

# 2019 - 2020 ANNUAL REPORT



## CMC Central Massachusetts Collaborative

14 New Bond Street | Worcester, MA 01606  
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<https://www.cmasscollaborative.org/>



*CMC strives to build capacity, create opportunity, and enhance the quality of educational and therapeutic services to children from ages 5-22. 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.*



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# INTRODUCTION

In accordance with Section 43 of the Acts of 2012, Central Massachusetts Collaborative (CMC) has prepared the Annual Report for FY 20. The FY 20 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.

The Central Massachusetts Collaborative (CMC) is an approved public day school founded in 1975 by our member districts, Webster Public Schools and Worcester Public Schools. During the 2019-2020 school year, we employed over 220 full-time dedicated employees and served over 500 students from the member districts of Worcester and Webster and from forty (40) non-member districts and one charter school.

The Collaborative is governed by a Board of Directors who ensures that its purpose of providing educational, clinical, and therapeutic services to children of public school districts in Central Massachusetts is upheld. The collaborative provides a rigorous education to students with an equal focus on social emotional development. CMC 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. Our practices are consistent with the CMC mission of increasing students' self-determination, independence, and academic achievement.

CMC programs are housed in five (5) buildings all located within the city of Worcester, MA. Our facility at 14 New Bond Street 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). Our facility at 121 Higgins Street is home to Central Mass Academy (Grades 6 - 12) and Rockdale Recovery High School (Grades 9 - 12). In addition to these locations, CMC has three satellite Woodward Day School sites located at 20 Rockdale Street, 11 McKeon Road and 190 Fremont street. Woodward Day School provides alternative programming for students long term suspended from school and short term placement for students in transition and for students requiring evaluation to determine the appropriate educational placement.

CMC strives to build capacity, thereby enhancing and increasing educational opportunities for all students. We remain committed to providing outstanding educational programming, therapeutic environments, and integrated vocational opportunities for our students. We look forward to expanding our existing programs and to developing 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  
Director of Robert H. Goddard Academy  
Director of Central MA Prep  
Director of Hartwell Learning Center and Thrive  
Principal of Rockdale Recovery High School  
Assistant Director of Central MA Academy  
Assistant Directors of Robert H. Goddard Academy  
Assistant Director of Central MA Prep  
Assistant Director of Hartwell Learning Center  
Site Coordinators of Woodward Day School

Susan Farrell  
Beverly Tefft  
Dr. Jean Lindquist Grady  
Ann Ortiz  
Michael Kelly  
Dan Smachetti  
Elizabeth Pinzino  
MaryEllen McGorry  
Michelle Klotz  
Elizabeth Driscoll / Maureen Rose  
Melissa Pichierri  
Kris Collins  
Evelyn Marrone  
Richard Cameron  
Carol DeAngelis

## Member Districts

Webster Public Schools  
Worcester Public Schools

## Non-Member Districts

Athol-Royalston	Haverhill	North Adams
Attleboro	Holyoke	North Attleboro
Auburn	Hopedale	Northbridge
Bedford	Hudson	Oxford
Boston	Lawrence	Revere
Brockton	Leicester	Shrewsbury
Chelsea	Leominster	Southbridge
Clinton	Lynn	Spencer-East Brookfield
Douglas	Marlborough	Wachusett Regional
Dudley-Charlton	Maynard	Waltham
Fitchburg	Mendon/Upton	West Boylston
Framingham	Milford	Weymouth
Gardner	Millbury	The Christa McAuliffe - Charter School
Grafton	Narragansett	

# 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 2019 - 2020 Objectives	
1. Provide a challenging academic experience to improve the academic achievement of enrolled students.	CMC's MCAS performance reflects improvement in the number of students proficient in ELA (39%) and an increase in students graduating with a high school diploma (50 students).
2. Offer a variety of quality professional development opportunities to general and special educators and related service providers.	CMC clinicians participated in trauma informed CBT training. All instructional assistants completed 40 hours of ABA training. Teaching staff completed professional development on teaching students in poverty and Social Emotional Learning for educators.
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 23)

## Demographics:

The Central Massachusetts Collaborative has a rolling admission policy and accepts students throughout the school year. The 2019-2020 school year began with just under four hundred students and ended with over five hundred students. Students come to CMC from our member districts of Webster and Worcester and from forty (40) surrounding communities. Most students are high needs students (approximately 98%) including students with disabilities (approximately 93%), English Language Learner (approximately 36%) and economically disadvantaged students (approximately 86%).

