



**The Central MA Special
Education Collaborative**

2011- 2012 Annual Report

**CMSEC Administrative Office
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The Leadership Team

Board of Directors

- **Dr. Marilyn Bisbicos, Webster Public Schools**
- **Dr. Marco Rodrigues, Worcester Public Schools, Chairperson**

Central MA Special Education Collaborative Administrative Team

- **Joan Dio, Executive Director**
- **Erin McNamara, Director of Finance and Operations**
- **Dr. Paul Rosen, Director of Clinical Services**
- **Alan Palmer, Technology Coordinator**
- **Jo Ann Sivazlian, Office Manager**
- **Jessica Pitsillides, Director Hartwell Learning Center (HLC)**
- **Joseph Ewick, Director Central MA Prep (CMP)**
- **Ann Ortiz, Director Central MA Academy (CMA)**
- **Jacqueline Lake, Director Robert H. Goddard Academy, (RGA)**
- **Angela Moore, Director Woodward Day School (WDS)**

CMSEC Purpose (from CMSEC Agreement)

The Central Massachusetts Special Education Collaborative exists to provide special education and related services to the pupils of member school committees when it is determined that such services and programs can most effectively and economically be provided on a collaborative basis.

Mission Statement

The Central MA Special Education Collaborative is dedicated to providing a challenging academic experience within a safe and nurturing school environment for all enrolled students, grades K through 12. CMSEC prepares students for life's challenges through high expectations, clinical support and individualized education.

Vision Statement

Supporting and guiding our students through academic achievement, personal growth, emotional, and behavioral management.

Guiding Principles

- We believe programs, services and facilities should be of the highest quality and responsive to the changing needs of the member districts.
- We believe it is our responsibility 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.
- We recognize and celebrate the unique contributions and accomplishments of each individual in our Collaborative community.
- We believe that all students should be challenged to learn in a caring, inclusive environment that respects diversity and values life-long learning.
- We believe high quality and relevant professional development is essential for growth and the success of the educational process.
- We recognize the need to support families in order to facilitate the educational process.
- We encourage and accept a diversity of opinions to stimulate innovative and creative ideas and effective solutions.
- We believe student assessment and program evaluation are essential for continuous improvement.

CMSEC: Who We Are

CMSEC Educational Programs

Hartwell Learning Center Central MA Prep Woodward Day School	Central MA Academy Robert H. Goddard Academy
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CMSEC Services

- | |
|---|
| <ul style="list-style-type: none"> • Clinical Services • Consultation Services to Districts • 45-Day Assessment Center |
|---|

CMSEC Facts

Years of Service	37	Member Districts	2
Employees	177	Districts Served	21

Staff

Position	FTE	% DESE Licensed (if applicable)
Central Office Administrators	2.0	100
Directors/Assistant Directors	12.0	100
Teachers	54.4	98
Instructional Assistants	51.0	N/A
Clinicians	38.0	N/A
Guidance Counselors	1.0	100
Nurses	3.2	25
Technology	1.0	N/A
Administrative Assistants	8.5	N/A
Custodians	2.5	N/A
Total	173.6	

Staff Years of Service

Range of Years	Staff
0 - 5	129
6 - 10	23
16 - 20	3
21 - 25	3
26 - 30	0
30+	1

The Students of CMSEC

CMSEC Programs and Capacity

Central MA Academy Grades 7 - 12	80
Central MA Prep Grades 7 & 8	50
Hartwell Learning Center Grads K - 6	70
Goddard Academy Grades 7 - 12	140
Basics Ages 7 - 22	21
Woodward Day Grades 7 - 12	120
Total	481

CMSEC MCAS Results: Spring 2012

Grades 3 - 10

MCAS	Needs			
	Advanced	Proficient	Improvement	Warning
ELA	2	25	73	72
MATH	5	9	28	134
SCIENCE / TECHNOLOGY	0	0	18	32
BIOLOGY	0	38	21	53
PHYSICIS	0	2	0	0

Average Student Growth Scores:

ELA		Math	
Students	Average	Students	Average
125	31.0	133	32.0

MCAS - Alt Results: Spring 2012

Grades 3 - 10

MCAS ALTERNATE	Progressing	Emerging	Awareness	Incomplete Portfolio
ELA	9	6	0	14
MATH	12	1	1	15
SCIENCE / TECHNOLOGY	0	0	0	6
BIOLOGY	1	0	0	4

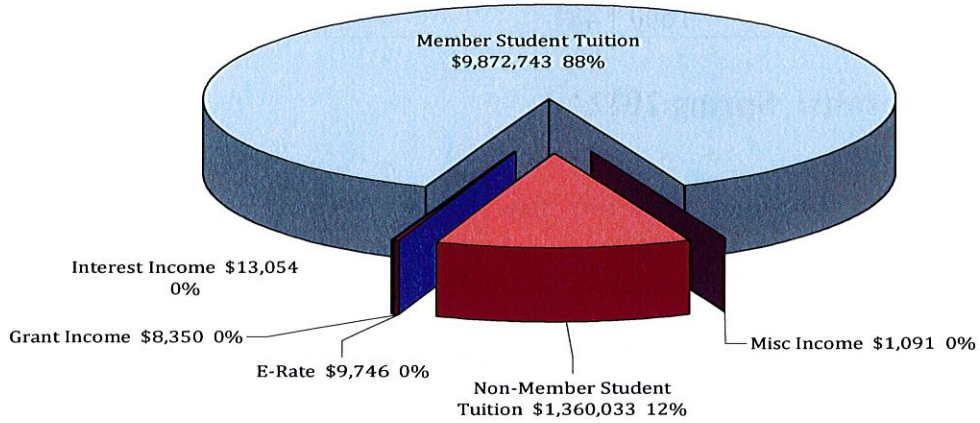
Students by Program (as of March 1, 2012)

	HLC		CMP		RGA		CMA		WDS	
	M	F	M	F	M	F	M	F	M	F
White	33	9	11	3	44	23	16	8	22	3
African American	6	4	11	3	17	2	9	3	34	8
Hispanic	19	5	15	1	31	14	27	7	43	10
Asian/Pacific Islander	-	-	-	-	4	-	-	-	3	-
Native American	-	-	-	-	-	-	-	-	-	-
Free & Reduced Lunch	54	16	32	7	73	30	49	20	125	17
English Language Learners	11	1	7	1	25	4	9	1	20	0
Graduates (High Schools only) (June 2012)					9	4	4	1	4	-
Students aged out of programs					3	1	-	-	-	-
Students returned to sending districts	-	-	-	-	-	-	-	-	29	8

