

Central Massachusetts Special Education Collaborative

2012 – 2013
Annual Report

Administrative Office
11 McKeon Road
Worcester, MA 1610
508-459-5463
www.cmsec.org

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MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Central MA Special Education Collaborative Members,

Along with the recent change in CMSEC's executive director, you will most likely notice a transformation in our reporting format this year. *An Act Relative to Improving Accountability and Oversight of Education Collaboratives* followed a comprehensive amendment to M.G.L. c. 40, § 4E, and was recently enacted as [Chapter 43 of the Acts of 2012](#). Collaboratives are now required by law to ensure that annual reports include not only information on programs and services provided and financial audit reports, but also discussions of the cost-effectiveness of those programs and services, and the progress made toward achieving the objectives and purpose set forth in the Collaborative Agreement.

Fiscal year 2013 began with the implementation of recommendations by the state auditor based on the findings from their independent report along with ensuring the FY13 budget was developed in accordance with the new collaborative legislation. The first order of compliance was the change of board representation from the member districts' special education directors to superintendents - Dr. Melinda Boone of Worcester Public Schools and Dr. Barbara Malkas of Webster Public Schools. This new representation on the board brought excellent administrative oversight to our organization as well as dedicated support for our programs.

Subsequent to new accountability, CMSEC, like other Massachusetts Collaboratives, endeavored to implement state data reporting requirements for students and staff, as well as training to ensure compliance with the new educator evaluation process. Through all of these demands, CMSEC continues to provide the high quality service our members and community expect as noted throughout this report as we strategically plan to evaluate and further develop programs to complement and strengthen the needs of our member districts

In the spring of 2013, executive director Joan Dio announced her retirement effective September 2013. On behalf of CMSEC, I would like to commend Ms. Dio for her contributions during her three-year tenure. As a result of her effective administration, FY13 ended with the resolution of all audit findings, as well as the establishment of required protocol for compliance with the collaborative legislation enacted in April 2013. This has certainly contributed to a seamless transition when on October 1, 2013, I assumed the responsibility of CMSEC's educational leadership.

I appreciate the opportunity to work closely with all our constituents and thank you for your dedication and support of CMSEC. I am confident that together we will meet any challenge with success as we continue to build on the strengths of our programs and services to ensure the best educational outcomes for all students.

Respectfully yours,

Mary A. Baker
Executive Director

MEMBER DISTRICTS, BOARD OF DIRECTORS & LEADERSHIP TEAM

Member Districts

Webster Public Schools
Worcester Public Schools

2012 - 2013 Board of Directors

Dr. Barbara Malkas – Webster
Dr. Melinda Boone (Chair) – Worcester

Leadership Team

Joan Dio, Executive Director
Erin McNamara, Director of Finance and Operations
Jo Ann Sivazlian, Office Manager
Alan Palmer, Technology Coordinator
Dr. Paul Rosen, Director of Clinical Services
Ann Ortiz, Director of Central MA Academy
Michael Kelly, Director of Central MA Prep
Jessica Pitsillides, Director of Hartwell Learning Center
Jacqueline Lake, Director of Robert H. Goddard Academy
Angela Moore, Director of Woodard Day School

Additional Staffing Information

- 8 Assistant Program Directors
- 55 Teachers
- 59 Instructional Assistants
- 38 Masters Level Clinicians
- Guidance Counselor (Woodward Day School)
- 4 Nurses
- 10 Administrative Assistants
- 3 Custodians

GENERAL INFORMATION

History

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

CMSEC incorporates the Massachusetts General Laws Chapter 40, Section 4e undertaking of providing quality education to children in need of specialized services while maintaining cost-effective solutions to public school districts. We employ more than 185 full-time dedicated employees and serve over 500 students, from both member and nonmember districts.

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

Mission

The Central Massachusetts Special Education Collaborative's (CMSEC) mission is to jointly conduct programs and/or services which shall compliment and strengthen member districts in a cost effective manner, increase educational opportunities, for children ages 3 to 22 and improve educational outcomes for students.

Global Objectives

- Provide a challenging academic experience to improve the academic achievement of enrolled students.
- Offer a variety of quality professional development opportunities to general and special educators and related services providers.
- Offer all programs and services in a cost effective manner.

