

2021 - 2022 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 (7) distinct programs housed in three (3) 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), the THRIVE program (Ages 5 - 22) and six (6) Woodward Day School classrooms. Our facility at 20 Rockdale Street is home to Rockdale High School Recovery Program (Grades 9 - 12), six (6) Woodward Day School classrooms and the Woodward Day School Assessment Center. Our facility at 121 Higgins Street is home to Central Mass Academy (Grades 7 - 12).

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. Our specialized Autism program, THRIVE, provides a comprehensive education with embedded interventions based on the principles of applied behavioral analysis (ABA). Woodward Day School provides a short term alternative placement and programming for students long term suspended from school. The Woodward Day School Assessment Center program provides a comprehensive education along with a full special education evaluation for students in transition, in need of stabilization or in need of assessment to determine the appropriate educational program.

In addition to strong academic and behavioral programming, CMC offers supplemental services including Occupational Therapy, Physical Therapy, Speech Therapy, Learning Disability services, ESL services, Clinical/Behavioral services and Evaluation services to our students attending the Collaborative 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.

The official school year began for staff on August 26, 2021 and for students on August 30, 2021. Although the COVID virus continued to impact our community throughout the FY22 school year, all CMC programs were in-person beginning with our extended school year programs in July and August of 2021. COVID mitigating strategies were implemented throughout the school year including wearing masks when inside, maintaining physical distancing when possible and washing hands frequently throughout the day. Staff and students were encouraged to stay home when sick and were required to follow DESE and DPH COVID quarantining guidelines. CMC partnered with the DESE and CIC to provide onsite two COVID programs; Test and Stay and symptomatic testing. Staff and students were provided with at-home COVID testing kits which allowed them to test as needed after holiday breaks and when the onsite programs did not cover their testing needs. CMC nursing staff utilized an isolation room for students who became ill at school and supported contact tracing when needed. These efforts allowed CMC to support those affected by COVID and minimize the spread of illness at school.

This year, CMC restructured the leadership team to better serve the needs of our students and their districts. This restructuring included merging our alternative programs under one Director, adding a Director of Special Education and Itinerant Services and adding two new coordinator positions; a Vocational Coordinator and a Clinical Coordinator. CMC's budget included two hundred and twenty-three full-time positions. Filling positions was challenging this school year but we were able to maintain a healthy enrollment in all our programs. CMC prioritized referrals from our member districts.

Throughout the 2021-22 school year, CMC strived to build capacity, enhance social emotional and mental health support and increase educational opportunities for all students. 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 programs 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		Grade s
Central Administration 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	K-12+
Central MA Academy 121 Higgins Street Worcester, MA 01606 Tel: 508-538-9109	Director: Evelyn Marrone Assistant Director: Rich Cameron, Megan Kasala-Hallinan, Alice Whittaker Student Hours: 9:10 AM to 3:30 PM	6-12
Central MA Prep 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9103	Director: Daniel Smachetti Assistant Director: Natasha Norgren Student Hours: 9:10 AM to 3:30 PM	6-8
Hartwell Learning Center 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9104	Director: Elizabeth Pinzino Assistant Director: Carol DeAngelis, Amanda Gates Student Hours: 9:10 AM to 3:30 PM	K-5
Recovery High School 121 Higgins Street Worcester, MA 01606 Tel: 508-538-9108	Principal: Evelyn Marrone Student Hours: 8:10 to 2:30	9-12
Robert Goddard Academy 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+
THRIVE 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9105	Director: Elizabeth Pinzino Assistant Director: Carol DeAngelis, Amanda Gates Student Hours: 9:10 AM to 3:30 PM	K-12+
Woodward Day Schools 20 Rockdale Street Worcester, MA 01606 Tel: 508-538-9108	Director: Evelyn Marrone Assistant Director: Rich Cameron, Megan Kasala-Hallinan, Alice Whittaker Student Hours: 7:30 AM to 1:50 PM	7-12
Central MA Collaborative Website	Website: https://www.cmasscollaborative.org/	

