

Central Massachusetts Special Education Collaborative

2015-2016 Annual Report

Fostering Life-long Success for all Learners



Central Massachusetts Collaborative

www.cmsec.org

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Central MA Special Education Collaborative Members,

As I reflect on my first year as Executive Director of the Central Massachusetts Special Education Collaborative, I must say that I am privileged, humbled and heartened each and every day to lead this remarkable group of educators at CMSEC who are providing transformative educational services to the students served by our Collaborative. As an educator who has served as a teacher, coach, advisor, program leader, principal, and superintendent for the last 24 years, I can honestly say that the 2015-2016 year at CMSEC was the most productive and transformative year in education that I have ever had the pleasure to lead. All of the credit for the remarkable year at CMSEC goes to our teachers, instructional assistants, clinicians, administrators and staff who always put the learning needs, social and emotional development, and dignity of CMSEC students first and foremost on a daily basis.

Beginning in October, most of the 2015-2016 school year was spent gathering data and feedback and addressing CMSEC space, safety and program concerns to collaboratively find solutions for longstanding student and staff needs. Members of the CMSEC Building Committee visited other collaboratives and programs around the state to get ideas and feedback about restructuring CMSEC. Upon the termination date of the WDS Fremont lease, we immediately relocated this program to its current temporary home at 20 Rockdale Street to mitigate the lease costs at this site. The Building committee continued to work tirelessly to issue an RFP for a large facility located in Worcester to address the identified facility/ program concerns for the HLC, THRIVE, CMP and RGA programs at 100 Hartwell St. The committee successfully completed the RFP process and negotiated a lease with Liberty Properties that will result in the opening of a 120,000 sf, state-of-the art, 21st Century educational facility located at 14 New Bond St in August of 2017. We were also able to expand the THRIVE program and the GTP Program at Robert Goddard by negotiating more space through the “unique acquisition” process to continue the expansion of our program during the 2016-2017 school year in preparation for the transition to the New Bond Site. In addition to all of the building and facility planning that occurred in 2015-2016, CMSEC also worked to develop a new technology plan, safety plan and a 6 year projected business model that commits to an expansion of programs, additional non-member students at CMSEC,

increased professional development and professional marketing and outreach initiatives to get the word out to other communities in the Commonwealth about the wonderful educational opportunities for students at The Central Massachusetts Special Education Collaborative. We will be highlighting our exciting STEM curriculum that has been enhanced by MakerBot 3D Printers at all school locations, our new and expanded culinary, print and design and custodial services curriculums as well as the incredible sensory rooms, gym, vocational kitchen, arboretum, greenhouse and OT/PT gym that will be opening at New Bond St. in the summer of 2017.

We are particularly enthusiastic and optimistic about the strong level of support shown towards the collaborative by the two newly appointed educational leaders of our member districts. Maureen Binienda, CMSEC Collaborative Chair, has spent decades creating strong special education programs in the Worcester Public Schools and brings a strong network of support, perspective and perseverance to the Collaborative. The new Interim Superintendent of The Webster Public Schools, Richard Lind, also has a strong background in curriculum, special education programming and creating both student and staff programs designed to strengthen teaching and learning.

Very truly yours,

Michael C. Tempesta
Executive Director

MEMBER DISTRICTS, BOARD OF DIRECTORS & LEADERSHIP TEAM

Member Districts

Webster Public Schools
Worcester Public Schools

Non-Member Participating Districts

Auburn	Greenfield	North Middlesex Regional
Bellingham	Haverhill	Putnam, CT
Berlin-Boylston	Holyoke	Quabbin
Boston	Leicester	Quaboag
Clinton	Leominster	Shrewsbury
Dedham	Lowell	Southbridge
Dudley/Charlton	Lynn	Spencer
Fitchburg	Marlborough	Springfield
Framingham	Milford	Tantasqua
Franklin	Millbury	Uxbridge
Grafton	Northbridge	Wachusett Regional

2015 - 2016 Board of Directors

Dr. Marco Rodrigues (Interim) and Maureen Binienda – Worcester
Dr. Barbara Malkas – Webster

Leadership Team

Executive Director	Michael Tempesta
Director of Finance and Operations	Beverly Tefft
Director of Curriculum, Data & Technology	Michael Tempesta
HR/ Operations Coordinator	Mary DuBuque
Director of Clinical Services	Dr. Jean Lindquist Grady

Director of Central MA Academy
Asst. Director of Central MA Academy
Director of Central MA Prep
Asst. Director of Central MA Prep
Director of Hartwell Learning Center
Asst. Director of Hartwell Learning Center
Director of Robert H. Goddard Academy
Asst. Directors of Robert H. Goddard Academy

Site Coordinators of Woodard Day School

Ann Ortiz
Michelle Klotz
Michael Kelly
Dan Smachetti
Jessica Pitsillides
Deb DiTommaso
Jacqueline Lake
Elizabeth Driscoll
Kathy Loiseau
Evelyn Marrone
Teresa O'Neill
Lisa Roberts

Additional Staffing

- 1 Technology Coordinator
- 58 Teachers
- 73 Instructional Assistants (17 WPS)
- .8 Business Office Assistant
- 57 Masters Level Clinicians (22 placed in WPS and Webster classrooms)
- 1 Guidance Counselor (WDS)
- 3 Nurses
- 7 Administrative Assistants
- 2.5 Custodians

INTRODUCTION

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, OBJECTIVES, FOCUS AND PURPOSE

Mission

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

Purpose

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

Focus

The focus of the CMSEC is:

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

PROGRESS TOWARD OBJECTIVES AND PURPOSE

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 Students

Progress:

After the implementation of substantial technology hardware and software over the last year to support teaching and learning at CMSEC, the Collaborative remains committed

to assessing the usage, efficiency and applicability of technology throughout the district. Additionally, The CMSEC Curriculum team is working to assess all of the curriculum needs of the district and is closing the gap to assure all teachers have access to technology and curriculum in the classroom. We worked hard last year to document all of our curriculum and to target areas for expansion for 2016-2017. At the close of year at Summer Institute I, the leadership team created an Elementary Curriculum PLC as well as a Secondary/ Vocational PLC comprised of administrators, teachers and Instructional Assistants who will meet twice per month to finalize curriculum. We have already observed an increase in student attendance and grades from the integration of more hands-on student learning opportunities such as STEM education, community service and field trips in the community.