Enrollment by Race/Ethnicity (2019-20)		
Race	% of Collaborative	% of All Collaboratives
African American	14.0	8.6
Asian	1.6	3.2
Hispanic	43.7	19.8
Native American	0.5	0.2
White	34.2	63.3
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	6.1	4.8

Enrollment by Gender (2019-20)		
	Collaborative	All Collaboratives
Male	330	3,115
Female	114	1,124
Non-Binary	0	5
Total	444	4,244

Average Enrollment by Grade (2019-20)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Collaborative	0	1	8	7	16	11	18	31	40	52	57	57	55	87	4	444

# 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 - 120 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 neighborhoods.

### 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, are resilient and develop the skills needed to be successful 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

- Central MA Academy hosted a well-attended Open House in the fall. The staff gave tours of the new Higgins St. facility and refreshments were served to guests.
- Earth Day was celebrated by Central MA Academy staff and students through a creative competition. Students were tasked with researching an endangered species from around the world and creating either a poster or PowerPoint about their chosen animal. A prize was awarded for the most creative project.
- Curriculum Highlights English:
  - Students studied videos of survival expert Bear Grylls displaying a number of survival techniques. Students then researched their own survival techniques for a given ecosystem before creating how-to essays on escaping the areas.
  - Students used props and acted out the more-famous scenes of William Shakespeare's *Macbeth* while trying to predict the twisting paths of the tale.
  - Students identified aspects of symbolism and the importance of African-American literature while reading and acting out the play *Fences* by August Wilson.
  - Students listened to testimonials and narration to piece together the mystery of a murdered high schooler using comprehension exercises and Socratic circles.
- Curriculum Highlights Reading and Writing:
  - Students created 2020 Vision boards in Reading and Writing. First the students learned about and set SMART goals for the New Year. Then they created a visual representation of their goals to help them see their future.
- Curriculum Highlights Math:
  - Students participated in a slope challenge. Two students were crowned champion slope calculators.
  - Students worked on completing an "Around the Room" Scavenger Hunt by finding the GCF or LCM of a pair of numbers or solving one step equations.
- Curriculum Highlights Science:
  - Freshmen completed a special genetics unit called Snowman Genetics.
  - Juniors participated in a project through Khan Academy online called "Imagineering in a Box".
  - Seniors explored the human body by completing life-sized silhouettes.
  - Students researched individual and community impacts on climate change. They created campaign posters to help inform the school community about ways to lessen the impact of their carbon footprint.
- Our BCBA provided training to support staff to develop their skills with applied behavioral interventions. Staff actively participated in weekly training and small group discussions to collaborate on best practices for incorporating ABA methodologies.
- This year, due to COVID 19 and our senior class not being able to say a proper goodbye, clinician Kristine Shanahan arranged for photographer Jan Mckernan-Markoff to take professional pictures of graduates in their cap and gown. Pictures were then transferred into a yearbook for each senior as a gift along with a packet of pictures.



