

Central Massachusetts Collaborative 2017 - 2018 Annual Report



Welcome to the new home of Central Massachusetts Academy at 121 Higgins St.!

Dear Central Massachusetts Collaborative members and supporters:

I am pleased to announce another incredibly successful year of program, facility and partnership building here at The Central Massachusetts Collaborative. Although we have had some historic funding challenges this year, we had another successful year of partnering with non-member school districts that has resulted in our third straight year of increasing non-member tuition revenues, up 46.3% from the previous year, for a total increase of \$1,687,583.00 over the last three years. Additionally, and serving as a driver for increased student program and academic achievement, is that our overall program facilities have nearly tripled from 63,216 square feet of dated classroom space five years ago, to now occupying 184, 791 square feet of state-of-the-art, 21st Century educational space complete with art, music, OT, PT, Speech, Gyms, vocational training programs and active and quiet sensory rooms. The change in the overall cost-effectiveness of our facilities/program expansion is most evident in the dramatic change in value of assessment to our largest member district, The Worcester Public Schools, whose assessment/ program square footage ratio changed from \$175.51 per square foot in FY15A, when most of our six programs were located in West Boylston, to our current FY19 ratio of \$76.04 per square foot in new 21st Century space in the heart of Worcester (see program growth in Appendix A). In

addition to obvious cost savings, most of our programs at CMC are located within walking distance to Q.C.C and other community partners that benefit our students as they take advantage of college and career readiness opportunities through our programs with our counselors. For example, our new Central Massachusetts Academy at 121 Higgins St. (above) features a vocational cosmetology lab, full gymnasium, cafeteria, art room, and fourteen 21st Century classrooms designed for technology integration, small group instruction and the development of student social emotional wellness. Although the state-of-the-art educational programs for CMA at 121 Higgins Street, have a substantial, direct budget impact to CMC, it is important to understand that most of this increase has been borne by the increase in revenue from non-member districts.

Although 2017-2018 was the toughest budget year on record at CMC and also culminated with the Webster Public Schools, one of the two founding member districts comprising CMC, giving notice that they will be leaving CMC on June 30, 2019, four new member districts and school boards: Clinton, Milford, Oxford and Southbridge have voted to accept the invitation to become members of the Central Massachusetts Collaborative commencing on July 1, 2019. The acceptance of the new member districts into CMC involves amending the language in the collaborative agreement that was developed for a two-member district to accommodate the five members who will comprise CMC beginning July 1, 2018.

As always, the faculty and staff of the Central Massachusetts Collaborative remains positively committed to providing outstanding educational programming, therapeutic environments, and integrated vocational and mentoring partnerships for our students at the Central Massachusetts Collaborative. We are excited about the opportunity to have more member districts join the collaborative and to continue our existing programs and to develop new ones to meet the needs of students in Central Massachusetts!

Very truly yours,

Michael C. Tempesta
Executive Director

Member Districts, Board of Directors and CMC Leadership Team

Member Districts

**Worcester Public Schools
Webster Public Schools**

Non-Member Participating Districts

**Auburn
Bellingham
Berlin-Boylston
Boston
Clinton
Dedham
Dudley/Charlton
Fitchburg
Framingham

Franklin
Grafton**

**Greenfield
Haverhill
Holyoke
Leicester
Leominster
Lowell

Lynn
Marlborough
Milford
Millbury
New Bedford**

**Northbridge
N.Middlesex
Regional
Oxford

Shrewsbury
Southbridge
Spencer
Springfield
Tantasqua
Uxbridge
Wachusett Regional**

2017-2018 Board of Directors

Maureen Binienda, Chair, Superintendent
Ruthann Goguen, Superintendent

Worcester Public Schools
Webster Public Schools

Leadership Team

Executive Director
Director of Finance and Operations
Director of Clinical Services
Director of Central MA Academy
Asst. Director of Central MA Academy
Director of Robert H. Goddard Academy
Asst. Directors of Robert H. Goddard Academy

Director of Central MA Prep
Asst. Director CMP
Director of Hartwell Learning Center
Asst. Director of Hartwell Learning Center
Site Coordinators of Woodard Day School

Michael C. Tempesta
Beverly Tefft
Dr. Jean Lindquist Grady
Ann Ortiz
Michelle Klotz
Michael Kelly
Elizabeth Driscoll
Michelle Rose
Dan Smachetti
Melissa Pichierra
Jessica Pitsillides
Deb DiTommaso
Evelyn Marrone
Richard Cameron
Carol DeAngelis

INTRODUCTION

The Central Massachusetts Collaborative (CMC) was founded in 1975 by our member districts, Webster Public Schools and Worcester Public Schools. It continues to be governed by a Board of Directors who ensures that its purpose of providing educational, clinical, and therapeutic services to children, grades kindergarten through twelve, of public school districts in Central Massachusetts is upheld.

CMC incorporates the Massachusetts General Laws Chapter 40, Section 4e undertaking of providing quality education to children in need of specialized services while maintaining cost-effective solutions to public school districts. We employ more than 220 full-time dedicated employees and serve over 500 students, from both member and non-member districts.

As we continue to evaluate and further develop programs to complement and strengthen the needs of our member districts, CMC strives to build capacity, thereby enhancing and increasing educational opportunities for all students.

MISSION, OBJECTIVES, FOCUS AND PURPOSE

Mission

CMC's mission is to jointly conduct programs and/or services which shall complement and strengthen member districts in a cost-effective manner, increase educational opportunities for children ages 4-22, and improve educational outcomes for students.

Purpose

CMC's purpose is to develop and provide educational programs and related services to the students of member districts when it is determined that such services and programs can most effectively and economically be provided on a collaborative basis.