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

Progress:

The Professional Development and Curriculum Committee has been meeting since November of 2015 to determine a needs assessment of curriculum, technology and assessment of all of the students in CMSEC.

Teaching staff at CMSEC attended a refresher for key staff of each program using Edgenuity in early 2014. Additionally, there have been trainings for staff in Positive Behavioral Intervention Strategies (PBIS), Keys to Literacy, Understanding by Design (UbD) and Educator Evaluation throughout the 2015-2016 school year at CMSEC.

CMSEC continued to offer and provide to all staff mandatory training in Nonviolent Crisis Intervention. Trained staff members from the Hartwell Learning Center offered full course sessions and refresher sessions throughout the year. We have also expanded the number of staff members (one from each site) who will be trained to be trainers for CPI so that we can offer increased trainings throughout the year.

Offering all programs and services in a cost-effective manner

Progress:

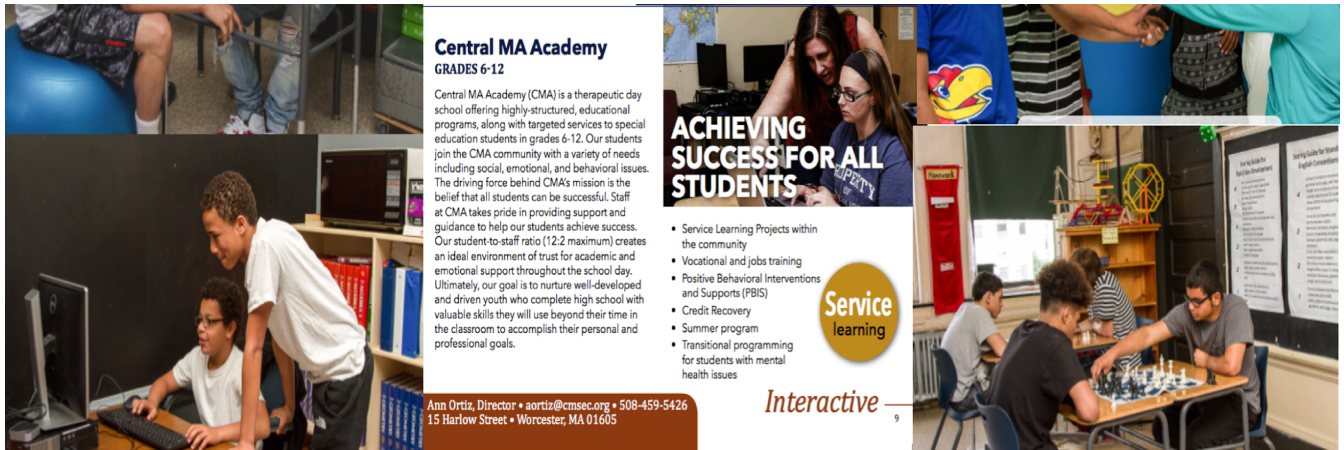
The expansion of the **T.H.R.I.V.E.** Program (Transitional Program to Help students Reach Independence through Vocational Experiences) at the Robert H. Goddard Academy including partnering with The New England Center for Children (NECC) and adopting the Autism Curriculum Encyclopedia (ACE) been a highlight of the 2015-2016 school year. This program is designed to use Applied Behavioral Analysis (ABA) for students with Autism Spectrum Disorders whose behavioral challenges cannot be met within

traditional school settings. Another example of offering programs and services in a cost-effective manner is the efficiencies in providing CPI training throughout the Collaborative in 2015-16. This “train-the-trainer” modeling has resulted in substantial cost savings as well as capacity building within the collaborative.

As a Collaborative, CMSEC is also proud of the quality of programming we are able to provide to our member and non-member districts. We will continue to develop and expand programs and services such as **T.H.R.I.V.E.**, Rockdale Recovery High School, Woodward Day School based on the feedback and needs of our Member and Non-Member districts. As we look to continue our build upon our Programming and Space needs reconfiguration from FY16 to FY17, we will continue our collaboration with all stakeholders to best serve the needs of our students.

PROGRAM AND SERVICES

CENTRAL MA ACADEMY



Central MA Academy
GRADES 6-12

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

Ann Ortiz, Director • aortiz@cmsec.org • 508-459-5426
15 Harlow Street • Worcester, MA 01605

ACHIEVING SUCCESS FOR ALL STUDENTS

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

Service learning

Interactive

Program Administration

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

Location Information

15 Harlow Street
Worcester, MA 01605
Tel: 508-459-5426
Fax: 508-459-5448

Nine 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. CMA's motto of All Students Can SOAR, reflect **S**afety – not in harm's way during school and out in the community; **O**ptimism – confidence in abilities; **A**bility – capable of meeting and undertaking any endeavor; and **R**espect – courteous to others.

