

# 2022 - 2023 ANNUAL REPORT



## CMC

Central Massachusetts Collaborative

14 New Bond Street | Worcester, MA 01606

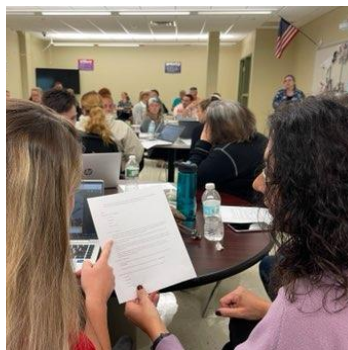
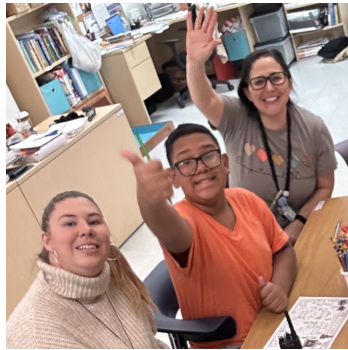
Tel: (508) 538-9100 | Fax: (508) 854-1689

<https://www.cmassc.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.

Our campus consists of three (3) buildings located at 14 New Bond Street, 20 Rockdale Street and 121 Higgins Street, all within  $\frac{1}{4}$  mile of each other within the city of Worcester, MA. Each building provides spacious classrooms equipped with the latest technology including smart boards and one to one chromebooks for students. In an effort to improve building safety and security, we are continually evaluating and upgrading our security systems in all buildings.

CMC operates three distinct student programs. Our therapeutic public day schools include Hartwell Learning Center (Grades K - 5), Central MA Prep School (Grades 6 - 8), Robert Goddard Academy (Grades 9 - 12+), and Central MA Academy (Grades 7 - 12+). These programs provide a rigorous education to students with an equal focus on social emotional development.

Our specialized ABA Based Program provides a comprehensive education with embedded interventions based on the principles of applied behavioral analysis (ABA) for students ages five to twenty-two.

Our short term alternative education programs include Woodward Day School (WDS) which provides a quality education for students who are expelled or long term suspended, our youth recovery program, Rockdale High School (Ages 14 to 22) which provides a comprehensive high school education along with individualized support for students struggling with substance use disorders and our newly expanded Assessment Center (Grades 7 - 12) which provides a comprehensive education along with a full special education evaluation for students in need of stabilization and/or 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. CMC also offers Extended School Year services and Credit Recovery programming for eligible students. On July 5, 2023, CMC welcomed over one hundred students to our ESY programs.

CMC began the FY23 school year with one hundred and forty-six (146) returning staff. The returning staff were joined by twenty-eight (28) new hires bringing our current staff number to one hundred and

seventy-four (174). New staff received a full day orientation on August 24, 2023 and returning staff joined them on August 25, 2023 for two days of professional development in preparation for the new school year. This year, all programs at CMC were on the same tiered schedule. As a result of this change, CMC staff was able to participate in system wide professional development activities and ongoing cross program professional learning communities throughout the school year.

On August 29, 2022, three hundred and sixty four (364) students began their school year at CMC. CMC's student census grew throughout the year with an ending enrollment of four hundred and thirty-four (434) students. CMC staff and students worked together 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 23. The FY 23 Annual Report will be posted on the CMC website (<https://www.cmassc.org>) for public review and will be shared with all member school committees.

