

# 2020 - 2021 ANNUAL REPORT



## CMC

Central Massachusetts Collaborative

14 New Bond Street | Worcester, MA 01606

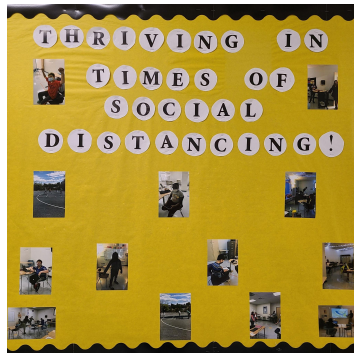
Tel: (508) 538-9100 | Fax: (508) 854-1689

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



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

*By partnering with community districts, we can provide quality, specialized education while maintaining cost-effective solutions that bolster students' self determination, independence, and academic achievement.*



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# INTRODUCTION

The Central Massachusetts Collaborative (CMC) is an approved public day school founded in 1975 by the member districts of Webster Public Schools and Worcester Public Schools. Oxford Public Schools joined CMC as a member district in July of 2020. The Collaborative is governed by a Board of Directors who ensure that its purpose of providing educational, clinical, and therapeutic services to children of public school districts in Central Massachusetts is upheld. The board is composed of the superintendents from the three member districts.

The Central Massachusetts Collaborative has seven distinct programs housed in four (4) buildings located within the city of Worcester, MA. Our facility at 14 New Bond Street is the home to Hartwell Learning Center (Grades K - 5), Central MA Prep School (Grades 6 - 8), Robert Goddard Academy (Grades 9 - 12) and the THRIVE program (Ages 5 - 22). Our facility at 121 Higgins Street is home to Central Mass Academy (Grades 7 - 12) and Rockdale Recovery High School (Grades 9 - 12). Our facility at 20 Rockdale Street is home to Woodward Day School and Woodward Day Assessment Center. Additional Woodward Day School classrooms are located at 190 Fremont Street and 14 New Bond Street.

Our therapeutic day programs, Hartwell Learning Center, Central MA Prep, Robert Goddard Academy and Central MA Academy provide a rigorous education to students with an equal focus on social emotional development. THRIVE provides a comprehensive education with embedded interventions based on the principles of ABA. Woodward Day School provides alternative programming for students long term suspended from school and short term placement for students in transition and for students requiring evaluation to determine the appropriate educational placement. New this year, CMC offered a new service to member and non-member districts. Our Assessment Center program provided full special education evaluations along with a full education program for students in transition, in need of stabilization or in need of a full educational evaluation. In addition to a full complement of assessments, students attending this short term stay program participated in social emotional wellness classes, received integrated behavioral support in a trauma-informed environment. At the conclusion of the stay, the student's IEP was provided with a comprehensive picture of the student's educational needs.

In addition to strong academic and behavioral programming, CMC offers supplemental services including Occupational Therapy, Physical Therapy, Speech Therapy, Learning Disability services, ESL services and clinical/behavioral supports as well as full evaluation services to our students attending the collaborative and on a fee for service basis to our member and non-member districts. Our practices are consistent with the CMC mission of increasing students' self-determination, independence, and academic achievement.

During the 2020-2021 school year, CMC employed approximately 200 full-time staff and served over 400 students. Operating for most of the year in a hybrid model, CMC was able to maintain student engagement and growth throughout the pandemic. When on site, all staff and students adhered to strict COVID 19 protocols including mask wearing, social distancing and hand washing practices. Our custodial crew maintained strict cleaning protocols that included nightly sanitization of classrooms. Our nursing staff provided support for implementation of COVID best practices including staying home when sick and quarantining when ill or exposed. Nursing staff utilized an isolation room for students who

became ill at school and supported contact tracing when needed. As COVID cases declined in the spring, CMC students were able to return to school full time five days per week.

Throughout the 2020-21 school year, CMC strived to build capacity, enhance social emotional support and increase educational opportunities for all students whether served onsite or remotely. We remained committed to providing outstanding educational programming, therapeutic environments, and integrated vocational opportunities for our students. We look forward to expanding our existing programs and to developing new ones to meet the needs of students in Central Massachusetts!