Staffing

Director

Assistant Director/Clinician

Administrative Assistant

4 Masters level Clinicians

8 Classroom Teachers

9 Classroom Instructional Assistants

Nurse

Art Teacher

Physical Education Teacher

Student Profile

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

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

improving their abilities to cope with stressors in their daily lives. As such, along with individual counseling, students participate in group sessions and have the available of crisis counseling is available as needed.

Program Changes/Accomplishments

- Students participated in a Service Learning Project with St. Bernard's Church on Lincoln St. Students fulfilled community service requirements and assisted church members in upkeep and in renovating a number of different areas within the building.
- Staff assisted students in attaining and securing employment at the following locations:
 - WPI Cafeteria
 - Target Sales Associate
 - Burger King
 - Kentucky Fried Chicken / Taco Bell
- CMA's 4th Annual Holiday Gift Drive with Worcester Juvenile Court yielded funds, which allowed the school to purchase a generous selection of gifts for students during the holidays. The gifts were given to students from families in need, and the remainder were used at the annual holiday auction, at which students selected gifts to wrap and give to their families based on their academic and behavior point totals to date.
- Student-run Can Drives for Thanksgiving and Winter Holidays raised enough to provide food to twelve needy families.
- Staff prepared and served a formal Thanksgiving Feast family style dinner. Students were able to invite 2 dinner guests.
- Central MA Academy Open House – All staff welcomed families of students into the building. Family involvement was encouraged by raffling two free themed baskets. Clinicians called families to personally invite their participation and fliers were mailed home.
- In the middle school math classes, students created pillows as a hands-on example of geometry, angles, and units of measurement. Students taught how to sew and used knowledge of the concepts taught in designing and creating the pillows, which were also used by many students as holiday gifts for family members.

- In high school math classes, students created board games as a hands-on lesson in probability and geometry.
- In history class, students chose a state to research and represent. Each student designed a suitcase for their respective state, and filled it with items representative of their state.
- In high school English classes, students read the *Odyssey* and built an object to tell the story of one segment of the book. For example, one student utilized woodworking skills to construct a ship.
- In high school biology classes, high school students paired up with middle school students to work one-on-one in creating diagrams of different animal and plant cells.
- Clinicians run groups targeting the following need areas: conflict resolution, preparation for young adulthood, wellness, and healthy social networking.
- Several students have met the academic and behavior requirements to attend try-outs for their home school sport teams.
- Clinicians are working with high school students to complete career interest surveys and determine steps to accomplishing their vocational and educational plans for the future. Students who are 18 years of age have had interviews for the Genesis Club.
- Central MA Academy is in the Second year of PBIS. Students are able to receive Eagle Stamps which can be exchanged for items in the School Store.
- Central MA Academy had 21 student scheduled for the Extended Year Program. Students were assigned to the high school or middle school classroom which focused on specific academic areas. High school students began their day in the computer room to work on academic review, credit recovery and creation of resumes for job placement.
- The students in middle school were assigned to a classroom to receive lessons in the areas of English, math, science and technology. All students were able to participate in team building activities at Saint Bernard's gym.

- Clinical support was available each day for students to meet individually or to assist them with the creations of resumes and mock job interviews.

CENTRAL MA PREP

Central MA Prep
GRADES 7-8

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

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

Inclusive

10:2
student-to-staff ratio

TEACHING SELF-DETERMINATION SKILLS THAT LEAD TO SUCCESS

Be Respectful

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100 Hartwell Street, Door #8 • West Boylston, MA 01583

Program Administration

Michael Kelly, Director

Melissa Barry, Administrative Assistant

Kyra Berube, Clinical Director

Location Information

100 Hartwell Street, Door #8

West Boylston, MA 01583

Phone: 508-835-3570

Fax: 508-835-3509

Fifth year 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. With a therapeutic milieu that includes counseling services, low student to staff ratios (10:1) and effective use of coping skills, students start to develop the self-determination skills necessary to help navigate them through the difficult transition from middle to high school.

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

Staffing

Director

Assistant Director

5 Classroom Teachers

6 Classroom Aides

2 Clinicians

Administrative Assistant

.5 School Nurse

Student Profile

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

Program Changes/Accomplishments

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

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

- o Staff repainted entry stairway, recovery room and touched up areas of the hallway that needed attention.
- o Hosted a "Get to know your School Day", where parents and families of students came to see the student's classrooms, met and talked with their teachers and viewed samples of their work. Staff cooked meatballs and pasta for 100+ students and families.
- o Provided training to CMP staff and other Collaborative employees in the area of P.B.I.S. and Behavior Management.
- o Participated school in the Worcester Mini Olympics.
- o Provided CMP families in need with gift baskets containing turkey and side dishes for the Thanksgiving break.
- o Developed a partnership with the Be Like Brit Foundation. Our students visited their warehouse bi weekly to assist in procuring, organizing and packaging donations to their orphanage in Haiti.
- o Continued to use SWIS data to track and analyze behaviors and drive strategies to modify behavior.
- o Worked with the Executive Director and other members of the building committee to finalize the new building spaces, classrooms, gym, cafeteria, and vocational programs and spaces at our new CMSEC location at 14 New Bond St. Worcester that we will occupy August 15th 2017



Investing in our students for Successful Outcomes

CMC is invested in our students, their families, and the communities we serve. Our premise has always been that we believe in the success of all students. We firmly believe with the right programming and support, every student has a chance at success in school and in their lives beyond school age. We are excited to announce three new investments for our students.

