

2018 - 2019 ANNUAL REPORT



We strive to build capacity, create opportunity, and enhance the quality of educational, clinical, and therapeutic services to children with individual needs in Central Massachusetts from ages 5-22 with comprehensive vocational programming and job coaching for students transitioning to adulthood. By partnering with community districts, we can provide quality, specialized education while maintaining cost-effective solutions that bolster students' self determination, independence, and academic achievement.



CMC

Central Massachusetts Collaborative

14 New Bond Street | Worcester, MA 01606

Tel: (508) 538-9100 | Fax: (508) 854-1689

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



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INTRODUCTION

July 2019

In accordance with Section 43 of the Acts of 2012, Central Massachusetts Collaborative (CMC) has prepared the Annual Report for FY 19. The FY 19 Annual Report will be posted on the CMC website (<https://www.cmasscollaborative.org>) for public review and will be shared with all member school committees.

CMC serviced students from the member districts of Worcester and Webster Public School Districts and from thirty-six (36) non-member districts during the 2018-2019 school year. Webster has remained an active member of the collaborative and CMC is looking forward to accepting a new member district, Oxford in FY20. Final details on a new collaborative agreement are still in process.

Our facility at 14 New Bond Street had a successful opening in August of 2017. This location is the home to Hartwell Learning Center (Grades K - 5), Central MA Prep School (Grades 6 - 8), Robert Goddard Academy (Grades 9 - 12) and the THRIVE program (Ages 5 - 22). This year, Central Mass Academy (Grades 6 - 12) was relocated to a newly renovated building at 121 Higgins Street. The redesign and renovations of our two main school sites have provided an enhanced learning environment for students attending the Central Massachusetts Collaborative. In addition to these locations, CMC has three satellite sites that include alternative programming for suspended students and Rockdale Recovery High School for students recovering from drug and/or alcohol addiction.

CMC also offers supplemental services including Occupational Therapy, Physical Therapy, Speech Therapy, Learning Disability services, ESL services and clinical/behavioral supports as well as full evaluation services to our students attending the collaborative and on a fee for service basis to our member and non-member districts. CMC continues to partner with neighboring districts to provide professional development on a variety of clinical and special education topics.

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 continue to expand our existing programs and to develop new ones to meet the needs of students in Central Massachusetts!

Respectfully submitted,
Susan Farrell
Executive Director

GOVERNANCE AND LEADERSHIP

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
Assistant Director of Central MA Academy
Director of Robert H. Goddard Academy
Assistant Directors of Robert H. Goddard Academy
Director of Thrive
Director of Central MA Prep
Assistant Director of Central MA Prep
Director of Hartwell Learning Center
Assistant Director of Hartwell Learning Center
Site Coordinators of Woodward Day School

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

Member Districts

Webster Public Schools
Worcester Public Schools

Non-Member Districts

Athol-Royalston	Gardner	Northbridge
Auburn	Grafton	Oxford
Berlin-Boylston	Haverhill	Peabody
Billerica	Holyoke	Revere
Boston	Hopedale	Salem
Brockton	Leicester	Shrewsbury
Clinton	Leominster	Southbridge
Douglas	Lynn	Spencer-East Brookfield
Dudley-Charlton	Marlborough	Springfield
Fall River	Milford	Wachusett Regional
Fitchburg	Millbury	Waltham
Framingham	North Adams	West Boylston

MISSION, PURPOSE, FOCUS AND OBJECTIVES

Mission

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 5 to 22 and improve educational outcomes for all students.

Purpose

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 creation of specialized education programs for students ages 5-22 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.

Objectives

Progress Towards 2018 - 2019 Objectives	
1. Provide a challenging academic experience to improve the academic achievement of enrolled students.	CMC focuses on providing a high quality academic experience for students modified to meet their individual needs. Graduation rates have increased with 25% of graduating students continuing on to college.
2. Offer a variety of quality professional development opportunities to general and special educators and related service providers.	CMC staff participated in weekly PD focused on using data to inform instruction and interventions. All staff received training in trauma informed care and non violent crisis intervention.
3. Offer all programs and services in a cost-effective manner.	CMC provides quality programs and services at a rate lower than comparable public and private day schools. (See graphs on page 21-22)