Respectfully submitted,  
Susan Farrell  
Executive Director

# GENERAL INFORMATION

Program		Grade s
<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 Manager of Technology: Alden Thompson Manager of Vocational Services: Paul Barry Interim Facilities Manager: Tom Scano	K-12+
<b>Central MA Academy</b> 121 Higgins Street Worcester, MA 01606 Tel: 508-538-9109	Director: Evelyn Marrone Assistant Director: Richard Cameron, Blayne Murray, Alice Whittaker  Student Hours: 9:10 AM to 3:30 PM	7-12
<b>Central MA Prep</b> 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
<b>Hartwell Learning Center</b> 14 New Bond Street Worcester, MA 01606 Tel: 508-538-9104	Director: Elizabeth Pinzino Assistant Director: Amanda Gates, Christina Russell  Student Hours: 9:10 AM to 3:30 PM	K-6
<b>Recovery High School</b> 20 Rockdale Street Worcester, MA 01606 Tel: 508-538-9108	Principal: Evelyn Marrone  Student Hours: 9:10 AM to 3:30 PM	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: Amanda Gates, Christina Russell  Student Hours: 9:10 AM to 3:30 PM	K-12+
<b>Woodward Day School</b> 20 Rockdale Street Worcester, MA 01606 Tel: 508-538-9108	Director: Evelyn Marrone Assistant Director: Richard Cameron, Blayne Murray, Alice Whittaker  Student Hours: 9:10 AM to 3:30 PM	7-12
Central Massachusetts Collaborative Website	Website: <a href="https://www.cmassc.org/">https://www.cmassc.org/</a>	

# GOVERNANCE AND LEADERSHIP

## Board of Directors

Ruthann Petrino-Goguen, Superintendent, Board Chair  
Michael Lucas, Superintendent  
Rachel Monárrez, Superintendent

Webster Public Schools  
Oxford Public Schools  
Worcester 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  
Manager of Technology  
Manager of Vocational Services

Susan Farrell  
Beverly Tefft  
Evelyn Marrone  
Daniel Smachetti  
Elizabeth Pinzino  
Michael Kelly  
Evelyn Marrone  
Evelyn Marrone  
Alden Thompson  
Paul Barry

## Member Districts

Oxford Public Schools  
Webster Public Schools  
Worcester Public Schools

## Non-Member Districts

Ashland	Gardner	Millbury
Athol-Royalston	Gloucester	New Bedford
Attleboro	Grafton	Northbridge
Auburn	Haverhill	Quabbin
Bellingham	Hopedale	Revere
Boston	Hudson	Shrewsbury
Brockton	Ipswich	Southbridge
Clinton	Leicester	Spencer
Dennis/Yarmouth	Leominster	Springfield
Douglas	Lowell	Tantasqua
Dudley-Charlton	Marlborough	Wachusett
East Brookfield	Maynard	West Boylston
Fitchburg	Mendon/Upton	Weymouth
Framingham	Milford	Whitinsville

# 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 2022 - 2023 Objectives	
1. Provide a challenging academic experience to improve the academic achievement of enrolled students.	CMC staff used common benchmark assessments to monitor student progress and plan student learning experiences. Secondary programs implemented a common Curricula for ELA, Science, SS and Math. Outside consultants provided support to classroom teachers around best practices for student engagement. Leadership monitored student progress and met regularly with staff to review student data. 80% of CMC's seniors graduated with a highschool diploma.
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 four half days of Professional Development and completed mandatory training using a newly implemented online platform that tracked completion of all required training. (See page 15)
3. Offer all programs and services in a cost-effective manner.	CMC provided quality programs and services at a rate lower than comparable public and private day schools. (See graphs on pages 16 and 17)



## Demographics

The Central Massachusetts Collaborative has a rolling admission policy and accepts students throughout the school year. CMC averaged almost four hundred students during the FY23 school year. Our students come to us from our member districts of Oxford, Webster and Worcester and from forty-two (42) other cities and towns. CMC students are high needs students (99.5%) including students with disabilities (97.6%), First Language not English (38%) and economically disadvantaged students (90.6%).

