



SPECIAL TIMES

COMMUNITY THERAPEUTIC DAY SCHOOL

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

Winter 2021 Volume 32 # 1

2020 ANNUAL REPORT

Our Story, Our Experience, Our Voices

Meeting the Moment..... in our 47th year

A MESSAGE FROM OUR EXECUTIVE DIRECTOR

March 16, 2020 was the turning moment....

CTDS closed its doors a few days before the governor shut down all schools due to the COVID-19 virus. It was a difficult moment as there was little organized and cohesive leadership guidance and all schools and communities were making individual and varying decisions. It was chaotic and people were frightened, uncertain and grasping for answers. CTDS followed the wave of science and took a very conservative position in order to protect its staff, families and children.

We stayed true to our values, keeping the structure, the form of our organization and finding freedom and creativity in how we came face to face in meeting this pandemic challenge. The Holding Environment, the Diagnostic Consultations, the Profile, Group Psychotherapy, Play, The integration of Therapy and Education were stable sacred organizational elements. In addition, the property, the board of directors and the long term continuity of the staff made it all possible. What was most important was how we chose to relate to the moment. It is not only what happens to us in our life experiences, but how we choose to respond that becomes most important in one's journey and the journey of an organization.

The intention of this Annual Report is to give our friends, families, colleagues and supporters a glimpse of how we have met the pandemic challenge over the last 10 months.

We dedicate this newsletter to the staff, parents and children of CTDS. Their resilience, determination and capacity for connection and relationship has been paramount. We also wish to acknowledge our alumni who we have not been able to gather during the pandemic, wishing them safety and good health.



We are compassionate
We are creative
We are connected
We are committed
We are courageous
We are humbled



In the long run I am hopeful. With clarity, and an optimistic heart we can find the strength to come together, to problem solve and take each challenge seriously and allow our integrated spirit to move forward and recognize we are all inter - connected and an integral part of the human condition.

Nancy Fuller,
Executive Director

*Contributors: Amy Patel, Learning Specialist, SPED, LMHC, Art Therapist
Michelle Traverse - Program Director, LICSW*

LEARNING at CTDS - Orientation of Teaching and Learning C (Creativity) T (Tenacity) D (Dedication) S (Support)

CTDS is deeply thoughtful in forming classroom groups. So much is considered: age, gender, behavior, relationships, friendships, balance, and of course, academics. Classrooms may span several grades and an even wider range of skills. Students bring with them the history of school failure. They may be avoidant, angry, defended, defeated. We begin with the relationship: this is key. It is the foundation from which we can begin to move. Trust is built sometimes slowly, and is tested. We step forward and back. We must bring creativity and flexibility to the student and to the work. Adaptability, persistence, and humility are present. We try, test, evaluate, reconsider, adapt, begin again. We dialogue, reflect, engage, empower, align, persist. We take the curriculum, the standards, the programs and evidence-based methods and shape them, adapt them to meet the very specific needs of our uniquely able learners. Our relationships and proximity to the process allows us to constantly monitor progress. Our integration of the arts deepens the learning and encourages increased engagement in the process. Narrative, rather than quantitative assessment breaks the fail cycle.



MARCH 2020 - AUGUST 2020 REMOTE LEARNING

When fully remote, our community remains. Students see their teachers daily on the screen through both synchronous instruction and asynchronous video presentation. The schedule remains largely the same. We find new ways to interact and hold our community. We will remain committed to the creativity, the engagement and the integration.

This has been a time that is creative, inspiring and scary. Families and staff are in one another's homes, and boundaries are looser with remote learning. It is a vulnerable time for EVERYONE and everyone needs to feel heard, seen and held. Children and families are responding in many different ways. Some are calling forth their resilience, some are riding the waves and some are lost in the storm. Children come to CTDS for specific reasons and some are reverting to that original state. Some children are testing the limits on Zoom and Google Classroom and parents feel ineffectual, teachers begin to feel ineffectual as they are not in the presence of the child and parent in a way that they can intervene most effectively. The child is spinning and both are propelling backwards in spite of the work that has been done in relationships and continues to be attempted. It is a different way of working. It calls forth more immediate child and family interaction, a regrouping of parents and teachers. Communication is the key. It is essential to meet people in a related way and in the moment. Conversations take longer. It is a new way of approaching from afar.

