTS TO FIND THEIR OWN WAY

Volume 13, Issue 3 News for the extended Valley Collaborative community Spring 2025

Spring is in the Air at Valley Collaborative!



ELEMENTARY STUDENTS (FROM LEFT) KURTIS LEDOUX, NICO MAGLIOCCETTI, LINDSEY LAVANGA, DYLAN CARMICHAEL, ETHAN BARRY AND HUNTER HOLMES; (BACK) PRINCIPAL HEATHER MACKAY; (FRONT) DR. CHRIS SCOTT, EXECUTIVE DIRECTOR

Dear Valley Community:

As you will read in the coming pages of this newsletter, all of us at Valley have been busy with six programmatic, financial, and governance audits this year. These audit reports document all of the exemplary work Valley staff does every day so that we can offer the highest quality programming for those we serve in the most cost effective manner.

A large contributing factor to Valley's exemplary performance is our commitment to continuous improvement. In keeping with this philosophy, Valley prioritizes high quality professional learning for all staff.

Professional Learning (PL) for the adults who work with our students and DDS clients. Allocating time and resources for PL nourishes our culture of continuous learning for all at Valley. We believe that high quality professional learning ultimately enhances student learning and helps sustain our engaging learning environments. It is an important component of our "Planning for Success" and District Improvement Plan that are promoted by the Massachusetts Department of Secondary and Elementary Education.

*continued on page 9

VALLEY COLLABORATIVE

Elementary School: Celebrating Reading and the Arrival of Spring

We kicked off spring with our annual Read Across America week. We celebrated reading all through the week of March 3rd with a reading-themed spirit week. The school participated in a book-themed door decorating contest. Throughout the week classrooms hosted guest readers including parents, the Tyngsboro Fire Department, School Resource Officer Christopher Gustafson, and Executive Director Dr. Chris Scott. The week was capped off with a book reading by Detective Bethany Bonzcar and her service dog George. She read their autobiographical children's book *Curious About George* and held

a meet-and-greet with students. The event was organized by Literacy Curriculum Lead Meghan Waters



and Speech Language Pathologist Jillian Wendler.

In early spring several students scaled the icy slopes

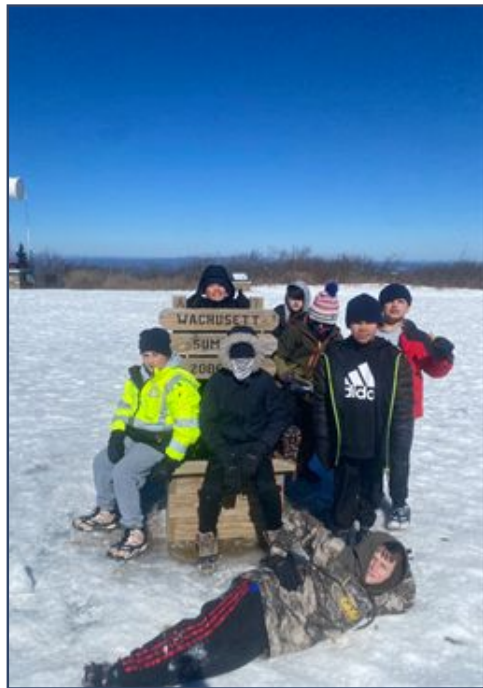
of Mt. Wachusett. Valley Collaborative Elementary School was awarded a MOOR Grant from the Massachusetts Office of Outdoor Education for winter hiking gear.

With the grant, we were able to obtain winter gloves, hats, boots, base-layers, snowshoes, and micro-spikes for hiking on ice. It was a new and exciting experience for the students. Student Brian Bolcome said it was the most challenging thing he had ever done. When he reached the summit he felt incredibly proud of himself! Student Zachary Rotberg started asking about and planning the next trip before the hike was even finished. A big thanks to teacher Matthew McCarthy, who applied for the grant and organized the trip.