Average Enrollment by Race/Ethnicity (2022-23)		
Race	% of Collaborative	% of All Collaboratives
African American	14.6	9.4
Asian	0.8	3.4
Hispanic	45.6	21.4
Native American	0.0	0.2
White	31.3	60.3
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	7.8	5.2

Average Enrollment by Gender (2022-23)		
	Collaborative	All Collaboratives
Female	104	1,031
Male	267	2,825
Non-Binary	0	15
Total	371	3,871

Average Enrollment by Grade (2022-23)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Collaborative	0	0	3	5	6	12	11	33	34	45	47	60	46	66	3	371

# THERAPUETIC DAY SCHOOLS

## **Hartwell Learning Center** **Grades K to Grade 6**

### **Program Administration**

Elizabeth Pinzino, Director  
Amanda Gates, Assistant Director  
Christina Russell, Assistant Director

### **Program Location**

14 New Bond Street  
Worcester, MA 01606  
Tel: (508) 538-9104  
Fax: (508) 854-1689

**Student Capacity - 50 students**

## **Robert H. Goddard Academy** **Grades 7 to Grade 12+**

### **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 - 140 students**

## **Central MA Prep** **Grades 6 to Grade 8**

### **Program Administration**

Daniel 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 - 80 students**

## **Central MA Academy** **Grades 7 to Grade 12+**

### **Program Administration**

Evelyn Marrone, Director  
Rich Cameron, Assistant Director  
Blayne Murray, Assistant Director  
Alice Whittaker, Assistant Director

### **Program Location**

121 Higgins Street  
Worcester, MA 01606  
Tel: (508) 538-9109  
Fax: (508) 852-5375

**Student Capacity - 80 students**

## Program Descriptions

Hartwell Learning Center (HLC), Central MA Prep (CMP), Robert H. Goddard Academy (RGA) and Central MA Academy (CMA) are highly structured, therapeutic programs with targeted academic, clinical and behavioral services for students in grades K through 12+. It is fundamental at HLC, CMP, RGA and CMA to have high academic expectations for all students while modifying and accommodating individual needs in order to access the curriculum. Each program operates with a progressive behavioral management system and a predictable learning environment designed to meet the academic, social, emotional and post-secondary needs of our diverse student population. HLC, CMP, RGA and CMA's objective is to nurture each student into a well-rounded student who leaves school with the valuable skills needed to accomplish their personal and post-secondary school goals.

Our programs believe that success comes from creating a safe learning environment built on mutual respect, hard work, understanding and the belief that all students are responsible for their education and behavior. Our students are taught strategies and provided with support to make the right choices and positively enhance their social, emotional and academic progress. In addition, to further reinforce positive interactions, community outreach is an essential component of our programs. 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. All members of the HLC, CMP, RGA and CMA community are accountable for 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

Hartwell Learning Center (HLC), Central MA Prep (CMP), Robert H. Goddard Academy (RGA) and Central MA Academy (CMA) serve students who present with behavioral and/or social emotional disabilities. In addition, students may have mild to moderate cognitive limitations. While the population may vary in terms of defined disabilities, students at HLC, CMP, RGA and CMA exhibit difficulties with maintaining appropriate behavior and self-regulation. As a result of their disability, our students struggled with academics in their sending districts and schools. HLC, CMP, RGA and 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 social, emotional, behavioral and academic skills needed to be successful in and outside of school in a variety of environments.

# ABA BASED PROGRAM

## THRIVE

### Program Administration

Elizabeth Pinzino, Director

Amanda Gates, Assistant Director

Christina Russell, Assistant Director

### Program Location

14 New Bond Street

Worcester, MA 01606

Tel: (508) 538-9105

Fax: (508) 854-1346

### Student Capacity - 72 students



### Program Description

THRIVE provides students ages 5 to 22 with a highly structured learning environment that is predictable 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. In addition, staff provides students with the instruction and individualized support required to meet each student's unique needs in the areas of functional communication, social skills, and pre-vocational and vocational opportunities for students.

Using behavior interventions centered around positive reinforcement throughout the school day, students achieve academic and social success. In addition, to further reinforce positive interactions, community outreach is an essential component of our program. 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. All members of the THRIVE community are accountable for 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

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. Our students come from diverse backgrounds, are resilient and develop the social, emotional, behavioral and academic skills needed to be successful in and outside of school in a variety of environments.