We need to hold the therapeutic and educational form of the work and that takes greater effort and ingenuity. It requires safety (privacy) but more so how to intervene when help is needed. The teachers are uniquely attuned to one another and united in a strong bond and commitment to one another. They are holding each other, the classrooms, the parents and the families.



SEPTEMBER 2020
FULL TIME AND IN-PERSON
SOCIALLY DISTANT LEARNING

This fall, students took learning outdoors. They moved out around the beautiful campus of CTDS. We began in our mixed-forest habitat in autumn. The students observed the trees on the hillside along the nature path as the seeds fell and spread, preparing for new growth. They shared their observations and experiences with what they could see, touch, smell and hear. They looked deeper at processes and organization. They sorted, classified and examined. They built structures along the path together, engineering, designing and building with the materials of nature, while learning how to work as a group, even when we must maintain some physical distance. We practiced for learning remotely. We used Google Classroom and saw how we could use new technological tools to hear more, see more, record what we saw and what we learned. Vocabulary from science was integrated into reading and writing instruction at various levels. Word structure, phonics, morphology, vocabulary and sentence structure. For math, students measured how far the big black walnuts seeds fell from the parent tree. Data was collected, recorded and organized. We were able to learn about measurement, and finding the mean, median and mode. In social studies students learned about the community that we still are, despite our new distance, and the communities of people that lived where we do, but long ago, and the challenges they faced in their own times as well. We used the theme of “Community” to guide our work in all areas of the curriculum to help unify us in this different time.



OCTOBER 2020

We are now in month seven since we closed down on March 16. Over the spring and summer, we put in place all of the protocols in order to open with minimal risk. We set up a Reopening Group. This included the admin/clinical staff, plus two teachers to interpret the guidelines and set up appropriate protocols for CTDS. This involved meeting several times a week June /July and part of August. We returned to in-person on September 8, with a full remote training schedule and beginning on the 10th, half days with children attending with all safety protocols in place. Staff were motivated and slowly acclimating to the new physical structure. All are making a brave effort to make this work. They feel relatively safe but stressed and overwhelmed. This is a fine line we are walking. The children have been relieved and excited to be back and reconnected, trying their best. Most of the children have either gained skills, remained even, and some have shown great resilience. The parents are relieved, maintain concern and trepidation, but have been supportive partners in this challenge together.

We hold all staff meetings, admin/clinical meetings, diagnostic consultations, individual “special times”- (therapy), physical education, language groups, parent groups and movement by Zoom or outside. Parents and visitors are not allowed in the building and we are trying to reduce cross contamination of classroom groups. We have one child fully remote. The most challenging part has been, and still is how to engage one to one support services (OT, speech, individual and group therapies) without cross contaminating. It falls on the teachers to integrate but if we begin more in person, inside we are taking a greater risk. As we move inside we need to be even more conservative with how we utilize space and interactions for 1:1 and small groups. All of this takes detailed planning and practice to determine what works. We have continued to utilize, and train children, staff and parents on Google Classroom preparing for future potential pivot and remote learning.



DECEMBER 2020

We greet December with a fully enrolled program, a weary, yet committed staff, and engaged, happy students. We are grateful for our teachers who are certainly our most essential workers. They greet each child every morning with a smile and a cheery hello, ready to tend to each child's unique, complex needs. The children all remain amenable to following protocols, including mask wearing, sanitizing and washing their hands. It is difficult for them to remember to be socially distant during unstructured times but they continue to try diligently. The teachers often need to be closer than six feet apart to the children, to help with academics, provide comfort, and with the youngest students, to aid in self-help skills. The teachers have taken on the challenge and responsibility of the state compliance as they supervise the children's adherence to the protocols, weaving this new way of being together into the milieu. The academic and therapeutic work continues and the teachers have made wonderful relationships with the children and families. Despite the tumultuous happenings in the world, the school remains a calm, containing space.