Financial Information

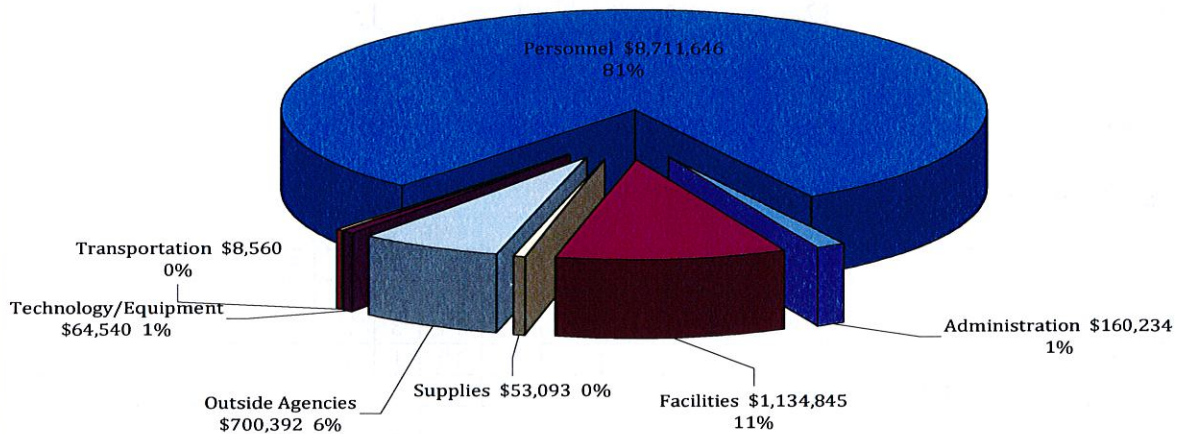
FY 12 Revenue

FY12 Revenues: \$11,265,016

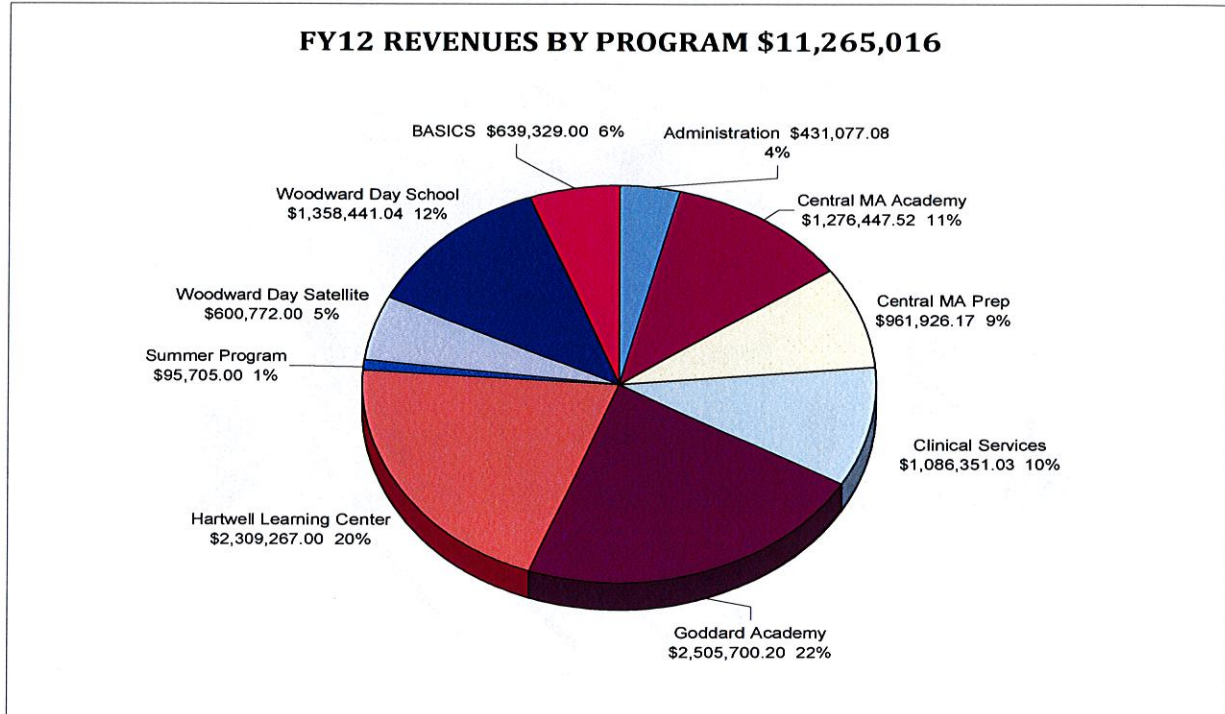


FY 2012 Expenses

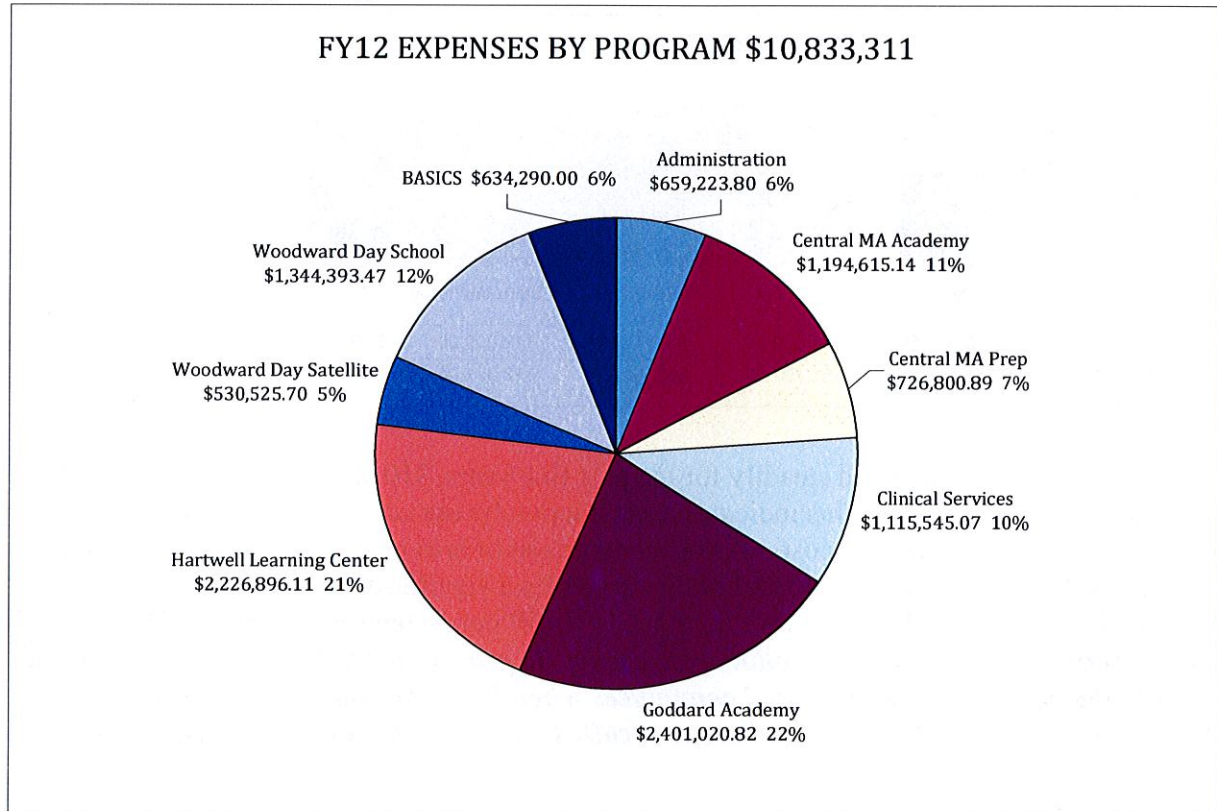
FY12 Expenses: \$10,833,311



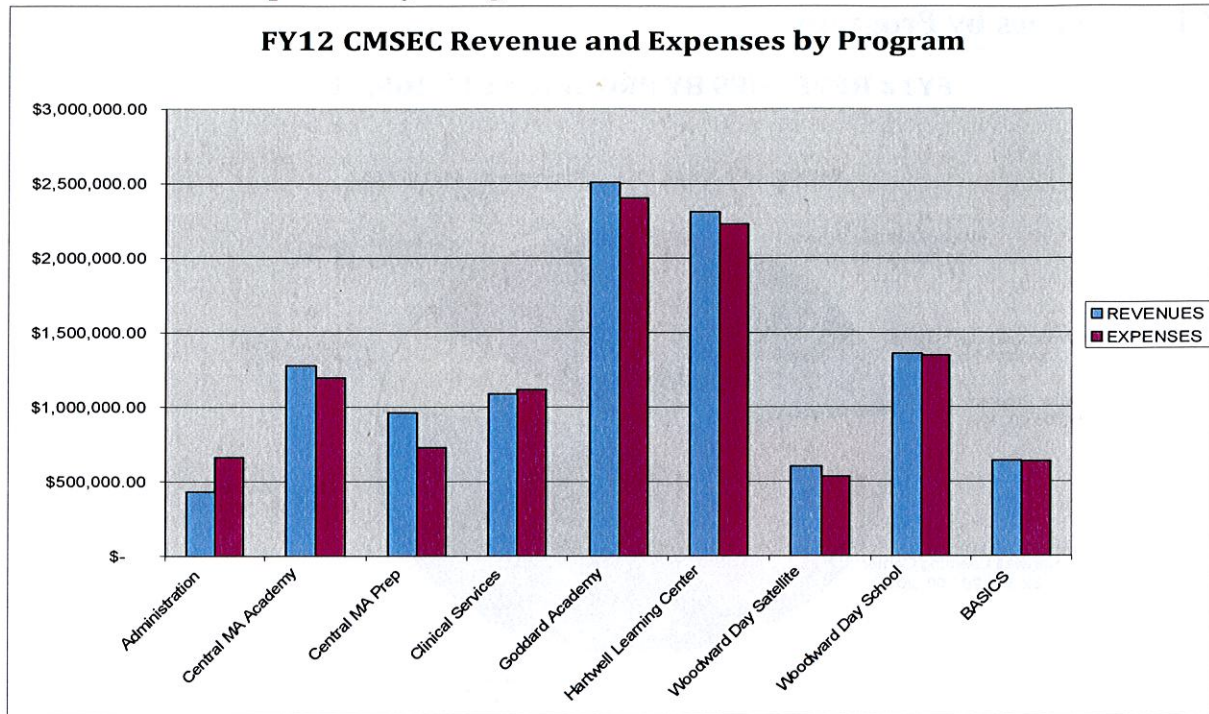
FY 12 Revenues by Program



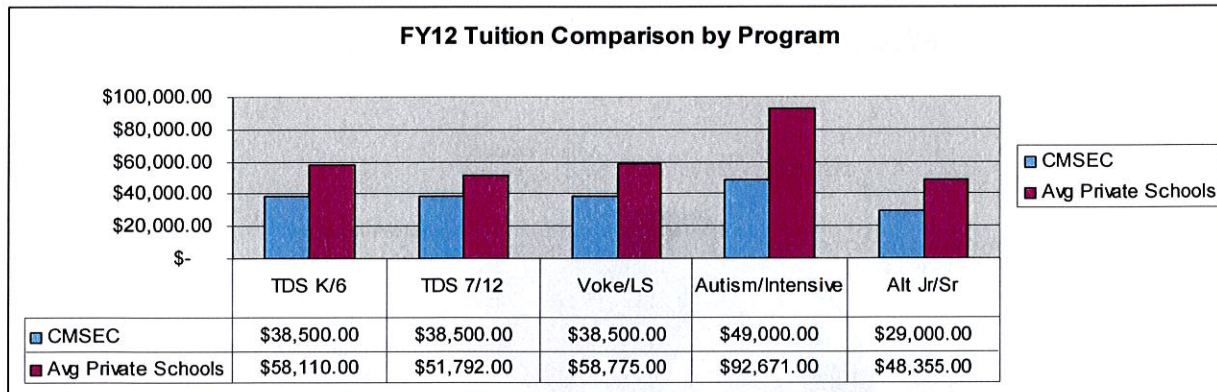
FY12 Expenses by Program



Revenues and Expenses by Program



Cost Effectiveness of CMSEC Programs and Services



Student enrollment has increased steadily for the past five years, 310 students enrolled in 2006 and 397 students Oct. 1 2011. This indicates a satisfaction by our consumers that we provide a quality product at an economical cost. A cost comparison of area private schools reveals that the Central MA Special Education Collaborative provides a significant cost savings to our member and non-member districts as we continue to fulfill our Agreement Purpose : *The Central Massachusetts Special Education Collaborative exists to provide special education and related services to the pupils of member school committees when it is determined that such services and programs can most effectively and economically be provided on a collaborative basis.*

Programs and Services

Hartwell Learning Center
100 Hartwell Street, Door #2
West Boylston, MA 01583
Jessica Pitsillides- Director
Deborah DiTomasso- Assistant Director

Description of School

The Hartwell Learning Center (HLC) is a public, highly structured, therapeutic day school with small classroom size, low student to staff ratios, and a school-wide positive therapeutic behavior system. In addition to 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 kindergarten through sixth grade that are presenting with severe emotional disabilities. Some students may also have mild to moderate cognitive deficits. Many students have major psychiatric diagnoses and often receive psychotropic medication as a component of their outside treatment. 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.