In accordance with Section 43 of the Acts of 2012, Central Massachusetts Collaborative (CMC) has prepared the Annual Report for FY 21. The FY 21 Annual Report will be posted on the CMC website (<https://www.cmasscollaborative.org>) for public review and will be shared with all member school committees.

Respectfully submitted,  
Susan Farrell  
Executive Director

## GENERAL INFORMATION

Program		Grades
<b>Central Administration</b> 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9100 Fax: 508-854-1689	Executive Director: Susan Farrell Director of Finance and Operations: Beverly Tefft Director of Special Education: Tammy Murray Facilities Manager: Conrad Lizano Executive Assistant: Lynn NeJaime Receptionist: Adrienne Sicard	K-12+
<b>Central MA Academy</b> 121 Higgins Street Worcester, MA 01606 Tel: 508-538-9109	Director: Ann Ortiz Assistant Directors: Michelle Klotz  Student Hours: 9:10 AM to 3:30 PM	6-12
<b>Central MA Prep</b> 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9103	Director: Daniel Smachetti Assistant Director: Melissa Pichierri  Student Hours: 9:10 AM to 3:30 PM	6-8
<b>Hartwell Learning Center</b> 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9104	Director: Elizabeth Pinzino Assistant Director: Carol DeAngelis  Student Hours: 9:10 AM to 3:30 PM	K-5
<b>Recovery High School</b> 121 Higgins Street Worcester, MA 01606 Tel: 508-538-9108	Principal: MaryEllen McGorry  Student Hours: 8:10 to 2:30	9-12
<b>Robert Goddard Academy</b> 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9101	Director: Michael Kelly Assistant Director: Elizabeth Driscoll/Maureen Rose  Student Hours: 9:10 AM to 3:30 PM	9-12+
<b>THRIVE</b> 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9105	Director: Elizabeth Pinzino Assistant Director: Carol DeAngelis  Student Hours: 9:10 AM to 3:30 PM	K-12+
<b>Woodward Day Schools</b> 20 Rockdale Street Worcester, MA 01606 Tel: 508-538-9108	Director: Evelyn Marrone Assistant Directors: Rich Cameron/Kristin Collins  Student Hours: 7:30 AM to 1:50 PM	6-12
Central MA Collaborative Website	Website: <a href="https://www.cmasscollaborative.org/">https://www.cmasscollaborative.org/</a>	

# GOVERNANCE AND LEADERSHIP

## Board of Directors

Maureen Binienda, Chair, Superintendent  
Ruthann Goguen, Superintendent  
Kristine Nash, Interim Superintendent

Worcester Public Schools  
Webster Public Schools  
Oxford Public Schools

## Leadership Team

Executive Director  
Director of Finance and Operations  
Director of Central MA Academy  
Director of Central MA Prep  
Director of Hartwell Learning Center and Thrive  
Director of Robert H. Goddard Academy  
Director of Woodward Day School  
Principal of Rockdale Recovery High School  
Assistant Director of Central MA Academy  
Assistant Directors of Robert H. Goddard Academy  
Assistant Director of Central MA Prep  
Assistant Director of Hartwell Learning Center  
Assistant Directors of Woodward Day School

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

## Member Districts

Oxford Public Schools  
Webster Public Schools  
Worcester Public Schools

## Non-Member Districts

Athol-Royalston	Gardner	Millbury
Attleboro	Grafton	Northbridge
Auburn	Haverhill	Pittsfield
Bellingham	Hopedale	Quabbin
Boston	Hudson	Quaboag
Brockton	Lawrence	Revere
Clinton	Leicester	Southbridge
Dennis/Yarmouth	Lowell	Spencer-East Brookfield
Douglas	Lynn	Wachusett Regional
Dudley-Charlton	Marlborough	Wayland
Fall River	Maynard	West Boylston
Fitchburg	Mendon/Upton	Weymouth
Framingham	Milford	

# MISSION, PURPOSE, FOCUS AND OBJECTIVES

## Mission

To jointly conduct programs and/or services which shall complement and strengthen member districts in a cost effective manner, increase educational opportunities for children ages 5 to 22 and improve educational outcomes for all students.