PROGRAMS AND SERVICES

Central MA Academy

Program Administration

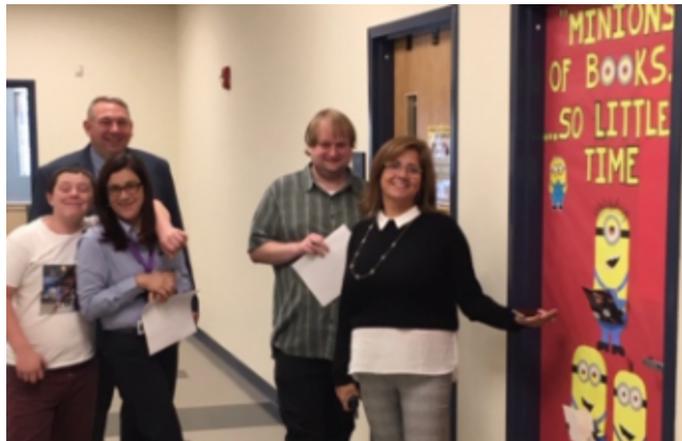
Ann Ortiz, Director

Michelle Klotz, Assistant Director

Program Location

121 Higgins Street
Worcester, MA 01606
Tel: (508) 538-9109
Fax: (508) 852-5375

Student Capacity - 140 students



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 6 through 12. 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. 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. Clinical staff work with students to support social emotional learning through individual and group sessions and are available for crisis management as needed. A low student-to-staff ratio in the classroom (10:2 maximum) creates an environment of trust for academic and emotional growth throughout the school day.

CMA's motto is "All Students Can SOAR," ensuring a focus on Safety, Optimism, Ability, and Respect in our building, go forth and be great. Our philosophy is rooted in 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 positive interactions, 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.

Student Profile

Students at CMA have struggled with academics and behaviors in their sending districts and schools. CMA students benefit from a progressive behavioral management system, which encourages positive behaviors with tangible rewards, while providing opportunities for growth and repair following target behaviors. Our students come from diverse backgrounds; typical CMA students are resilient and have developed their skills to manage in a variety of environments. 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 ensuring student success and educational progress.

Program Highlights

- Staff prepared and served a formal Thanksgiving Feast family style dinner. Students were able to invite two (2) dinner guests;
- CMA ran Can Drives for Thanksgiving and Winter Holidays raised enough to provide food to twelve (12) needy families;
- Central MA Academy hosted the best attended Open House in the last five (5) years with about forty (40) parents and guardians participating. The staff gave tours of the new Higgins St. facility and refreshments were served to guests;
- In English students read the *Odyssey* and created an object to tell the story of one (1) segment of the book. Several students utilized woodworking skills to construct a ship;
- High school students paired up with middle school students to work one-on-one in creating diagrams of different animal and plant cells;
- Clinicians targeted the following need areas: conflict resolution, preparation for young adulthood, wellness, and healthy social networking to create groups;
- 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 eighteen (18) years of age have had interviews for the Genesis Club; and
- Staff assisted students in attaining and securing employment at the following locations:
 - Home Depot
 - Target Sales Associate
 - Burger King
 - Kentucky Fried Chicken / Taco Bell
 - Ernie's Car Wash
 - Maddie's Restaurant
 - Worcester Youth Center

Central MA Prep

Program Administration

Dan Smachetti, Director

Melissa Pichierri, Assistant Director

Program Location

14 New Bond Street
Worcester, MA 01606
Tel: (508) 538-9103
Fax: (508) 854-1347

Student Capacity - 100 students



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 (10:2) and effective use of coping skills, students start to develop 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 lessons and accommodating individual needs in order for students 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.

Student Profile

CMP serves middle school students who are presenting with severe emotional disabilities and/or mild to moderate cognitive deficits. In addition, there are some students 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 ensuring student success and educational progress.

Program Highlights

CMP is in its seventh (7) 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 (1) 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:

- Implemented a student mentor program to assist incoming 6th graders and students new to CMP;
- Created an intramural basketball league for students who meet the PBIS based behavioral expectations;
- 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;
- Provided training to CMP staff and other Collaborative employees in the area of P.B.I.S. and Behavior Management;
- Participated in the Worcester Mini Olympics; and
- Continued to use SWIS data to track and analyze behaviors and drive strategies to modify behavior.