GOVERNANCE AND LEADERSHIP

Board of Directors

Maureen Binienda, Chair, Superintendent
Ruthann Petrino-Goguen, Superintendent
Michael Lucas, 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
Vocational Coordinator
Clinical Coordinator

Susan Farrell
Beverly Tefft
Evelyn Marrone
Dan Smachetti
Elizabeth Pinzino
Michael Kelly
Evelyn Marrone
Evelyn Marrone
Paul Barry
Michael Moore

Member Districts

Oxford Public Schools
Webster Public Schools
Worcester Public Schools

Non-Member Districts

Athol-Royalston	Gloucester	Milford
Auburn	Grafton	Millbury
Bellingham	Haverhill	New Bedford
Berlin/Boylston	Hopedale	Northbridge
Boston	Hudson	North Brookfield
Brockton	Lawrence	Quabbin
Clinton	Leicester	Revere
Dennis/Yarmouth	Lowell	Southbridge
Dudley-Charlton	Lynn	Spencer
Fitchburg	Malden	Wachusett Regional
Framingham	Marlborough	Ware
Franklin	Maynard	West Boylston
Gardner	Mendon/Upton	Weymouth

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

- create specialized education programs for students ages 5-22 with or without disabilities;
- deliver services to member district staff - including training, professional development, consultation, or other service;
- develop partnerships with community and state agencies to enhance support to member districts;
- apply for grants or other sources of funding to operate programs for individuals that complement the mission and vision of CMC.

Objectives

Progress Towards 2021 - 2022 Objectives	
1. Provide a challenging academic experience to improve the academic achievement of enrolled students.	CMC staff utilized a wide variety of Curricula to provide individualized, comprehensive and rigorous education to all students. Twenty-five (25) seniors earned high school diplomas with six (6) accepted to local colleges.
2. Offer a variety of quality professional development opportunities to general and special educators and related service providers.	Staff participated in three full days and two half days of Professional Development. Training for teaching staff focused on assessing student's current level of performance, addressing student social emotional and academic needs. Leadership training focused on implementing a continuous cycle of improvement.
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 pages 17 and 18)

Demographics

The Central Massachusetts Collaborative has a rolling admission policy and accepts students throughout the school year. The 2021-2022 school year began with just under four hundred students and enrollment remained steady through June in all therapeutic programs and THRIVE. Enrollment at Rockdale High School increased steadily throughout the year ending with ten full time students. Woodward Day School's (WDS) enrollment increased rapidly in the fall with a peak enrollment of one hundred and thirty (130) students. To support capacity, WDS provided a remote learning option for students waiting for an onsite placement. Our students come to us from our member districts of Oxford, Webster and Worcester and from thirty nine (39) other cities and towns. The majority of CMC students are high needs students (approximately 99.7%) including students with disabilities (approximately 98.4%), English Language Learners (approximately 25.3%) and economically disadvantaged students (approximately 91.3%).

Enrollment by Race/Ethnicity (2021-22)		
Race	% of Collaborative	% of All Collaboratives
African American	15.3	8.6
Asian	0.8	3.3
Hispanic	42.0	20.6
Native American	0.8	0.3
White	34.6	61.9
Native Hawaiian, Pacific Islander	0.0	0.2
Multi-Race, Non-Hispanic	6.6	5.1

Enrollment by Gender (2021-22)		
	Collaborative	All Collaboratives
Male	287	2,810
Female	92	1,011
Non-Binary	0	6
Total	379	3,827

Average Enrollment by Grade (2021-22)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Collaborative	0	2	2	5	12	8	19	34	33	39	55	46	54	67	3	379