Focus

The focus of the CMC is:

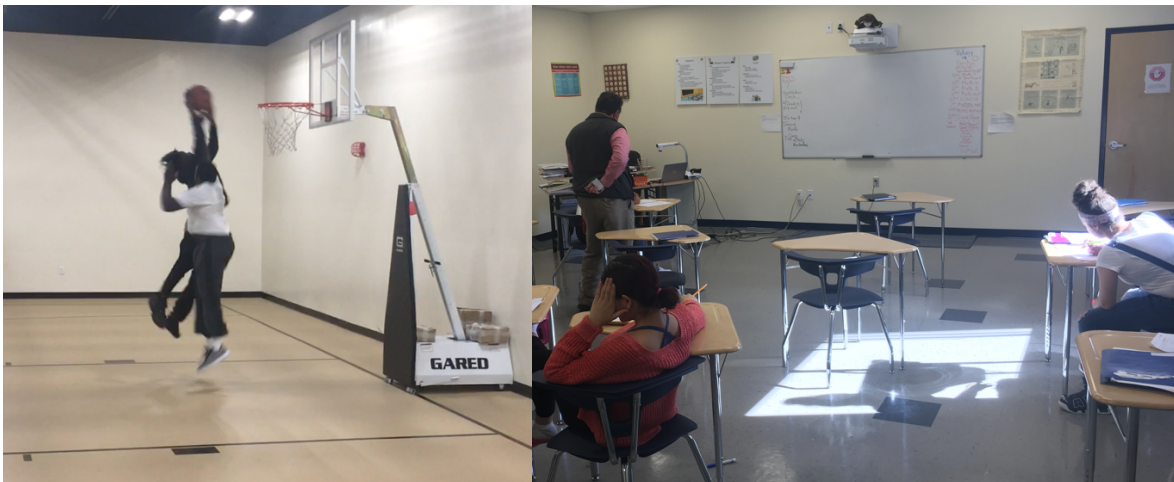
- the creation of specialized education programs for students ages 4-22 with or without disabilities;
- services delivered to member district staff - including training, professional development, consultation, or other service;
- development of partnerships with community and state agencies to enhance support to member districts;
- application for grants or other sources of funding for programs from entities that may include, without limitation, state agencies, community-based partners, corporate entities, and institutions of higher education, etc.; and
- application for grants or other sources of funding to operate programs for individuals that complement the mission and vision of CMC.

PROGRESS TOWARD OBJECTIVES AND PURPOSE

As articulated in CMC's Collaborative Agreement, specific objectives embodied in our purpose include:

- 1) Providing a challenging academic experience to improve the academic achievement of enrolled Students*
- 2) Offering a variety of quality professional development opportunities to general and special educators and related service providers*
- 3) Offering all programs and services in a cost-effective manner*

PROGRAM AND SERVICES CENTRAL MASS ACADEMY

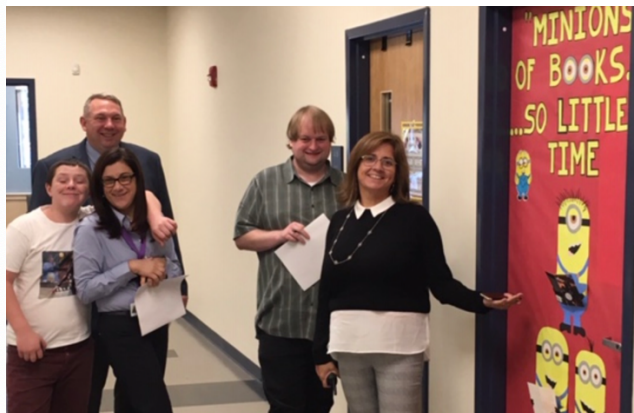


Program Administration

Ann Ortiz, Director
Michelle Klotz, Assistant Director
Bryanna Carrion, Administrative Assistant

Location Information

121 Higgins Street
Worcester, MA 01606
Tel: 508-459-5426
Fax: 508-459-5448



Beginning during the summer program of 2017, this is the first year that The Central Massachusetts Academy has been located at 20 Rockdale St.

Student Capacity: 140

Program Description

Central MA Academy (CMA) is a therapeutic day school offering a structured educational program along with targeted clinical services to students in grades 7 through 12. With a driving force behind the school's mission of believing that all students can be successful regardless of their disability, staff at CMA take pride in supporting and guiding each individual's personal and academic goals, along with their range of talents and skill sets. Ultimately, CMA's objective is to nurture well-developed and driven youth who complete high school with valuable skills they will use beyond the classroom to accomplish their personal and professional goals. A low student-to-staff ratio in the classroom (10:2 maximum) creates an environment of trust for academic and/or emotional support throughout the school day. Clinicians who work closely with instructional teams to help develop strong therapeutic relationships. CMA's motto of All Students Can SOAR, reflect **S**afety – not in harm's way during school and out in the community; **O**ptimism – confidence in abilities; **A**bility – capable of meeting and undertaking any endeavor; and **R**espect – courteous to others.

Staffing

Director

Assistant Director/Clinician

Administrative Assistant

4 Masters level Clinicians

8 Classroom Teachers

9 Classroom Instructional Assistants

2 Vocational Education Instructors (Cosmetology and Custodial)

Nurse

Art Teacher

Physical Education Teacher

Student Profile

Many students at CMA have struggled with academics and behaviors in their sending districts and schools, making CMA a good fit given a progressive behavioral management system which encourages positive behaviors with tangible rewards, while providing opportunities for growth and repair following target behaviors. Our philosophy is rooted on the premise that interventions and conversations are most conducive to learning more effective and positive ways to handle similar situations in the future. In addition, to further reinforce generalization, community outreach is an essential value of the staff and students where they often participate in community service within the school building as well as surrounding neighborhood.