PURPOSE AND PROGRESS

The purpose of the Central MA Special Education Collaborative is to develop and provide educational programs and related services to the students of member districts when it is determined that such services and programs can most effectively and economically be provided on a collaborative basis. Based on the accomplishments cited within each of CMSEC's individual programs, we are confident that our Collaborative continues to make significant progress toward the achievement of both our purpose and objectives.

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

Providing a challenging academic experience to improve the academic achievement of enrolled

Progress: Students have applied classroom-based knowledge to community outreach and service

Administration has begun to explore Edgenuity - an online learning program that allows high school students to fulfill credit obligations

Student-specific success plans are used to manage challenging behaviors within the classroom setting in order to avoid students having to miss valuable instruction. These plans are based on a comprehensive analysis by an intervention team consisting of teacher-advocate, clinician, core subject educators and support staff.

By further developing a 45 day assessment program, students with significant emotional/mental health disabilities avoid potential hospital-based placement thereby avoiding interruption in their educational process. Students undergo complete clinical, and psycho-educational evaluations to assist the Team in making informed decisions relative to educational placements following the service period.

Along with their academics, students have been participating in exploring post-secondary vocational opportunities as part of their transitional plan. Course work and individual counseling in the area of pre-vocational skill building, interest inventories and career exploration are embedded in this plan.

CMSEC recognizes that academic achievement incorporates more than passing grades from classroom instruction. Our mission is to prepare students across all domains to be productive and successful citizens following their school experience through character building, self-determination skills and self-regulatory capability.

Offering a variety of quality professional development opportunities to general and special educators and related service providers

Progress: In-house trainings at no cost to CMSEC: Crisis Prevention Intervention (CPI); Universal Precautions; Special Education Regulations; Educator Evaluation System; Engaging Parents in the Educational Process; Dialectical Behavior Therapy Skills in School; Trauma Informed Care; TLC Brain-Based Learning: 7 Senses Writing Program and MCAS Writing Strategies; Reading with Lively Letters;

Book Study: *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*

Staff Trainings/Meetings provided by Worcester Public Schools (no cost to CMSEC): Sheltered English Immersion (SEI) Teacher Endorsement Course; Superintendent's Communication Protocol; Bullying Prevention and Education; Helping Traumatized Children Learn (in partnership with Worcester Education Collaborative); Managing Threatening Situations/Creating Safe School Climates (in partnership with Worcester County District Attorney's Office)

Offering all programs and services in a cost-effective manner

Progress: Specialized programs within programs have been created for students encompassing clinical and educational components. Outside providers are thus integrated into the educational process and the team works together to avoid costly outplacements. Please see Cost Effectiveness Section (Pg. __) for more information.

A \$3500 grant through Harvard Pilgrim Health Care provided staff with the resources, knowledge and tools to address challenging behaviors. Grant funds were used to purchase resources for both the sensory and renewal rooms. By ensuring that appropriate interventions are in place to de-escalate a students challenging posture, CMSEC maintains the fidelity of the programs and services provided.

PROGRAM AND SERVICES

CENTRAL MA ACADEMY

Program Administration

Ann Ortiz, Director

Michelle Klotz, Assistant Director

Brianna Carrion, Administrative Assistant

Location Information

15 Harlow Street

Worcester, MA 01605

Tel: 508-459-5426

Fax: 508-459-5448

Six years in current location. Building provided by Worcester Public Schools.

Student Capacity: 80

Program Description

Central MA Academy (CMA) is a therapeutic day school offering a structured educational program along with targeted clinical services to students in grades 7 through 12. With a driving force behind the school's mission of believing that all students can be successful regardless of their disability, staff at CMA take pride in supporting and guiding each individual's personal and academic goals, along with their range of talents and skill sets. Ultimately, CMA's objective is to nurture well-developed and driven youth who complete high school with valuable skills they will use beyond the classroom to accomplish their personal and professional goals. A low student-to-staff ratio in the classroom (10:2 maximum) creates an environment of trust for academic and/or emotional support throughout the school day. Clinicians who work closely with instructional teams to help develop strong therapeutic relationships.

Staffing

Director

Assistant Director/Clinician

Administrative Assistant

4 Masters level Clinicians

8 Classroom Teachers

9 Classroom Instructional Assistants

Nurse

Art Teacher

Physical Education Teacher

Student Profile

Many students at CMA have struggled with academics and behaviors in their sending districts and schools, making CMA a good fit given a progressive behavioral management system which encourages positive behaviors with tangible rewards, while providing opportunities for growth and repair following

target behaviors. Our philosophy is rooted on the premise that interventions and conversations are most conducive to learning more effective and positive ways to handle similar situations in the future. In addition, to further reinforce generalization, community outreach is an essential value of the staff and students where they often participate in community service within the school building as well as surrounding neighborhood.