School Features

- Academics Aligned with the Massachusetts Common Core Curriculum Frameworks
- Small Classrooms with a Low Student to Staff Ratio
- Full-Time Clinical Staff provide Case Management, Crisis Intervention, and Individual and Group Counseling
- Social Skills Training
- School-Wide Therapeutic Behavior System
- Positive Classroom Incentives and Individualized Positive Behavior Plans
- Sensory Room and Sensory Interventions
- Therapeutic Planning Center and De-Escalation/Intervention Rooms

2011-2012 Program Enhancements

- New standards based report card
- Introduced and implemented the CMSEC Therapeutic Day School's new "3 Beliefs" (We believe in All-In Education, Each Other and a Peaceful Learning Environment)

- We recite the 3 Beliefs: “At Hartwell We Believe in Our Education, Each Other and a Peaceful Learning Environment” each day during morning announcements. When processing behavior incidents, the language and concepts of the 3 Beliefs is used with the students. Students and staff that are “caught” displaying an action reflecting one of the beliefs earn a fish with their name and the action written on it that is posted in our “School of Believing Fish” aquarium at the entrance of the school .
- Our 3 Beliefs were the driving force behind all other program enhancements which included: academics aligned with standards, self-regulation skills, use of sensory interventions, trauma informed care, reduced restraint and seclusion, reduced time out of classroom and increased time on learning.
- Introduced and implemented the Alert Program’s How Does Your Engine Run Program (teaches self-regulation skills)
- Made significant changes to our long standing school-wide therapeutic behavior system (traditionally a Points and Levels system)
- Dropped the levels
- Did away with prescribed consequences (i.e. – 20 min Time Away for instigating/teasing a peer) and instituted sensory based Renewal Kits (coping skill boxes) and Spaces (calming areas) in each classroom and throughout the school decreasing time out of the classroom and increasing time-on learning
- Continued with our Restraint and Time-Out Room Reduction Initiative
- Converted 5 Time-Out Rooms to Sensory/Renewal Rooms
- Sent staff to several DMH Restraint and Seclusion Reduction trainings
- Provided staff with ongoing professional development on Trauma Informed Care
- Harvard Pilgrim Health Care Mini Grant Recipient (\$1200)
- Purchased Sensory/Renewal Room materials/items
- Introduced and began new Teacher Evaluation System
- Teachers began familiarizing themselves with the new Massachusetts Common Core State Standards

Looking Forward to 2012-2013

- Curriculum mapping and lesson alignment to the new Massachusetts Common Core State Standards
- Re-align standards based report card to Common Core standards
- Lowe’s Heroes recipient (\$2400) for playground and general school improvements
- Harvard Pilgrim Health Care Mini Grant Recipient (\$3500)
- Purchase additional Sensory/Renewal Room materials/items
- Kate’s Voice Music Therapy Grant – provide 20 sessions of music therapy to the K-2
- Professional development on Differentiated Instruction, Brain Based Learning, 7 Senses Writing Program and Reading with TLC’s Lively Letters
- Continued efforts in the Restraint and Time Out Room Reduction Initiative and implementation of sensory rooms and more individualized therapeutic behavior plans
- Planned Professional Development:
 - Book study: The Behavior Code A Practical Guide to Understanding and Teaching the Most Challenging Students
 - Continue with DMH trainings
 - Research-based redesigning of academic blocks

Central MA Prep
100 Hartwell Street, Door #8
West Boylston, MA 01583
Joseph Ewick- Director

Description of School

Central MA Prep (CMP) is a MA Department of Education approved therapeutic, Special Education public day school dedicated to educating middle school (grades 7 and 8) students with serious emotional disturbances in the central Massachusetts area. CMP prepares students for the social and academic expectations of high school and life through the provision of a positive and predictable environment.

A therapeutic milieu which includes counseling services, a high staff to student ratio and an individualized learning environment based on the Massachusetts Curriculum Frameworks assists our students to meet high expectations academically and emotionally through the effective use of coping skills during the difficult transitional middle school years.

Student Profile

Central MA Prep serves students in seventh and eighth grades that are presenting with severe emotional disabilities. Some students may also have mild to moderate cognitive deficits. Many students have major psychiatric diagnoses and often receive psychotropic medication as a component of their outside treatment. As a result of their psychiatric issues and social-emotional deficits, many students at Central MA Prep 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 Central MA Prep 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.

School Features

- Safe, respectful, nurturing school environment
- Challenging academic curriculum aligned with the MA Frameworks
- Structured, consistent behavior modification model in and out of the classroom
- Small class sizes
- Daily point system to monitor student progress
- Positive behavioral reinforcements (student of the week, daily/ weekly/monthly/biannual incentives)
- Crisis intervention
- Individual counseling
- Partnerships with community agencies to meet students' individual needs

The 2011 -2012 school year was an exciting time for CMP. We were a new program with many challenges and possibilities to look forward to. As with all new programs, developing a positive school culture was one of the most important things for us to do. We worked with the students to

help establish an identity within the Central Massachusetts Special Education Collaborative. We decorated the classrooms according to each season, painted murals on the walls, and worked on projects across the curriculum.

This upcoming year is equally as exciting. We have a Positive Behavior Management System put in place that promotes socially acceptable behavior as well as focusing on academic achievement. Our token economy system rewards students for hard work and encourages them to make progress towards their goals. With a positive school culture firmly established, a targeted approach to writing has been initiated. Working jointly with parents and care givers, students will complete weekly writing assignments at home, in conjunction with daily homework assignments. Our hope is that with increased writing at home and across the curriculum, our students will be better prepared to successfully navigate the areas of the MCAS which have posed challenges for them in the past.

Robert H. Goddard Academy

100 Hartwell Street, Door # 6

West Boylston, MA 01583

Jacqueline Lake- Director

Kathleen Loiseau- Assistant Director

Description of School

The Robert H. Goddard Academy (RGA) is a special education public day school for seriously emotionally disabled students. RGA consists of 4 highly structured therapeutic programs that meet the emotional, social, and academic challenges of our diverse student populations, including students with mental illnesses, autism spectrum disorders, mental retardation, and learning disabilities. RGA students receive emotional and behavioral support, social skills training, case management, crisis intervention, a structured classroom management system, and individual behavior plans within a safe, predictable learning environment.

The Robert H. Goddard Academy “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.

Program Descriptions

Therapeutic High School Program (TSP)

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

The TSP program provides a comprehensive high-school curriculum based on the Common Core and 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.

Vocational Program (VP)

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 (such as described for TSP students).

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 assessment, career exploration and job placement activities.

Life Skills Program (LSP)

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, autism, neurological and medical disorders. 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.

BASICS

Student Profile: Students who attend the BASICS 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. BASICS 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. Extensive educational and behavioral data is collected and frequently reviewed to ensure that the learning process is dynamic. Behavior Concepts, Inc. (BCI) provides staffing and consultation for the BASICS Program.

Dr. Jeffrey Robinson, BCI Director

School Enhancements for the 2011 – 2012 School Year

- Grand Opening of the Jimmy Jacks Café – VP & TSP-V student-run café named after a beloved deceased student.

- High School Prom- 2012
The Manor Restaurant, W. Boylston, was transformed into Hollywood for our Prom on May 11. An extravaganza event for all students enrolled at RGA.
- Graduation 2012:
First Assembly of God Auditorium, Worcester, MA was the scene June 6, for graduation of Robert H. Goddard's largest graduating class; thirteen graduates! Eight students received diplomas and five Certificates of Attainment were presented to the class of 2012. Our graduates are pursuing college degrees, employment, or day community programs.