COVID-19 protocols and guidelines remain front and center as we continue to field individual instances of possible exposure of staff, families and children. While we have not yet had a positive case in the CTDS community, it feels inevitable that we will as cases rise in the state of Massachusetts. The families have been our allies in this and we have found that our transparency has encouraged theirs as well. We sent out a Vacation survey to families before the Thanksgiving Holiday asking about their plans to travel, test and quarantine, and were happy to see that all families were committed to following COVID-19 guidelines determined by Mass.gov. This survey helped us to make the decision to remain open for in-person learning after the holiday. We sent another survey home for the winter break. The winter survey, as well as the uptick in cases in Massachusetts and the governor returning to a more restrictive phase led to our decision to go remote two weeks after our winter break. This decision will bring us closer to staff being vaccinated hopefully in February. CTDS has established three phases for limiting exposure to staff members outside the classroom cohort.

Phase 1. Specialists and teachers assess the needs of the children. Children and specialists practice connecting remotely on Google Meet for individual and group sessions. Social distancing and mask wearing protocols are in place.

Phase 2. Specialists and therapists meet outdoors for individual, dyad and group sessions. Social distancing and mask wearing protocols are in place. During inclement weather they meet on Google Meet.

Phase 3. Specialists and therapists meet inside, out of the classroom, with protocols in place: social-distancing, masks and plexiglass barriers.

Many of our specialists continue to see children outdoors, despite the falling temperatures! Everyone is committed to maintaining the separate cohorts and we are doing so to the best of our ability. The reopening committee continues to meet regularly to assess the phases and consider the needs of the program. At this time in January we are remote for two weeks following the winter break and when we return we will continue in Phase 2. Our therapeutic support groups are up and running: sibling groups, parent group, diagnostic consultations, enrollment. Father's group is proposed for the spring.





“Although there were rumblings, it all occurred so abruptly - a disorienting disruption with profound uncertainty. A massive restructuring, the delivery of the work. How? When? What matters most? Time to continue the work of caring for children, families in the most special way that CTDS does. This is why many of us have anchored at CTDS for so long - the foundation of integrity, careful intervention, intelligent approach, curious analysis, deep regard for the humanity in all, the relationships that are formed and strengthened along the way. Joanna Macy says, ‘The intelligence of the whole emerges through the actions and interactions of its parts’. As the weeks have unfolded, the staff have come back together in this new dimension of the work to solve new problems, share thoughts/opinions, offer creativity, empathy and perspectives. We are all listening, feeling, saying, responding. It cements the idea that community and collective is the big picture right now, we unite so we can continue the work that started in 1974. This time will reveal our ability to adapt, endure and perhaps even expand. This year will be special, and unlike anything we have lived through before. We will be in awe with what we did together.” ~ *Selene Aguayo Gisholt - Clinical Staff*



“Our board meeting this morning was excellent because it fully explored how CTDS is responding to the crisis. I am having a hard time describing how impressive CTDS’s response has been. I was really overwhelmed and quite moved by the descriptions of how the CTDS staff have created new ways of helping the students and their families. You have managed to do what would seem to be impossible - turning on a dime and shifting to online services, continuing to provide the services that the students and their families need. So many have been paralyzed by the COVID crisis but the CTDS team seems to have been energized by it, continuing to provide support for all the students and their families. I loved the description—building an airplane while flying it. But you and the staff have managed to do just that. In just a pretty short time, you have developed a new delivery system while maintaining the values and standards CTDS stands for. We learned at this morning’s meeting that the staff really rose to this enormous challenge, worked together and kept going despite whatever COVID engendered difficulties they were experiencing personally.’