While students come from diverse backgrounds, typical CMA students are resilient and have developed skills for functioning in an urban environment. Many are coping with emotional and academic disabilities and are invested in improving their abilities to cope with stressors in their daily lives. As such, along with individual counseling, students participate in group sessions and have the available of crisis counseling is available as needed.

Program Changes/Accomplishments

MCAS Improvements

- Math
 - Integrated practice questions into daily schedule and lesson plans and incorporated technology into the adaptation of solving various equations using Smart Board.
- ELA
 - Increased skills in structured and open-response writing through creative and self-directed topics; development of statements of purpose and overall writing mechanics.
- Biology
 - Encompassed multi-sensory approach to develop stronger connection with, and understanding of material (i.e project-based 3D models; dissections) allowing students to effectively assimilate concepts with tactile projects.
- Social Studies
 - Effectively applied knowledge-based learning with community field trips, in class projects, cultural simulation across all milieus.

Community Involvement

Parent outreach through personal contact to encourage attendance and participation at school-based activities, including:

- Annual Culture Fair – presentations to panel such as exhibits, choreographed dance, etc.
- Pageant – model students who represented CMA's values, mission
- Student Ambassadors – active leadership role for visiting parents and/or new students
- Talent Show – performance for families, providers and other community members
- Thanksgiving Celebration, family style–encompassed foods from all cultures and backgrounds
- Annual Holiday Drive to provide gifts for CMA students and their families
- Community outreach and service - Toys for Tots, assist at food bank, upkeep for nearby church facility

CENTRAL MA PREP

Program Administration

Michael Kelly, Director

Dan Smachetti, Assistant Director

Melissa Barry, Administrative Assistant

Location Information

100 Hartwell Street, Door #8

West Boylston, MA 01583

Tel: 508-835-3570

Fax: 508-835-3509

Two years in current location. Building Leased.

Student Capacity: 50

Program Description

Central MA Prep (CMP) is dedicated to educating middle school (grades 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. A therapeutic milieu that includes counseling services, low student to staff ratios (10:1) and effective use of coping skills, students start to develop the self-determination skills necessary to help navigate them through the difficult transition from middle to high school.

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

Staffing

Director

Assistant Director

5 Classroom Teachers

7 Classroom Aides

2 Clinicians

Administrative Assistant

School Nurse

Student Profile

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

Program Changes/Accomplishments

- Developed positive school culture while establishing CMPs identity through school-wide building aesthetics (seasonal decorations, wall murals, cafeteria facelift)
- Curriculum-based projects displayed on newly installed bulletin boards.
- Instituted PBIS (Positive Behavior Interventions and Supports), promoting socially acceptable behavior while focusing on academic achievement through a token economy reward system. Be Safe, Be Respectful and Be Responsible, the 3 tenets of PBIS, are operationally defined and followed school-wide through common language and understanding.
- Initiated a targeted approach to writing, working jointly with parents/guardians, as students complete weekly writing assignments at home, in conjunction with daily homework assignments. The ongoing outcome of this initiative points to students being better prepared to successfully navigate the areas of the MCAS which have posed challenges for them in the past.
- Implemented Lively Letters reading program, taking a proactive approach to helping students enhance their reading skills through engaging music, pictures, hand/body cues, oral kinesthetic cues, and mnemonic stories. Students systematically progress from learning isolated letter sounds with picture cues to learning how to read whole words and sentences.

HARTWELL LEARNING CENTER

Program Administration

Jessica Pitsillides, Director
Debra DiTommaso, Assistant Director
Renee Harrington-Freeman, Clinical Coordinator
Debra Cosway, Administrative Assistant

Location Information

100 Hartwell Street, Door #2
West Boylston, MA 01583
Tel: 508-835-2704
Fax: 508-835-3460

Five years in current location (in existence 13 years). Building leased.

Student Capacity: 70

Program Description

The Hartwell Learning Center (HLC) is a public, highly structured, therapeutic K – 6 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.