## Purpose

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

## Focus

- the creation of specialized education programs for students ages 5-22 with or without disabilities;
- services delivered to member district staff - including training, professional development, consultation, or other service;
- development of partnerships with community and state agencies to enhance support to member districts;
- application for grants or other sources of funding for programs from entities that may include, without limitation, state agencies, community-based partners, corporate entities, and institutions of higher education, etc.; and
- application for grants or other sources of funding to operate programs for individuals that complement the mission and vision of CMC.

## Objectives

Progress Towards 2020 - 2021 Objectives	
1. Provide a challenging academic experience to improve the academic achievement of enrolled students.	CMC staff utilized Study Island and Exact Path Assessments to monitor student progress. Twenty eight seniors earned their diplomas. Two seniors received college scholarships.
2. Offer a variety of quality professional development opportunities to general and special educators and related service providers.	Staff participated in ten days of PD. Several days focused on COVID 19 mitigation strategies and protocols. Teachers learned how to set up online classrooms and engage students remotely. Staff received training in trauma informed practices.
3. Offer all programs and services in a cost-effective manner.	CMC provides quality programs and services at a rate lower than comparable public and private day schools. (See graphs on page 23)

## Demographics

The Central Massachusetts Collaborative has a rolling admission policy and accepts students throughout the school year. The 2020-2021 school year began with just under four hundred students and enrollment remained steady through June in all therapeutic programs and THRIVE. Enrollment was lower than expected at Rockdale Recovery High School and Woodward Day School. Students come to CMC from our member districts of Oxford, Webster and Worcester and from thirty six (36) surrounding communities. Most students are high needs students (approximately 99.6%) including students with disabilities (approximately 91%), English Language Learner (approximately 37%) and economically disadvantaged students (approximately 88%).

Enrollment by Race/Ethnicity (2020-21)		
Race	% of Collaborative	% of All Collaboratives
African American	14.9	8.7
Asian	1.2	3.2
Hispanic	46.9	21.6
Native American	0.4	0.3
White	28.6	61.1
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	7.9	5.0

Enrollment by Gender (2020-21)		
	Collaborative	All Collaboratives
Male	371	3,068
Female	111	1,078
Non-Binary	0	3
Total	482	4,149

Average Enrollment by Grade (2020-21)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Collaborative	0	1	8	14	9	24	16	36	36	53	58	85	55	84	3	482



# PROGRAMS AND SERVICES

## Central MA Academy

### Program Administration

Ann Ortiz, Director

Michelle Klotz, Assistant Director

### Program Location

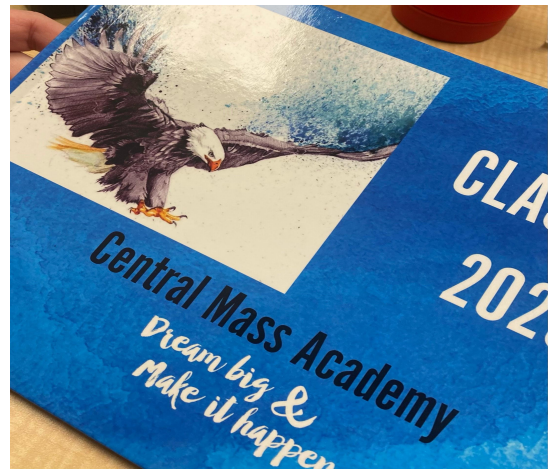
121 Higgins Street

Worcester, MA 01606

Tel: (508) 538-9109

Fax: (508) 852-5375

**Student Capacity - 100 students**



### Program Description

Central MA Academy (CMA) is a therapeutic day school offering a structured educational program along with targeted clinical services to students in grades 7 through 12. Staff at CMA take pride in supporting and guiding each individual's personal and academic goals, along with their range of talents and skill sets. CMA's objective is to nurture well-developed and driven youth who complete high school with valuable skills they will use beyond the classroom to accomplish their personal and professional goals. Clinical staff work with students to support social emotional learning through individual and group sessions and are available for crisis management as needed. A low student-to-staff ratio in the classroom creates an environment of trust for academic and emotional growth throughout the school day.