Now that the snow has melted, students are getting back out on the playground daily and enjoying sunny outdoor recess once again! They are looking forward to all that spring at Valley Elementary has to offer. When asked what they are most excited for this spring, here is what they had to say!



DURING READ ACROSS AMERICA WEEK, DETECTIVE BETHANY BONZCAR AND HER SERVICE DOG GEORGE VISITED VALLEY ELEMENTARY TO READ THEIR AUTOBIOGRAPHICAL CHILDREN'S BOOK *CURIOUS ABOUT GEORGE*.



IN EARLY SPRING, SEVERAL VALLEY ELEMENTARY STUDENTS SCALED MT. WACHUSETT, AN ADVENTURE THEY FOUND CHALLENGING AND PERSONALLY REWARDING. AFTER MAKING THEIR WAY BACK DOWN THE MOUNTAIN, THE STUDENTS HAD ONE QUESTION: 'WHEN'S OUR NEXT TRIP?'

Douglas Boyton, 2nd grader, "Fun!"

Henry Gould, 4th grader, "Riding bikes and finally getting outside!"

Matthew Tobin, 2nd grader, "Soccer Outside!"

Kaleb Koval, 3rd grader, "Field Trips!"

Dionisio Quadros, 3rd grader, "Going outside and just feeling the wind!"

Benjamin Cross, 5th grader, "Geocaching!"

Jeremiah Alicea, 4th grader, "Football Club!" ■

VALLEY COLLABORATIVE

Valley Middle School: Meet the Outdoor Adventurers

Middle School Aide Aidan Butze, can still remember his favorite outdoor adventure during his time as a student at Valley. For three days, he and the other members of the Outdoor Education Club, hiked the Presidential Traverse, a New Hampshire mountain range that's home to some of the state's highest peaks. "That was one of the coolest trips we did," recalls Aidan. "The whole experience of being in the Outdoor Education Club was really beneficial for me."

These days, Aidan is still involved with the club but as a Valley staff member. He and Experiential Physical Education Teacher Peter Loring plan ambitious adventures, including skiing, rock climbing and mountain hikes, aimed at getting students outside and moving. But while the trips pack a heavy emphasis on fun, there is something more serious at work here.

"For our middle school, this has been a great way for us to build a sense of community," explains

Assistant Principal Brian Mihalek. "Students are working together to achieve goals while having a great time. It's been amazing to watch it come together."

Peter came to Valley in 2018 to help coordinate the Outdoor Education program, but he quickly revealed a talent for working with kids in a range of capacities. Over the years he's taught history, math and English, and filled in wherever needed. This year, Peter has been able to return to the program that brought him to Valley in the first place.

"We've really been able to take the Outdoor Education Club to a new level this year," says Peter. "We've got a core group of students who come back each week and are eager to go on some sort of a trip. Along the way, they're developing new skills and bonding with each other and with the staff."



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

Every Friday, a small group of students from the middle school has been joining Aidan, Peter and other staff members for an outdoor-based field trip. The adventures expose students to places and challenges they've never experienced before, helping them build confidence and develop a range of survival skills, from how to navigate mountain ice to selecting the correct gear to wear and foods to eat. These ambitious hikes and climbs also require students to step out of their comfort zones, while teaching them about the importance of teamwork, communication and problem solving.

"They're learning that they are capable of doing hard things and doing things they don't think they can do," says Peter. "They're breaking the mindset of, 'I can't do this.'"



3

AIDAN BUTZE (RIGHT) WITH STUDENTS KYLEIGH THIBEAULT, LOGAN STURGIS AND COLTON KNOWLTON.