PROGRAMS AND SERVICES

Central MA Academy

Program Administration

Evelyn Marrone, Director
Rich Cameron, Assistant Director
Megan Kasala-Hallinan, Assistant Director
Alice Whittaker, 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 6 through 12. Staff at CMA take pride in supporting and guiding each individual's personal and academic goals, along with their range of talents and skill sets. CMA's objective is to nurture well-developed and driven youth who complete high school with valuable skills they will use beyond the classroom to accomplish their personal and professional goals. Clinical staff work with students to support social emotional learning through individual and group sessions and are available for crisis management as needed. A low student-to-staff ratio in the classroom 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

Natasha Norgren, 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 emotional challenges and mental health disabilities 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 moderate to severe emotional disabilities and/or mild to moderate cognitive deficits. Some students present with major psychiatric diagnoses requiring medical support and 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

Carol DeAngelis, Assistant Director

Amanda Gates, 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

Robert H. Goddard Academy (RGA) is 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 program operates 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 and who are lacking the social/community skills needed to be productive, working citizens. In addition to behavioral and/or serious emotional disabilities, students may have mild to moderate cognitive limitations. 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

Amanda Gates, 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 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 a curriculum based on the principles of Applied Behavior Analysis (ABA), THRIVE is able to provide evidence-based educational instruction for students diagnosed with Autism and related disabilities. Access to an 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 staff composed of special education teachers, instructional assistants and Board Certified Behavior Analysts. Staff provide students with the instruction and individualized support to meet each student's unique needs. THRIVE provides functional communication training, social skills training, and vocational opportunities for students. Using behavior interventions centered around positive reinforcement throughout the school day, students achieve academic and social success.

Student Profile

Students who attend the THRIVE Program have been diagnosed with Autism Spectrum Disorder and/or related disabilities and are presenting with moderate to severe cognitive deficits. 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

Megan Kasala-Hallinan, Assistant Director

Alice Whittaker, 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 MGL 37H 1/2 or MGL 37H 3/4. 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 MGL 37H 1/2 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

Evelyn Marrone, Principal

Program Location

20 Rockdale 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 support 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.

Special Education and Clinical Services

Program Administration

Tammy Murray, Director
Michael Moore, Clinical Coordinator
Sara Cole, Transition Coordinator
Paul Barry, Vocational Coordinator

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, assessment and transition services to students attending our programs. Our full time staff and contracted 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; and
- Transition assessments and pre-vocational and vocational supports and services

CMC provides therapeutic support and intervention, collaboration, case management, crisis intervention to regular education and special education students in all of our schools. 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 clinical services are available for consultation and/or assessment to member and non-member districts. This 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 and itinerant staff have a 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. Our therapeutic and clinical staff are committed to using data driven interventions and best practice.