## **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

- During ESY, Students and staff completed a fitness challenge, establishing initial performance levels and charting progress. Each participant, both students and staff, improved their fitness score over the course of ESY.
- In the fall, Central MA Prep hosted a well attended Open House where families had the opportunity to see student work samples, tour classrooms and interact with school staff.
- In December, students and staff participated in a spirit week challenge.
- Ten sixth grade students were selected to receive an eight grade mentor. Students met for 20 minutes twice a week to play a game, talk, play basketball, use the playground, or create an art project.
- Social Emotional Learning
  - Staff developed PBIS based behavioral management strategies and establishment of behavioral expectations with regards to being Safe, Responsible, and Respective. Staff training included role playing various scenarios and provided feedback to each other.
  - Students will receive a check on their point sheet for each class that they maintain respectful peer interactions. The two winning homerooms of the 30 day challenge will be able to choose between ice cream or pizza celebration.
  - On Friday afternoons students who have earned 80% of behavior and performance points participated in a student selected activity.
- Curriculum Highlight Writing:
  - Teachers assigned two homework assignments weekly focused on the development of writing across the curriculum.
  - Students utilized weekly rubrics to chart their performance on assignments.
  - A “Weekly Writer” was selected from each grade level.
- Curriculum Highlights Science:
  - A scientist of the month was selected and nominated for a scholarship to attend a stem summer camp at a local college.
- Remote Learning:
  - Teachers created and maintained virtual GOOGLE classrooms beginning on 3-23-2020, posted new assignments daily, held weekly virtual meetings, and maintained biweekly office hours.
  - Home room advocates logged weekly phone calls to parents and guardians, video conferences, and other forms of communication to assess wellness and academic progress.
  - Each household received a packet containing community based supports and their student’s remote learning plan.
  - Staff voted and awarded two learners as students of the week throughout the fourth quarter. Completion of virtual and packet work and level of improvement were the primary considerations. Students received a Student of the Week certificate and a prize.
- Our 8th grade students participated in a virtual graduation ceremony.

## **Hartwell Learning Center**

### **Program Administration**

Elizabeth Pinzino, Director

Kristin Collins, Assistant Director

### **Program Location**

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9104

Fax: (508) 854-1689

### **Student Capacity - 70 students**



### **Program Description**

The Hartwell Learning Center (HLC) is a highly structured, therapeutic day school program for students in grades K through 5. Our small classroom size, low student-to-staff ratios, and our school-wide positive behavior supports and interventions allow us to maintain the highest educational standards while addressing the individual needs of our students. School-based individual and group counseling, case management, and crisis intervention programs compliment our focused academic instruction. Through our Therapeutic Support Program and Adapted Learning Program we focus on improving academic, social/emotional, and coping skills while providing our students with a safe, consistent, and positive learning environment in which they can grow and succeed.

The Hartwell Learning Center provides:

- Whole and individualized academic instruction aligned to the MA Curriculum Frameworks and Common Core state standards
- Small class sizes: 10: 2 student to staff ratio with additional support as needed
- Full-time Master level clinicians and BCBA's
- School-wide PBIS
- Sensory Rooms and Sensory Interventions

### **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

- Eligible Hartwell Learning Center students attended a five week extended school year program in July and August.
- Students transitioned back to school smoothly welcoming a new Acting Director in September and a new Assistant Director in November.
- There was an increase in family participation at our annual Parents Night with students and families attending across all classrooms.
- Curriculum Highlights
  - Kindergarten and first grade students accessed daily centers for ELA and Math.
  - Third grade students completed a year long geography unit on the United States.
  - Fifth grade students completed book projects after reading "Hatchet" by Gary Paulsen.
- Social Emotional Learning
  - Students are earning "Hartley Bucks" (pic) for target behaviors. \$\$ is used to purchase items from school store & snack cart as well as for preferred activities/items within classrooms.
- Special Events
  - Students went on a field trip to a local apple orchard and learned about local harvesting.
  - The curriculum in February was designed to highlight Black History Month.
  - Students celebrated the 100th day of school with special events and projects on February 9, 2020.
  - Students celebrated Read Across America Day in March by reading Dr. Seuss books and participating in a celebration of all things Seuss.
- Remote Learning
  - Students participated in remote learning activities including weekly whole group lessons and small group instruction via Zoom for Academics.
  - Paper materials were delivered/mailed out on a regular basis to students.
  - Teachers held office hours for parents and provided Individual sessions for academic support for students.
  - Clinical services continued to be provided in small groups and individually.
  - Teachers utilized a variety of online platforms to maintain open communication with families including Google Classroom, Class Dojo, and Remind.
  - Staff provided direct support to families during remote learning with weekly phone calls and emails.
- Fundraising at HLC
  - Teachers received donations via Donors Choose including whisper readers, arts & crafts supplies, headphones, and computer mice for classroom chromebooks.
  - Donations for holiday gifts were received from St. Spyridon Greek Orthodox Church Worcester.
  - A Barnes & Noble fundraiser was held on 12/14 and a percentage of the money earned went to HLC for end of the year books for all students.
- Eighteen students completed fifth grade and prepared for the transition to middle school.