*continued on page 9

VALLEY COLLABORATIVE

Full STEAM Ahead at Valley Transitional High School

Spring is full STEAM ahead in the Transitional High School where students have been working on projects in the areas of Science, Technology, Engineering, Art and Math. In Meghan Norris' School & Vocational Training (SVT) classroom, students tested Isaac Newton's first law of motion with a classic experiment, the egg drop. Students designed and created protective structures for their eggs to see whose egg could withstand a second story drop. Some students focused on cushioning and impact, using a variety of materials such as mini marshmallows and tissues to absorb the hard landing. Other students focused on gravity by making their structures light and adding parachutes to counter the acceleration that occurs during the drop. Students followed the scientific process and documented their observations in order to determine if their hypothesis was correct. Ultimately, it was the eggs that were well cushioned in a light structure that parachuted safely to the ground below.

Just down the hall in Meghan Gervais' School and Life Skills (SLS) classroom, students explored the physics concepts of thrust, lift, and drag with a paper airplane experiment. Students were challenged to apply their knowledge of weight and gravity to construct a paper airplane that would outsoar their classmates' planes. Students quickly learned that the length of time each plane was airborne depended upon the amount of thrust during lift off. After starting out with a short but swift nose dive, Meghan provided hand-over-hand modeling to students to demonstrate a smooth take off. The angle of the planes and the amount of force varied from student to student with

some doubling their time and distance upon their second and third attempts.

In conjunction with their vocational training, students in Tina Carraba's School and Life Skills-Intensive Special Needs (SLS-INSN) classroom are learning about tools and manufacturing and the qualitative effect of choosing the proper tools for various projects, a real life lesson in cause and effect. The assignment required students to select the proper tool for each project and describe why it was used and how it would make the design better. This assignment was particularly tricky as all of the tools would work but only one tool would actually improve the overall quality.

In the School to Work (STW) classroom, teacher Lori Escolas is preparing her seniors for metamorphosis, both figuratively and literally. Students will create a reflection project of their own personal growth for this school year in tandem with a science project where they will observe the life cycle of a butterfly. In a netted enclosure in their classroom, students will have the opportunity to feed and observe caterpillars as they morph into butterflies. As they record the day to day changes in the caterpillars they will also reflect on their own changes and successes. Past projects have included time lapse videos of the metamorphosis as well as visual timelines of the



TEACHER MEAGHAN NORRIS HOLDS THE PARACHUTE OF AN EGG READY FOR THE DROP.

students' own life cycles featuring photos from birth to present day.

In celebration of Earth Day, the Student Council has challenged each class to produce a tip for reducing, reusing and recycling to share with the school. Each class is challenged to creatively post their tip on their classroom doors using only found or recycled items for materials. Each spring the Town of Billerica holds a "Clean Up Green Up Day" where volunteers come together to clean up fields, parks, and open spaces around town. Since the official day falls on a Saturday, the Student Council will participate in its own version of "Clean Up, Green Up" during the month of April by cleaning up debris around the school grounds and the Linnell Circle neighborhood. ■

VALLEY COLLABORATIVE

Valley Collaborative Fiscal Year 2025: Six Stellar Audits

Fiscal year 2025 has been extremely busy in the business office as the Collaborative has gone through a total of six very successful audits, conducted by two state agencies, one state commission, and an independent financial audit. Below is the summary of results from this body of work.

Massachusetts Department of Elementary and Secondary Education Financial & Governance Review

Overall Rating: Exemplary

As you are aware, Valley Collaborative underwent, as one of their “beta sites”, a DESE Collaborative Financial (and Governance”) Review performed by MARCUM Accounting for DESE back in May 2024. MARCUM presented at MOEC’s general membership meeting on October 7, 2024 and Valley was the case study/exemplar. Valley received a draft report in January and we provided feedback on both the financial and governance portions of the review. Valley is still waiting to hear back from DESE with regards to the final report for the finance and governance review audit.

At this point and according to the auditors, I surmise Valley has received a 100% on the financial portion of the audit. There may be a couple of governance criteria dating back prior to 2022-2023 that will be “partially met” (but have since been addressed in the last year and a half through the quarterly school committee packets). We are still waiting to see. Furthermore, the Department of Elementary and Secondary Education continues to work through some technical matters regarding

how certain DESE guidance and regulations are being interpreted by both Collaboratives across the Commonwealth and DESE with regards to the 25% Surplus Calculation. At this time, Valley has been instructed not to change how it has calculated the 25% surplus. Valley is proud to be a thought partner and the pilot site for this new financial and governance review process that all Collaboratives will undergo every six years.