I do not know the best way to express my admiration for what you and the CTDS team have done. This note is merely an attempt to do that.” ~ *Phyllis Baumann, Board Member*

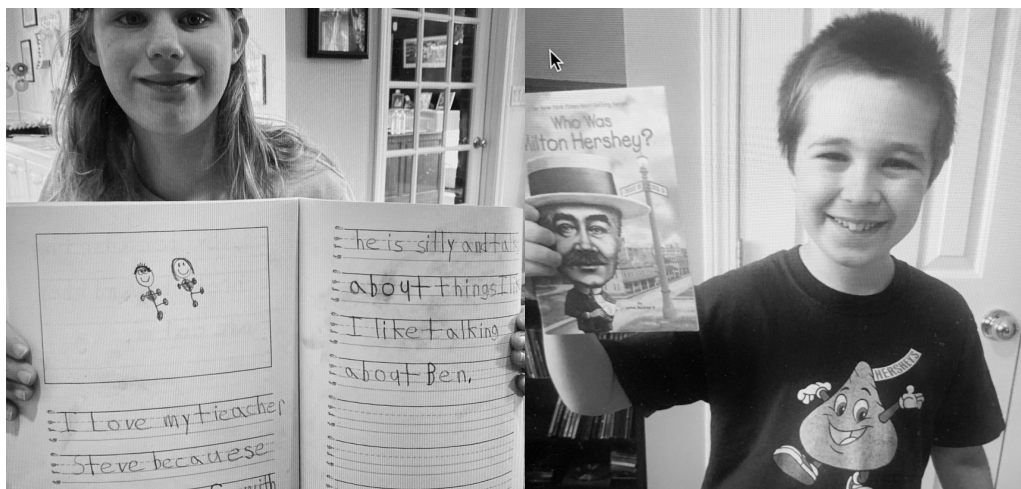
“Thank you for your detailed letter regarding the holidays and suggested quarantine period post Thanksgiving. I fully support this decision and feel that all our individual families have a responsibility to quarantine or test upon return from the holidays this year. It cannot be understated during this time of substantially increased cases in MA and beyond and I thank you for raising it. I have great respect for how hard the teachers and staff are working to keep CTDS open and how much this impacts their/your personal lives. It goes well beyond the daily magic you provide while holding all of us and really needs to be recognized and named. I so appreciate what the teachers are doing for our children while wearing masks, sanitizing diligently and still keeping the holding environment. It truly is a wonder. When I drop off and pick up I am privileged to see bits of this care and professionalism, it is top rate. They really are in the work and one can clearly see the care and commitment to our kids. The very least we can all do to support them during the holiday is stay home and or get tested/quarantine if you venture out. Our kids truly need to be at school, not any school, at this wonderful, life-changing school.” ~ Parent

“We are so happy that our child is at CTDS. Here she is assisted with our primary concerns, her tendency towards depression and emotional dysregulation, low self-esteem, low frustration toleration, difficulty in perspective taking and social pragmatics. We have noticed a marked increase in her coping skills since attending CTDS. This has been facilitated through a growing relationships and trust (difficult for our child) with the teachers. Our child began her journey being reluctant to use the word “therapy” and is beginning to explore why she is there, how much they help her and what her challenges and strengths are. She is starting to express dissent in healthy, calm ways, and is beginning to be able to see other people’s point of view. She still has work to do and challenges before her, but we feel certain there is no better strategies for her than CTDS. We have also been incredibly lucky that they have been able to provide therapeutic and social support while at a distance during this quarantine period. Our whole family is healthier because of CTDS.” ~ Parent

