



SPECIAL TIMES

COMMUNITY THERAPEUTIC DAY SCHOOL

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

Winter 2023 Volume 34 # 1

2023 ANNUAL REPORT

Therapeutic Education at the Community Therapeutic Day School

“With this work we will continue to synthesize from the areas of neurobiology, learning disabilities, genetics, family dynamics as well as social and emotional development. We devote careful individual attention to each child, each a unique individual, formed by its earliest maturation, and impacted by its closest relationships.”

The late Bruce Hauptman, MD



We dedicate this Annual Report to the memory of Kunjan Anjaria, who died of cancer in August 2022. Her memory, her strength of purpose, her courage and optimistic spirit will remain a blessing to CTDS, and for all who loved and respected her. Her husband, two children and extended family, and the CTDS community, carry Kunjan and her love for life in their thoughts.

Kunjan Anjaria, CTDS Learning Specialist, grew up in Bombay, India where she received her Bachelor's Degree in Human Development. She began at CTDS in 2001 as a graduate student intern while pursuing her M.Ed. in Counseling from Boston University, when she became a therapeutic teacher in the classroom. Kunjan also worked in the Community Services Program at CTDS until she moved overseas temporarily in 2007. During this time, she explored other interests such as owning a business in couture Indian bridal wear and conducting workshops as a Learning and Development professional at a Global Consulting Firm. She returned to CTDS in 2010 as our Technology Consultant. In 2017, she completed her Masters in Special Education from Lesley University and obtained her teaching license. Kunjan taught Social Studies and Technology in every classroom and worked individually with students for Math and Reading remediation. She was passionate about integrating technology in the curriculum to make it more engaging and accessible to students. Kunjan was always thoughtful, careful, and precise in her educational orientation with children. She believed in their potential and dedicated her professional career to helping children achieve their educational possibilities. Kunjan's contribution to the children whose lives she touched will continue to profoundly impact our community.

A fund has been established at CTDS, by Kunjan's family, to support the educational and therapeutic endeavors of the staff in helping children reach their fullest potential academically, socially and emotionally. This fund will enrich the academic and therapeutic program in the areas of therapeutic education, training, and technology. An in-person annual recognition and grant award will be presented by the family to a staff recipient.

The Therapeutic Academic Program

Amy Patel, Learning Specialist, Academic Remediation, LMHC, SPED Teacher, Registered Art Therapist

The therapeutic academic program at CTDS is as imaginative, rich, varied and complex as the students that attend. While the content of the curriculum remains true to the Massachusetts Curriculum Frameworks, its form and trajectory is guided by the unique configuration of the classroom in which it is delivered. Classroom groups are created by carefully considering all of the social, emotional and academic strengths and needs of each enrolled student. Because of this thoughtful and deliberate process, each classroom represents a range of grades that change each year. Within the grade levels represented, there is always a unique configuration of academic skills and needs that we strive to best serve.

All students at CTDS have goals and objectives that address student behavior, and being able to access academic instruction. Students are placed at CTDS because they are not able to access curriculum in a more traditional school setting. In addition to content, the students at CTDS need to be explicitly taught “student behavior”, the amalgamation of skills needed to sit, listen, attend and participate appropriately. They have often experienced failure, and carry with them the feelings of shame, anger, sadness and frustration. They need to learn in different ways and rebuild their confidence in their ability to learn. The academic environment at CTDS includes a smaller class size, a less distracting environment, a high teacher-student ratio, modified content, multi-sensory instruction and constant emotional support from trained clinicians and special education teachers. Academic success is an integral part of self-esteem for the elementary school student, and we work to help students experience this, sometimes for the first time in their school history.

At CTDS students participate in whole class instruction (4-7 students) and often smaller or even individual instruction. Curriculum is planned with input and direct support of other clinical staff, including speech and language and occupational therapists. We use a variety of materials and programs, and modify them to meet the needs of the group. We move at a pace that works for the students. Our teachers and support staff work closely with the families, and with the students throughout all parts of the school day. Teachers delivering the academic instruction are the same staff members that lead daily group psychotherapy, sit with students at lunch and supervise them on the playground. This constant presence in the student’s day helps to integrate the experience of the child, and integrate the clinical and educational work.

Our English Language Arts Curriculum

Teachers use a range of materials to target the specific reading needs of their students. The English Language Arts blocks focus on phonemic awareness, decoding, fluency, comprehension, grammar, spelling and writing skills. Students may participate in whole class learning, as well as in smaller groups to best meet their learning needs. Teachers may draw from a number of available programs, including Foundations by Wilson Reading, Lively Letters, Orton-Gillingham based methodologies, Heggerty Phonemic Awareness Training, Lexia, Raz Kids and many others. A reading specialist is often in classrooms directly teaching and supporting students and teachers, as well as providing individual support.