Hartwell Learning Center

Program Administration

Jessica Pitsillides, Director

Deb DiTommaso, Assistant Director

Program Location

14 New Bond Street
Worcester, MA 01606
Tel: (508) 538-9104
Fax: (508) 854-1689



Student Capacity - 90 students

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.

Student Profile

The Hartwell Learning Center serves students in grades K – 5 that are presenting with moderate to severe emotional disabilities and/or mild to moderate cognitive deficits. As a result of their mental health 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. 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 ensuring student success and educational progress.

Program Highlights

- Started the 2018-2019 school year with fifty-six (56) number of students and finished the year with sixty-eight (68) students;
- Nineteen (19) grade 5 students graduated to Central MA Prep and four (4) students successfully transitioned back to Worcester Public Schools;
- This year the students enjoyed music, art and gym classes and opportunities to participate in the vocational kitchen;
- The students enjoyed field trips to local apple orchards in the Fall;

- The Saint Spyridon Greek Orthodox Church in Worcester, Massachusetts once again generously donated gifts to the students of Hartwell Learning Center for the holidays;
- Each year, Barnes and Noble hosts holiday fundraisers at their Millbury, MA location. Staff greet customers, promote CMC and HLC, and do a read aloud to children in the store. A percentage of the proceeds from the days purchases are then donated to HLC. This year, HLC raised \$1,600 towards books for the students at the end of the school year; and
- The teachers of HLC continue to utilize outside resources to fund projects for their classrooms through Donor's Choose. Technology, flexible seating, noise canceling headphones, and games were among the top donations of this school year.

Robert H. Goddard Academy

Program Administration

Michael Kelly, Director

Elizabeth Driscoll, Assistant Director

Michelle Rose, Assistant Director

Program Location

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9101

Fax: (508) 854-1346

Student Capacity - 100 students

Program Description

The programs of the Robert H. Goddard Academy (RGA) are designed to 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.

The Robert H. Goddard Academy mission is based on the principle that all students are responsible for their education and behavior. RGA encourages students to make right choices in an effort to make social, emotional and academic progress. It is fundamental at RGA to have high academic expectations for all students while modifying and accommodating individual needs in order to access the curriculum. All members of the RGA community are accountable in creating a safe, respectful, nurturing and predictable environment where students can learn and practice the skills necessary to become productive members of society.

Student Profile

RGA serves high school students with serious emotional disabilities, including psychiatric disorders, self-destructive behavior, social skill deficits, or suicidal thinking. These students lack social/community skills to be productive, working citizens who have been diagnosed with mild to moderate cognitive limitations in addition to a behavioral and/or serious emotional disability. 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 ensuring student success and educational progress.



Program Highlights

- RGA top point earners participated in Fall and Spring hikes on local trails;
- Students attended Thanksgiving dinner put on by staff;
- Students earned community service experience by volunteering for the Salvation Army in December;
- Students participating in RGA's Custodial program helped to keep the school clean while learning valuable job skills;
- Community participation activities included toys for tots volunteers, VIP trips, community hikes;
- Students had the opportunity to learn about college with Quinsigamond Community College (QCC) visits in the Spring;
- RGA hosted an Opportunity Fair for students in May;
- A School Wide Carnival was held in June;
- RGA students received college acceptances to QCC, Johnson and Wales, Nichols and one of our graduates earned a Porter and Chester scholarship.

THRIVE Program

Program Administration

Liz Pinzino, Director

Program Location

14 New Bond Street
Worcester, MA 01606
Tel: (508) 538-9101
Fax: (508) 854-1346

Student Capacity - 60 students

Program Description

THRIVE is an ABA based structured program for students grades K-12. THRIVE 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. 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.



Students learning how to use the register

THRIVE offers students dedicated, compassionate and highly-trained staff comprised of special education teachers, instructional assistants and Board Certified Behavior Analysts. With access to ACE ABA Software System, staff are able to monitor student progress in the areas of functional communication, social skills and vocational skills. THRIVE provides a high staff to student ratio with individualized support to meet each student's unique needs.

