



SPECIAL TIMES

COMMUNITY THERAPEUTIC DAY SCHOOL

187 Spring Street, Lexington, MA 02421 781/861-7081

Spring 2017 Volume 28 #2

2016 ANNUAL REPORT



Nancy Fuller, Executive Director

Our mission is for each individual child to become the best he or she can possibly be. We strive to help children achieve academic skills, social and emotional confidence, and to develop self-awareness which will help to carry them forward in their lives. Each year we open our doors to new children and new families. These children have significant neurologic, psychiatric and educational challenges. Our mission is to help each child achieve individual success.

Every child and their family brings us their story. This story has a past, present and a spoken or unspoken and yet defined future. The story may contain feelings of joy, loss, isolation, hopes, dreams, failure, shame, frustration, confusion, and misunderstanding. Imbedded in the story may be some clues, if you read it carefully, that may lead to a greater understanding and a path to the education of the whole child and a path to change.

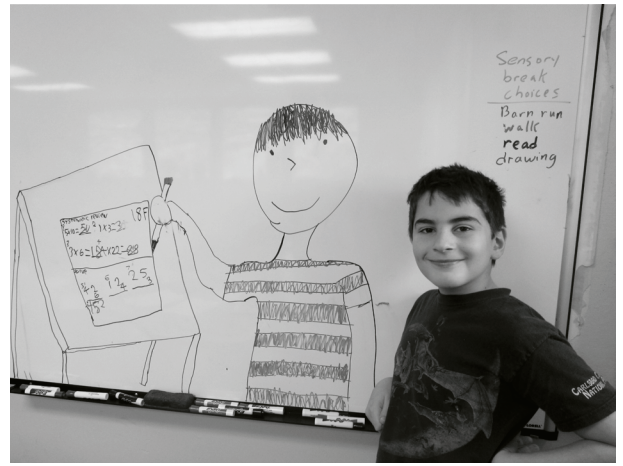
If we look at the broader definition of education we strive to develop a program for each individual child that addresses their unique interests and their unique needs. This may be expressed in how to develop a friendship with another when isolation was all too prevalent, how to play, how to enjoy learning when frustration or shame or failure has disrupted the learning process, how to listen, how to deconstruct the fundamentals of reading. For some it may be how to trust another, how to partner, how to see. For others it may be to no longer be terrified of failure or terrified of life. For all it is how to move their lives and their story ahead.

We strive, through relationship, to embrace the strengths and challenges that are before us and to be respectful and sensitive to the needs of each, child, family and their culture. For a family, success may be seeing the child making steps in autonomy and independence and regaining the developmental direction towards self-sufficiency. Or for some families success may be finding a way for the child to join or rejoin the family. One child at a time we orient to a direction forward. Our task is to help to bring the child and the family into greater health, stability, love and acceptance of self and others. Here, may a new chapter begin.



Welcome to our new board member

Kendra E. Wilde has been a stay at home mother and active volunteer for the past fifteen years. In the late 1990's, she was V.P. of Business Development, establishing relationships and agreements with technology and content partners for a national rollout of Road Runner, Time Warner Cable's high-speed internet service. Prior to that, she built and ran a digital production studio, which produced applications for Time Warner's interactive television test markets. Wilde serves on the board at the Mary Horri-gan Connors Center for Women's Health and Gender Biology at Brigham and Women's Hospital. She has a M.B.A. from Harvard Business School ('93), and a B.A. in Eco-nomics from The Colorado College ('89). She and her husband Peter live in Brookline with their three sons, and have had a relationship with CTDS, receiving a range of support, for several years. She is currently writing a book to inspire parents of children who struggle to practice self-care.



EDUCATION MATTERS

by *Linda Butler, Learning Specialist*
Nancy Fuller, Executive Director

It is through education that children in our society have the greatest opportunity to develop their social, emotional and intellectual lives, and to discover traits and skills that direct them towards life and career goals.

When children are hindered in their ability to access education, they become limited in their power to earn a livelihood, to make healthy choices and to become stewards of the future for themselves and for their families, and to enable the culture of their birth to enrich what is becoming a global culture and economy.