NEW BUILDING FOR FALL 2017

**Opening
Fall 2017**

66
CLASSROOMS

Active and Calming
SENSORY ROOMS

**Hartwell
Learning
Center**

**Central
MA Prep**

VOCATIONAL
State-of-art Kitchen
by Niche Hospitality Group

**ART
rooms**

**Green
House**

**14 New Bond Street
LOCATION**

VOCATIONAL
Custodial
Training

120,000
sq ft BUILDING

**OT/PT
Gym**

**MUSIC
rooms**

THRIVE

VOCATIONAL
Printshop and
Media Studio

**Robert H.
Goddard
Academy**

20,000 sq ft
exterior courtyard
with play areas
basketball courts
exterior Arborarium



HARTWELL LEARNING CENTER



CREATING AN ENVIRONMENT FOR GROWTH AND ACHIEVEMENT

Hartwell Learning Center
GRADES K-6

The Hartwell Learning Center (HLC) is a highly structured, therapeutic day school program for students in grades K through 6. Our small classroom size, low student-to-staff ratios, and our school-wide positive behavior supports and interventions allow us to maintain the highest educational standards while addressing the individual needs of our students. School-based individual and group counseling, case management, and crisis intervention programs complement our focused academic instruction. Through our Therapeutic Support Program, Adapted Learning Program and 45-Day Assessment Center we focus on improving academic, social/emotional, and coping skills while providing our students with a safe, consistent, and positive learning environment in which they can grow and succeed.

- Academics aligned to the MA Curriculum Frameworks and Common Core state standards
- Small class sizes: 8 students: 1 teacher: 3 instructional assistants
- Full-time Master level clinicians and BCBA
- School-wide PBIS
- Sensory Rooms and Sensory Interventions

45 DAY
assessment center

At Hartwell, we believe in our education, each other, and a peaceful learning environment

Therapeutic

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100 Hartwell Street, Door #2 • West Boylston, MA 01583

Program Administration

Jessica Pitsillides, Director

Debra DiTommaso, Assistant Director

Debra Cosway, Administrative Assistant

Location Information

100 Hartwell Street, Door #2

West Boylston, MA 01583

Tel: 508-835-2704

Fax: 508-835-3460

Eight years in current location (in existence 19 years). Building leased.

Student Capacity: 100

Program Description

The Hartwell Learning Center (HLC) is a public, highly structured, K – 6 therapeutic day school with small classroom size, low student to staff ratios, and school-wide positive behavioral supports and interventions. In addition to whole group and individualized academic instruction, students receive individual and group counseling, case management, and crisis intervention. The program focuses on improving academic, social, and coping skills while providing students with a safe, consistent, and positive learning environment.

Assessment Center at Hartwell (ACH): Included within HLC is an Assessment Center which serves students in the kindergarten 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

BCBA

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

- Harvard Pilgrim Health Care Mini Grant Recipient (\$3850)
- Sixth full year of the Assessment Center at Hartwell (ACH) – 45 Day Assessment and Stabilization Classroom
- Fully implemented school-wide PBIS
- Continued to develop curriculum including Step-Up to Writing, decodable books/literature series; Lively Letters; EnVision Math; Houghton Mifflin Science Kits
- SuperFlex Social Thinking group curriculum
- Project-based learning and school spirit activities including gardening; spring art and talent show; Disney STEM Day; Pinewood Derby
- Family and community partnerships
 - Open House
 - Special Olympics
 - Giving Tree Holiday Celebration
 - MCPHS Student Comprehensive Eye Exams
 - Annual Pine Wood Derby
 - Annual 6th Grade Fishing Trip
 - 6th grade Step-Up Day with CMP
 - Read Across America with Community Leaders
 - Barnes and Noble Bookfair (Literacy Committee raised \$1400 for annual summer book give-away)
- Professional development activities continue to support and strengthen educators and program staff through exposure to best practices.
 - Thursday Morning Educator Meetings (8:30 – 9:10)
 - School Safety Planning and meeting leading to adoption of BeSafe Program
 - CPI
 - UbD
 - PBIS Leadership, Whole Staff, Conference
 - MAP Assessment
 - Trauma Informed Care
 - Play Therapy
 - ACCEPT Collaborative’s Physical Restraint: Preparing for the New Regulations training
 - 603 CMR 46.00 Prevention of Physical Restraint – Updated Regs/Early Adopters in August
 - 603 CMR 46.00 Prevention of Physical Restraint – Updated Regs Roll-Out in January
 - Breaking the Behavior Code/FAIR Plan Training

ROBERT H. GODDARD ACADEMY



PROMOTING A SAFE AND HEALTHY LIFESTYLE THROUGH CARE AND SUPPORT

Robert H. Goddard Academy
GRADES 9-12

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

High Staff to student ratio

Our program includes:

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

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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

Eight years in current location (in existence 19 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 THRIVE 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.

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

Staffing:

Program Director

Program Coordinator
BCBA
6 Special Education Teachers
30 instructional assistants

Student & Program Profile: Students who attend the THRIVE Program are children, grades K-12, who have been diagnosed with Autism Spectrum Disorder and whose behavioral challenges cannot be met within traditional school settings. THRIVE Program provides an applied behavior analysis approach to learning and students receive a highly structured, systematic, and data-driven education. The behavior management system is reliant on a myriad of interventions based upon the principles of positive reinforcement. Functional communication training is utilized to teach students to convey their needs through functionally equivalent communicative alternatives.