Assessment Center at Hartwell (ACH): Included within HLC is an Assessment Center which serves students in the first through sixth grade that present with social/emotional disabilities and behavior difficulties. Students have a range of diagnoses, including, but not limited to Bipolar Disorder, ADHD, Mood Disorders, Autism Spectrum Disorders, and specific learning disabilities. Sending districts refer students who are struggling with significant behavioral issues which interfere with their ability to make effective progress, and not making progress within their current school placement. During the 45 day term at ACH, students undergo complete clinical, educational and other identified evaluations to assist the Team in making informed decisions relative to educational placements. An extensive list of therapeutic and academic accommodations is included in the final assessment to ensure appropriate supports are in place.

Staffing

Director
Assistant Director
Administrative Assistant
Clinical Coordinator
4 Masters level Clinicians
10 Classroom Teachers
26 Classroom Instructional Assistants
Nurse

Art Teacher

Physical Education Teacher

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

Student Profile

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

Program Changes/Accomplishments

- Second year implementing HLC's new "3 Beliefs" (We believe in All-In Education, Each Other and a Peaceful Learning Environment). This practice continues to be 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.
- Second year implementing the Alert Program's How Does Your Engine Run Program (teaches self-regulation skills)
- Second year of making significant changes to our long standing school-wide therapeutic behavior system (traditionally a Points and Levels system). Replaced prescribed consequences with 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
- Harvard Pilgrim Health Care Mini Grant Recipient (\$3500) resulting in purchase of sensory materials
- Second full year of the Assessment Center at Hartwell (ACH) – 45 Day Assessment and Stabilization Classroom
- Began preparing/training for the new MA Educator Model Evaluation System
- Lessons aligned to the Massachusetts Common Core State Standards
- Lowe's Heroes Grant recipient (\$2400) for playground and general school improvements
- Kate's Voice Music Therapy Grant – provided 20 sessions of music therapy to the K-2
- Continued efforts in the Restraint and Time Out Room Reduction Initiative and implementation of sensory rooms and more individualized therapeutic behavior plans
 - Second year with 5 Time-Out Rooms converted to Sensory/Renewal Rooms

ROBERT H. GODDARD ACADEMY

Program Administration

Jacqueline Lake, Director
Kathleen Loiseau, Assistant Director
Kristen Mulhern, Administrative Assistant

Location Information

100 Hartwell Street, Door # 6
West Boylston, MA 01583
Tel: 508-835-1687
Fax: 508-835-3907

Five years in current location (in existence 9 years). Building leased.

Student Capacity: 140

Staffing

Director
2 Assistant Directors
Administrative Assistant
Nurse
5 clinicians
15 CMSEC teachers, includes 1 building-wide health teacher
2 BASICS teachers
28 CMSEC/WPS IAs
16 BASICS IAs
WPS Art, PE, and Music Teachers
Part-time OT, PT, SLP

Program Description

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

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

students can learn to regulate strong emotions stemming from intense, challenging life experiences to allow them to better focus on academic endeavors.

Therapeutic High School Program (TSP)

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

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

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

Therapeutic High School – Vocational Program (TSP-V)

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

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

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

Vocational Program – (VP)

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

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

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

Life Skills Program - (LSP)

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

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

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

BASICS

2 Homerooms, 2 Special Ed. Teachers, 16 Instructional Assistants, 1 Asst. Director, 1 Educational Supervisor

Student & Program 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) led by Director, Dr. Jeffrey Robinson provides staffing and consultation for BASICS.

Student Profile

Outlined under individual program descriptions

Program Changes/Accomplishments

- On-going improvement of the Jimmy Jacks Café, including community exposure
- High School Prom 2013 at The Manor Restaurant, W. Boylston, was transformed into a “World Under the Sea” as an extravaganza event for all students enrolled at RGA.
- Graduation 2013 at the First Assembly of God Auditorium, Worcester, MA for RGA’s largest graduating class. Of the 20 graduates, eight high school diplomas and five Certificates of Attainment were presented, with post-secondary paths of college pursuits, employment, and/or adult day community programs.
- Students participated in the following Community Service opportunities:
 - Marine Toys for Tots Foundation, organizing and distributing holiday toys.
 - *Give a Heart Campaign & Life is Like a Box of Chocolates*: Students brought heart-shaped boxes & holiday candy boxes to cancer patients during chemotherapy and families of children with chronic heart conditions, proceeds to benefit American Cancer Society & American Heart Association
 - Volunteering in community-based job sites to acquire and practice work skills.