CMA's motto is "All Students Can SOAR," ensuring a focus on Safety, Optimism, Ability, and Respect in our building; go forth and be great. Our philosophy is rooted in the premise that interventions and conversations are most conducive to learning more effective and positive ways to handle similar situations in the future. In addition, to further reinforce positive interactions, community outreach is an essential value of the staff and students where they often participate in community service within the school building as well as surrounding neighborhoods.

### Student Profile

Students at CMA have struggled with academics and behaviors in their sending districts and schools. CMA students benefit from a progressive behavioral management system, which encourages positive behaviors with tangible rewards, while providing opportunities for growth and repair following target behaviors. Our students come from diverse backgrounds, are resilient and develop the skills needed to be successful in a variety of environments. Support from outside agencies, including the Department of Mental Health and the Department of Children and Families, and other collaterals from outside therapeutic and psychiatric treatment are critical components to ensuring student success and educational progress.

## **Central MA Prep**

### **Program Administration**

Dan Smachetti, Director

Melissa Pichierri, Assistant Director

### **Program Location**

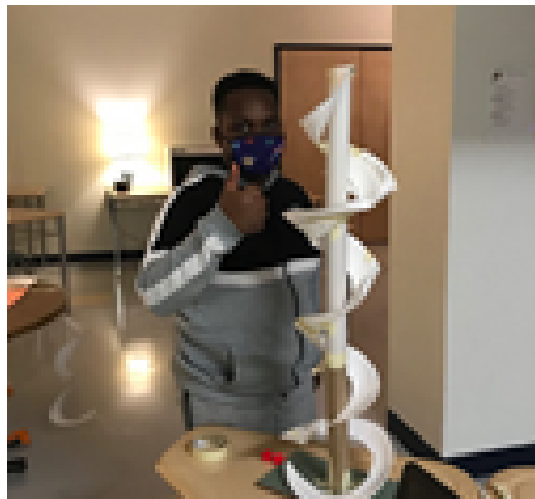
14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9103

Fax: (508) 854-1347

### **Student Capacity - 100 students**



### **Program Description**

Central MA Prep (CMP) is dedicated to educating middle school (grades 6, 7 and 8) students with serious emotional disturbance and preparing them for the social and academic expectations of high school and life through the provision of a positive and predictable environment. With a therapeutic milieu that includes counseling services, low student to staff ratios and effective use of coping skills, students start to develop self-determination skills necessary to help navigate them through the difficult transition from middle to high school.

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

### **Student Profile**

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

## **Hartwell Learning Center**

### **Program Administration**

Elizabeth Pinzino, Director

Kristin Collins, Assistant Director

### **Program Location**

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9104

Fax: (508) 854-1689



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

### **Program Description**

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

The Hartwell Learning Center provides:

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

### **Student Profile**

The Hartwell Learning Center serves students in grades K – 5 that are presenting with moderate to severe emotional disabilities and/or mild to moderate cognitive deficits. As a result of their mental health and social-emotional deficits, many students at the HLC exhibit behavioral difficulties including a high level of distractibility, low frustration tolerance, suicidal ideation, poor peer relationships, and weak academic performance. Some students display occasional aggressive behavior that is a function of their psychiatric illnesses or social-emotional deficits. Support from outside agencies, including the Department of Mental Health and the Department of Children and Families, and other collaterals from outside therapeutic and psychiatric treatment are critical components to ensuring student success and educational progress.