Students participated in the following Community Service opportunities:

- Marine Toys 4 Tots Foundation, organizing and distributing holiday toys.
- Give a Heart Campaign: Students brought heart-shaped boxes & holiday candy to cancer patients during chemotherapy and families of children with chronic heart conditions, proceeds to benefit American Cancer Society & American Heart Association

Looking Forward to 2012-2013

- Curriculum Mapping and Course Units Alignment to the new Massachusetts Common Core State Standards
- Expanded student programming to include a vocational component for students in TSP
- Evaluation of 2011-2012 student MCAS scores to modify and improve teaching/learning practices
- Continue on-going professional development of school behavioral, therapeutic & educational practices based on our 3-Beliefs
- Professional Development and implementation of the MA Educator Evaluation System

Central MA Academy
15 Harlow Street
Worcester, MA 01605
Ann Ortiz- Director
Michelle Klotz- Assistant Director

The 2011-2012 school year was very exciting and challenging at Central MA Academy (CMA) as we confronted a number of academic issues. The CMA staff implemented several programs that were designed to address specific learning needs of individual students to ensure success and progress in the curriculum.

CMA teachers reviewed all student data including MCAS to identify individual student strengths and weaknesses as well as grade/group performance. Students identified with needs in English and or Math were assigned to an additional class weekly. Additionally, each curriculum area instructor incorporated the data review findings into their lesson presentations to address the individual developmental, social, emotional, and academic needs of CMA students.

The 2012 -2013 school year CMA staff is working to create curriculum maps for each academic area. Each curriculum map will include the area of focus, prerequisite standards, content

standards, supporting standards, and the amount of time required to present the content area. One goal of curriculum mapping is to improve instructional techniques and promote continued achievement

The Central MA Academy staff is committed to our belief that “All Students Can Learn”. The entire staff assists our students to meet high expectations academically and emotionally to assist each student to strive to achieve their potential.

Description of School

Central MA Academy (CMA) is a public therapeutic day school for students in grades seven through twelve. CMA is a highly structured program designed to serve students with emotional and behavioral disorders. An Adaptive Learning Program is offered to students in grades seven through twelve with serious emotional disabilities as well as mild to moderate cognitive disabilities. The highly structured therapeutic program offers both individual and group counseling, as well as social skills training, crisis intervention, and a behavior management system. Students also receive community based intervention services or “wrap around services” to emphasize the strengths of the children and family with community partners to build a constructive relationship and supportive network. Central MA Academy is dedicated to creating a safe, predictable, and supportive learning environment for all students.

Student Profile

Students who attend CMA generally have a psychiatric diagnosis combined with significant behavioral challenges and long-standing struggles in a standard academic setting. Many CMA students have relationships with state and social service agencies as a result of multiple events over an extended period of time. These students require an environment with clinical supports and consistent behavioral feedback.

School Features

- Low student to staff ratio 6:1
- School wide behavior management system
- Strong emphasis on academic responsibility
- Individual and group counseling from school clinicians
- Crisis Intervention
- Case management
- Enrichment Programs
- Service Learning

Clinical

The Clinical Team set goals for the 2011-2012 school year that reflected our mission to help students develop and implement effective school-based coping strategies to accomplish academic, social/emotional, and behavioral expectations. In addition to working on coping skills, students also were provided with a safe, open environment to communicate thoughts and feelings related to life events occurring both inside and outside of the school building, relative

to academic and social/emotional progress. In the event coping skills were found to be ineffective, collateral contacts (parents, guardians, DCF, outside therapists, etc.) were consistently involved in meetings with students to address and revise treatment goals and strategies. Both clinical and academic staff worked to develop a structure that addressed the students' needs across the curriculum.

In reflection, the clinical team is proud of the successes of a variety of new programs and plans that were implemented in collaboration with academic staff. Central MA Academy transitioned students back to their home schools, on to community colleges, technical programs, and into the work force. The clinical team strives to help students fulfill not only their social/emotional goals, but also their vocational and personal goals. CMA's clubs worked closely with clinical staff to enhance social skills. Clinicians participated in clubs to increase students' ability to positively interact with academic staff. Clinical staff provided competitive athletic activities with Robert H. Goddard Academy, both as an incentive for positive behaviors and a means of implementing social and emotional regulation skills. Clinicians made strides to increase community outreach through their involvement with external providers and agencies. Finally, clinicians met weekly with instructional assistants to share relevant information and strategies for managing classroom behaviors.

During the 2012-2013 school year, the clinical team will continue to support students at CMA. With a large number of incoming students, we seek to smoothly acclimate the students to the CMA culture. In addition, we have a large senior class, which we plan to assist in the college application process, including filling out applications and visiting local colleges and universities. We look forward to helping students achieve their academic, personal, and vocational goals this year.

English Language Arts

The highlights of 2011-2012 for the 7th and 8th grade English Language Arts department consisted of utilizing the students reading/writing skills to prepare and present at the school wide Culture Fair. Each student made a presentation at the culture fair and answered questions from the audience. These successful presentations were made possible due to the students applying their learned behaviors in research, note-taking, analyzing informational text, preparing a written report and presentation that was informative and explanatory, collaborating with peers in an exchange of ideas. The final culminating event showcased the students' work when they presented claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; using appropriate eye contact, adequate volume, and clear pronunciation. Positive results of this activity revealed that students in both grades 7 and 8 gained the necessary skills required to take part in oral discussions and they became more comfortable working together and gained a higher sense of self-confidence in answering questions orally. Building academic vocabulary was another emphasis for the students in grades 7 and 8. All students added 10 new vocabulary words to their repertoire each week. Students demonstrated mastery by utilizing these words in assignments throughout the school year.

The high school ELA classes emphasized particular attention to literature. Highlights included covering literary works from Ancient Greek and Old English cultures to contemporary literature showcasing various cultural backgrounds. Students were exposed to guided reading techniques and more in-depth literary analysis, with a focus on character and theme. Students completed many analytical literary essays, focusing on developing the skills of: writing a thesis statement, developing supporting paragraphs and finishing with a strong conclusion. Students also completed projects that incorporated the multiple intelligences, collaboration in groups, and technology (power point presentations) to pair with the readings. All projects met the standards of the Common Core Curriculum.

Central MA Academy will continue to address the MA Curriculum Frameworks and Common Core Curriculum at each grade level. The students continue to be held to a high standard that includes daily homework and reading assignments, writing multi-paragraph essays, vocabulary and grammar with the added support of small class sizes, technology (Mimio or Smart boards), as well as experienced teachers and instructional assistants.