A Parent Reflections on Remote Learning

“The dictionary defines remote as, “situated far from the main centers of population” and “having very little connection with or relationship to.” Neither of these definitions describe the experience my daughter had during the months of remote learning. She felt completely connected to her teachers and to her learning. In fact, something extraordinary happened during those months for her. She consolidated all of the learning and skills she’d been taught while at CTDS. This consolidation took many forms. She took up an interest in gardening. She used her book knowledge to inform her motor planning. She discovered that she really liked to garden and she was good at it! Using a brilliantly conceived google classroom art assignment as a jumping off point she developed an interest in black and white photography and produced some stunning photographs. Our daughter has always had a love of animals. We arranged for her to Zoom with the director of an animal museum for interactive sessions with over 100 attendees both adults and children. Her ability to self-regulate herself in that setting was a wondrous thing to behold. Her sense of self soared as the director quickly noticed her insightful questions and huge knowledge base and made a habit of “calling her out.”

One of our proudest moments during the time of remote learning was when our daughter learned to ride a two-wheeler. This had been something she’d wanted to do for many years but was unable to coordinate the necessary motor planning capabilities to be successful. It all clicked together for her as one day in May she soared by on her two-wheeler. She’s been enjoying her bike ever since. Another life skill and great exercise! One of the many areas where CTDS staff excels is teaching skills that will translate to life skills for students. We have been blessed to be a part of the CTDS community for some time now. We have witnessed incredible growth from our daughter. To us watching her internalize all those skills and use them for both health and pleasure even during a time of remote learning was the ultimate testament to the extraordinary work done by the staff at CTDS.”



Individual and Families

Tom & Kathy Albert
 Jeffrey & Freida Alpert, *in honor of Kathy Alpert*
 Anonymous
 Anonymous, *in honor of Kim Barad*
 Anonymous, *in memory of Bruce Hauptman, MD*
 Michael Ashenuga & Liz Vondrak
 Rachael Avery Ph.D.
 Michael & Sylvia Bassichis, *in memory of Bruce Hauptman, MD*
 Phyllis & Harvey Baumann
 Edward Bell, *in memory of Dr. Peggy Bell*
 Robert & Margaret Bicknell
 Malcolm & Victoria Blier
 Jacob & Nancy Bloom
 Tony Bram & Linda Helmig, *in honor of Selene Gisholt & Olivia von Ferstel*
 Richard Brodie
 Barbara Bruno-Golden
 Phillip & Krista Bruso
 Linda & Tim Butler, *in memory of Dr. John Butler*
 Vanessa & Doran Calagna
 Dr Thrassos Calligas
 Clovene & Dean Campbell
 Chloe Campbell
 Jason & Mark Campbell-Foster
 Robin Cohen
 Edward Cunningham, *in memory of William Cunningham*
 Susan & Michael Curtin
 Eric & Margaret Darling, *in honor of Eric Darling*
 Amanda & Cheryl Decker
 Richard & Penny Dedinas
 Tom & Ellen Draper
 Charles & Nettie Dunsford, *in memory of Bruce Hauptman, MD*
 Daniel Dwyer
 Kathy Egmont, *in memory of Bruce Hauptman, MD*
 Katharine & Paul Fennelly
 Lynda Fink & Maury Lederman, *in honor of Max Lederman*
 Howard & Joanne Fisher
 Bianka Fitzl, *in honor of Rachel Nathan*
 Michael & Ellen Fontenot, *in honor of Philippe Fontenot*
 Richard & Elizabeth Frank, *in memory of Bruce Hauptman, MD*
 Nancy Fuller, *in memory of Dr John Butler, Francis Hawkes, Ramesh Mahidhar*
 Dr. Harris Gibson, *in honor of Michelle Traverse*
 Peter Gigliotti, *in honor of Justin Gigliotti*
 Pavithra Giridharan
 Carolyn Gombosi
 Thomas & Cathy Griffin, *in memory of Dustin Deranian*
 Norman & Susan Hall Hildreth
 Peter & Jayne Hamel, *in honor of Alison Koehler, in memory of Bruce Hauptman, MD*
 Stephanie Hanks
 Lawrence Hartmann, MD
 Nancy Hearst, *in honor of Edward Cunningham & Julia Lee*
 Bob & Kristine Higgins
 Mary Hill, *in honor of Devin Macomber, in memory of Stanley Macomber*
 Mea & Bill Hilton
 Patty Hinckley-Kilmain, *in honor of Meghan Hinckley in memory of Marjorie Wellins*
 Michael & Barbara Holz
 Richard & Nancy Howard
 Guibenson & Gwen Hyppolite
 Thomas & Bethany Innis, *in memory of Arthur C Walsh, MD*