Student Profile

Students who attend the THRIVE Program are children who have been diagnosed with Autism Spectrum Disorder and whose behavioral challenges cannot be met within traditional school settings.

Program Highlights

- THRIVE started the year with forty-one (41) students and finished the year with forty-eight (48) students;
- Students continued to access curriculum through the Autism Curriculum Encyclopedia (ACE) from the New England Center for Children;
- Twenty-six (26) students participated in the MCAS-Alternative Assessment and eight (8) students participated in the computer based MCAS assessment;
- Students who were sixteen (16) and older were able to access both on-site and off-site vocational experiences. This year we expanded our sites to include:
 - Ernie's car wash;
 - Savers;
 - St. Christopher's Church in West Boylston; and
 - Be Like Brit (monthly).
- Students were visited by the Worcester Transit Authority and were instructed on how to ride the bus, access daily bus schedules, and toured Union Station;
- Other weekly community trips included:
 - Target;
 - BJs;
 - The Public Library;
 - Dollar Tree;
 - Dunkin Donuts; and
 - The Post Office.

Woodward Day School

Program Locations and Administration

Woodward Day Fremont	Woodward Day McKeon	Woodward Day Rockdale
Carol DeAngelis, Site Coordinator	Richard Cameron, Site Coordinator	Evelyn Marrone, Site Coordinator
190 Fremont Street	11 McKeon Road	20 Rockdale Street
Worcester, MA 01610	Worcester, MA 01610	Worcester, MA 01606
Tel: (508) 538-9107	Tel: (508) 538-9110	Tel: (508) 538-9108
Fax: (508) 799-3486	Fax: (508) 792-9374	Fax: (508) 854-4973

Student Capacity - 120 students

Program Description

The Woodward Day School (WDS), is a transitional alternative school operating in three separate locations. WDS 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.

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.

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 (1) 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 Highlights

- Woodward Day School Fremont continued implementation of Science Technology Engineering and Math (STEM) curriculum. 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;
- Woodward Day Mckean and Rockdale piloted a College and Career Readiness curriculum used in Worcester Public Schools that will benefit students in grades 6-12 with transition planning, job readiness skills, drivers education, everyday life skills and training in academic success skills;
- Students at all WDS sites attended the STEM program at Gillette Stadium and were able to participate in creating a helmet that would help reduce concussion;
- WDS has been allocated three (3) MakerBot 3-D printers that students and teachers utilize with project-based learning opportunities throughout the day;
- Students at Woodward Day Rockdale and Woodward Day Mckean enjoyed a presentation by enrollment counselors at Quinsigamond Community College, and were guided through the college application process, First Generation Scholarships, Course Offerings and the financial aid process;
- Teachers across all three (3) sites 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;
- Woodward Day School top point earners enjoyed various extracurricular activities and field trips that included:
 - Hiking Mt. Wachusett;
 - Purgatory Chasm;
 - Gillette Stadium Hall of Fame;
 - Apple Picking;
 - Apex;
 - Bowling; and
 - Moore State Park.
- WDS provided credit recovery summer school for high school students with more than fifteen (15) absences and/or a grade of 55-64. 95% of students successfully earned back credits.

Rockdale Recovery High School

Program Administration

MaryEllen McGorry, Principal

Program Location

121 Higgins Street
Worcester, MA 01606
Tel: (508) 538-9102
Fax: (508) 854-4984

Student Capacity - 60 students

Program Description

Rockdale Recovery High School (RRHS) was created on the foundation that we will give students the opportunity to break free from addiction and discover their true potential. Our mission is ***“working to create and maintain a safe and respectful recovery community through education, community service and personal responsibility”***.

Rockdale Recovery High School is 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.

We offer a rigorous academic program leading to a diploma awarded 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, 12 Step Groups, 12th year opportunities with Quinsigamond Community College, and community internships. Students who have missed large pieces of their high school education due to substance use and treatment and are utilizing Edgenuity to recover credits after school and during their free time.

Student Profile

Rockdale Recovery High School 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. During the 2018 - 2019 academic year, twenty-six (26) students were served from the following communities: Auburn, Charlton, Clinton, Dudley, Framingham, Holden, Milford, Northborough, Oxford, Shrewsbury, Upton, Uxbridge, Webster and Worcester.