# ALTERNATIVE PROGRAMS

## Woodward Day School and Assessment Center

### Program Administration

Evelyn Marrone, Director  
Rich Cameron, Assistant Director  
Blayne Murray, Assistant Director  
Alice Whittaker, Assistant Director

### Program Locations

14 New Bond Street	20 Rockdale Street
Worcester, MA 01606	Worcester, MA 01606
Tel: (508) 538-9105	Tel: (508) 538-9108
Fax: (508) 854-1346	Fax: (508) 854-4973

### Student Capacity - 135 students

### Program Description

The Woodward Day School (WDS), is a short term alternative placement for students long term suspended from school under the MGL 37H, MGL 37H 1/2 or MGL 37H 3/4.

The Assessment Center at Woodward Day School provides a short term transitional placement for non-suspended students who require a full assessment of their needs to determine their appropriate school placement.

Students at WDS and the Assessment Center 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. School administration works closely with outside service providers to ensure that students and families are receiving the maximum interagency benefits. Students remain at WDS until they have completed their suspension, charges are resolved through court or for a period of one (1) year in the event that they are adjudicated for the felony charge. Assessment students remain until their evaluation has been completed and a more permanent placement has been determined.

### 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 pending felony charges, if they are deemed a detriment to the safety and well-being of the school. WDS also accepts students who are in need of stabilization and/or require a full comprehensive evaluation to determine an appropriate school placement.





## **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 - 40 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.

# SUPPLEMENTAL AND ITINERANT SERVICES

## Special Education Services

### Program Administration

Tammy Murray, Director

Michael Moore, Clinical Coordinator

Paul Barry, Manager of Vocational Services



### Program Description

CMC provides an array of clinical, therapeutic, consultative, assessment, pre-vocational and transitional services to students attending our programs. Our full time, part time and contracted staff include licensed School Adjustment Counselors, Board Certified Behavior Analysts, Occupational Therapists, Speech Therapists and Physical Therapists. 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 staff have extensive experience supporting students with complex cognitive, social/emotional, developmental, behavioral, substance use, and traumatic profiles and are committed to using data driven interventions and best practice.

Our clinical and itinerant staff 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;
- Assessment of behavioral function, effective interventions, and data collection;
- Transition assessments, pre-vocational and vocational supports and services
- Individualized and group therapeutic support and education as specified in the IEP
- Coordination with outside providers and agencies
- Consultation with parents pertaining to social emotional and behavioral challenges.
- Individual and whole school supports utilized throughout the school day in order to promote student success

Our clinical and itinerant staff provide evaluations and assessment including:

- Psychological evaluation
- Academic Evaluations
- Speech Evaluations
- Occupational Therapy Evaluations
- Behavioral Assessments and Functional Behavioral Assessments (FBA)
- Transition Assessments

# PROFESSIONAL DEVELOPMENT

CMC's FY23 calendar included three (3) full days of Professional Development (PD) and four early release days allowing staff to participate in the equivalent of seven days of differentiated professional development. In addition to live and virtual PD, CMC staff completed mandatory training using a newly implemented online platform ArxED that tracked completion of required training modules. To further staff's professional development, CMC partnered with Assumption University to offer discounted graduate and certificate programs to all CMC employees.

CMC staff participated in the following CMC provided professional development:

Actively Learn Curriculum	CMC Policy and Procedures
Best Practices for Working with Students and Families	MCAS-Alt
Best Practices for Writing Goals	Paraprofessionals and Special Education
Civil Rights Training	PBIS, Incident Reports, and ODR's
Classroom Data for Paraprofessionals	Personal Safety Training
CMC Bullying Prevention Plan and Forms	Reading A-Z, using vocabulary in the classroom
Conflict of Interest Laws	Restraint Training
De-escalation Training	SEL and Student Success
Edmentum Exact Path Assessment	State Laws and Regulations
FERPA - Confidentiality Laws	SWIS Data - entering and analyzing data
IEPs for Clinicians and BCBAs	Understanding FBAs, BIPs and Safety Plans
IEP writing Level 1, Level 2 and Level 3	Universal Precautions and Bloodborne Pathogens
Lesson Planning with Edmentum	Using Teach Point to Improve Practice
Massachusetts Restraints and Seclusion Laws	Vocational Curriculum