With over 30% of students identified as English Language Learners, staff assess proficiency by examining prior academic knowledge, culture and traditions and family circumstances. While students come from diverse backgrounds, typical CMA students are resilient and have developed skills for functioning in an urban environment. Many are coping with emotional and academic disabilities and are invested in improving their abilities to cope with stressors in their daily lives. As such, along with individual

counseling, students participate in group sessions and have the available of crisis counseling is available as needed.

Program Changes/Accomplishments

- Staff assisted students in attaining and securing employment at the following locations:
 - WPI Cafeteria
 - Target Sales Associate
 - Burger King
 - Kentucky Fried Chicken / Taco Bell

- CMA's 5th Annual Holiday Gift Drive with Worcester Juvenile Court yielded funds, which allowed the school to purchase a generous selection of gifts for students during the holidays. The gifts were given to students from families in need, and the remainder were used at the annual holiday auction, at which students selected gifts to wrap and give to their families based on their academic and behavior point totals to date.

- Student-run Can Drives for Thanksgiving and Winter Holidays raised enough to provide food to twelve needy families.

- Staff prepared and served a formal Thanksgiving Feast family style dinner. Students were able to invite 2 dinner guests.

- Central MA Academy Open House: CMA reports the most attended Open House in the last 5 years with about 40 parents and guardians participating. The staff gave tours of the new Higgins St. facility and refreshments were served for guests. Clinicians called families to personally invite their participation and fliers were mailed home.

- In high school math classes, students created board games as a hands-on lesson in probability and geometry.

- In history class, students chose a state to research and represent. Each student designed a suitcase for their respective state, and filled it with items representative of their state.

- In high school English classes, students read the *Odyssey* and built an object to tell the story of one segment of the book. For example, one student utilized woodworking skills to construct a ship.

- In high school biology classes, high school students paired up with middle school students to work one-on-one in creating diagrams of different animal and plant cells.
- Clinicians run groups targeting the following need areas: conflict resolution, preparation for young adulthood, wellness, and healthy social networking.
- Several students have met the academic and behavior requirements to attend try-outs for their home school sport teams.
- Clinicians are working with high school students to complete career interest surveys and determine steps to accomplishing their vocational and educational plans for the future. Students who are 18 years of age have had interviews for the Genesis Club.

Central MA Academy

GRADES 6-12

Central MA Academy (CMA) is a therapeutic day school offering highly-structured, educational programs, along with targeted services to special education students in grades 6-12. Our students join the CMA community with a variety of needs including social, emotional, and behavioral issues. The driving force behind CMA's mission is the belief that all students can be successful. Staff at CMA takes pride in providing support and guidance to help our students achieve success. Our student-to-staff ratio (12:2 maximum) creates an ideal environment of trust for academic and emotional support throughout the school day. Ultimately, our goal is to nurture well-developed and driven youth who complete high school with valuable skills they will use beyond their time in the classroom to accomplish their personal and professional goals.



- Service Learning Projects within the community
- Vocational and jobs training
- Positive Behavioral Interventions and Supports (PBIS)
- Credit Recovery
- Summer program
- Transitional programming for students with mental health issues

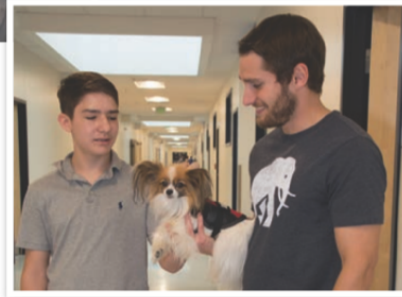


CENTRAL MASS PREP



Central MA Prep GRADES 7-8

Central MA Prep (CMP) is dedicated to educating students in grades 7 and 8 with emotional and behavioral disorders. Students are prepared for the social and academic expectations of high school through the provision of a positive and predictable environment. Within a therapeutic milieu that includes counseling services, low student-to-staff ratios (10:2), and effective use of coping skills, students start to develop the self-determination skills necessary to help navigate the transition from middle to high school.



- MCAS track and MCAS alternative track
- Partners with programs like The Be Like Brit Foundation
- Therapeutic environment for individualized attention

Inclusive

10:2
student-to-
staff ratio



**TEACHING SELF-DETERMINATION
SKILLS THAT LEAD TO SUCCESS**

Dan Smachetti, Director • dsmachetti@cmsec.org • 508-538-9103
14 New Bond Street • Worcester, MA 01606

2nd year in current location. Building Leased

Student Capacity: 100

Program Description

Central MA Prep (CMP) is dedicated to educating middle school (grades 6, 7 and 8) students with serious emotional disturbance and preparing them for the social and academic expectations of high school and life through the provision of a positive and predictable environment. With a therapeutic milieu that includes counseling services, low student to staff ratios (10:1) and effective use of coping skills, students start to develop the self-determination skills necessary to help navigate them through the difficult transition from middle to high school.

CMP's mission is based on the principle that all students are responsible for their education and behavior. Our students are taught strategies to determine how to make the right choices to positively enhance their social, emotional and academic progress. It is fundamental at CMP to have high academic expectations for all students while modifying and accommodating individual needs in order to access the curriculum. Our school features include a structured, consistent behavior modification model in and out of the classroom; a daily point system to monitor student progress with positive behavioral reinforcements, and strong partnerships with community agencies.