WOODWARD DAY SCHOOL

Program Administration

Angela Moore, Director
Teresa O'Neill, Assistant Director
Lisa Roberts, Assistant Director
Evelyn Marrone, Assistant Director
Magee Oliveras, Administrative Assistant
Robin Pingeton, Administrative Assistant
Heather Ruziak, Administrative Assistant

Location Information

190 Fremont Street
Worcester, MA 01603
Tel: 508-799-3513
Fax: 508-799-3486

100 Hartwell Street
West Boylston, Ma 01583
Tel: 508-835-6732
Fax: 508-835-2058

11 McKeon Road
Worcester, MA 01610
Tel: 508-792-9373
Fax: 508-792-9374

20 years in current location.
Building leased.

18 years in current location.
Building leased.

13 years in current location.
Building leased.

Student Capacity: 40

Student Capacity: 40

Student Capacity: 40

Program Description

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

Guiding principles include:

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

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

Staffing

Director

3 Assistant Directors

3 Administrative Assistant

Nurse

Guidance

16 CMSEC teachers, includes 1 program-wide computer teacher

WPS Art, PE, and Music Teachers

Student Profile

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

Program Changes/Accomplishments

- WDS held 115 intake meetings and ended the school year with 97 students
- 100% of middle school students and 91% of high school students were promoted to the next grade
- 7 of 8 students completed the WDS credit recovery summer program
- 23 of 24 students passed the grade 10 Spring ELA MCAS with 17 scoring proficient
- 17 of 23 students passed the grade 10 Spring Math MCAS with 7 proficient and one advance
- 100% of the seniors enrolled at Woodward Day School successfully fulfilled the requirements to earn a High School diploma
- 72 students successfully transitioned back into Worcester Public Schools after serving their long term suspension
- **OUTSIDE SUPPORT SERVICES:** WDS fosters an advocate/student relationship in that homeroom teachers maintain open lines of communication between parents, and all student support service providers open. In addition school administration works closely with the service providers to ensure that students and families are receiving the maximum benefits from all service providers.

CLINICAL SERVICES

Program Administration

Dr. Paul Rosen, Director

Location Information

Worcester & Webster, MA

Tel: 508-757-7898

Program Description

CMSEC provides an 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.

There are two components to the clinical services provided by CMSEC. The first component is that CMSEC provides clinicians to work with students with IEPs for serious emotional disturbances (SED). We assign clinicians for these students within day schools operated by CMSEC programs as well as in substantially separate classrooms within Worcester Public Schools. In Webster, there are two CMSEC clinicians who provide services to students who have counseling written into their IEPs.

The second component of our clinical services is consultation to member and other school districts. This consultation is primarily provided by Paul M. Rosen, Ph.D. who is the Clinical Director of CMSEC. This consultation includes assistance in developing programming for students with SED, case consultation around highly complex cases, and expert witness testimony for cases that are being heard by the Bureau of Special Education Appeals.

All clinicians have Masters Degrees in counseling psychology or social work and have, or are in the process of having, met the requirements for DESE licensure. Clinicians provide individual and group counseling as specified in the IEP, coordinate care with outside providers and agencies, respond to crisis situations with their students, and consult with professional staff and parents. They are committed to using a data driven approach and continuously strive to incorporate evidenced-based practices into their counseling with students. Conducting Functional Behavioral Assessments (FBAs) and subsequent Behavior Intervention Plans (BIPs) is another facet of the clinicians' role.

Staffing

Director

22 School-based clinicians

Program Changes/Accomplishments

- 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 50 students attending the ACT program (elementary-aged program)
- 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.

2012 – 2013 DEMOGRAPHICS AND PERFORMANCE DATA

Enrollment by Race/Ethnicity		
Race	% of Collaborative	% of All Collaboratives
African American	13.3	7.0
Asian	1.1	2.7
Hispanic	41.3	13.8
Native American	0.3	0.4
White	39.9	73.6
Native Hawaiian, Pacific Islander	0.0	0.2
Multi-Race, Non-Hispanic	4.1	2.4

Enrollment by Gender		
	Collaborative	All Collaboratives
Male	272	3,165
Female	96	1,203
Total	368	4,368