CMC staff are available for consultation to our member and non-member districts and can provide the following services and professional development:

- Assistance in developing programming and program evaluation
- Case consultation for highly complex cases
- Individual and group supervision for clinical staff towards their DESE licensure
- Review of student safety plans, behavior plans and crisis interventions
- Conduct clinical and/or all staff trainings professional development
  - Drug use in Youth - signs, symptoms and interventions
  - Trauma informed care
  - Behavior management and effective coping skills
  - PBIS implementation
  - Safety Planning and Preparation

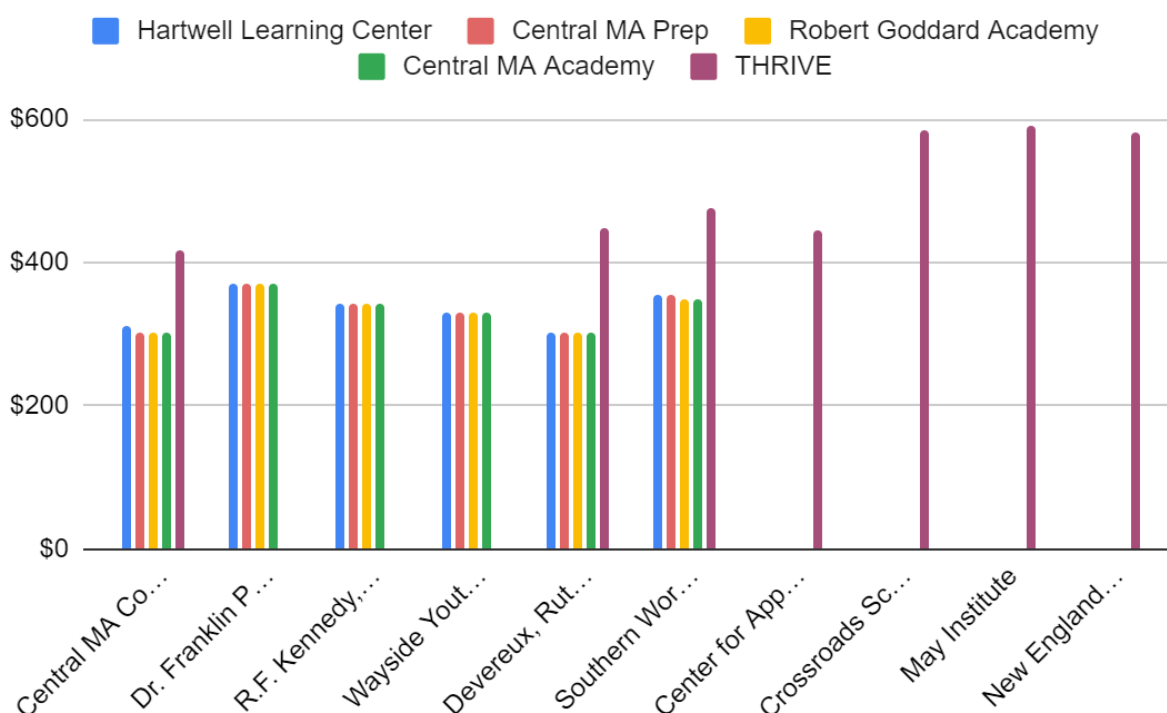
# COST EFFECTIVENESS

CMC provides specialized services to over four hundred (400) 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 Worcester Public School District incurs minimal transportation expense. The close proximity of each of our schools to each other and to the local highway system provides easy access for our member and non-member districts. 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 when choosing CMC as their day school provider.