Staffing

Director

Assistant Director

9 Classroom Teachers

9 Classroom Aides

3 Clinicians

Administrative Assistant

.5 School Nurse

Student Profile

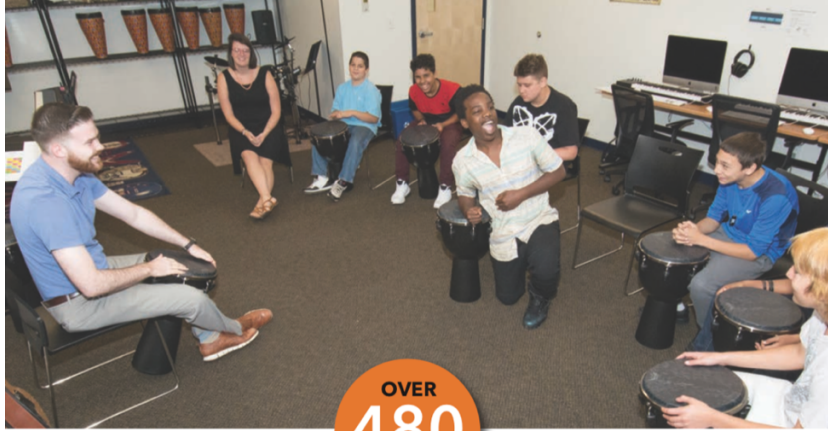
CMP serves students in seventh and eighth grades that are presenting with severe emotional disabilities, and/or mild to moderate cognitive deficits. In addition, there are some individuals with major psychiatric diagnoses, often requiring psychotropic medication as a component of their outside treatment. While the population may vary in terms of defined disabilities, students at CMP exhibit difficulties with maintaining appropriate behavior and self-regulation, along with a high level of distractibility. Support from outside agencies, including the Department of Mental Health and the Department of Children and Families, and other collaterals from outside therapeutic and psychiatric treatment are critical components to assuring student success and educational progress.

Program Changes/Accomplishments

CMP is in its 5th year servicing students with special needs. We have continued to evolve as the needs of our population dictates, staying up to date with the latest research. We have had several of our teachers achieve Professional Status in their Massachusetts Licensure this year and one of our teachers is nearing the completion of his Masters in School Administration. We have several IA's that have completed their Masters in Special Education and have successfully passed their MTEs. This next level of achievement

will translate to a more in-depth understanding of our student's diverse needs. In addition to this, we have also...

- o Staff repainted entry stairway, recovery room and touched up areas of the hallway that needed attention.
- o Hosted a "Get to know your School Day", where parents and families of students came to see the student's classrooms, met and talked with their teachers and viewed samples of their work. Staff cooked meatballs and pasta for 100+ students and families.
- o Provided training to CMP staff and other Collaborative employees in the area of P.B.I.S. and Behavior Management.
- o Participated school in the Worcester Mini Olympics.
- o Provided CMP families in need with gift baskets containing turkey and side dishes for the Thanksgiving break.
- o Developed a partnership with the Be Like Brit Foundation. Our students visited their warehouse bi weekly to assist in procuring, organizing and packaging donations to their orphanage in Haiti.
- o Continued to use SWIS data to track and analyze behaviors and drive strategies to modify behavior.



OVER
480
students



Central Massachusetts Collaborative (CMC) is dedicated to uniting parents, educators, and the community to service the academic, behavioral, and social/emotional (SEL) needs of children and young adults. Our purpose is to create a path so that each of our students can find academic and personal success regardless of the challenges they face.

2

Hartwell Learning Center

Program Administration

Jessica Pitsillides, Director

Debra DiTommaso, Assistant Director

Debra Cosway, Administrative Assistant

Location Information

14 New Bond St.

Worcester, MA 01606

Tel: 508-538-9104

Second year at 14 New Bond (in existence 21years). Building leased.

Student Capacity: 90

Program Description

The Hartwell Learning Center (HLC) is a public, highly structured, K – 5 therapeutic day school with small classroom size, low student to staff ratios, and school-wide positive behavioral supports and interventions. In addition to whole group and individualized academic instruction, students receive individual and group counseling, case management, and crisis intervention. The program focuses on improving academic, social, and coping skills while providing students with a safe, consistent, and positive learning environment.

Staffing

Director

Assistant Director

Administrative Assistant

3 Masters level Clinicians

BCBA

8 Classroom Teachers

26 Classroom Instructional Assistants

Nurse

Art Teacher

Physical Education Teacher

Part-time Learning Disabilities Teacher, Occupational, Physical and Speech Therapists

Student Profile

The Hartwell Learning Center serves students in kindergarten through fifth grade that are presenting with severe emotional disabilities, including major psychiatric diagnoses and/or mild to moderate cognitive deficits. As a result of their psychiatric issues and social-emotional deficits, many students at the HLC exhibit behavioral difficulties including a high level of distractibility, low frustration tolerance, suicidal ideation, poor peer relationships, and weak academic performance. Some students display occasional aggressive behavior that is a function of their psychiatric illnesses or social-emotional deficits and not typically directed at others for the purpose of control or intimidation. Many students at the HLC also receive support from outside agencies, including the Department of Mental Health and the Department of Children and Families, and the majority of the students receive outside therapeutic and psychiatric treatment.

Program Changes/Accomplishments

- Harvard Pilgrim Health Care Mini Grant Recipient
- Sixth full year of the Assessment Center at Hartwell (ACH) – 45 Day Assessment and Stabilization Classroom
- Fully implemented school-wide PBIS
- Continued to develop curriculum including Step-Up to Writing, decodable books/literature series; Lively Letters; EnVision Math; Houghton Mifflin Science Kits
- SuperFlex Social Thinking group curriculum

- Project-based learning and school spirit activities including gardening; spring art and talent show; Disney STEM Day; Pinewood Derby
- Family and community partnerships
 - Open House
 - Special Olympics
 - Giving Tree Holiday Celebration
 - MCPHS Student Comprehensive Eye Exams
 - Annual Pine Wood Derby
 - Read Across America with Community Leaders
 - Barnes and Noble Bookfair (Literacy Committee raised \$1400 for annual summer book give-away)
- Professional development activities continue to support and strengthen educators and program staff through exposure to best practices.
 - Thursday Morning Educator Meetings (8:30 – 9:10)
 - School Safety Planning and meeting leading to adoption of BeSafe Program
 - CPI
 - UbD
 - PBIS Leadership, Whole Staff, Conference
 - MAP Assessment
 - Trauma Informed Care
 - Play Therapy
 - 603 CMR 46.00 Prevention of Physical Restraint – Updated Regs/Early Adopters in August
 - 603 CMR 46.00 Prevention of Physical Restraint – Updated Regs Roll-Out in January
 - Breaking the Behavior Code/FAIR Plan Training



Students hard at work at Hartwell Learning Center!