## **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 started the year with many new staff including an ELL teacher, a history teacher, a guidance counselor, a clinician and several new instructional assistants.
- All new staff received training in PBIS and selected RGA staff completed a 40 hour ABA training through Relias.
- English Language Arts
  - Students finished graphic novels and related work
  - Students studied poetry and figurative language by comparing poems by Langston Hughes and Alice Walker
  - Structured peer editing with positive feedback and suggestions assisted students with improving their writing skills.
- History
  - Students participated in a hands on activity in which they visualized WWII Leaders, the countries they ruled and what their philosophies and goals were.
  - Students studied the Civil Rights Movement including lessons on Martin Luther King, Rosa Parks, Malcolm X. Students came to class in character as one of the major figures and were expected to have a conversation with 2 other guests, complete a questionnaire and deepen their understanding of the trials and tribulations of the good manners.
- Math
  - Students learn about graphing Linear Inequalities vs linear equations, created Box and Whisker Plot based on height of NBA Players and increased their understanding of the Pythagorean Theorem
- Science
  - Students completed an exploration of Human Body Systems
  - Students studied the layers of the Earth (the Crust, Mantle, and Core).
  - Students worked on a project on how to maintain sources of renewable energy
- Curriculum Enhancements
  - Juniors and Seniors attended presentations by Porter and Chester, Universal Technical Institute, Worcester State (WSU) and Salem State and interested Seniors attended college tours at WSU and Quinsigamond Community College
  - RGA students attended a CyberSafety Presentation
- Special events
  - Our Annual Thanksgiving Feast in November provided an opportunity for staff and students to share a meal. Students took pride in setting up the cafeteria and decorated the tables. Staff provided the fixings and great time was had by all.
  - The RGA Talent Show highlighted the musical abilities of our students. The hour long show was well attended by families and friends.
  - RGA Graduated 24 Seniors. Two seniors received scholarships to local colleges.

## **THRIVE Program**

### **Program Administration**

Elizabeth Pinzino, Director

Kristin Collins, Assistant Director

### **Program Location**

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9105

Fax: (508) 854-1346



### **Student Capacity - 64 students**

### **Program Description**

THRIVE is a structured ABA based program for students in grades K-12 with support for students up to age 22. THRIVE provides students with a highly structured learning approach that is systematic and data-driven. By utilizing the curriculum developed by the New England Center for Children (NECC), THRIVE is able to provide evidence-based educational instruction for students diagnosed with Autism and related disabilities. Access to ACE ABA Software System allows staff to monitor student progress in the areas of functional communication, social skills and vocational skills.

THRIVE offers students dedicated, compassionate and highly-trained staff composed of special education teachers, instructional assistants and Board Certified Behavior Analysts. THRIVE provides a high staff to student ratio with individualized support to meet each student's unique needs. 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 8:4 ratio of students to staff

### **Student Profile**

Students who attend the THRIVE Program are children who have been diagnosed with Autism Spectrum Disorder and/or related disabilities. Students attending THRIVE often exhibit behavioral challenges that cannot be met within traditional school settings. Behaviors may include disruptive behaviors such as non-compliance with instructions, calling out, tantrums, and aggression toward self or others. Students may also exhibit withdrawn behaviors such as social isolation, anxiety, rocking or hand flapping and school refusal. THRIVE staff work closely with outside agencies to support students at school and at home.