Program Highlights

- RRHS partnered with the Worcester Public Schools to host a psycho-educational series for students who have been disciplined for drug and alcohol offenses;

- RRHS students were frequently invited to speak of their recovery journey out in the community, and we visited schools, recovery centers, and recovery focused events to share our work and our stories;
- RRHS has built community supports and linkages which include the following agencies: 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; and
- Through a grant in collaboration with UMASS Medical School and Dr. Margret Chang, we were able to produce a series of videos that highlight heredity and the multi-generational impacts of Substance Use Disorders.

Clinical Services

Program Administration

Dr. Jean Lindquist Grady, Director

Program Location

14 New Bond Street
Worcester, MA 01606
Tel: (508) 538-9100
Fax: (508) 854-1689

Program Description

CMC provides an array of clinical, consultative, and assessment services to schools to help support students with social emotional and behavioral challenges. Our staff have extensive experience supporting students with complex cognitive, social/emotional, developmental, behavioral, substance use, and traumatic profiles. Individual and whole school therapeutic supports are utilized throughout the entire school day in order to promote student success. Our clinicians provide:

- Therapeutic educational support, case management, crisis intervention, and school-based counseling;
- Psychoeducation covering topics such as conflict resolution, preparing for adulthood, social skills, effective coping strategies, affect regulation, mindfulness, drug and alcohol use, relapse prevention, violence reduction, decision making, etc.;
- Consultation to classroom teachers and professional staff; and
- Assessment of behavioral function, effective interventions, and data collection.

There are two (2) components to the clinical services provided by CMC. The first component is that CMC provides therapeutic support and intervention, collaboration, case management, crisis intervention to regular education and special education students in all of our schools.

The second component of our clinical services is consultation and/or assessment to member and other school districts. This consultation is primarily provided by Dr. Jean Lindquist Grady, who is the Clinical Director of CMC. This model includes assistance in developing programming, case consultation for highly complex cases, professional development and training in a variety of areas, and assessment (e.g., risk/ threat assessment, psychological evaluation).

All clinicians have a Masters Degree in counseling psychology or social work, hold a state license for allied mental health or social work, and have or are in the process of obtaining DESE licensure as a school adjustment counselor. Clinicians provide individualized and group therapeutic support and psychoeducation as specified in the IEP, coordinate care with outside providers and agencies, respond to crisis situations, and consult with teachers, professional staff and parents pertaining to social emotional and behavioral challenges. Our clinicians are committed to using data driven interventions and best practice. Conducting Functional Behavioral Assessments (FBAs) and subsequent Behavior Intervention Plans (BIPs) is another facet of the clinicians' role.

CMC provides a robust internship training program. Master level and Doctoral level practicum and internship level students are incorporated into each of our schools, as well as into the evaluation/assessment of students. We work collaboratively with a number of Universities to provide a comprehensive training and learning environment.

Program Highlights

- Work with high school students to complete career interest inventories and outline steps to developing post-secondary vocational/educational plans;
- Provide clinical and therapeutic support to students who have been long-term suspended;
- Developed a new registration process;
- Increased the amount of consultation, training and assessment to Massachusetts school districts;
- Increased the number of out-of-district tuitions, as well as added additional districts; and
- Provided year long Professional Development in: Anti-bullying and Zones of Regulation; Transition Planning; created a systemwide policy for LGBTQ school standards; and Positive behavior Interventions in a Trauma Informed school.