ROBERT H. GODDARD ACADEMY



Robert H. Goddard Academy

GRADES 9-12

The programs of the Robert H. Goddard Academy (RGA) meet the social, emotional, academic, and post-secondary challenges of our diverse student population. RGA students receive academic instruction, group counseling, emotional/behavioral support, pre-vocational training, social skills training, case management, and crisis intervention. Our programs operate with a positive classroom management system (PBIS) and a predictable learning environment. We believe that success comes from creating a safe learning environment built on mutual respect, hard work, and understanding.

Our program includes:

- GTP - Goddard Technical Program (functional academics, MCAS track, and career development, on-site job training as well as clinical support)
- TSP Blue / TSP Yellow - Therapeutic School Program. (Rigorous academic expectations, clinical support, behavioral support, college and career preparation)

Michael Kelly, Director • mkelly@cmsec.org • 508-538-9101
14 New Bond Street • Worcester, MA 01606

Program Administration

Michael Kelly, Director

Elizabeth Driscoll, Assistant Director

Michelle Rose, Assistant Director

Kristen Mulhern, Administrative Assistant

Location Information

14 New Bond Street

Worcester, MA 01606

Tel: 508-538-9101

2nd year at 14 New Bond (in existence 21 years). Building leased.

Student Capacity: 140

Staffing

Director

2 Assistant Directors

Administrative Assistant

Nurse

5 clinicians

13 CMC teachers, includes 1 building-wide health teacher

28 CMC/WPS IAs

CMC Art, PE, and Music Teachers

CMC OT, PT, SLP

Program Description

The Robert H. Goddard Academy (RGA) consists of 5 highly structured programs that meet the emotional, social, and academic challenges of our diverse student population. RGA students receive rigorous academic instruction, individual and group counseling, emotional and behavioral support, social skills training, case-management, crisis intervention, a structured, positive classroom management system, and individual behavior plans within a safe, predictable learning environment. RGA's "Three-Belief Philosophy" is the foundation for all facets of our programming:

- **We Believe in "All-In-Education"** providing meaningful, comprehensive, and engaging education for all students through the use of research-based, best teaching/learning practices that have been proven to promote high academic achievement.
- **We Believe in "Each Other"** based on the strongly held belief that trusting, respectful relationships are the foundation for success in school, as well as in life. Every staff person endeavors to be a "charismatic adult" by affirming our belief that all of our students are all endowed with special qualities and talents.
- **We Believe in "Peaceful Learning"** within our Trauma-Sensitive school community. To achieve peacefulness within both mind and body, we offer diverse sensory opportunities so that students can learn to regulate strong emotions stemming from intense, challenging life experiences to allow them to better focus on academic endeavors.

Therapeutic High School Program (TSP)

PER HOMEROOM: 2:10 staff/student ratio – 1 Special Ed. Teacher, 1 Instructional Assistant, 4 homerooms

Student Profile: TSP serves high school students with serious emotional disabilities, including psychiatric disorders, self-destructive behavior, social skill deficits, or suicidal thinking.

Services: The TSP program provides a comprehensive high-school curriculum based on the MA Curriculum Frameworks. The expectation and goal for TSP students is to graduate with a diploma. This is accomplished through rigorous academic course offerings which enable students to pass the MCAS and meet the credit requirements of their sending high schools.

Therapeutic High School – Vocational Program (TSP-V)

PER HOMEROOM: 2:10 staff/student ratio – 1 Special Ed. Teacher, 1 Instructional Assistant, 5 homerooms, 1 IA floater

Student Profile: The TSP-V program has the same student profile as TSP in that all students are on an MCAS-Diploma track with a rigorous curriculum to pass MCAS and meet the credit requirements of their sending schools. However, these students lack social/community skills to be productive, working citizens.

Services: Separate vocational/ work component of this program. TSP-V students take advantage of an additional vocational course offering and work in conjunction with the Vocational Program to participate in community-based job sites for exposure and exploration of the work world to support a more successful transition post-graduation.

Vocational Program – (VP)

PER HOMEROOM: 4:10 staff/student ratio – 1 Special Ed. Teacher, 3 Instructional Assistants, 1 Woodworking instructor, 2 homerooms

Student Profile: VP serves middle and high school students (ages 12-21) who have been diagnosed with mild to moderate cognitive limitations in addition to a behavioral and/or serious emotional disability.

Services: The VP program provides case-management services and highly individualized educational programs that include small group, one-on-one instruction, and classroom management systems. The primary curriculum focus for VP students is community-based vocational programming, vocational classroom training, and functional academic skills. Students ages 16-21 receive vocational transitional services, which include self-determination training, assessment, career exploration and job placement.

Life Skills Program - (LSP)

PER HOMEROOM: 4:10 staff/student ratio – 1 Special Ed. Teacher, 4 Instructional Assistants, 3 homerooms

Student Profile: The Life Skills Program provides educational services to students in seventh through twelfth grade (up to age 22) who exhibit challenging behaviors as a result of emotional disabilities, intellectual disabilities, developmental delays, and autism, neurological and medical disorders.

Services: In addition to an academic curriculum adapted to meet the essence of the MA Curriculum Frameworks, the LSP provides instruction in daily living skills, prevocational skills, and community based instruction.