Learning Specialists



Amy Patel



Kate Magauran



Olivia von Ferstel

Educational Program Manager

Our Math Curriculum

Our math curriculum focuses on skill-based (rather than grade based) materials, as students often have significant scatter in their math achievement. ST Math is available to all students as it places less emphasis on oral language, supports conceptual development and can be used to target areas of need. The Math-U-See curriculum is also used, as it is skill based, with a decreased visual load in text, and has tactile/manipulative materials. Other, grade based math materials, such as Common Core Clinics are available for use as well. Teachers adapt a wide range of math materials to advance the math skills of students based on their specific learning styles and areas of need. A math special educator is available to support students and classrooms in the planning and delivery of math instruction.

Our Science and Social Studies Curriculum

Science and Social Studies are theme based units led by a supportive special educator in conjunction with the classroom teachers. The content varies each year, as students may stay in a classroom for more than a year. The themes are organized in a way that allows students to engage with topics at a variety of levels, and ensures that they are exposed to a wide variety of topics. Materials and activities are designed to meet the needs of the students in the group and place emphasis on developing the “student behavior” skills needed for group learning. Other areas of the curriculum (reading, writing and math) are thoughtfully integrated. Creative arts based activities are often used to engage students during this academic time. Social Studies includes civics, history and geography topics. Science includes physical science, earth/space science, life science and technology/engineering. Teachers draw from McGraw-Hill texts, Delta Science Modules and a wealth of supportive resources to plan engaging and interactive lessons that can be differentiated to meet a wide range of abilities, interests and needs.

Our Arts Curriculum

The arts are integrated into all areas of the curriculum and project-based learning exists in all academic subjects as part of a multi-modal teaching approach. Art is taught in the small classroom groups, and additionally as a whole school experience. Students engage with a wide variety of materials while learning about line, shape, form, texture and color. Students work with two and three dimensional materials, and participate in an annual school art show. Art materials are available for students for free choice times, and many students enjoy self directed art making, and dedicated “maker space” time. Music is also frequently integrated into the curriculum, and students engage with lessons in music history, appreciation and other choral activities.



Special Times Editors and photography:

Nancy Fuller
Lisa Hawkes
CTDS Staff

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THE YELLOW BRICK ROAD TO EDUCATION

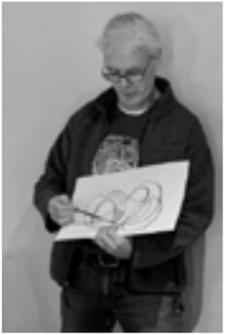
Steve Brennan, Therapeutic Teacher, Arts Coordinator, LMHC, and Intermodal Expressive Therapist

The Wizard of Oz, a classic book published in 1900 by L. Frank Baum, has the structure of a story and a journey of overcoming obstacles in order to reach a goal. It includes themes of friendship, love, being different, sacrifice, determination and above all following one's heart and having the confidence to stand up for oneself. The metaphor of the land of Oz captures the quest of several individuals as they overcome adversity.

The main characters, the Scarecrow, the Tin Man, the Lion and Dorothy have already shown, during their quest, their desire to acquire what they believe to be lacking within themselves – a brain, a heart, courage and an idyllic place to live (somewhere over the rainbow). In their quest they follow the yellow brick road to Oz to find the master, the Wizard, who they expect will impart these missing qualities. The Wizard is not a magician but a teacher. When they find the Wizard he points to what is already within them and encourages the Tin Man, the Lion, the Scarecrow and Dorothy to look within themselves to draw out their nascent qualities. These qualities have emerged in the process of the quest. It is recognized that the characters have found the qualities in themselves – intelligence, compassion, determination and a home. Therefore the true meaning of “education” (drawing out from oneself) is found not only in the instructional tenets but also in the quest for knowledge and self realization.

The quest embraces abilities, motivation and talents and allows one to seek areas where one is challenged and yet not become trapped in discouragement and humiliation. In fact education i.e. self-realization, allows one to experience challenges in oneself as well as in others with humility. CTDS is not Oz but rather a place that embraces some of the excitement engendered within the quest for learning and self awareness.

Through this process many of our students develop self awareness beyond that of their more enabled peers. A number of the schools that our alumni attend have noted the high level of self awareness developed in our students. CTDS children are seen as thoughtful, reflective, personable, emotionally balanced and motivated learners. These qualities reflect important aspects of the CTDS curriculum and what the staff believe are essential qualities in life.