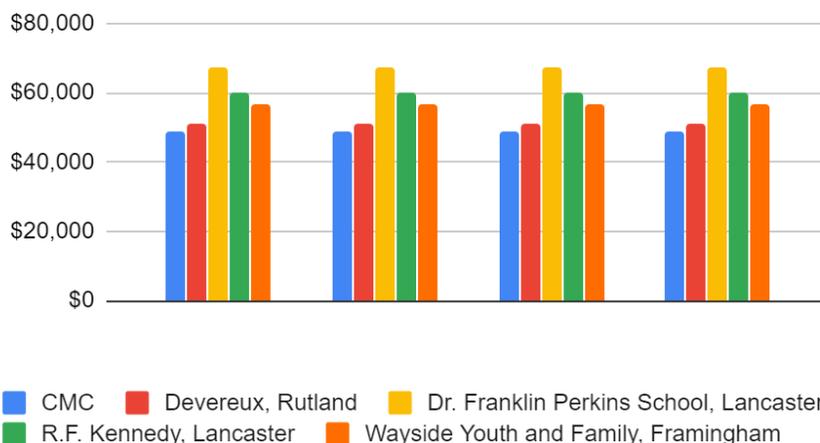
COST-EFFECTIVENESS

CMC provides individualized and specialized services to approximately five-hundred (500) students from kindergarten through age twenty-two (22) in Central Massachusetts. Our central program locations, economies of scale and primary support from a large, member district, allows CMC to provide our services at a competitive cost. When analyzing costs of private day schools that offer comparable services and programs, it is clear that Worcester County school districts recognize significant savings in tuition and transportation.

Cost Comparisons

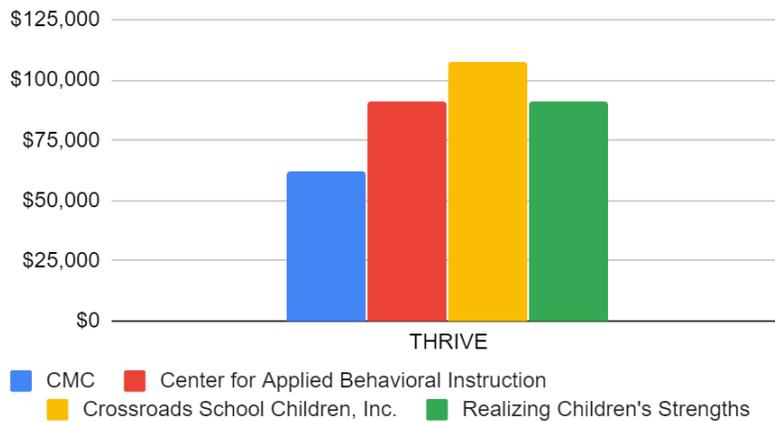
The proximity of our programs to the homes of Worcester students presents a significant cost savings in that the District incurs minimal transportation expense. The success of our programming and our affordability has increased enrollment from non-member districts in recent years. In 2008, our non-member enrollment was seventeen (17), jumping to thirty-seven (37) in 2011, and to fifty (50) in 2018. This growth in student enrollment has increased revenues from our non-member districts, which helps to defray cost increases for our member districts. CMC strives to continue to build capacity within all our programs and recognizes advantages that sets us apart and realizes cost effectiveness for member and non-member districts as a result. The following examples illustrate these qualitative measurements.

FY18 Tuition Comparison by Program



	Hartwell Learning Center	Robert Goddard Academy	Central MA Prep	Central MA Academy
CMC	\$48,571	\$48,571	\$48,571	\$48,571
Devereux, Rutland	\$50,971	\$50,971	\$50,971	\$50,971
Dr. Franklin Perkins School, Lancaster	\$67,098	\$67,098	\$67,098	\$67,098
R.F. Kennedy, Lancaster	\$60,149	\$60,149	\$60,149	\$60,149
Wayside Youth and Family, Framingham	\$56,673	\$56,673	\$56,673	\$56,673

FY18 Tuition Comparison for THRIVE



	THRIVE
CMC	\$61,817
Center for Applied Behavioral Instruction	\$90,921
Crossroads School Children, Inc.	\$107,815
Realizing Children's Strengths	\$90,942

Qualitative Comparisons

Throughout the year, CMC sponsors on-site training for teachers, clinicians, instructional assistants and administration. As a condition of employment, all staff must be CPI certified in order to understand and effectively manage difficult behaviors. This training is provided by CMC certified trainers, reducing the overall cost as it allows all staff to be trained and certified internally.

We cannot underestimate that value of urban-based programs and the fact that over 90% of CMC students are from Worcester. The accessibility of community resources results in minimal expense for local field trips, but more importantly provides opportunities for students to acclimate to community resources, thereby increasing the likelihood that they would benefit from those resources in the future.

As we embark on a new fiscal year, CMC remains committed to address the needs of our member and non-member districts by ensuring our programs include the necessary resources to support the success of all students in a fiscally responsible and cost effective manner.