NEW VOCATIONAL TRAINING

CMC has partnered with leading members and local businesses in our community to offer vocational training opportunities for our students. We believe this is essential to lead them toward productive and meaningful adult lives. Whether they wish to enter the world of higher education or future employment, our goal is to give them experiences that get them active in their community and teach them employability skills that can lead to success as they move toward adulthood. Some of our vocational programs include:

- Culinary
- Custodial
- Multi-media print shop
- TV/video production
- Horticultural/landscape science

CMC students learn culinary skills from guest chefs in our state-of-the-art vocational kitchen designed by Worcester's Niche Hospitality Group

NEWLY EXPANDED THRIVE PROGRAM

We are pleased to announce the expansion of our THRIVE program

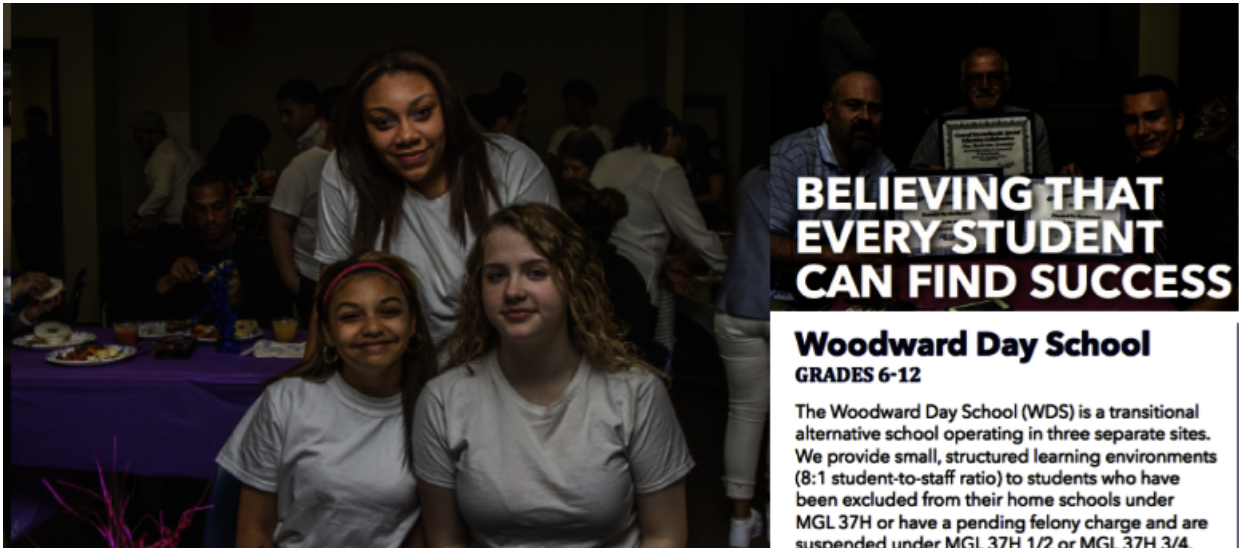
THRIVE is a Transition program to Help students Reach Independence through Vocational Experiences. THRIVE provides individualized instruction based on the principles of Applied Behavior Analysis using evidence-based educational resources from the New England Center for Children's Autism Curriculum Encyclopedia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

Program Changes/Accomplishments

- The THRIVE program is expanding and improving by leaps and bounds! THRIVE is an ABA structured program for students with Autism Spectrum Disorder with significant behavioral challenges. Due to an increase in enrollment this program, we added and are currently filling two additional classrooms, bringing our current total to 6 classrooms, that will be doubled to 12 when we move to our new facility at 14 New Bond St. in August 2017.

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

WOODWARD DAY SCHOOL



BELIEVING THAT EVERY STUDENT CAN FIND SUCCESS

Woodward Day School GRADES 6-12

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

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

Guiding principles:

- Model and expect mutual respect
- Maintain high academic expectations for all students
- Treat every student equally, and as unique individuals
- Identify student's needs, modify curriculum, adapt instruction to enhance and support the learning process
- Emphasize pro-social skills and character education



Teresa O'Neill, Site Coordinator
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Program Administration

Evelyn Marrone, Site Coordinator, Hartwell Street

Teresa O'Neill, Site Coordinator, Rockdale Street

Lisa Roberts, Site Coordinator, McKeon Road

Monica Miranda, Alex Dennehy, Jennifer Sears are our Administrative Assistants

Location Information

100 Hartwell Street West Boylston, Ma 01583 Tel: 508-835-6732 Fax: 508-835-2058	20 Rockdale Street 2 nd Floor Worcester, MA 01603 Tel: 508-799-3513 Fax: 508-799-3486	11 McKeon Road Worcester, MA 01610 Tel: 508-792-9373 Fax: 508-792-9374
21 years in current location Student Capacity: 40	1 year in current location Student Capacity: 40	16 years in current location 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 or MGL37H3/4. Students at WDS receive a comprehensive education with a strong academic focus in a safe, nurturing, respectful, and healthy environment, based on the premise that all students can learn. Guiding principles include:

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

A core component of every student's academic, career and social/emotional development includes a guidance program which assists students in gaining insight to their goals, abilities, and interests, and encouraging them to become life-long learners and good citizens who value diversity. Due to the

transient nature of the program (length of stay ranging from several days to one calendar year), improving academic performance is the primary focus of WDS in order to help students be more successful in school and the community, with the hope that success would breed success. By changing student's attitudes toward school, the likelihood of a successful return to their district with a positive mind-set is increased, regardless of the circumstances impacting their home and environment. WDS endeavors to convince students that education is the great equalizer and that their way out of many of the difficulties they experience at home and in the community.