Jonathan & Shelley Isaacson
 Steve & Beth Israel
 Fran Jacobs & Barry Dym
 Laura & Geoff Jarbeau, *in memory of Bruce Hauptman, MD*
 Ron & Deb Joseph
 Arthur & Reda Jovellas
 Arthur Katz
 Alan & Sherri Kauffman, *in honor of The wonderful work CTDS does*
 Tony & Gail Keefer, *in memory of Bruce Hauptman, MD*
 Janet Kenneally
 Grant & Maureen Kille, *in honor of Alison Hiscoe*
 Joe Kitrosser, *in memory of Sally Joy Remington*
 Neil & Miriam Kowall, *in honor of The amazing CTDS staff*
 Ron & Deb Lagasse, *in memory of Dustin Deranian*
 Lisa Lansing, *in memory of Bruce Hauptman, MD*
 Murray & Deb Lapides
 Judith Lavoie-Mccue & Richard Dunkelberger, *in memory of Dustin Deranian*
 Eli & Meg Lederman
 David & Regina Levine
 SweeCheng & Beoleong Lim
 Dr. Norman & Bonnie Litowitz, *in memory of Bruce Hauptman, MD*
 Ann & Weston Liu
 Eric & Judith Lubershane, *in memory of Bruce Hauptman, MD*
 Mark & Megan Lucier
 Dave Manzo
 Gabrielle & Jamie Marroig
 Michael Martignetti
 Derek & Carrie Martynt
 Pauline McLaughlin, *in memory of Bruce Hauptman, MD*
 John & Laura McNamara, *in honor of Alan Shapiro*
 Corinne Miller
 Joe & Noreen Mitchell
 Joyce & Richard Morimoto
 James & Hollis Morris
 Rachel & Graham Movitz, *in memory of Bruce Hauptman, MD*
 Edward & Daveda Movitz
 Dr. Kerim & Soizick Munir
 Dave & Liz Neustaedter
 Kevin & Stacey Newman
 Carol Nicklaus
 Charles & Alisa O'Dowd, *in memory of Bruce Hauptman, MD*
 Mark & Terry O'Keeffe, *in honor of Michael O'Keeffe*
 Vita Paladino-Mcelroy, *in honor of Mateo Mendoza*
 Christopher & Vickie Perley
 Dr. Charlie Popper, MD
 Michael & Julie Porter
 Robert Pyles, MD
 D. Peter Quinn, *in memory of Dustin Deranian*
 Samuel & Robin Richardson
 Jennifer Ripman Ph.D. & Richard Munroe, *in honor of Ben and Daniel Reinstein*
 Christopher Ripman
 Richard Robbins, *in honor of Devon Porter*
 Barbara & Daniel Rosenn MD, *in memory of Bruce Hauptman, MD*
 Les Savage, *in memory of Bruce Hauptman, MD*
 Dr. & Mrs. Stephen Schlein
 Lynn Schoenfield, MD
 Marlene Schulman, *in memory of Bruce Hauptman, MD*