Massachusetts Department of Developmental Services Targeted Review Report

Overall Rating: Exemplary/full compliance

Valley Collaborative received a finding free DDS Audit. Valley is also in full compliance with DDS’s programmatic and licensure criteria. This DDS audit is the bookend to our exemplary audit year. As Jennifer Conley-Sevier, DDS Quality Enhancement Specialist noted: “The agency met the indicators as follows:

- Licensing: 100%
- Certification: 100%

On behalf of the entire OQE team, I would like to extend our gratitude for the professionalism you and your team have displayed throughout this survey process; it was a pleasure working with everyone at Valley Collaborative.”

FY’24 Independent Audit completed by Fritz DeGuglielmo LLC

Overall Rating: Exemplary/no findings

Valley Collaborative received yet another finding free financial audit from our Independent Auditors Fritz DeGuglielmo LLC.

Massachusetts Department of Elementary and Secondary Education Mid Cycle Review - No findings/Full Approval **Overall Rating: Exemplary/no findings**

- Valley underwent its Mid-Cycle Review with the Department of Elementary and Secondary Education this past Fall. We are in receipt of the final report and are proud to share that Valley received no findings. In addition to a finding free MCR report, below are the various points made by the DESE Office of Approved Special Education Schools (OASES) team during our exit interview.
- Students were engaged in rigorous curriculum/programming.
- Valley’s staff was observed interacting with students in a manner that was caring and compassionate.
- Our systems throughout the Collaborative were consistent and followed with fidelity.

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VALLEY COLLABORATIVE



MASSACHUSETTS ORGANIZATION OF EDUCATIONAL COLLABORATIVES (MOEC) VISITED VALLEY ELEMENTARY SCHOOL TO LEARN ABOUT "BEST PRACTICES" AFTER IT RECEIVED AN A+ ON ITS PROGRAMMATIC DESE COORDINATED PROGRAM REVIEW. MIDDLE: DR. CHRIS SCOTT, EXECUTIVE DIRECTOR; ON HER RIGHT SIDE: BRYAN THOMAS ELEMENTARY SCHOOL ASST. PRINCIPAL/SPECIAL ED. ADMINISTRATOR AND NEXT TO HIM IS AMANDA APRILE ELEMENTARY SCHOOL, STEM CURRICULUM LEAD, MATH AND CONTENT AREAS ON HER LEFT SIDE IS AMY MURPHY ELEMENTARY SCHOOL ASST. PRINCIPAL/ SPECIAL ED. ADMINISTRATOR AND MEGHAN WATERS VALLEY ELEMENTARY SCHOOL LITERACY CURRICULUM LEAD

Valley Collaborative Fiscal Year 2025: Six Stellar Audits

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- Staff were well trained including but not limited to top tier therapeutic teams, educators who deliver high quality programs consistent with the state standards, and highly trained Special Education Assistants. (Valley's successful efforts to put into place the Academy for Special Education Assistants is noteworthy.)
- DESE protocols and procedures were followed with fidelity.
- Staff were committed and devoted to the mission of Valley.
- Administrative teams had an impressively long tenure. (This is significant because we are in a field where it is typical for key positions to be vacant and/or hard to fill. Fortunately,

when people come to Valley, they fall in love with our mission and vision and stay for a very long time.)

- They wished that Valley could train other Collaboratives on how to do the exceptional work they witnessed.

Disabled Persons Protection Commission (DPPC) Review Overall Rating: Exemplary

Valley has just completed its first compliance review on September 6, 2024. This review included DDS staff hired after July 1, 2023, along with their signed DPPC Consent Form and Valley's internal policies and procedures to adhere to M.G.L. c. 19C § 15.