## Program Highlights

- Eligible THRIVE students attended a five week extended school year program.
- Students transitioned back to school successful with low incidences of challenging behaviors and high engagement levels.
- Parents night was attended by at least one family per classroom.
- Curriculum Highlights
  - Elementary and Middle school students participated in a pen pal program with local public school students.
  - Students expanded their content knowledge using the News 2 You curriculum.
  - Students expanded their life skills and social skills and completed travel training with community experiences at locations throughout the city including:
    - Target, BJ's, Dunkin Donuts, Dollar Tree
    - Worcester Public Library
    - Union station
- Vocational experiences onsite including:
  - Retail skills - students ran a snack cart and a school store for students
  - Hospitality - students ran a daily coffee cart within the buildings for staff
  - Food prep skills - students set up breakfast daily in the cafeteria
  - Maintenance skills - students assisted with cleaning/sweeping/setting up the cafeteria for breakfast and lunch
- Vocational experiences off site were provided at the following locations:
  - Friendly House
  - St. Christopher's Church
  - Ernie's Car Wash
  - St. John's Food Pantry
- Community Engagement:
  - Throughout the year, THRIVE students and staff were the receipt of many generous donations. The THRIVE annual toy drive was facilitated by a staff member's son as a community service activity. Holiday gifts were donated by Toys for Tots, the Armenian Church, Worcester and RJ Grey Junior High, Leominster.
- Remote Learning
  - Teachers created Google Classrooms for students who could access lessons online and provide backpacks with materials for students who could not access remote learning online. Materials were refreshed weekly.
  - Online students participated in remote learning activities, whole group morning meetings and small group instruction via zoom for academics.
  - All instruction was supplemented with paper materials which were delivered/mailed out on a regular basis to students.
  - Individual sessions were provided for students who required discrete trial instruction using zoom and Boom Cards.
- During the school closure, two students turned 22 and one student completed high school. All students were celebrated with a special drive by graduation parade.



# 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 program 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. Woodward Day School also provides transitional placement for non-suspended students who require a full assessment of their needs to determine their appropriate school placement.

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 behavioral and academic performance is the primary focus of WDS in order to help students be more successful in school, with the hope that success will breed success. WDS endeavors to show students that education is the great equalizer and the way out of many of the difficulties they are experiencing. By changing students' attitudes toward school, the likelihood of a successful return to their district with a positive mind-set is increased. WDS fosters an advocate/student relationship in that 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.

### 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 or who may have been suspended under MGL37H1/2 for a pending felony charge, if they are deemed a detriment to the safety and well-being of the school. WDS also accepts students who require a full comprehensive evaluation to determine an appropriate school placement. 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 or until their evaluation has been completed and a more permanent placement has been determined..

## Program Highlights

- Administration improved the intake/return process by increasing communication with sending district principals including sending regular reports regarding student attendance, discipline and academic progress and scheduling quarterly progress meetings to inform the home school of student progress. These changes resulted in a smoother transition for students returning to their home schools.
- Enrollment numbers continued to increase throughout the year, as did the number of students successfully returned to their home school on time.
- A Specialized Support Site (SSS) was created at WDS-Fremont to improve services for students on IEPs who required a higher level of special education support and/or were in substantially separate classrooms in their home district.
- An Assessment Center was opened at WDS-McKeon. This site provided short term placement and a comprehensive evaluation of students to assist special education teams with determining educational needs and appropriate school placement.
- Social Emotional Learning
  - All WDS sites fully incorporated PBIS into their behavioral system.
  - Teachers implemented Trauma Informed teaching practices and viewing student behaviors through a new lens, especially with our assessment students.
- Curriculum Enhancements
  - Students at all three WDS sites participated in an Academic Center period twice a week. During this time students were engaged in “WIN” (What I Need) activities such as MCAS prep, extra help, or additional clinical check ins.
  - By working closely with the Worcester Public Schools (WPS), WDS was able to gain access to ATLAS for all teachers which allowed them to align their scope and sequence with WPS, our largest sending district.
  - College and Career class took on a focus of completing transitional goals for our special education students. Staff then revisited and updated the curriculum to have a greater focus on post secondary planning.
  - MCAS prep became a major focus and students began working on writing and answering sample MCAS questions 2-3 times weekly during Academic Block as well as in ELA and Science
- Remote Learning
  - With the forced closure of schools due to the Covid pandemic, WDS jumped right into remote learning. Staff worked tirelessly to tailor individualized instruction/accommodations and made adjustments to the student's remote learning plans as needed in an effort to increase participation and access.
  - Family communication grew as a result of school closure and all three sites implemented the REMIND app as a way to communicate with families and students on a daily basis.
- Graduation was celebrated in a number of ways to help create memorable experiences for our seniors during these unprecedented times. Car parades and a virtual graduation celebrated each student's accomplishments. Certificates were also mailed home for our 8th and 6th grade students to honor their achievements for this milestone.