THRIVE Program: This is the fourth year for the THRIVE Program. An ABA structured program for students grade K-12 for students with Autism Spectrum Disorder with significant behavioral challenges.

Staffing:

Program Director
Program Asst. / BCBA
8 Special Education Teachers
30 instructional assistants

Student & Program Profile: Students who attend the THRIVE Program are children, grades K-12, who have been diagnosed with Autism Spectrum Disorder and whose behavioral challenges cannot be met within traditional school settings. THRIVE Program provides an applied behavior analysis approach to

learning and students receive a highly structured, systematic, and data-driven education. The behavior management system is reliant on a myriad of interventions based upon the principles of positive reinforcement. Functional communication training is utilized to teach students to convey their needs through functionally equivalent communicative alternatives.



THRIVE
GRADES K-12

CMC utilizes the curriculum developed by the New England Center for Children (NECC) to provide evidence-based educational instruction for students diagnosed with Autism and related disabilities in grades K-12. THRIVE provides students with a highly-structured learning approach that is systematic and data-driven. Using behavior interventions centered around positive reinforcement throughout the school day, students achieve academic and social success. THRIVE offers students:

- Dedicated, compassionate, and highly-trained staff comprised of: special education teachers, instructional assistants, and Board Certified Behavior Analysts
- Access to ACE® ABA Software System
- Functional communication training, social skills training, and vocational opportunities
- High student-to-staff ratio: on average 8 students, 1 special education teacher, and 7 instructional assistants

THRIVE is a Transition program to Help students Reach Independence through Vocational Experiences. **THRIVE** provides individualized instruction based on the principles of Applied Behavior Analysis using evidence-based educational resources from the New England Center for Children's Autism Curriculum Encyclopedia (ACE). **THRIVE** considers each student's unique skills and learning style to promote academic and social/emotional growth.

Compassionate



Program Changes/Accomplishments

- The THRIVE program is expanding and improving by leaps and bounds! THRIVE is an ABA structured program for students with Autism Spectrum Disorder with significant behavioral challenges. Due to an increase in enrollment this program, we added and are currently filling two additional classrooms, bringing our current total to 6 classrooms, that will be doubled to 12 when we move to our new facility at 14 New Bond St. in August 2017.
- Additionally, we have been working with the Executive Director and other members of the Curriculum Committee to develop more vocational programming for this year in anticipation for the relocation to the New Bond Site. Specifically, we have been focusing on adopting culinary, Horticultural, Print and Media Design/ Print Shop and Custodial Services vocational programs and curriculum that will lead our students through certificate programs to gain employment in the Worcester area upon graduation.
- Successful Thanksgiving meal for all students
- A Successful Toys for Tots Drive
- Turkey Trot - to raise \$ for Thanksgiving meal and to give to a local charity
- Christmas Carols within RGA
- Art Field Trip to Holy Cross College
- RGA had a beautiful prom at The Manor restaurant
- Due to an increase in enrollment in the RGA Program, we expanded our program by four rooms upstairs at our Hartwell location and added Chrome book laptops for all of these rooms (12 per room)
- GTP (Vocational Program) students provided a wonderful Brunch and presentation to parents/guardians of GTP students.
- RGA participated in a review of all curriculum that resulted in the adoption of New England Center for Children's Autism Curriculum Encyclopedia (ACE) curriculum and automated discrete trial interface in our THRIVE Program as well as integrated STEM units using a computer based curriculum with a 3-D MakerBot printer for the 2017 School year!

WOODWARD DAY SCHOOL

Program Administration

Evelyn Marrone, Site Coordinator, 20 Rockdale St

Carol DeAngelis, Site Coordinator, 190 Fremont St

Rich Cameron, Site Coordinator 11 McKeon Road

Monica Miranda, Alex Dennehy, and Kristen Peters are our Administrative Assistants



Woodward Day School

GRADES 6-12

The Woodward Day School (WDS) is a transitional alternative school operating in two separate sites. We provide small, structured learning environments (8:1 student-to-staff ratio) to students who have been excluded from their home schools under MGL 37H or have a pending felony charge and are suspended under MGL 37H 1/2 or MGL 37H 3/4. Our motto is, "You can't change your past, but you can change your future!"

WDS's mission is based on the premise that all students can learn. The staff defines and measures learning through the academic, social, and emotional growth of our regular and special education student population. Students at WDS receive a comprehensive education with a strong academic focus in a safe, nurturing, respectful, and healthy environment.

Program Description

The Woodward Day School (WDS), a transitional alternative school operating in three separate locations, provides a small, structured environment (8:1 staff-student ratio) to students who have been excluded from school under the MGL 37H or have a pending felony charge and are suspended under the MGL37H1/2 or MGL37H3/4. Students at WDS receive a comprehensive education with a strong academic focus in a safe, nurturing, respectful, and healthy environment, based on the premise that all students can learn. Guiding principles include:

- Model and Expect Mutual Respect
- Maintain High Academic Expectations for All Students
- Treat Every Student Equally, and As Unique Individuals
- Identify Students' Needs, Modify Curriculum, Adapt Instruction to Enhance and Support the Learning Process
- Emphasize Pro-Social Skills and Character Education

A core component of every student's academic, career and social/emotional development includes a guidance program which assists students in gaining insight to their goals, abilities, and interests, and encouraging them to become life-long learners and good citizens who value diversity. Due to the transient nature of the program (length of stay ranging from several days to one calendar year), improving academic performance is the primary focus of WDS in order to help students be more successful in school and the community, with the hope that success would breed success. By changing student's attitudes toward school, the likelihood of a successful return to their district with a positive mind-set is increased, regardless of the circumstances impacting their home and environment. WDS endeavors to convince students that education is the great equalizer and that their way out of many of the difficulties they experience at home and in the community.