In the 2012-2013 school year, the grade 7 and 8 English Language Arts program will focus on reading literature and informative texts from the Elements of Literature series of anthologies by Holt. Students will become engaged in various activities including group discussions, comprehension questions, and short answers on each piece of literature read. Students will become familiar with the elements of literature. Lessons will also emphasize teaching the essentials of grammar required to meet the writing standards of the state tests. All students in grades 7 and 8 will conduct a lengthy research project on an individual topic of interest. Students will write key words and an overview of the topic prior to conducting research. Students will also formulate A Statement of Purpose to focus the scope of their research. Students will then utilize a number of sources to obtain important information pertaining to each topic. Once the required number of sources has been met, students will proceed to take notes, formulate a research paper including a works cited and a title page. Each student will then present his or her topic verbally, aided by visuals, and will be assessed according to a pre-determined rubric. This final project meets many of the writing, language, speaking, and listening, as well as reading informative texts standards from the Common Core Curriculum. Grades 9 and 10 will focus on world and multi-cultural literature, culminating in the study of a work from Shakespeare and engaging in projects in which students perform for their class (puppet shows, modernized act, etc.). Grades 11 and 12 will read and write about issues in government to support lessons in social studies and bring a better understanding of the upcoming election. All students at CMA read works which are recommended for their grade level by the Common Core Curriculum.

Mathematics

The 2011-2012 academic year was successful at CMA due to a number of reasons. The math department analyzed the instructional needs of the students and consciously incorporated instructional strategies to match the needs of the students. Staff aimed to build stronger relationships within the classroom and introduce new technology. The combination proved to be a huge asset in developing and implementing lesson plans.

Students helped other students to learn new information and in new ways, which made for a positive educational environment.

Students were able to explore their learning abilities through the use of a Smart Board. By watching our students discover new topics and concepts through this technology, we had the opportunity, for a moment, to become students again and learn how to improve future lessons. Last year (2010/2011) 10 out of 10 students made gains on the tenth grade math MCAS. This year (2011/2012) 6 out of 7 students also made improvements.

This academic year, students will continue to explore new technology and increase their academic performance in math. The math department's goal is to assist our students to understand how they learn and maximize their access to education with the use of technology by incorporating more interactive lessons, creating opportunities for students to collaborate and continuing to teach to student strengths

Social Studies

There is a wide variety of topics that are covered under the subject of Social Studies at Central MA Academy. During the 2011-2012 academic year, there were opportunities for all students to interact and learn from each other. All students took part in a Cultural Festival directed by the social studies department. They used this opportunity to present to students, staff, and judges about different cultures around the world. During the Cultural Festival, students shared their knowledge of individual groups and societies through dances, types of food, music, and model structures.

The social studies department believes in teaching through a multi-sensory approach. Projects included having students create a floor plan of a Medieval Castle, to manipulate clay tablets as part of a lesson about cuneiforms, and to use tactile aids to promote vocabulary awareness and understanding of new concepts.

The upcoming 2012 – 2013 academic school year will consist of student-created projects, such as board games based on the units covered, visual timelines of World War II, and other opportunities throughout the year for students to use various skills to showcase their understanding through their unique talents. This year we will continue to grow and expand our Second Annual Cultural Festival.

Science

During the 2011-2012 school year, students explored the world around them and their environment. Grades 7 and 8 studied the solar system, different types of energy, motion and forces, physical properties of matter, chemical properties of matter, chemical interactions, weather and climate, and astronomy. Both life science and earth science are integrated into the middle school curriculum to align with the Massachusetts Frameworks. Several hands-on labs were executed, but the three-dimensional planet posts showed the most success.

Middle school students will recognize the importance of scientific discovery and knowledge during the 2012-2013 academic year, by making connections between the

science topics to be explored through projects, labs and technology.

Biology I and II Highlights from 2011-2012

During the past school year, hands-on projects were one of the top highlights for students. Not only did they learn about different biomes in their ecology unit of biology, but they learned how to be creative in their own individual ways. The cells and genetics units also served a great purpose for the students as they researched and created campaign posters for different types of cancer. The most successful and engaging project involved the dissection of owl pellets. Different aspects of each unit were tied into creative ways that the students use to express their knowledge and understanding of certain topics.

Biology I, Biology II, and Anatomy Plans for 2012-2013

The 9th graders will learn about ecology, cells, genetics, and possibly a piece of basic human anatomy. The structure of this class will be similar to Biology I from 2011-2012. These students will be partaking in the MCAS Biology assessment in June 2013 and will strengthen their knowledge of Biology. We look forward to helping students meet success in accordance with the Massachusetts Curriculum Frameworks for Science and Technology. This year, classes will emphasize vocabulary to prepare students in understanding specific questions on the MCAS. Biology II will serve the 9th and 10th graders with a base knowledge of evolution, human anatomy, and physiology. These students will continue to build on past education and on the path to succeed on the MCAS Biology. We will also emphasize vocabulary for these students.

MCAS Support

Students at Central MA Academy receive one additional MCAS Mathematics and MCAS Language Arts class per week. The focus of this class is to help students work on their individual testing needs. Students will do this by using practice questions and needed vocabulary based on the results of their prior MCAS tests.

2012 Graduating Class

Centros Las Americas was the setting for the CMA's graduation exercise on May 31, 2012. Five seniors, each achieving competency in all MCAS requirements and earned high school credits were presented their diplomas from the Worcester Public Schools. The students all had post secondary plans which included Quinsigamond College, Cosmetology programs and employment. We are very proud of their accomplishments and are confident that they will be successful taking their next steps towards becoming active independent members of the community.

Building Maintenance

Central MA Academy has been fortunate to receive services from the Juvenile Probation Department and the Adult Community Service Department. They have painted six classrooms, boys and girls lavatories, replaced water-damaged ceiling tiles, and weeded the school grounds. The CMA student workers have painted classroom baseboards, doors, hallway walls, stairs, and assisted staff in painting the perimeter fence and gate. The Rough Rider Organization painted all exterior doors, railings, and hung school signs.

Outside Support Services

Administration, clinicians and teaching staff work closely with wrap around services in the community. All service providers are invited to participate in student's progress meetings and Individual Education Plans. Clinical staff has weekly contact with student's support services.

Woodward Day School

190 Freemont Street
Worcester, MA 01603

100 Hartwell Street
West Boylston, MA 01583

11 McKeon Road
Worcester, MA 01610

Angela Moore- Director
Assistant Directors

Teresa O'Neill- Freemont Street

Michael Kelly- Hartwell Street

Lisa Roberts- McKeon Road

The Woodward Day School is committed to our school mission which 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 general education and special education student population. The Woodward Day School staff is committed to providing a comprehensive education in a safe, nurturing, respectful, and healthy environment. This environment facilitates our students' return to their home schools or to a less restrictive setting. Woodward Day School's support will also help to instill in our students the skills necessary to become community-oriented individuals and productive citizens.

Guiding Principles

- Maintain High Academic Expectations for All Students
- Model and Expect Mutual Respect
- 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

The Woodward Day School is a transitional alternative school program. As such our teachers are faced with a unique challenge each school year in that the student population is ever changing. The one constant is the exceptional effort that goes into preparing engaging, appropriate, high interest units of study aligned with Massachusetts State Curriculum Frameworks as well as the national Common Core standards and designed to accommodate the diverse learning needs of the student population.