## **Robert H. Goddard Academy**

### **Program Administration**

Michael Kelly, Director

Elizabeth Driscoll, Assistant Director

Maureen Rose, Assistant Director

### **Program Location**

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9101

Fax: (508) 854-1346



### **Student Capacity - 120 students**

### **Program Description**

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

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

### **Student Profile**

RGA serves high school students with serious emotional disabilities, including psychiatric disorders, self-destructive behavior, social skill deficits, or suicidal thinking. These students lack social/community skills to be productive, working citizens who have been diagnosed with mild to moderate cognitive limitations in addition to a behavioral and/or serious emotional disability. Support from outside agencies, including the Department of Mental Health and the Department of Children and Families, and other collaterals from outside therapeutic and psychiatric treatment are critical components to ensuring student success and educational progress.

# **THRIVE**

## **Program Administration**

Elizabeth Pinzino, Director

Carol DeAngelis, Assistant Director

## **Program Location**

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9105

Fax: (508) 854-1346



## **Student Capacity - 64 students**

## **Program Description**

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

THRIVE offers students dedicated, compassionate and highly-trained staff composed of special education teachers, instructional assistants and Board Certified Behavior Analysts. THRIVE provides a high staff to student ratio with individualized support to meet each student's unique needs. Using behavior interventions centered around positive reinforcement throughout the school day, students achieve academic and social success.

THRIVE offers students:

- Dedicated, compassionate, and highly-trained staff comprised of special education teachers, instructional assistants, and Board Certified Behavior Analysts
- Access to ACE ABA Software System
- Functional communication training, social skills training, and vocational opportunities
- High student-to-staff ratio 3:1 student to staff ratio

## **Student Profile**

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



## **Woodward Day School**

### **Program Locations and Administration**

Woodward Day Rockdale

Evelyn Marrone, Director

Rich Cameron, Assistant Director

Kristin Collins, Assistant Director

20 Rockdale Street

Worcester, MA 01606

Tel: (508) 538-9108

Fax: (508) 854-4973

### **Student Capacity - 120 students**



### **Program Description**

The Woodward Day School (WDS), is a transitional alternative school program operating in three separate locations. WDS provides a small, structured environment to students who have been excluded from school under the MGL 37H or have a pending felony charge and are suspended under the MGL37H1/2 or MGL37H3/4. Woodward Day School also provides transitional placement for non-suspended students who require a full assessment of their needs to determine their appropriate school placement.

Students at WDS receive a comprehensive education with a strong academic focus in a safe, nurturing, respectful, and healthy environment, based on the premise that all students can learn. A core component of every student's academic, career and social/emotional development includes a guidance program which assists students in gaining insight to their goals, abilities, and interests, and encourages them to become life-long learners and good citizens who value diversity. By changing students' attitudes toward school, the likelihood of a successful return to their district with a positive mind-set is increased. WDS fosters an advocate/student relationship in that teachers maintain open lines of communication between parents, and all student support service providers. In addition, school administration works closely with the service providers to ensure that students and families are receiving the maximum interagency benefits.

### **Student Profile**

The student population consists of general education and special education students who have been long term suspended from school due to a violation of the district's policies prohibiting weapons, teacher assaults, or illegal drugs or who may have been suspended under MGL37H1/2 for a pending felony charge, if they are deemed a detriment to the safety and well-being of the school. WDS also accepts students who require a full comprehensive evaluation to determine an appropriate school placement. Students remain at Woodward Day School until their charges are resolved through court or for a period of one (1) year in the event that they are adjudicated for the felony charge or until their evaluation has been completed and a more permanent placement has been determined..

## **Rockdale Recovery High School**

### **Program Administration**

MaryEllen McGorry, Principal

### **Program Location**

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

### **Student Capacity - 50 students**

### **Program Description**

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

Rockdale Recovery High School is a Harm Reduction model for recovery, acknowledging that relapse is often a piece of the recovery picture, and therefore we do not suspend students for relapse. Our focus is on creating a more robust relapse prevention plan for the relapsed student, including more in-house meetings, outside meetings, counseling, intensive outpatient support, family support and counseling.

We offer a rigorous academic program leading to a diploma awarded from each student’s community school within a structure of support for recovery and healthy living. Our supports and opportunities include an on-site recovery clinician, recovery support groups, health and wellness activities and events, 12 Step Groups, 12th year opportunities with Quinsigamond Community College, and community internships. Students who have missed large pieces of their high school education due to substance use and treatment utilize Edgenuity to recover credits after school and during their free time.