Staffing

3 Site Coordinators

3 Administrative Assistant

1 Guidance Counselor/ Vocational teacher

15CMC teachers

3 Instructional Assistants

CMC Art, PE, and School/ Career Counselors

Student Profile

The student population consists of general education and special education students who have been long term suspended from school due to a violation of the district's policies prohibiting weapons, teacher assaults, or illegal drugs. In addition, students may be suspended under MGL37H1/2 for a pending felony charge, if they are deemed a detriment to the safety and well-being of the school. Students remain at Woodward Day School until their charges are resolved through court or for a period of one year in the event that they are adjudicated for the felony charge.

WDS fosters an advocate/student relationship in that homeroom teachers maintain open lines of communication between parents, and all student support service providers. In addition school administration works closely with the service providers to ensure that students and families are receiving the maximum interagency benefits.

Program Changes/Accomplishments

- Woodward Day School continued implementation of new Science Technology Engineering and Math (STEM) curriculum. The goal of STEM is to improve student performance in math and science while also preparing them for jobs in the 21st century workforce. STEM jobs are projected to grow 17% by 2018 for a total of 20 million jobs. Students in STEM class studied/constructed solar collectors; developed helmets to prevent traumatic brain injury; studied DNA to create cube critters; and created and developed computer games
- WDS has been allocated three MakerBot 3-D printers that students and teachers utilize with project –based learning opportunities throughout the day! Students at the Rockdale St site designed and manufactured matchbox cars with the aid of a 3D printer.
- Students at Woodward Day Rockdale and Woodward Day Hartwell enjoyed a presentation by Ralph Hogan from Wachusett Community College as he guided them through the college application process, First Generation Scholarships, Course Offerings and the financial aid process. Students at the Woodward Day McKeon location took field trips to American International College and Quinsigamond Community College to explore third level options after graduation.
- Teachers utilized Edgenuity to support their work in the classroom. More advanced students could move forward/study more in-depth, while struggling students could avail of more opportunities for practice
- Teachers participated in Keys to Literacy professional development. Keys to Literacy is a combination of comprehension, writing, and study strategies that helps students understand and learn content information.

Woodward day School top point earners enjoyed various extracurricular activities and field trips that included:

Perfect Attendance Breakfast at Jan’s Kitchen on West Boylston Street

Pizza and a Movie

Lazerzone

Fun America Roller Skating

The Rockdale Recovery High School joins schools in Springfield, Boston, Beverly and Brockton and serves students in grades 9-12 who have been diagnosed with a substance use disorder, have received substance abuse treatment and have made a commitment to recovery up to 18 students were enrolled throughout the year at the Recovery High School from the following communities: Auburn, Dudley, Framingham, Milford, Upton, Webster and Worcester

Rockdale Recovery High School is created on the foundation that we will give students the opportunity to break free from addiction and discover their true potential. We do this by providing a rigorous academic environment that focuses simultaneously on high academic expectations while creating a culture that promotes resiliency. Our mission is:

“Working to create and maintain a safe and respectful recovery community through education, community service and personal responsibility”.

As an educational community we value:

Hope- We believe in our potential for academic and personal success, both in recovery and in life.

Community - We believe in mutual acceptance and support; we celebrate the diverse strengths of each community member, respecting the differences that make up our unique community.

Accountability - We take responsibility for ourselves and our recovery, our actions and their consequences. We recognize the impact that our actions will have on our community, our families and beyond.

Health - We are committed to the mental, emotional and physical well-being of ourselves and our community. We work to maintain the safety of ourselves and those around us.

Courage - We inspire in ourselves, and each other, courage in our journeys to be independent and successful members of society.

We offer a rigorous academic program leading to an earned diploma from each student's community school within a structure of support for recovery and healthy living. Our supports and opportunities include an on-site recovery clinician, recovery support groups, health and wellness activities and events, Intensive Outpatient Counseling, 12 Step Groups, 12th year opportunities with Quinsigamond Community College, and community internships.

Presently, three students are supported through an IEP, and four students are supported through a 504 plan. IEP's and 504's reflect disabilities of anxiety, depression and attention. The MCAS retest was administered this past fall to three students in Mathematics and two students in English Language Arts. All but one has passed all retests. All seniors have passed the MCAS and are on track for graduation. Students receive a high school diploma from their home community district/school. Three seniors enrolled at Quinsigamond Community College through the 12th year program, and one student took one class at the college in the spring, as her recovery continued to be stable. Two seniors are ready for internships, (interning with an esthetician and an auto

mechanic from within the recovery community). Several students have missed large pieces of their high school education due to substance use and treatment and are utilizing Grad Point to recover credits after school and during the summer. Our summer program will continue to support credit recovery. Volunteers from the community provide world language, art, music, meditation and yoga.

We partnered with the Worcester Public Schools to host a psycho-educational series for students who have been disciplined for drug and alcohol offenses. Our students and our recovery counselor speak to referred students during a forum held at our school twice per month. We hosted three of these events and hope to formalize this process next year. Our students are frequently invited to speak of their recovery journey out in the community, and we visit schools, recovery centers, and recovery focused events to share our work and our stories.

Rockdale Recovery High School was built as a Harm Reduction model for recovery, acknowledging that relapse is often a piece of the recovery picture, and therefore we do not suspend students for relapse. Our focus is on creating a more robust relapse prevention plan for the relapsed student, including more in house meetings, outside meetings, counseling, Intensive Outpatient support, family support and counseling. Thus far, 30 of our students have relapsed throughout the year and have availed themselves of the supports outlined in their individual relapse prevention plan.