Massachusetts Department of Developmental Services CORI Audit

Overall Rating: Exemplary

On September 24, 2024, DDS performed a first-time CORI audit to ensure Valley Collaborative is in compliance with all procedures and protocols.

At Valley, we are always striving towards excellence. If you have any questions or suggestions, please do not hesitate to reach out. My door is always open.

My best to you,
Chris A. Scott

VALLEY COLLABORATIVE

Valley Transitional High School: On the Air!



If it's a Monday morning then it must be time to tune into the Valley Collaborative News. That's the weekly show that a team of students in the multi-media class put together for the entire school with the aid of music teacher and tech wizard Vlad Stoicescu.

Putting each newscast together begins the week before when students settle on topics and decide who at Valley they want to interview. "We talk about the news and what's going on. Maybe a little drama, some fun stuff," explains Madison Murray, who hosts the show. The news team also does original reporting, fanning out around the school to talk to students, teachers and staff in each classroom.

Madison says that students are eager to share the latest news, which might include the results of a basketball game, a pingpong tournament, or a report from an outdoor adventure or fieldtrip. The news team also has plenty of questions for staff members. During one recent interview segment

they turned the cameras on social worker Brittany Hynes, asking her why she decided to become a social worker, what career she might have chosen had she not become a social worker, and how social worker has helped make her the person that she is.

When the students are ready to put the show together, they head across the street to #40 Linnell Circle, home to the broadcast studio. The final product is assembled with editing help from Vlad and another student who is passionate about video editing and animation.

The recorded footage is then assembled into a 15-20 minute weekly news bulletin that the entire school can tune into. Madison, who serves as the official face of the broadcast, says that that's the most nerve wracking part. "If I mess up then everyone in the entire school can see it."

The idea for the news show came from Vlad, who has been building Valley's multi-media program for the last several years. "This was some-

VALLEY COLLABORATIVE NEWS TEAM
(FROM LEFT): MADISON MURRAY, GUNNAR
BEAULIEU, DULCE PEGUERO.

thing that the students really wanted to do, and I'm not someone who can ever say no," says Vlad. Now that the broadcast has become a regular feature of Valley life, Vlad says that he's thrilled by the idea's success. "It's fun to watch and it keeps everyone entertained," says Vlad. "That's really cool. And it makes everyone feel included, both the viewers and the students who do it."

For Madison, the opportunity to appear on camera each week represents the realization of a dream she's had since childhood. "Ever since I was a little kid I would pretend to be a newsperson. Now every week I get to say 'Hey everybody, welcome back to the Valley Collaborative News.'" ■

VALLEY COLLABORATIVE

Adult Services: Continuously Improving to Meet the Needs of Our Community

As the season changes and we move toward the Spring, the Valley Collaborative Adult Program continues to expand services to meet the needs of our community members. After celebrating a number of individuals moving into the next phase of life and retiring from the Valley employment program, new individuals have begun to fill the voids left by our retirees. With several additions to the program, the enrollment in the Adult Program is back over 130 individuals. As our enrollment continues to rise, it's always so important to recognize that the increasing size of the program should not come at any sort of cost in terms of the level of programming offered.

One safe guard in place to ensure Valley's Adult programming remains top tier is a program review conducted by the Office of Quality Enhancement. While Valley does not conduct

the review, we are regularly focused on continuous program improvement to ensure that we are fully prepared when it is time for the biennial program review. This review cycle, Valley was eligible to conduct a targeted review based on our last review scoring high enough within a certain range. The Valley Collaborative Adult Program administration team meets regularly to ensure the procedures and protocols in place are meeting the specific parameters dictated by the state and the Department of Developmental Services. This planning and coordination lead to the day to day operations of the program, and ultimately acts as a road map for how the Adult Program operates on a daily basis. The ultimate goal through the oversight of the Department of Developmental Services is to create meaningful programming that will help the individuals served continue their personal growth through employment and social learning opportunities.