# 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 - 50 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 utilize 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 2019 - 2020 academic year, fourteen students were served from the following communities: Ayer, Charlton, Clinton, Dudley, Fitchburg, Framingham, Northborough, Oxford, Shrewsbury, Southbridge, Upton, Webster and Worcester.

## Program Highlights

- Rockdale Recovery High School moved from 20 Rockdale to 121 Higgins Street.
- At the annual Open House, families had the opportunity to see the new location.
- Special Events
  - Staff made a Thanksgiving meal with all the fixings and served it to all students.
  - Students participated in the Overdose Prevention Symposium and the Worcester Cares about Recovery Walk.
  - Students participated in a vaping forum sponsored by the Worcester Department of Public Health.
- Community Engagement
  - Students and staff attended a tour of QCC and Porter and Chester.
  - Students hosted students from UMASS Medical School with Dr. Matilde Castiel, Worcester Commissioner of Public Health
  - Rockdale Recovery High School had a vendor table at a Call to Respond Drug Education Presentation, hosted by WPS Safety Officer, Rob Pezzella.
  - Staff participated in the Worcester County Opioid Task Force Meetings;
- Remote Learning
  - During the period of COVID closure we have been in consistent contact with families to provide support and resources as necessary.
- Throughout the year, staff participated in a variety of professional development including: attending the National Association of Recovery High Schools convention, participating in CPR certification training, NARCAN training and Collaborative Problem Solving training. Staff attended CPI sessions and obtained/refreshed their certifications.
- Staff participated in VR professional development with Chris Madsen of ENGAGE. Staff participated in VR professional development sessions with Victory VR, for science and social studies based content.
- Students, staff and families participated in a video project. Selected students and their families were filmed as part of a SUD project with UMASS Medical School.
- RRHS graduated eight seniors. Family members were invited to come with their senior students to have their pictures taken in their cap and gown. Families attended individual, drive-in graduation “ceremonies” for our graduates.

## **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 non-member districts. 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

- Hired a Guidance Counselor to provide college and career support to RGA and RHS.
- Welcomed six (6) Interns to work across five (5) schools: Two (2) doctoral level from William James College; 2 MSW level from Westfield State College; and two (2) MSW level from Springfield College.
- Increased the Learning Disability Department by adding a full time Wilson Reading Certified professional.
- Purchased the Bilingual Ability Test (BVAT) in order to accurately assess our English Learners.
- Partnerships
  - Partnered with the Herren project to develop a Herren Project Club for our middle schoolers at CMP in order to create a peer network in schools to empower youth to make healthy choices. They encourage overall wellness, development of coping skills and leadership in schools and communities. Through club meetings and events, students learn self-care, decision-making skills & stress management techniques so that they can cope with life's challenges substance-free.
  - Partnered with Pathways for Change to provide peer supported services for our at-risk students and to provide Professional Development for our staff.
  - Partnered with UMASS in order to provide students and families with Comprehensive Evaluation for Neurodevelopmental and Complex Psychiatric Disorders.
  - Partnered with the Department of Public Health (DPH) to provide free in-service sessions for our families in both English and Spanish regarding navigating the DPH and community based service systems.
- Professional Development
  - Director of Clinical and related Services provided multiple PD, consultations, and training to School Districts across Massachusetts.
  - All Clinical staff were trained in Trauma Focused Cognitive Behavioral Therapy (TF-CBT) and received 12 hrs additional supervision on TF-CBT.
  - Created a Discipline Committee to address and evaluate current discipline practices in order to increase positive and proactive measures while decreasing suspension rates.
- Coordinated and prepared for the COVID 19 by preparing online and packet resources to our families and students. Developed google classrooms to continue to provide skill development such as mindfulness, DBT, affect regulation, and a decrease in trauma symptoms.