Our community supports and linkages include YOU Inc., Dudley Drug Court, Juvenile Court, Learn to Cope, Spectrum Health Care, Community Health Link, LUK, Ad Care, MOAR (Massachusetts Organization of Addiction Recovery), BSAS (Bureau of Substance Abuse Services), District Attorney Joe Early's office and the Opioid Task Force. We have secured a grant through the UMASS medical library to create a parent resource liaison position and a library resource center. We are providing real time support and print/online resources for students and parents within our school. We have written a grant applying for after school and summer funding through DPH and have secured this grant for this summer and to provide after school academic support for MCAS preparation and make up. This is one time money allocated with budgeted funds for two new recovery high schools proposed by Governor Baker during the FY16 budget cycle. We have received donations from the community- the first from ADCARE Inc. and the Hillis Family, and most recently from two private donors specifically to support field trips. We are working collaboratively with business supporters to fundraise and secure vans for transporting our students.

CMC CLINICAL SERVICES

Clinical Services

CMC provides an array of clinical and consultative services to schools to help support students with social emotional and behavioral issues. Our staff has extensive experience supporting students with complex profiles. Therapeutic supports are individualized, strength-based and developmentally appropriate. Our clinical staff provides:

- Therapeutic educational support, case management, crisis intervention, and school-based counseling
- Group work covering themes such as conflict resolution, preparing for adulthood, social skills, effective coping strategies, and affect regulation
- Consultation to classroom teachers and professional staff



Dr. Jean Lindquist Grady, Director • jlgrady@cmsec.org • 508-538-9100
14 New Bond Street • Worcester, MA 01606

Program Administration

Dr. Jean Lindquist Grady, Director

Program Description

CMC provides an array of clinical and consultative services to schools to help support students with social emotional and behavioral issues. Our staff has extensive experience supporting students with complex profiles. We have developed a variety of therapeutic support for our students. Our clinical staff provides:

- Therapeutic educational support, case management, crisis intervention, and school-based counseling
- Group work covering themes such as conflict resolution, preparing for adulthood, social skills, effective coping strategies, and affect regulation
- Consultation to classroom teachers and professional staff.

There are two components to the clinical services provided by CMC. The first component is that CMC provides therapeutic supports to special education students. In Webster, there are two CMC clinicians who provide therapeutic supportive services to middle and high school for identified special education students.

The second component of our clinical services is consultation to member and other school districts. This consultation is primarily provided by Dr. Jean Grady, who is the Clinical Director of CMC. This consultation includes assistance in developing programming, case consultation for highly complex cases, and professional development on Social Emotional Learning and Broad based learning.

All clinicians have Masters Degrees in counseling psychology or social work and have, or are in the process of having, met the requirements for DESE licensure. Clinicians provide individual and group counseling as specified in the IEP, coordinate care with outside providers and agencies, respond to crisis situations with their students, and consult with professional staff and parents. They are committed to using a data driven

approach and continuously strive to incorporate evidenced-based practices into their counseling with students. Conducting Functional Behavioral Assessments (FBAs) and subsequent Behavior Intervention Plans (BIPs) is another facet of the clinicians' role.

Staffing

Director

In-Take Coordinator

LD Teacher

Occupational Therapist

Speech/ Language Pathologist

PT Assistant

ELL Teachers

Program Changes/Accomplishments

- Clinicians participated in a two-day training on Functional Behavioral Assessments (FBAs), and developed a data-driven FBA template based on empirical information from staff across the curriculum and school environment.
- Work with high school students to complete career interest inventories and outline steps to developing post-secondary vocational/educational plans.
- Group work with students included themes such as conflict resolution, preparation for young adulthood, wellness, social skills, affect regulation and positive coping strategies.
- Consultation to classroom teachers in the effective utilization of sensory tools for students.
- Provided counseling, case management, and crisis intervention to approximately 400 students placed in day schools operated by CMC.
- Provided clinical support to the approximately 40 students attending the WPS ACT program (elementary-aged program)
- Provided counseling services to special education students in two Webster Public Schools. In addition, clinical consultation was provided to assist in the planning for substantially separate classrooms for students with serious emotional disabilities.
- Provided clinical consultation to the Special Education Department of Worcester Public Schools regarding complex cases. Consultation was also provided regarding system issues in the implementation of special education services for students with serious emotional disabilities.

CMC Annual Report Appendix A

Historical Analysis / Projection (FY15 - FY19)

FY	Assessment	\$ Inc over PY	% Inc over PY	WPS assess/ square ft	WPS Assess/ all students	Budget	% Inc over PY	Other Revenue Sources	WPS % of total budget	Leas- ed Sq. footage	% Inc over PY	NIM Revenue	% Inc over PY	Fund Balance	% (max 25%)
15	11,095,329	732,715	7.1%	\$ 175.51	\$ 28,894.09	13,220,974	5.4%	2,125,645	83.92%	63,216	0.0%	\$ 1,006,654	-28.7%	1,703,974	13.15%
16	12,360,318	1,264,989	11.4%	\$ 149.81	\$ 30,900.80	14,391,392	8.9%	2,031,074	85.89%	82,506	30.5%	\$ 1,356,031	34.7%	2,657,908	19.72%
17	13,073,976	713,658	5.8%	\$ 153.51	\$ 33,437.28	15,447,170	7.3%	2,373,194	84.64%	85,166	3.2%	\$ 1,841,071	35.8%	2,685,468	17.19%
18	13,821,672	747,696	5.7%	\$ 86.90	\$ 31,341.66	17,518,728	13.4%	3,697,056	78.90%	159,058	86.8%	\$ 2,694,237	46.3%	1,926,108	10.79%
19	14,050,584	228,912	1.7%	\$ 76.04	\$ 31,574.35	18,814,017	7.4%	4,697,277	74.68%	184,791	16.2%				
5 Year AVG	737,594	6.3%	\$ 128.35	\$ 31,229.63			8.5%	2,984,849	81.60%	412	8.2%	\$ 1,661,932	22.8%	2,149,471	14.95%