## Cost Comparisons

The strength of our programming and our affordability has allowed CMC to maintain a solid enrollment from member and non-member districts. In FY23, CMC provided services to a monthly average of fifty-four (54) students from forty-two (42) non-member districts. The following examples illustrate the cost effectiveness in qualitative measurements.

Annual Report 2022-2023	Hartwell Learning Center	Central MA Prep	Robert Goddard Academy	Central MA Academy	THRIVE
<b>Central MA Collaborative</b>	<b>\$312</b>	<b>\$301</b>	<b>\$301</b>	<b>\$301</b>	<b>\$416</b>
Dr. Franklin Perkins School, Lancaster	\$370	\$370	\$370	\$370	
R.F. Kennedy, Lancaster	\$343	\$343	\$343	\$343	
Wayside Youth and Family, Framingham	\$330	\$330	\$330	\$330	
Devereux, Rutland	\$302	\$302	\$302	\$302	\$448
Southern Worcester County Educational Collaborative	\$355	\$355	\$348	\$348	\$477
Center for Applied Behavioral Instruction					\$445
Crossroads School Children, Inc.					\$584
May Institute					\$590



## Qualitative Comparisons

Throughout the year, CMC maintained a focus on the principle that every student has a right to an education in a safe, secure and supportive environment. CMC strived to provide all students with the opportunity and support to achieve their highest level of independence and academic achievement. Our programs provided solid educational programming with embedded behavioral and social emotional support. Our FY23 growth was limited by low staffing and the inability to fill open positions.

Our well-maintained facilities offer students a comfortable learning environment with spacious and well equipped 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 complete training in behavior management including de-escalation strategies, personal safety, crisis prevention and crisis intervention. This training is provided by certified trainers and experts in the field. 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 FY23 school year was successful for both our hardworking staff and our engaged learners. Throughout the year, CMC maintained a stable enrollment averaging over four hundred students monthly. Our FY23 growth was hindered only by low staffing and the inability to fill open positions most notably within our ABA Based Program and at our elementary level. In spite of higher staff to student ratios, our dedicated team came together to ensure the strength and efficiency of CMC's programming.

In addition to a solid academic foundation, this year students were offered a diverse range of enriching learning experiences through field trips and community involvement. These opportunities not only enhanced their education but also cultivated a sense of civic duty and prepared them for their future pursuits in college and careers. Our students visited local institutions such as the Worcester Public Library, City Hall, the YMCA, the Basketball Hall of Fame and Brookfield Orchards. They actively contributed to the Worcester Community Garden and collaborated with a local U.S. Marine unit to collect, organize, and distribute Toys for Tots. Students had the opportunity to attend career fairs at the Woo Sox Stadium, participate in Masshire's open house, and gain valuable insights into potential careers and post-secondary learning pathways by visiting St. Gobain's manufacturing plant, Job Corp, Peterson's Trade School, and Quinsigamond Community College.

This past year, CMC actively participated in the compliance review mandated by the Department of Elementary and Secondary Education (DESE). This comprehensive evaluation assessed our adherence to state and federal laws in three critical areas: Special Education (SE), Civil Rights (CR), and English Learner Education (ELE). Notably, on November 23, 2022, the Office of Language Acquisition (OLA) confirmed CMC's full compliance with the ELE component. In May 2023, DESE staff conducted a three-day onsite visit to complete the SE and CR review. Preliminary findings were positive, and we eagerly await the comprehensive report of these findings at the commencement of the FY24 school year.

As we conclude the FY23 school year, CMC appreciates the continued support of our board, the dedication and commitment of our staff, and the active engagement of our students, their families, our community partners and other stakeholders. Our students have benefited from a comprehensive education that prioritizes social, emotional, and behavioral support within a trauma-informed environment. As we prepare for the FY24 school year, we are enthusiastic about the anticipated growth of our Collaborative and the promising achievements that await our remarkable students and staff.