Title	% of Collaborative	% of All Collaboratives
First Language not English	30.7	9.1
English Language Learner	26.4	3.0
Low-income	79.1	28.1
Students With Disabilities	96.7	97.8
Free Lunch	76.1	25.6
Reduced Lunch	3.0	2.4
High Needs	99.2	98.6

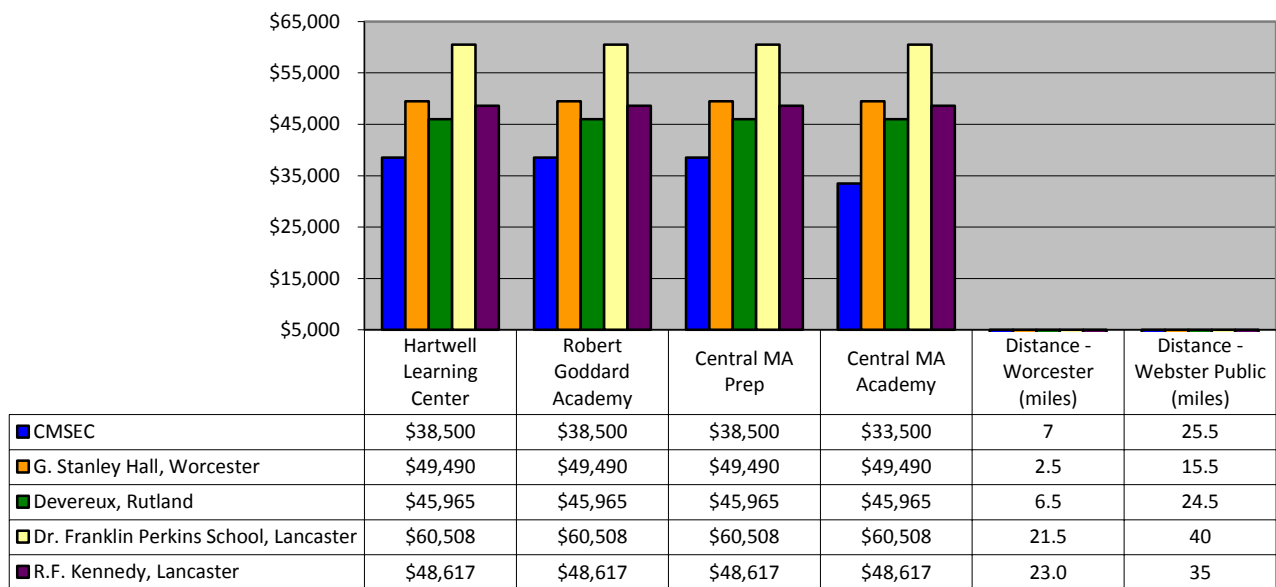
Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE				
GRADE 03 - READING		57		12		45		36		8	9		N/A	N/A
GRADE 03 - MATHEMATICS	0	66	0	31	0	36	0	22	100	11	10	25.0	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	0	53	0	10	0	43	8	33	92	13	13	42.3	N/A	7
GRADE 04 - MATHEMATICS	7	52	0	18	7	34	7	38	86	10	14	37.5	N/A	7
GRADE 05 - ENGLISH LANGUAGE ARTS	0	66	0	18	0	47	15	24	85	10	13	30.8	N/A	5
GRADE 05 - MATHEMATICS	0	61	0	28	0	33	0	25	100	14	13	15.4	N/A	6
GRADE 05 - SCIENCE AND TECH/ENG	0	51	0	20	0	31	17	36	83	12	12	31.3	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	9	67	0	16	9	51	27	23	64	10	11	45.5	N/A	8
GRADE 06 - MATHEMATICS	0	61	0	25	0	35	0	24	100	15	11	22.7	N/A	8
GRADE 07 - ENGLISH LANGUAGE ARTS	8	72	0	12	8	59	50	22	42	7	12	58.3	N/A	6
GRADE 07 - MATHEMATICS	0	52	0	19	0	33	0	27	100	21	11	36.4	N/A	6
GRADE 08 - ENGLISH LANGUAGE ARTS	6	78	0	20	6	58	24	15	71	7	17	41.2	N/A	8
GRADE 08 - MATHEMATICS	0	55	0	22	0	32	13	25	88	20	16	31.3	N/A	8
GRADE 08 - SCIENCE AND TECH/ENG	0	39	0	4	0	35	6	43	94	18	16	32.8	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	27	91	0	45	27	46	64	7	9	2	22	71.6	N/A	17
GRADE 10 - MATHEMATICS	14	80	0	55	14	25	27	13	59	7	22	43.2	N/A	16
GRADE 10 - SCIENCE AND TECH/ENG	8	71	0	26	8	45	54	24	38	5	13	48.1	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	9	69	0	19	9	50	32	23	59	8	97	48.7	35.0	51
ALL GRADES - MATHEMATICS	4	61	0	28	4	33	9	25	87	14	97	31.7	24.0	51
ALL GRADES - SCIENCE AND TECH/ENG	2	53	0	16	2	37	24	35	73	12	41	37.2	N/A	N/A