### **Student Profile**

Rockdale Recovery High School serves students in grades 9-12 who have been diagnosed with a substance use disorder, have received substance abuse treatment and have made a commitment to recovery. During the 2019 - 2020 academic year, fourteen students were served from the following communities: Ayer, Charlton, Clinton, Dudley, Fitchburg, Framingham, Northborough, Oxford, Shrewsbury, Southbridge, Upton, Webster and Worcester.



## **Clinical and Itinerant Services**

### **Program Administration**

Dr. Jean Lindquist Grady, Director

### **Program Location**

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

### **Program Description**

CMC provides an array of clinical, consultative, and assessment services to schools to help support students with disabilities. Our staff includes licensed school adjustment counselors, board certified behavior analysts, occupational therapists, speech therapists and physical therapists. All staff have extensive experience supporting students with complex cognitive, social/emotional, developmental, behavioral, substance use, and traumatic profiles. Individual and whole school supports are utilized throughout the school day in order to promote student success. Our clinicians provide:

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

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

The second component of our clinical services is consultation and/or assessment to member and non-member districts. This model includes assistance in developing programming, case consultation for highly complex cases, professional development and training in a variety of areas, and assessment (e.g., risk/ threat assessment, psychological evaluation). Conducting Functional Behavioral Assessments (FBAs) and subsequent Behavior Intervention Plans (BIPs) is another facet of the clinician's and BCBA's role.

All clinical staff have an advanced degree in their area of specialty, hold a state license, and have or are in the process of obtaining DESE licensure in their field of practice. Clinical staff provide individualized and group therapeutic support and education as specified in the IEP, coordinate care with outside providers and agencies, respond to crisis situations, and consult with teachers, professional staff and parents pertaining to social emotional and behavioral challenges. Our therapeutic and clinical staff are committed to using data driven interventions and best practice.