## COST-EFFECTIVENESS

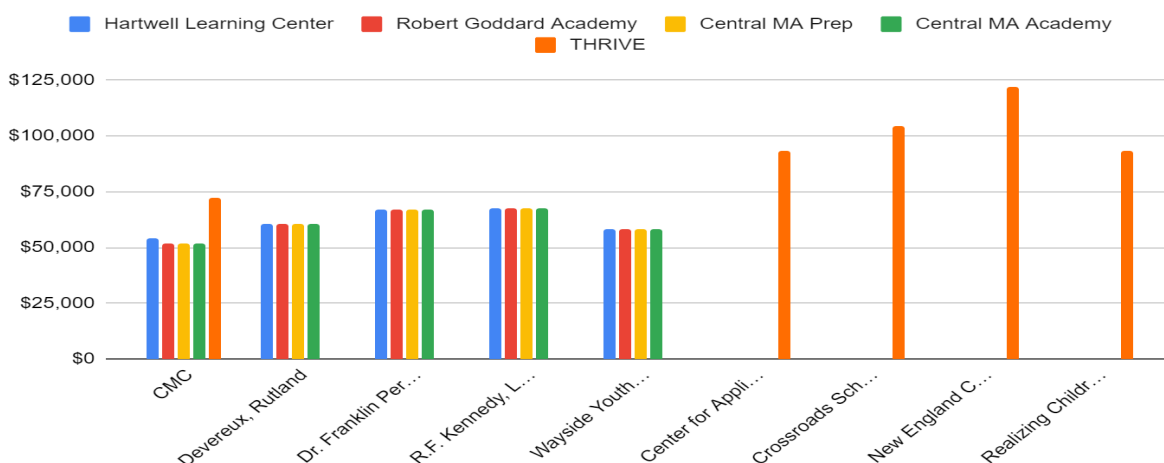
CMC provides individualized and specialized services to approximately five-hundred (500) students from kindergarten through age twenty-two (22) in Central Massachusetts. Our central program locations, economies of scale and primary support from a large, member district, allows CMC to provide our services at a competitive cost. The proximity of our programs to the homes of Worcester students presents a significant cost savings in that the District incurs minimal transportation expense. 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 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). In FY20, CMC provided services to sixty four (64) students from forty (40) non-member districts. This growth in student enrollment has increased revenues from our non-member districts, which helps to defray cost increases for our member districts. The following examples illustrate the cost effectiveness in qualitative measurements.

	Hartwell Learning Center	Robert Goddard Academy	Central MA Prep	Central MA Academy	THRIVE
CMC	\$54,000	\$52,000	\$52,000	\$52,000	\$72,000
Devereux, Rutland	\$60,507	\$60,507	\$60,507	\$60,507	
Dr. Franklin Perkins School, Lancaster	\$67,098	\$67,098	\$67,098	\$67,098	
R.F. Kennedy, Lancaster	\$67,413	\$67,413	\$67,413	\$67,413	
Wayside Youth and Family, Framingham	\$58,164	\$58,164	\$58,164	\$58,164	
Center for Applied Behavioral Instruction					\$93,312
Crossroads School Children, Inc.					\$104,334
New England Center for Children					\$122,099
Realizing Children's Strengths					\$93,334

Hartwell Learning Center, Robert Goddard Academy, Central MA Prep, Central MA Academy and THRIVE



## Qualitative Comparisons

Throughout the year, CMC strives to provide all students with the opportunity and support to reach the highest possible standard and level of independence and to demonstrate measurable student achievement. Our therapeutic day programs provide solid educational programming with embedded social emotional supports. Our mission is based on the principle that all every student has a right to an education in a safe, secure and supportive environment.

With three newly refurbished buildings, our facilities offer students a comfortable environment for learning. Our location in the heart of Worcester provides us with access to a wide range of community resources and increased opportunities for students to acclimate to community resources, thereby increasing the likelihood that they would benefit from those resources in the future. An additional benefit is the opportunity to participate in activities within the community and gain valuable work experience through local vocational internships.

Our staff of highly trained professionals participate in ongoing professional development throughout the school year. As a condition of employment, all staff are 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. CMC staff are also trained in PBIS and trauma informed care. As stated in our student handbook, respect is at the heart of all we do.

The closure of schools in March due to the global pandemic allowed CMC to show their care, concern and dedication to our students. Within a week of closure, staff had contacted all students and families and had arranged for learning to continue at home. Staff created reinforcement and enrichment activities for the first few weeks and with the extension of school closure in April, shifted to standards based instruction using both online and offline tools to keep students engaged. CMC staff showed true commitment to our students during this unprecedented time.

As we enter a new school year facing the ongoing challenge of the COVID 19 pandemic, CMC remains committed to addressing 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.