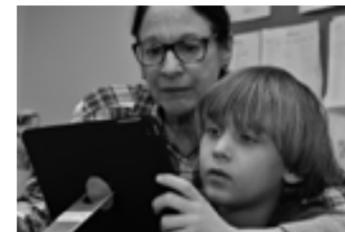
COMMUNITY THERAPEUTIC DAY SCHOOL
Statement of Activities
For the Year Ended June 30, 2022

	2022	2021
	Total	Total
REVENUES, GAINS AND OTHER SUPPORT:		
Tuition and fees	\$3,154,473	\$2,880,462
Contributions	91,219	200,237
Grants	296,315	96,472
Investment income	(1,469,308)	2,344,487
Other Income	93	107
Net assets released from restrictions:		
Satisfaction of program restrictions	-	-
Total revenues, gains and other support	2,072,792	5,521,765
EXPENSES:		
Program services:		
Day	2,298,946	2,457,638
Summer	146,514	127,974
Inclusion program	270,988	230,361
Total program services	2,716,448	2,815,973
Supporting services:		
Management and general	424,365	440,578
Fundraising	14	100
Total supporting services	424,379	440,678
Total expenses	3,140,827	3,256,651
Change in net assets	(1,068,035)	2,265,114
Net assets at beginning of year	12,850,359	10,585,245
Net assets at end of year	11,782,324	12,850,359



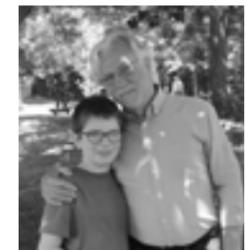
Our love and our good wishes to our retirees in 2022.

They were a gift to CTDS



Linda Butler 1985-2022

37 years of caring attention to the children's emotional and academic well being



Daniel Reinstein 1981-2022

40 years of dedicated care, and thoughtful assessment, and therapeutic relationships with children and families. Daniel will continue to provide Neuropsychological Assessments through our Community Services. Daniel will also join the Board of Directors of CTDS in March 2023.

Goodbye to Staff member Michelle Passinissi RN, and in gratitude for her dedicated nursing commitment to children for the past 15 years.

Hello and welcome to our new staff:



*James Magauran MD,
(Dr. Jim) Psychiatrist*



*Amelia Lofaro,
Psychologist*



*Julie Culhane,
Administrative Assistant*



*Kelsey Werner,
Therapeutic Teacher*



*Kate Magauran,
Learning Specialist*



*Vanessa Campbell
Fellowship*

Individual and Families

Johathan Aibel
 Jeffrey & Freida Alpert, *in honor of Kathy Alpert*
 Anonymous
 Anonymous, *in honor of Alison Koehler*
 Michael Ashenuga & Liz Vondrak
 Rachael Avery Ph.D., MD, *in honor of Nancy Fuller*
 Phyllis & Harvey Baumann
 Edward Bell, *in honor of the Bell Family*
 George Berman
 Robert Bicknell
 Jacob & Nancy Bloom
 Maryellen Bradley-Gilbert, *In Honor of Linda Butler*
 Tony Bram & Linda Helmig-Bram
 Richard Brodie, *in Memory of Bruce Hauptman, MD*
 Barbara Bruno-Golden, *in memory of Bruce Hauptman, MD*
 Jim Burling
 Dotty Burstein
 Linda & Tim Butler, *in Honor of Sid & Nan Swaminathan*
 Kiera Butler
 Clovene & Dean Campbell
 Nicholas & Nancy Cannalonga
 Len Cohen, *in honor of Dana Cohen & Rachel Woodward for the years of sharing a class room together*
 Elizabeth Craig, *in memory of Michael Wayne Fontenot*
 Edward Cunningham, *in memory of William Cunningham*
 Eric & Margaret Darling
 Ann Densmore
 Nicole DePasquale
 Neil Devins
 David & Valerie DiGregorio
 Tom & Ellen Draper
 Charles & Nettie Dunsford
 Katharine Fennelly, *in honor of Gavin Horling*
 Lynda Fink & Maury Lederman
 Howard & Joanne Fisher
 Ellen Fontenot, *in honor of Philippe Fontenot*
 Richard & Elizabeth Frank, *in memory of Bruce Hauptman, MD*
 Nancy Fuller, *in Memory of Bruce Hauptman, MD*,
 Dr. Harris Gibson, *in honor of Michelle Traverse*
 Pavithra Giridharan
 Carolyn Gombosi, *in memory of Bruce Hauptman, MD*
 Dr. Robert Goodman
 Trudy Goodman
 Mark Guffey & Marjorie Silverman
 Maryann Haldi, *in honor of Devin, in memory of Bruce Hauptman*
 Norman & Susan Hall Hildreth
 Stephanie Hanks
 Lawrence Hartmann, MD
 Eddie Hauben
 Michelle Hennessy-Kowalchek
 Patty Hinckley-Kilmain, *in honor of Meghan Hinckley in memory of Marjorie Wellins*
 Jonathan & Shelley Isaacson, *in memory of Bruce Hauptman, MD*
 Steve & Beth Israel
 Ron & Deb Joseph
 Arthur & Reda Jovellas, *in Memory of Steven Jovellas*
 Jamie Katz
 Alan Kauffman