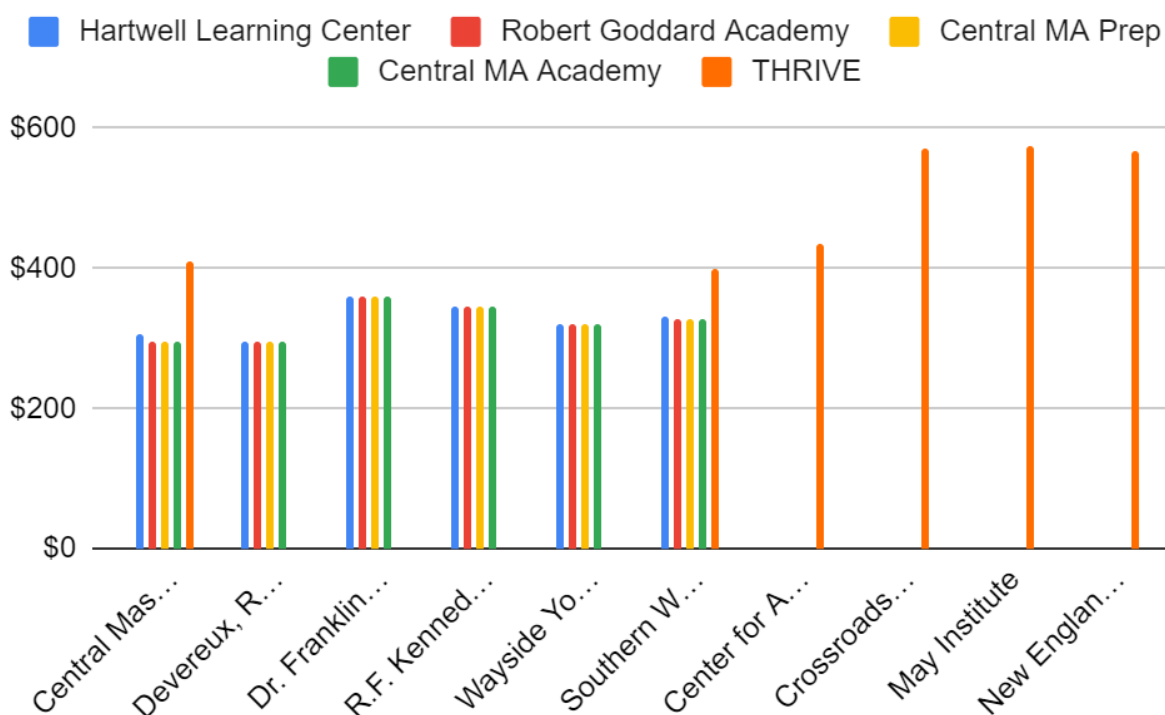
COST EFFECTIVENESS

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 FY21, CMC provided services to a monthly average of fifty-six (56) students from thirty-nine (39) non-member districts. The following examples illustrate the cost effectiveness in qualitative measurements.

Annual Report 2021-2022	Hartwell Learning Center	Robert Goddard Academy	Central MA Prep	Central MA Academy	THRIVE
Central Massachusetts Educational Collaborative	\$306	\$295	\$295	\$295	\$408
Devereux, Rutland	\$294	\$294	\$294	\$294	
Dr. Franklin Perkins School, Lancaster	\$361	\$361	\$361	\$361	
R.F. Kennedy, Lancaster	\$346	\$346	\$346	\$346	
Wayside Youth and Family, Framingham	\$322	\$322	\$322	\$322	
Southern Worcester County Educational Collaborative	\$330	\$327	\$327	\$327	\$400
Center for Applied Behavioral Instruction					\$434
Crossroads School Children, Inc.					\$570
May Institute					\$575



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 well-maintained 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 FY22 school year was a time of reconnecting and rebuilding after a year of hybrid and remote learning. The COVID pandemic continued to impact how we educated and interacted with students, families and each other but our mitigation protocols and in-house testing programs allowed us to keep more staff and students in our programs and on site throughout the year.

In addition to on-site academic programming, students benefited from increased opportunities to have on-site guest speakers from Fresh Start Wellness Center, the Worcester Division of Youth Opportunities and the Smart Program to name a few. Students also enjoyed a return to community outings participating in the Community Garden Program, the Worcester Free Library and field trips tied to their classroom academics. Staff was able to participate in a variety of differentiated onsite professional development including de-escalation training with Crisis Prevention Solutions, Tiered Systems of Support with Alex Hirschberg, Edmentum training with Susan Yeoman and IEP training with Kelly O'Donnell. A highlight from the year was a return of hot meals to all students provided by the WPS Food Service Department.

Throughout the year, our enrollment stayed steady and Woodward Day School saw a return to their post-COVID level of enrollment. 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 across all programs.

As we closed out the FY22 school year, CMC recognized our staff and students for their accomplishments and for all they achieved in spite of the challenges faced. Our students received a well rounded education with strong social emotional and behavioral support in a trauma informed environment. As we prepare for the FY23 school year, we look forward to the continued growth of the Collaborative and the success of our students and staff.