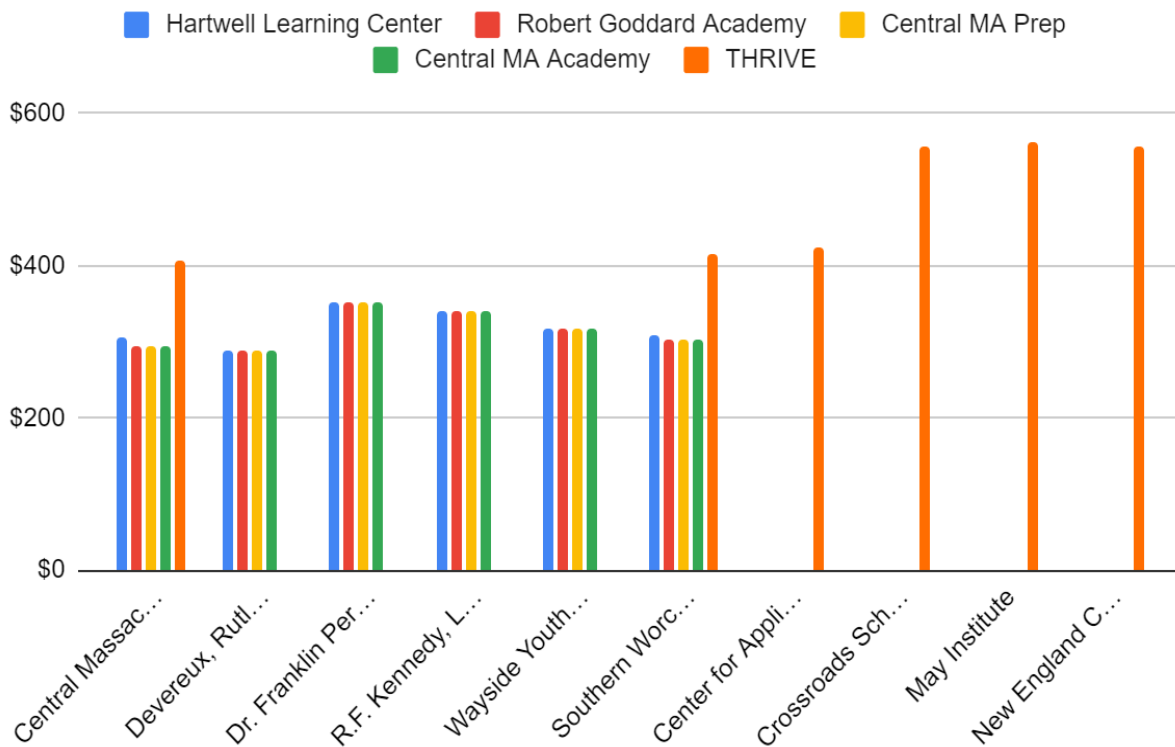
# COST EFFECTIVENESS

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

## Cost Comparisons

The success of our programming and our affordability has increased enrollment from non-member districts in recent years. In 2008, our non-member enrollment was seventeen (17). In FY20, CMC provided services to sixty four (64) students from forty (40) non-member districts. This growth in student enrollment has increased revenues from our non-member districts, which helps to defray cost increases for our member districts. The following examples illustrate the cost effectiveness in qualitative measurements.

<b>Annual Report 2020 - 2021</b>	<b>Hartwell Learning Center</b>	<b>Robert Goddard Academy</b>	<b>Central MA Prep</b>	<b>Central MA Academy</b>	<b>THRIVE</b>
<b>Central Massachusetts Educational Collaborative</b>	\$306	\$295	\$295	\$295	\$408
<b>Devereux, Rutland</b>	\$288	\$288	\$288	\$288	
<b>Dr. Franklin Perkins School, Lancaster</b>	\$353	\$353	\$353	\$353	
<b>R.F. Kennedy, Lancaster</b>	\$340	\$340	\$340	\$340	
<b>Wayside Youth and Family, Framingham</b>	\$316	\$316	\$316	\$316	
<b>Southern Worcester County Educational Collaborative</b>	\$310	\$304	\$304	\$304	\$416
<b>Center for Applied Behavioral Instruction</b>					\$424
<b>Crossroads School Children, Inc.</b>					\$557
<b>May Institute</b>					\$562



## Qualitative Comparisons

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

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

Our staff of highly trained professionals participate in ongoing professional development throughout the school year. As a condition of employment, all staff are CPI certified in order to understand and effectively manage difficult behaviors. This training is provided by CMC certified trainers, reducing the overall cost as it allows all staff to be trained and certified internally. CMC staff are also trained in PBIS and trauma informed care. As stated in our student handbook, respect is at the heart of all we do.

## SUMMARY

The past year has been a unique and challenging time for CMC staff, students and families. The COVID 19 pandemic significantly impacted how we educated and interacted with students, families and each other.

CMC's reopening committee and safety committee worked throughout the summer of 2020 to develop solid protocols to support the health and safety of our staff and students. After starting the year with two weeks of professional development for staff, CMC opened to students with a hybrid model of learning. A fully remote learning model was also available to families who determined this was best for their individual student's needs. CMC's ability to provide every student and staff with a laptop or chromebook allowed students to continue learning with a consistent daily schedule whether in person or remote.

Throughout the school year, the CMC administration worked closely with DPH and DESE to support the health of our students and staff. CMC's nursing staff monitored COVID 19 cases among our school community closely and completed contact tracing for each case. Clinical and professional staff provided support to those directly impacted by the virus. Our custodial staff worked hard to keep our buildings clean and sanitized.

Throughout the year, our enrollment stayed steady. CMC faced challenges with recruiting and hiring new staff for vacancies but was able to fill open positions with long term substitutes and by redistributing staff from programs with low enrollment to programs with higher need. As the year progressed, we were able to offer all students the opportunity to participate in five full days of in person instruction.

Our CMC community rose to the challenges presented by these unprecedented times. Whether in person or remote, all students received a well rounded education with strong social emotional and behavioral support in a trauma informed environment. We are looking forward to the world reopening and a return to traditional education in the fall.