Gail Keefer
 Janet Kenneally
 Joe Kitrosser, *in memory of Sally Joy Remington*
 Liz Krauss
 Lisa Lansing, *in Honor of Matthew Gwirtzman*
 Murray & Deb Lapides
 Ken & June Lavergne, *in memory of Michael Waye Fontenot*
 Robert & Beth Lavoie, *in honor of Tyler Lagasse*
 Paul Levenson
 David & Regina Levine
 SweeCheng & Beoleong Lim
 Howard Loewinger, *in honor of Alan Shapiro, in memory of Bruce Hauptman*
 Reina Lombardi
 Mark & Megan Lucier
 Jona Ludmir & Yael May
 Diane Lyon, *in honor of Alan Shapiro*
 Michael Martignetti
 Derek & Carrie Martyn
 Joyce & Richard Morimoto
 Dr. Kerim & Soizick Munir
 Mike Murray, *in honor of Linda Butler*
 Eleanor Nathan
 Dave & Liz Neustaedter
 Vita Paladino-McElroy, *in honor of Nancy Fuller*
 Christopher & Vickie Perley
 Dr. Charlie Popper, MD
 Robert Pyles MD
 Melissa Reynolds
 Ms. Anne R. (Sandy) Righter
 Christopher Ripman
 Jennifer Ripman Ph.D. & Richard Munroe, *in honor of Ben and Daniel Reinstein*
 Chris Ruigomez & Emily Bruell, *in memory of Bruce Hauptman, MD*
 Mike & Caroline Saganich, *in honor of Kathy Moddero*
 Les & Cindy Savage
 Camil Sayegh
 Dr. & Mrs. Stephen Schlein
 Lynn Schoenfeld, MD, *in memory of Bruce Hauptman, MD*
 Matthew Schulman, *in honor of Dear Aunt Nancy and Uncle Bruce*
 Peter Schuntermann MD
 Ed Seldin, *in honor of Nancy Fuller, in memory of Bruce Hauptman, MD*
 Richard & Ann Seltzer
 Abigail Sewall, *in memory of Michael Wayne Fontenot*
 Alan Shapiro & Priscilla Harmel, *in memory of Bruce Hauptman, MD*
 Henry Shaw, *in memory of Dr. Janet Brown*
 Margaret Sheehan, *in memory of Jack Keenan*
 Russell Sherman & Wha Kyung, *in memory of Do Hee Kim*
 Theodore & Stephanie Silverstein
 Lori Silverstone
 Marlene Simpson & Martin Resnick, *in memory of Bruce Hauptman, MD*
 Jacquelyn Smith
 Kate Smyers, *in honor of Mae Innis*
 Karen Spector, *in memory of Sheldon Spector*
 Dr. Fred & Matilda Stoddard, *in memory of Eve P. Stoddard*
 Bob Stroup & Elizabeth Coleman
 Barry & Pam Sullivan
 Michelle & Sean Traverse
 Victor & Diane Veloso
 Michael & Vicky Walton, *in honor Lauren Walton*
 Janice Ware, PhD

Linda Wolk, *in Honor of Nancy Fuller*
 Mark Yerkes & Jennifer Connor, *in honor of Makai Yerkes*
 Clay Yost

Corporations & Organizations

FSA Wealth Management, *in Honor of Nancy Fuller*
 Leonard, Mulherin & Greene, P.C.
 Marketing Associates Insurance Agency, Inc.
 Peoples United Bank
 The Benefity Community Impact Fund
 Wagon Wheel Nursery & Farmstand, Inc.

Foundations

Howard & Katherine Aibel Foundation
 Charities Aid Foundation America
 Combined Jewish Philanthropies
 Fidelity Charitable Gift Fund
 Greater Horizons, *in honor of Lori Silverstone*
 Loring Wolcott & Coolidge Trust, LLC
 Morgan Stanley Gift Fund
 Schwab Charitable
 Weil Foundation

We appoligize if we inadvertently missed your name, please contact us.

Missed last year:

Bob Stroup & Elizabeth Coleman