A result of the high student turn over is the challenge to analyze the MCAS data in terms of student achievement as most of our students have returned to their sending school district by the time the results are made available. However, the teachers routinely analyze the data to determine the areas of weakness that occur most often and use this as a guide in developing their focused content lessons, quarterly unit plan development and incorporating test taking strategies and skill building ideas into daily class work and teacher assessments.

Currently, the Woodward Day School staff is working to improve MCAS scores in all areas with a focus on writing across the curriculum. Historically, writing has been a focus; however we have identified with regards to students ability to answer open response questions and applying their writing skills on the Math and Science portions of MCAS. We intend to incorporate frequent writing activities into all curriculum areas with the expectation that students will routinely apply the skills they have acquired in their ELA classes across all academic areas.

Our plan to accomplish this is to use the ELA teachers as “consultants” for our math and science teachers, incorporate writing into non-tested subject classes and to incorporate test taking strategies throughout the school year. We are working toward building our students confidence so they can apply the skills necessary to develop strong, well written responses across all content areas.

Description of School

The Woodward Day School is a transitional alternative school which provides a small, structured environment 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. Our staff is committed to providing a comprehensive education with a strong academic focus in a safe, nurturing, respectful, and healthy environment. Woodward Day School offers students the opportunity to maintain their academic standing during the period of the long term suspension and to facilitate the students’ return to their sending school or to a less restrictive setting. Students generally stay at Woodward Day School for a period of one year.

Student Profile

Woodward Day School has the capacity to enroll up to one-hundred-twenty students (120). 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.

School Features

- Operates in 3 small sites of 40 students in each building
- Small, structured, supportive school environment

- Direct adult supervision of all students throughout the school day
- Strong, individualized academic focus presented at students' grade level
- Academic and behavioral assistance to ensure student success
- Licensed general education and special education teachers at each site
- Open communication between school, home, and agencies involved with the student
- Consistent rules, policies, and expectations for academics and behavior

English Language Arts

Woodward Day School follows the state English Language Arts (ELA) curriculum outlined by the Massachusetts Department of Elementary and Secondary Education as well as the National Common Core standards. Woodward's ELA teachers follow the pacing guidelines recommended by the Worcester Public School District in efforts of minimizing gaps in students learning. English Language Arts classes emphasize reading, writing, speaking, and language study in a manner that fosters critical thinkers and creates informed citizens.

While Woodward's high school classes emphasize analytical thinking and creating connections through the reading of various works of literature and informative texts, middle school classes focus on increasing literacy and providing a solid foundation of grammar. The ELA department holds the vision that every student can pass the MCAS; therefore, extensive open response and long answer practice is a staple of all of Woodward's ELA classes. Both middle and high school students complete essays that demonstrate understanding of topic development as well as the five-step writing process. In addition, all classes emphasize the importance of logical and competent verbal communication; oral presentations are also encouraged in all classes.

Highlights of last year's program of study at the middle school level included an exploration of the American Dream through reading the play *A Raisin in the Sun*. Themes of greed and avarice were also studied during a unit on the novella, *The Pearl*. High school students studied irony, characterization, and other elements of fiction in various short stories and examined civilization versus savagery in *Lord of the Flies*. *Night*, a memoir about the Holocaust, was also read. Analysis of author word choice was used to give students a deeper understanding of the elements of fiction.

The Holt Elements of Literature series with additional supplemental texts form the basis of instruction at the high school level. For the first time this year, high school students will read from the Scholastic ID: Voice, Vision, Identity program, which seeks to engage traditionally disengaged students into the classroom through reading high interest material and offering sufficient time for oral and written reflection. Woodward's ELA classes recognize the importance of motivating students through academic personalization; as such, care is taken to choose literature and informative texts that both engage and broaden students' world perspectives.

Math

Students are held to a high standard of achievement that expects daily attendance, appropriate organization, homework completion, daily writing, vocabulary development, and significant contributions to class discussion. Woodward's small class sizes and in-class technology aid students in demonstrating competency.

It is the overall goal of Woodward Day School's Math department to improve student knowledge and success across the content and curriculum. The 2011-2012 academic year was a successful one with noted content area growth and improvement in grades earned and MCAS scores school wide throughout grade 7 to 12.

As a school, our priority is to educate each student in accordance to their specified grade level, academic/behavioral needs and learning styles. The standards for both middle and high school mathematical content are covered accordingly. The conceptual categories are: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability. The high school model pathways and model courses follow three pathways which are: Model Traditional (Algebra I, Geometry and Algebra II), Model Integrated (Mathematics I, II, III) and Model Advanced Courses (Pre-calculus, Advanced Quantitative Reasoning).

During the 2012-2013 school year, Woodward Day School is focusing on effectively assessing students' needs by relying on student classroom assessments and MCAS data analysis to assure confidence, motivation, growth/development and mastery in assigned courses. The math department continues to concentrate on vocabulary development and writing strong open responses to increase content success with both formal and informal testing. We continue to work on developing/modifying various instructional strategies and utilizing all available resources in order to meet the varying needs of our diverse student population.

Social Studies

During the 2011/2012 school year the history department continued to deliver instruction in accordance with the Massachusetts Curriculum Framework. Teachers employed resourcefulness and flexibility to meet the needs of a diverse group of students who spanned grades seven through twelve. Students were instructed in the content required by the frameworks and aligned with the course sequence of the sending school district in order to maintain a continuum of learning with the students' home schools.

Classroom instruction incorporated developing students' skills in reading comprehension, critical thinking and writing through the social studies curriculum. Content was tied, when appropriate to current events in order to enliven and enhance the material and build citizenship qualities.

The 2012 – 2013 school year teachers will focus on greater collaboration between Woodward Day School sites and sharing of best practices. The department will increase and improve the use of technology in the classroom through the use of newly purchased Mimio Classroom Suite. Finally, the department seeks to improve students' skill and

knowledge levels in the field of history and work closer with the ELA department to aid in developing students' reading and writing skills.

Science and Technology

Students studied physical world concepts and learned from ancient minds like Aristotle, Galileo, and Newton progressing to Einstein and Stephen Hawking. This progression involved developing and discussing essential questions, learning applicable vocabulary and finally viewing in modern context how knowledge and mastery of these concepts benefited man.

The study of gravity, space and planetary behaviors provided students access to information of plate tectonics of earth and similarities of earth to other planets in our solar system. During instruction on space, students became involved with and observed friction; heat, mass, momentum, propulsion, and energy usage.

To provide students hands on experiences Skills Labs were incorporated into instruction. Here are a few of the labs presented:

- Lab: "Overcoming Inertia" Object at rest will stay at rest unless acted upon:
Students flicked cardboard from under objects
Pulled tablecloth from under objects
- Lab: "Inclined to Roll" students used skate board and inclined plane to:
Experience kinetic and potential energy, momentum, and mass
Students used measuring, calculating and graphing skills in this activity
- Lab: In conjunction with the math department, students studied bridge engineering and constructed bridges with sticks. This exposed students to transportation and engineering concepts.