Staffing

3 Site Coordinators
3 Administrative Assistant
1 Guidance Counselor/ Vocational teacher
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.

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

Program Changes/Accomplishments

- Woodward Day School continued implementation of new Science Technology Engineering and Math (STEM) curriculum. The goal of STEM is to improve student performance in math and science while also preparing them for jobs in the 21st century workforce. STEM jobs are projected to grow 17% by 2018 for a total of 20 million jobs. Students in STEM class studied/constructed solar collectors; developed helmets to prevent traumatic brain injury; studied DNA to create cube critters; and created and developed computer games
- Work force America Coordinator Roy Lucas met with students in grades 10-12 to discuss job opportunities in the STEM field
- STEM teachers met regularly the third Thursday of every month to discuss and design standard based lessons

- WDS has been allocated three MakerBot 3-D printers that students and teachers utilize with project –based learning opportunities throughout the day! Students at the Rockdale St site designed and manufactured matchbox cars with the aid of a 3D printer.
- Students at the Hartwell site are currently working on creating wind power and learning how engineers harness the energy of the wind to produce power by following the engineering design process as they prototype two types of wind turbines and test to see which works best.
- Students at Woodward Day McKeon have a Technology elective in addition to WDS’s four content classes this term in which students are creating/exploring project based learning through technology. They are presently learning about and applying computer privacy/policy and encrypting messages in their daily practices.
- Students at Woodward Day Rockdale and Woodward Day Hartwell enjoyed a presentation by Ralph Hogan from Wachusett Community College as he guided them through the college application process, First Generation Scholarships, Course Offerings and the financial aid process. Students at the Woodward Day McKeon location took field trips to American International College and Quinsigamond Community College to explore third level options after graduation.
- Teachers utilized Edgenuity to support their work in the classroom. More advanced students could move forward/study more in-depth, while struggling students could avail of more opportunities for practice
- Teachers participated in Keys to Literacy professional development. Keys to Literacy is a combination of comprehension, writing, and study strategies that helps students understand and learn content information.

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

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

Pizza and a Movie

Lazerzone

Fun America Roller Skating

Jasmine’s Buffett

National History Museum at Harvard University

Tilt Studio Fun Design Blast at Solomon Pond Mall

Hiking at Wachusett Mountain



Recovery High School

GRADES 9-12

Rockdale Recovery High School (RRHS) is a public school where students have the opportunity to earn a high school diploma while supported in their recovery from alcohol and drug dependency and abuse. Our students come from 13 communities, including Worcester, Holden, Upton, Westborough, Webster, Northborough, Paxton, and Haverhill.

Adventure
programming

Enrollment at RRHS is voluntary, however students must have a diagnosis of a substance use disorder and be committed to their own recovery. Our curriculum is rigorous, aligned with the Massachusetts Frameworks, and provides all of the features required for a high school diploma. Our senior Capstone Project reflects the students' work in the community, giving back in the spirit of recovery. Our students are pleased to earn a diploma from their home community high school. Most of our students are college bound, and their interests range from art, to medicine, criminal justice, to auto mechanics, and beyond. All of our seniors currently have post-secondary plans that include a commitment to recovery.



Our school is unique in that we are able to provide ongoing recovery support throughout the day:

- A full time recovery clinician is available for any student in immediate need
- A community counselor is with us two days per week for 1:1 counseling
- Two 12-step meetings/week are provided
- Four group meetings/week focus on the social/emotional pieces of recovery
- Elective courses include social media, forensic science, kickboxing, yoga, culinary arts, and service learning

Susan Strong, Principal
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20 Rockdale Street • Worcester, MA 01606



The Rockdale Recovery High School opened on September, 8, 2015 for the 2015-2016 school year. In the winter of 2015, CMSEC was awarded a \$500,000 grant by the Department of Public Health to open the 5th recovery high school in Massachusetts. The Rockdale Recovery High School joins schools in Springfield, Boston, Beverly and Brockton and serves students in grades 9-12 who have been diagnosed with a substance use disorder, have received substance abuse treatment and have made a commitment to recovery. 35 students were enrolled throughout the year at the Recovery High School from the following communities: Barre, Brookfield, Grafton, Franklin, Haverhill, Holden, Leicester, Marlboro, Milford, Shrewsbury, Southbridge, Townsend, Uxbridge, Webster, Worcester

Rockdale Recovery High School is created on the foundation that we will give students the opportunity to break free from addiction and discover their true potential. We do this by providing a rigorous academic environment that focuses simultaneously on high academic expectations while creating a culture that promotes resiliency. Our mission is: "Working to create and maintain a safe and respectful recovery community through education, community service and personal responsibility".

As an educational community we value:

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

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

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

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

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

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

Presently, three students are supported through an IEP, and four students are supported through a 504 plan. IEP's and 504's reflect disabilities of anxiety, depression and attention. The MCAS retest was administered this past fall to three students in Mathematics and two students

in English Language Arts. All but one has passed all retests. All seniors have passed the MCAS and are on track for graduation. Students receive a high school diploma from their home community district/school. Three seniors enrolled at Quinsigamond Community College through the 12th year program, and one student took one class at the college in the spring, as her recovery continued to be stable. Two seniors are ready for internships, (interning with an esthetician and an auto mechanic from within the recovery community). Several students have missed large pieces of their high school education due to substance use and treatment and are utilizing Grad Point to recover credits after school and during the summer. Our summer program will continue to support credit recovery. Volunteers from the community provide world language, art, music, meditation and yoga.