Community Therapeutic Day School educates children with complex neurologic, emotional and learning needs. Without the support our school provides, these children struggle to achieve the developmental sophistication that neuro-typical children can easily acquire in a typical school setting.

The academic philosophy at Community Therapeutic Day School acknowledges that effective learning takes place within the significant therapeutic relationships between teacher and child. Our staff is clinically trained to recognize the importance of the interplay between therapy and learning.

Children come to us with a wide variety of strengths, challenges and disabilities in learning. Through formal and informal assessment of their cognitive, emotional, behavioral and learning styles, we determine their ability to access instruction and to learn in a group. Often children with complex learning needs have experienced multiple failures in previous educational settings. Their confidence in themselves as competent learners has been compromised, and their self confidence and low frustration tolerance further inhibit their ability to learn. Our academic program allows each child to become a functioning participant in their learning environment, enhances self esteem, and guides the child toward mastery at their own pace, using their Individual Educational Program as a template.

The highly trained staff at Community Therapeutic Day School cultivates an understanding of the great multiplicity of challenges found in the children who come to us. Therapeutic teachers guide the children through structured school days in which the therapeutic milieu supports, challenges and imparts curiosity and love of learning, while addressing the emotional and behavioral expressions that emerge when children have had less than optimal previous learning experiences. Meeting children where they are in their ability to attend to instruction is a fine art, and one that our teachers embrace.

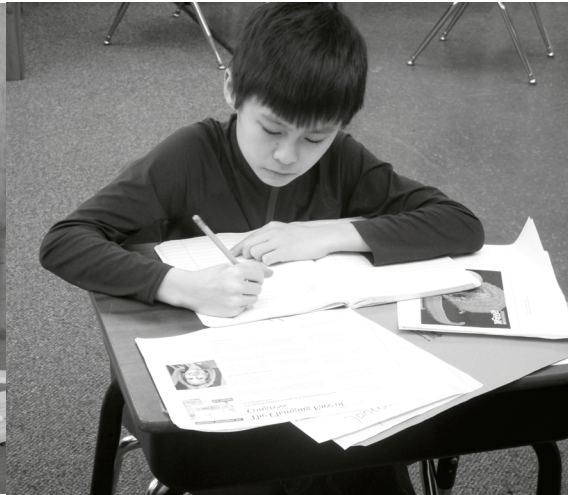
Education is not preparation for
life; education is life itself.

John Dewey



One child,
one teacher,
one pen,
and one book can
change the world

Malala Yousafzai



Children exist as part of a greater community, beginning with their family. Through multiple relationships with the child, family and the extended family, using ongoing assessment, observation and dialogue, Community Therapeutic Day School staff and specialists reach deep into the child's world. Learning does not exist in a vacuum. Children with complex learning needs require the cooperation of a village to help them succeed. Through daily communication with parents and guardians, weekly parent group meetings, grandparent groups and sibling groups, we envelop the child in a holding environment in which they can begin to blossom and grow.

Our classroom structure has succeeded for over 40 years. There is a high teacher to student ratio in each of the classrooms, allowing for individual attention to the multiplicity of needs. Differentiated instruction is used for every subject area, and each student's learning needs are carefully planned for in each lesson.

The constancy of the safety and containment facilitate optimal learning. We teach children how to attend, listen, focus on what is being taught, how to take turns and follow directions. These and other Executive Function skills that neurotypical children pick up seemingly by osmosis have to be explicitly taught to our children. The staff explores feelings, listens, assesses, encourages and guides children throughout the course of the school day. We encourage curiosity and critical thinking through the interplay of therapeutic intervention and rigorous teaching. Success in the classroom leads to a feeling of empowerment and mastery, and this, in turn, leads to further growth and self-confidence that becomes generalized outside the classroom environment. Teachers and specialists continually pay attention to find where the learning process breaks down for a child, whether the antecedent be cognitive, physical, psychological, linguistic, social, emotional, or behavioral. These blocks or impediments that hinder the acquisition of knowledge and the process of education can lead the child to use maladaptive and dysfunctional means to avoid or disrupt the learning process.