Our most recent review took place starting on February 24th and ran through February 27th. During this time, four state assigned auditors (or reviewers) were on site at Valley Collaborative checking on our programmatic practices, environmental safety measures, and overall support offered to the individuals we serve. While any review can certainly be a stressful process, the Valley Collaborative staff and individuals did an amazing job of going about their standard programming and allowing for the auditors to view the program in its organic form. The auditors supplemented their review of files and practices with individual



(LEFT TO RIGHT): ALANA CONNELL AND KAREN DOLAN, VALLEY COLLABORATIVE DDS AND MASSABILITY SERVICES



(LEFT TO RIGHT): MIKE KOCZAN AND RENEE BOYDEN, CHELMSFORD HIGH SCHOOL.

and staff interviews and observation as they scored Valley on over 200 different indicators broken into a Certification and Licensure section.

Valley is proud to report that we received a score of 100% on Certification Indicators as well as a 100% on Licensure Indicators! While the Valley Adult Program is proud to highlight the perfect review score, we also recognize how important it is to continue our programming with a constant eye toward improvement. We will continue to adjust the current programmatic set up while developing new aspects of programming that can further provide opportunities for personal growth for the individuals we serve. ■

VALLEY COLLABORATIVE

Meet the Middle School Outdoor Adventurers

**continued from page 3*

An appreciation for nature is also a key focus of the Outdoor Education Program. In addition to being out in the wild, students are also learning about the ecosystems they're interacting with, and becoming more aware of their impact on the world around them.

It's a mission that Aidan takes personally. His participation in outdoor adventures while a student at Valley inspired a passion for nature. In addition to mastering rock climbing he's now working on learning wilderness first aid training.

"As a kid, I loved being outside and going hiking and going skiing and going canoeing and all this stuff. And to be able to share that and for other kids to experience that, I think is really great," says Aidan.

Both Peter and Aidan have high hopes for the program's continued growth over the summer and into next year, especially as more students hear about the sorts of adventures that club members are enjoying.

"Our next goal is to expand the weekly outings beyond the middle school so that we have different groups of kids working together," says Peter. Students can also look forward to some more ambitious outings in the months ahead. "If we can think of a trip that's a good experience for the kids and beneficial to their growth, then we're going to figure out how to make it happen. ■



STUDENTS COLTON KNOWLTON AND HAYLIE HAMILTON EXPLORING

Spring is in the Air at Valley Collaborative!

**continued from cover*

In order to not only meet the PL needs of our staff but also provide options, we have expanded our offerings throughout the year. On early release days, we have continued to provide PL for our Special Education Assistants (SEAs) through Academy modules that are taught by our very own in-house experts - our therapists and specialists.

Teachers have had the opportunity to attend a variety of sessions. Topics have included, but not limited to, how to implement the new IEP forms, best practices for teaching multilingual learners, interpreting data to improve instruction, creating SMART goals, effective co-teaching and executive functioning strategies. Health and safety offerings have included CPR/First Aid training, in school safety/intruder training and self-wellness and

mindfulness.

Beyond acquiring skills and knowledge on these topics, PL opportunities build a sense of community and collaboration among adults as they learn and grow together. Research has shown that the more professional learning educators participate in, the more likely their students are to succeed. Therefore, we are proud that we have offered more opportunities to our teachers and support staff. In order to facilitate the record keeping of our expanding program, Valley has implemented a Vector Solutions software program that helps to manage offerings and track participation. This is yet another way that Valley continues to strive to increase our effectiveness and efficiency. All of the above is further evidence that we are continuing to live our mission of building a community that empowers the individuals we serve to become self-

actualized members of society who contribute in a responsible manner. Please enjoy the updates in this Spring newsletter. If you have any questions or suggestions, please do not hesitate to reach out – my door is always open.

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Mr. Brad Morgan

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**Dr. Christopher
Chew**

Superintendent, Westford Public
Schools

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