We partnered with the Worcester Public Schools to host a psycho-educational series for students who have been disciplined for drug and alcohol offenses. Our students and our recovery counselor speak to referred students during a forum held at our school twice per month. We hosted three of these events and hope to formalize this process next year. Our students are frequently invited to speak of their recovery journey out in the community, and we visit schools, recovery centers, and recovery focused events to share our work and our stories. Rockdale Recovery High School was built as a Harm Reduction model for recovery, acknowledging that relapse is often a piece of the recovery picture, and therefore we do not suspend students for relapse. Our focus is on creating a more robust relapse prevention plan for the relapsed student, including more in house meetings, outside meetings, counseling, Intensive Outpatient support, family support and counseling. Thus far, 30 of our students have relapsed throughout the year and have availed themselves of the supports outlined in their individual relapse prevention plan.

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

House Bill 1815 is still very much alive and we are working with Harriette Chandler, Jim O'Day and Jennifer Flanagan, in collaboration with the recovery community and high schools in support of this transportation bill specifically for recovery high schools. If passed, districts will be reimbursed for transporting students to the Recovery High Schools throughout the state. One million dollars has been allocated. This would remove the primary barrier to enrollment, especially for our high school and Northshore Recovery High School. While many of our

students travel with their families a great distance to come to our school, several other families have been unable to enroll due to transportation barriers. Attorney Bob Crabtree, from the Law Offices of Crabtree, Kotin and Strong, has taken on this bill pro bono in support of our schools and we continue to meet on Beacon Hill in support of this critical legislation.

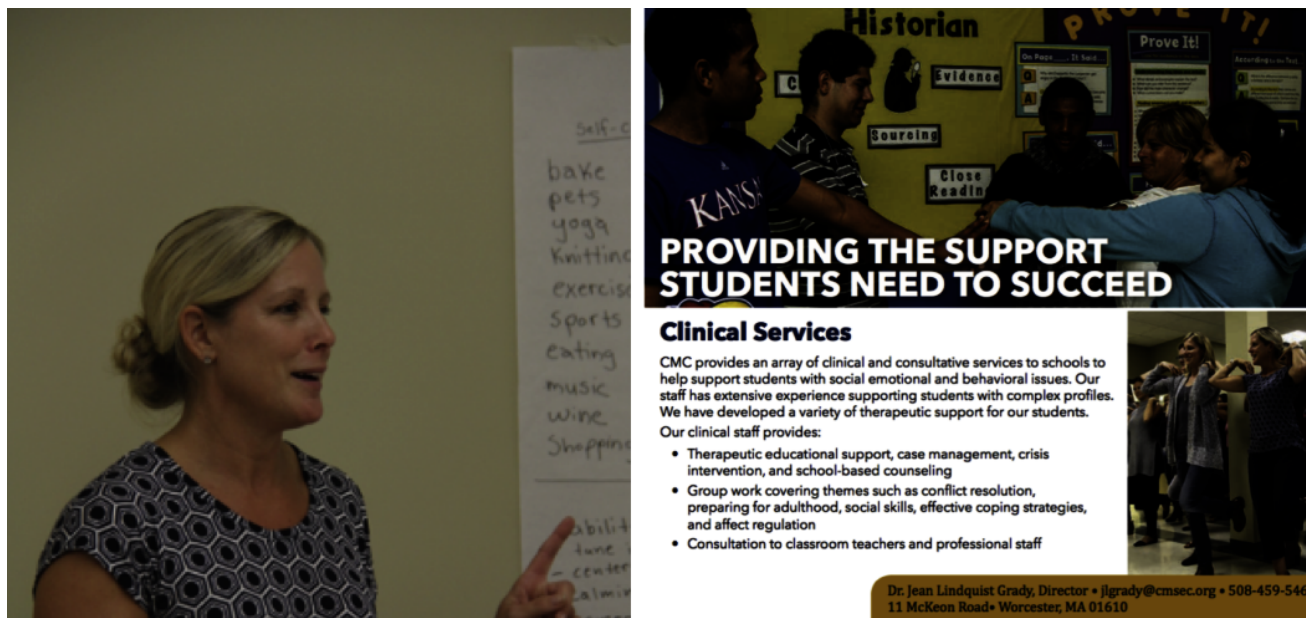
Training is a key component of building a strong school, and we have engaged in several different opportunities. We have visited other Recovery High Schools in the state and hosted a meeting of all schools here at Rockdale to learn best practice through mentoring. The design for our school is founded in Restorative Practice, and three staff have been trained with additional staff training to take place this summer for full implementation of the model scheduled for next fall. We have also been trained in person centered planning, the continuum of substance abuse services for adolescents in Massachusetts, Narcan administration through Aids Project Worcester, Trauma informed schools and have individually attended several events and trainings offered throughout the Commonwealth relative to recovery supports and structures. In terms of instructional pedagogy, we are working as a staff on Universal Design for Learning, utilizing the resources available through CAST. Engage NY has been our guide for Common Core Alignment, and Essential Questions can be viewed in each classroom- our goal is for each student to be able to provide the “why” for their learning when asked by a visitor. We have piloted a school wide rubric to use as a common measure, and are focusing on written and oral communication.

As per our partnership with DPH, we have created an Advisory Board of community members to guide decision making, planning and marketing and fundraising. Members of the Advisory Board are:

Melanie Amir (CHL)
James DiReda (Anna Maria College)
Liz Haddad and Ellen Miller (representing DA Joe Early)
Jeff Hillis (ADCARE)
Bill Manzi (Recovery Community)
Jack Maroney (Recovery Centers of America)
Annie Parkinson (MOAR)
Rob Pezzella (WPS)
Tim Rassias (Safeway Luxury Transportation)

We meet monthly. Please feel free to visit and call with any questions.