Although student mobility and demographic data must be taken into consideration, the spring 2013 MCAS results (displayed above) identify the need to explore instructional strategies and available resources to ensure curriculum alignment. These results, particularly in comparison to 2012, show minimal improvement overall. However, worth noting is the increase in the student growth percentile in ELA (ALL GRADES) from 22 in 2012 to 35 in 2013.

COST EFFECTIVENESS OF PROGRAMS AND SERVICES

Central MA Special Education Collaborative provides individualized and specialized services to almost 500 students from kindergarten through age 22 in Central Massachusetts. Our central program locations, economies of scale and primary support from a large, member district, allows CMSEC to provide our services at a competitive cost. When analyzing costs of private day schools that offer comparable services and programs, it is clear that Worcester County school districts recognize significant savings in tuition and transportation.

FY13 Tuition Comparison by Program



The proximity of our programs to the homes of Worcester students presents a significant cost savings in that the District incurs minimal transportation expense. Additionally, CMSEC realizes a cost savings in both food and related therapy services subsequent to these services being fully supported by Worcester as well. Lastly, Central MA Academy is housed in a Worcester Public School building with the District covering all building-related expenses, including maintenance.

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 17, jumping to 37 in 2011, with an average of 30 students since then. This growth in student enrollment has increased revenues from our non-member districts, which helps to defray cost increases for our member districts.

CMSEC strives to continue to build capacity within all our programs and recognizes advantages that sets us apart and realizes cost effectiveness for member and non-member districts as a result. The following examples illustrate these qualitative measurements.

Professional Development

Throughout the year, CMSEC sponsors on-site training for teachers, clinicians, instructional assistants and administration. As a condition of employment, all staff must be CPI certified in order to understand and effectively manage difficult behaviors. The range of interventions span from de-escalation to physical restraint, and the only cost is the price of workbooks and instructor stipends (under \$2500 annually). Per quotes from the CPI Institute (10850 W. Park Place, Milwaukee, WI), without the benefit of having our own certified instructors, the cost to CMSEC to have CPI instructors provide the training would be \$200,000 per year minimally. Staff servicing Worcester and Webster public schools are trained as well, thus carrying that skill set into the public school environment.

Many students served by CMSEC carry a host of trauma-related challenges impacting their educational progress. Together with our member districts, ongoing training for staff is offered through the Worcester County District Attorney's office to help our educators understand the impact of trauma on academic performance, behavior and relationships. By preserving the importance of this training for CMSEC educators, sending districts are confident that we have the resources to serve this difficult population of students.

Staff availed themselves to participate in the DESE's Secondary Transition Capacity-Building Conference and as a result further developed a plan to include transitional and vocational resources as part of the life skills curriculum. Not only did the team attend at no cost to the collaborative, but subsequently became eligible for grant money which was earmarked for testing materials. Services within the program will now include this vocational assessment component for sending districts, which would otherwise result in a fee for service cost.

Other Determining Factors

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

CMSEC prides itself on outreach to the community and developing mutually beneficial partnerships that would otherwise be unavailable in outlying districts. As an example, "Lowe's Heroes" awarded grant funds in the amount of \$2400 targeted for playground equipment and general school improvements. Grant monies such as this allow programs to meet building needs without an outlaying of funds.

Whether it be public school districts, collaboratives or private special education schools, there is an increased need to incorporate comprehensive vocational planning as part of students learning. CMSEC is again at a cost effective advantage due to geographic location and access to resources. Within our programs, students begin to develop self-determination and independent living/working skills that will better prepare them for post-secondary opportunities. The availability of practicing those skills within the community is heightened as partnerships with local businesses strengthen, ultimately leading to the potential of job training and coaching.

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