Special Times Editors and photography:

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COMMUNITY THERAPEUTIC DAY SCHOOL
Statement of Activities
For the Year Ended June 30, 2016

	<u>2016</u>	<u>2015</u>
	<u>Total</u>	<u>Total</u>
REVENUES, GAINS AND OTHER SUPPORT:		
Tuition and fees	\$2,760,719	\$2,702,873
Contributions	321,072	685,288
Grants	42,000	42,000
Investment income	98,286	103,142
Net unrealized and realized gains (losses) on investments	68,422	(33,586)
Other Income	86	1,514
Net assets released from restrictions: Satisfaction of program restrictions	-	-
Total revenues, gains and other support	<u>3,290,585</u>	<u>3,501,231</u>
EXPENSES:		
Program services:		
Day	1,819,308	1,794,133
Summer	121,422	129,785
After School program	42,278	38,929
Inclusion program	<u>311,429</u>	<u>277,306</u>
Total program services	<u>2,294,437</u>	<u>2,240,153</u>
Supporting services:		
Management and general	424,629	410,974
Fundraising	<u>65</u>	<u>175</u>
Total supporting services	<u>424,694</u>	<u>411,149</u>
Total expenses	<u>2,719,131</u>	<u>2,651,302</u>
Change in net assets	<u>571,454</u>	<u>849,929</u>
Net assets at beginning of year	<u>7,553,483</u>	<u>6,703,554</u>
Net assets at end of year	<u>8,124,937</u>	<u>7,553,483</u>

REMINDER
ALUMNI PICNIC
MAY 12, 2017
6-8 PM
RAIN OR SHINE



The origin of the word education from the Latin means “to draw out (ed-ducere). Socrates, through dialogue, challenges his students to continuously draw out their thinking, their ideas and their exposition. But this drawing out of ideas is not a natural process for all types of learners. What modality is best for an individual student? Does art find a way to open the mind to learning, or music, or movement? Does the child require a “sensory diet”, modified language, visual images to accompany instruction? The therapeutic aspect of education that we embrace at Community Therapeutic Day School is the process of healing, addressing the impediment and ameliorating or bypassing the educational blocks, thus allowing education and development to proceed. Before healing can begin, problems that are impacting learning must be uncovered, examined and understood. This takes place through diagnosis and ongoing consultation among teachers, specialists and families.

Community Therapeutic Day School follows the guidelines of the Massachusetts Curriculum Frameworks, as expressed through the Common Core. The Common Core and the mandated Massachusetts Comprehensive Assessment System (MCAS) have presented an interesting challenge to education within a therapeutic setting. The Frameworks/Common Core curriculum requires that specific topics must be taught at specific grade levels. While students at Community Therapeutic Day School are assigned a grade level, they are taught at their instructional level, allowing them to access the Core Curriculum subject areas as the curriculum demands. Differentiated instruction, guided by the child’s Individual Educational Program, allows each child to learn effectively. The requirements of the Common Core and MCAS testing open the way to creativity and excitement in developing lessons rich in content and differentiated in presentation so that curriculum is accessible to all students.

Learning to sign

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ANNUAL FUND GIVING JULY 1, 2015-JUNE 30, 2016