CMSEC CLINICAL SERVICES



PROVIDING THE SUPPORT STUDENTS NEED TO SUCCEED

Clinical Services

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

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

Dr. Jean Lindquist Grady, Director • jlgrady@cmsec.org • 508-459-5466
11 McKeon Road • Worcester, MA 01610

Program Administration

Dr. Jean Lindquist Grady, 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 students with social emotional and behavioral issues. Our staff has extensive experience supporting students with complex profiles. We have developed a variety of therapeutic support for our students. Our clinical staff provides:

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

There are two components to the clinical services provided by CMSEC. The first component is that CMSEC provides therapeutic supports to special education students. We assign clinicians for these

students within day schools operated by CMSEC programs as well as in substantially separate classrooms within the Worcester Public Schools. In Webster, there are two CMSEC clinicians who provide therapeutic supportive services to middle and high school for identified special education students.

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

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

Staffing

Director

26 School-based clinicians

Program Changes/Accomplishments

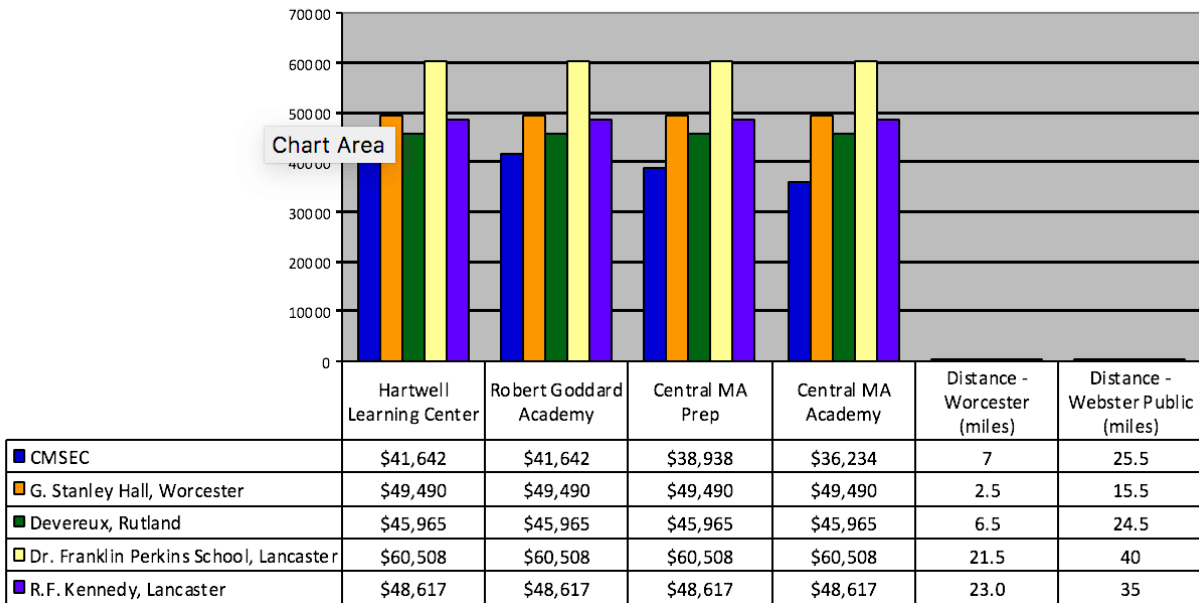
- Clinicians participated in a two-day training on Functional Behavioral Assessments (FBAs), and developed a data-driven FBA template based on empirical information from staff across the curriculum and school environment.
- Work with high school students to complete career interest inventories and outline steps to developing post-secondary vocational/educational plans.
- Group work with students included themes such as conflict resolution, preparation for young adulthood, wellness, social skills, affect regulation and positive coping strategies.
- Consultation to classroom teachers in the effective utilization of sensory tools for students.
- Provided counseling, case management, and crisis intervention to over 500 students receiving special education services within sixteen 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 40 students attending the WPS ACT program (elementary-aged program)
- Provided counseling services to special education students in two Webster Public Schools. In addition, clinical consultation was provided to assist in the planning for substantially separate classrooms for students with serious emotional disabilities.

- Provided clinical consultation to the Special Education Department of Worcester Public Schools regarding complex cases. Consultation was also provided regarding system issues in the implementation of special education services for students with serious emotional disabilities.

COST EFFECTIVENESS OF PROGRAMS AND SERVICES

Central MA Special Education Collaborative provides individualized and specialized services to approximately 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.

FY16 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

Professional Development

CMC recognizes that student progress and achievement is directly linked to excellence in teaching. We're committed to providing our teachers with the skills they need to manage, instruct, and help lead our students toward success in the classroom and beyond. We offer a full range of professional development courses and seminars including:

- ABA/Autism Consultation Services
- ABA/BCBA Home Services
- Affect Regulation Skills
- Brain-based Learning
- Crisis Prevention Institute (CPI)
- DESE LEAP Trainings
- Google Apps for Education
- Neurodevelopmental Delays and Brain-based Strategies
- OT/PT Consultation and Services
- Positive Behavior Interventions and Supports (PBIS)
- PsyD Level Clinical Consultation Services
- Social Emotional Learning (SEL)
- Technology Audits and Consulting
- Vocational Training and Community Partnerships



GOOGLE Classroom Professional Development Seminars for Teachers



Dr. Jean Grady and Clinical staff Participate in SEL Training



More Classroom and Administrative Strategies for Project LEAP School District Trainings!!!

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.