Alan Shapiro & Priscilla Harmel, *in memory of Anthony Zito, Dr. John Butler, Sharon Feldman, Bruce Hauptman, MD, Edward McCormack*
 Henry Shaw, *in memory of Dr. Janet Brown*
 Margaret Sheehan, *in honor of Bridget Keefer, in memory of Bruce Hauptman, MD*
 Russell Sherman & Wha Kyung, *in memory of Do Hee Kim*
 Theodore & Stephanie Silverstein
 Lori Silverstone, *in memory of Bruce Hauptman, MD*
 Gabriel Solomon & Leah Bartell
 Lisa Spirio, *in memory of Bruce Hauptman, MD*
 Robyn & Bill Spound
 Bob Stroup & Elizabeth Coleman
 Barry & Pam Sullivan
 Mike Theroux, *in honor of Mike Theroux*
 Michelle & Sean Traverse
 Victor & Diane Veloso, *in memory of Bruce Hauptman, MD*
 Michael & Vicky Walton, *in Honor of Lauren Walton*
 Janice Ware, PhD
 Kendra & Peter Wilde
 Howard Wishnie MD & Cathy Mitkus
 Judy & Jeffrey Wisnia
 Linda Wolk, *in memory of Bruce Hauptman, MD*
 Mark Yerkes & Jennifer Connor, *in honor of CTDS Big Music*
 Clay Yost

Corporations & Organizations

Five Fields, Inc.
 Keane Fire & Safety Equipment Co. Inc.
 Playing For Keeps, *in honor of Nancy Fuller, in memory of Bruce Hauptman, MD*
 Wagon Wheel Nursery & Farmstand, Inc.

Foundations

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Special Times Editors and photography:

Nancy Fuller
Lisa Hawkes
CTDS Staff

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CTDS Holiday Food Drive

During this time of great crisis and need, families across the country are in need of food. In our area alone, 1 in 13 adults, and 1 in 11 children struggle with hunger. Food banks are working tirelessly to meet this ongoing increased need. In the spirit of this 'Season of Giving', over the holidays the CTDS community-staff, families and the board contributed over 500 items and some money to the Maynard Food Pantry - Thank you for all who participated, and in gratitude to Olivia von Ferstel for organizing.

"I appreciate your efforts and all of those at CTDS as we make our way through this time. It is life changing for me as I continue to have to dig deeper within myself to find the silver linings that are true gifts/lessons."
~ Parent

"Just a note to say thank you for all your hard work. You have negotiated this all with so much creativity and kindness."
~ Parent

COMMUNITY THERAPEUTIC DAY SCHOOL		
Statement of Activities		
For the Year Ended June 30, 2020		
	2020	2019
	Total	Total
REVENUES, GAINS AND OTHER SUPPORT:		
Tuition and fees	\$2,811,535	\$2,872,248
Contributions	89,029	133,164
Grants	30,250	28,350
Investment income	54,296	427,333
Other Income	414	1,410
Net assets released from restrictions:		
Satisfaction of program restrictions	-	-
Total revenues, gains and other support	2,985,524	3,462,505
EXPENSES:		
Program services:		
Day	1,821,209	2,078,667
Summer	131,803	129,292
After School program	-	14,829
Inclusion program	264,402	314,150
Total program services	2,217,414	2,536,938
Supporting services:		
Management and general	384,339	426,608
Fundraising	271	125
Total supporting services	384,610	426,733
Total expenses	2,602,024	2,963,671
Change in net assets	383,500	498,834
Net assets at beginning of year	10,201,745	9,702,911
Net assets at end of year	10,585,245	10,201,745

"This is really, really hard to be at home working remotely. It is too much time for my child to be on a device he can barely navigate with his disabilities and challenges. Thanks for the teachers who stay deeply connected and caring."
~ Parent

"To utilize the technology in this remarkable way, to keep everyone connected while still respecting privacy; it's truly remarkable."
~ Parent

"We can feel that CTDS is still holding us through this challenging time. We are grateful for all of you."
~ Parent

**To make an online donation
visit our website
www.communitytherapeuticdayschool.org**