Individuals and Family

Jonathan Aibel & Julie Rowhein
Jeffrey and Frieda Alpert, *in honor of Kathy Alpert*
Anonymous, *in honor of Kim Barad, in honor of Staff of CTDS for all your good work with the children.*
Matthew & Linda Baca, *in honor of Nathan Tilles*
Phyllis Baumann
Edward Bell
Robert & Kathy Bennett
George Berman & Regina E. Roman
Christopher & Megan Bloch
Jacob & Nancy Bloom
James & Susan Booth
Eric & Virginia Bove, *in honor of service to our family Jeremy Bove*
Tony Bram & Linda Helmig
Richard Brodie
Estate of Janet Brown
Dotty & Paul Burstein
Linda & Tim Butler, *in honor of Amy Patel*
Tom & Judith Calagna, *in honor of Alan Shapiro*
Mario & Carmela Catinella, *in memory of Rosina DiGironimo*
Steven & Cindy Chao
Edward Clark, *in honor of Nancy Fuller*
Herbert & Christine Cline
Len & Linda Cohen
Donald & Linda Comb, *in memory of Rosina DiGironimo*
Bard Crawford, *in memory of Jane Cawford*
Mike Daley
Scott & Wendy Damsky
Eric & Margaret Darling
Dana & Mark DeAngelis
Richard and Penny Dedinas, *in honor of your caring staff and wonderful work.*
Annette & Olindo DeLollis, *in memory of William Cunningham*
Marian & Karen Delollis
Robert Delollis, *in memory of Rosina DiGironimo*
Neil Devins & Jan Ellis
Tom & Ellen Draper
Daniel Dwyer
Barry Dym & Fran Jacobs
Kathy Egmont
Eric & Veronica Erston
Gary & Sharon Feldman, *in honor of Alan Shapiro's friendship*
Michael Ferguson & Gail Guerrero
Howard & Joanne Fisher
Scott & Janice Fitzgerald
Maureen & Jay Flannery
Michael & Ellen Fontenot, *in honor of Philippe M. Fontenot*
Molly Forbush
Peter & Beverly Forbush
Rina & Sandra Frezza, *in memory of Rosina DiGironimo*
Nancy Fuller, *in memory of Ernestine Friedl, Joan Hawkes, Donald Ambrose & Anne Wiess*
Brandy & David Gill
Pavithra Giridharan
Trudy Goodman, *in honor of Nancy Fuller*
Laura & Rich Greve
Joel & Teresa Grimm
Peter & Jayne Hamel, *in honor of Alison Koehler*
Courtney Harmel
Lawrence Hartmann
Eddie & Jan Hauben
Bruce Hauptman
Nancy Hearst, *in memory of Rosina DiGironimo*

Bob & Fran Hiller
Patty Hinckley-Kilmain, *in honor of Meghan Hinckley, in memory of Marjorie Wellins*
Michael & Barbara Holz, *in memory of Hildegard Holz and Bettie Thorne*
David & Miriam Horton, *in honor of the important work the school does.*
Steve & Beth Israel, *in memory of Merel Harmel, Ernestine Friedl, Henry Dreher*
Kathy Itner
Steven & Joan Jacobs, *in honor of Alan Shapiro, one of the greatest guys I've ever known.*
Laura & Geoff Jarbeau, *in honor of Nancy Fuller*
Harry John & Leslie Makris, *in honor of Michael John*
George & Paula Johnson, *in memory of Rosina DiGironimo*
Ron Joseph & Deb De Witt
Tony & Gail Keefer, *in honor of Bridget & John Glenshaw*
Frank Kelly & Kimberly Rego
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Ed & Lisa Seldin, *in honor of Dr. Walter Guralnick*
Richard & Ann Seltzer
Alan Shapiro & Priscillia Harmel
Henry Shaw, *in memory of Dr. Janet Brown*
Margaret Sheehan
Russell Sherman & Wha Kyung, *in memory of Do Hee Kim*
Theodore & Stephanie Silverstein
Tom & Dorena Speth
Lisa Spirio, *in honor of Bruce Hauptman*
Barry & Pam Sullivan
Dan Tilles & Sandra Baca, *in honor of Rachel, Jennifer, Kathy, Gina & Lauren in memory of Albert & Helen Tilles*
Michelle & Sean Traverse
Jen & Kai Troester,
Heather & Mike Tunnicliffe
Ernest Van Seasholes, *in honor of Nancy Fuller & Bruce Hauptman*
Victor & Diane Veloso
Olivia Von Ferstel, *in honor of Alan Shapiro*
Michael & Vicky Walton, *in honor of Lauren Walton*
Janice Ware
Lynn Widrih, *in memory of Rosina DiGironimo*
Peter & Kendra Wilde
Howard Wishnie & Cathy Mitkus
Mark Yerkes & Jennifer Connor, *in honor of Makai Yerkes*
Jeffrey & Simma Zankel
Arlene Zengo, *in memory of Rosina DiGironimo*
Alphonse & Betsy Zito

Foundations

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Fidelity Charitable Gift Fund, *in honor of Nancy Fuller*
Kenrose Kitchen Table Foundation
Loring Wolcott & Collidge Trust, LLC
New York Life, Your Cause, LC Trustee
Target Take Charge Of Education
The Boston Foundation
Vanguard Charitable Endowment Program
Weil Foundation
Judith Wisnia & Associates, *in honor of Nancy and Bruce*

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