Biology

Students studied life development on earth beginning with unicellular life forms and its progression to multi cellular life. Cell structure, the role of DNA and its effect on structure and function on all living systems was also studied.

Important ecological figures Charles Darwin and Rachael Carson are presented to students with the intent of students realizing mans' impact on ecological systems.

Projects, such as researching life forms, extinct life forms, and creating an ecosystem with all necessary requirements for successfully sustaining life were all course requirements. In addition, students were able to venture to a small plot of land just behind the school, encompassing stream, swampy area with remnants of beaver activity, and forested section showing succession of plant life. Animals observed: frogs, ducks, deer, turkeys, snakes, wood chucks, and foxes. Tracks of raccoons, coyotes, and many different types of bird nests have been observed.

After exploring the plot of land behind the school, students gained a deeper understanding and were able to apply real world examples of what they were reading about in their text books. After observing the natural habitats students took back the data

in order to compare and contrast what they read in the book, to what they saw first hand. Students were also given animal bingo cards and as they found objects on the card, such as a bird's feather, birds nest, etc... they could check off their bingo cards. Another favorite activity of the students was the animal habitat scavenger hunt. Students observed land uses and how new building developments effected animal habitats. Based on this information, students would create their own work sheets and share them with each other comparing and contrasting their results with those of their peers. Seasonal succession data was kept in a journal throughout the year and students compared the animal population throughout all seasons as well as the animal's habitats.

Health

The study of Health at Woodward Day School is divided into four major components: Personal Health, Drugs, Alcohol and Tobacco and Preventing Violence. Included in these components are the study of nutrition and fitness, proper hygiene and self-care, learning about and managing health risks, bullying, safe dating, healthy and unhealthy relationships, sexual education, refusal skills, addiction and rehabilitation.

Each student is encouraged to be an active participant in class and take ownership of his or her own health and fitness. Current issues are covered in each class so as to bring real world experience to each subject covered. At the conclusion of the course, students will have an increased sense of self, character and integrity. They will have the information necessary to maintain and improve their health, prevent disease and reduce health related risky behaviors.

This year students will participate in daily reading and writing activities to increase their literacy skills and align with the Common Core expectations.

Guidance

Aligned with the mission of Woodward Day School, the goal of the guidance department is to provide a comprehensive, data-driven, developmental program to assist all students to understand themselves in relation to their goals, abilities, and interests. The guidance program encourages students to become life-long learners and good citizens who value diversity as a core component of their academic, career and social/emotional development.

The Woodward Day School Guidance Counseling Program embraces the American School Counseling Association and Massachusetts School Counseling Association standards for student academic, career and personal/social development. These goals include:

Academic Achievement

- To assist students in appraising their abilities, achievements and interests
- To provide information and resources for long and short term planning
- To advocate for students to maximize their educational opportunities regardless of learning styles or differences

Career Planning

- To encourage student to investigate the world of work in relation to knowledge of self and to make informed career decisions
- To help students develop a viable plan for their future through resources both in and out of school

Personal/Social Development

- To help students develop the skills to evaluate personal issues, problem solve and seek appropriate in school/community resources
- To assist students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others to foster the development of good decision making

Annual Graduation, Promotional and Student Achievement Ceremonies

Each year a promotional ceremony is held for the students who have successfully completed the necessary coursework for grade 8 and adhere to the CMSES attendance policy in order to be promoted to high school. In June 2012, eighteen students received a certificate of promotion from grade 8. Three students were awarded a CMSEC high school diploma as well as a diploma from their sending high school. In addition three students (1 from each site) were awarded the Woodward Day School student of year award for the student who exhibits the most academic and behavioral improvement during the school year. This award is based on staff votes, points earned, grades and attendance. The ceremonies take place in each of the sites with a luncheon for students, parents, family members and agencies affiliates.

Outside Support Services

Woodward Day School fosters an advocate/student relationship by designating the homeroom teacher as the responsible person for keeping the lines of communication between parents, and all student support service providers open. In addition school administration works closely with outside agencies and support services to ensure that students and families are receiving the maximum benefits from all service providers.

Clinical Services

Dr. Paul Rosen- Director

The CMSEC provides a wide array of clinical and consultative services to schools to help support seriously emotionally disturbed students. Our clinical and consultative staff have extensive experience dealing with very complicated and challenging students who present problems ranging from severe behavior problems to serious mental illness. We have developed a variety of models to assist schools in meeting the needs of these students.

Clinical Services Features:

- Doctoral level clinical supervision
- Consultation to staff for developing plans for particularly complicated students

- Consultation to school districts for developing new programs and models to meet the needs of seriously emotionally disturbed students
- Providing masters level clinicians to work within schools to provide therapeutic services to students and clinical support to special education classrooms
- Curriculum based on the MA State Curriculum Frameworks
- Classroom accommodations and modifications increasing student access to the curriculum
- Individual and group counseling from school clinicians

Accomplishments for 2011-2012 School Year

The Clinical Services division of the CMSEC had an extremely productive school year. Our accomplishments included:

- Provided counseling, case management, and crisis intervention to over 500 students receiving special education services within fifteen Worcester Public Schools. These students were all placed in “STEP” programs for students with serious emotional disabilities ranging from kindergarten through high school.
- Provided counseling, case management, and crisis intervention to approximately 400 students placed in day schools operated by CMSEC.
- Provided clinical support to the approximately fifty students attending the ACT program which is an elementary aged program for students in an alternative school operated by Worcester Public Schools.
- Provided counseling services to special education students in three 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.
- Provided expert witness services to Worcester Public Schools for students whose families have gone to mediation or hearings through the Bureau of Special Education Appeals.

45 Day Assessment Center at Hartwell Jessica Pitsillides- Director

The Assessment Center at Hartwell (ACH) is a 45-day academic day placement for students Kindergarten through sixth grade. The ACH is a highly individualized, structured program which provides a nurturing and safe environment for students in need of emotional and behavioral support. The staff at ACH works in collaboration with parents, community providers, and referring school personnel to understand the needs of the students and to develop successful intervention plans.

The goals for students placed in ACH are to emotionally and behaviorally stabilize students who have been struggling to succeed in their school placements. Additionally,

the program provides a comprehensive assessment of the academic, social and emotional challenges that have resulted in a crisis or lack of success in previous settings.

While enrolled at ACH, students are provided with individualized academic instruction while also receiving intensive counseling and skill training from a Masters level clinician. Once sufficient assessment has been completed, a comprehensive academic, social and behavioral plan is developed to help students find success upon return to their previous placement or upon transition to a new setting.

Special Features of the Assessment Center

- High staff to student ratios
- Co-located and affiliated with the Hartwell Learning Center
- Substantial opportunities for enrichment
- Sensitivity to students with significant histories of trauma
- Coordination and consultation with staff from referring school districts
- Emphasis on identifying and building on students' strengths
- On-site nursing services
- Consultation services from Ph.D. level clinical psychologist