

Administrative Offices
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Franklin, MA 02038
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Dear Bi-County Collaborative Community,

Bi-County programs continue to grow in student referrals, enrollment, and in professional development reaching districts and educators across the state. Bi-County's effort to meet the needs of students with varying abilities and challenges brought the opening of two new programs to the collaborative in the past year.

A Specialized Language Based Program (SLBP) opened at the Martin School in North Attleboro in August 2018. This program serves students with specific learning disabilities, challenges with language development, sensory integration, and social/behavioral skills deficits.

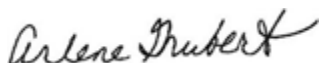
As staff and students settled into BICO's new location at the Bi-County Regional Education Center in Walpole we saw a need to expand Summit's public day programming to include elementary age students. The Collaborative obtained approval for an expansion of Bi-County's therapeutic programming from the Department of Elementary and Secondary Education and opened two classrooms for students in grades 3-5. This program mirrors Bi-County's Therapeutic Elementary Alternative Programs (TEAP) by providing quality programming with extensive and strong clinical support for students experiencing the effects of trauma as well as significant social and emotional challenges. In order to meet the needs of our students Bi-County has been able to partner with William James College for increased counseling resources for students. In an effort to meet the growing number of students at our still relatively new location, with donations and support from the Bi-County Collaborative Board of Directors, a beautiful new playground has been built for students to safely enjoy the outdoors at this location.

Referrals to BICO programs have been increasing over the past several years. Student referrals to BICO have increased by 37% since 2017. One of our commitments and goal #3 in Bi-County's Strategic Plan is to increase community awareness and understanding of the work done at the collaborative. Data shows that BICO's geographical reach in serving school districts has grown from 43 districts in 2014 to 65 districts in 2019. In addition to the many educators attending professional development at BICO, several private schools and charter schools have accessed BICO for professional development during this past year.

The Collaborative continues to focus on its' Strategic Plan goal to enhance and expand professional development that anticipates and targets the needs of all BICO district faculties and staff members. The development of BICO's Member District PD Committee has brought networking, planning and sharing of offerings on common PD Days and at other opportunities. This past year BICO hosted a legal workshop on school discipline, a course on the Impact of Trauma on Learning in partnership with Lesley University, additional courses in SEI for both teachers and administrators, and opportunities for educators to earn needed PDPs for recertification. The Worcester State University Cohort for a Master's Degree in Educational Leadership ended in May of 2019 with 12 graduates prepared to undertake leadership roles as Principals and Assistant Principals in Massachusetts school districts.

Bi-County's Board of Directors, leadership team, staff, parents, and the community all contribute to our success, excellence, and growing capacity to provide quality programming for students and educators. Thank you for an outstanding year!

Sincerely,





Board of Directors



- Mr. David Sawyer, Attleboro
- Mr. Peter Marano, Bellingham
- Dr. Jason DeFalco, Blackstone-Millville
- Dr. Lisha Cabral, Easton
- Dr. Amy Berdos, Foxboro
- Dr. Sara Ahern, Franklin
- Ms. Karen Crebase, Hopedale
- Mr. Paul Zinni, King Philip
- Ms. Teresa Murphy, Mansfield
- Dr. Kevin McIntyre, Milford
- Dr. Ingrid Allardi, Norfolk, Chair
- Mr. Scott Holcomb, North Attleboro
- Dr. Joseph Baeta, Norton
- Mr. David Raiche, Plainville
- Mr. John Robidoux, Swansea
- Mr. Stephen Dockray, Tri-County
- Dr. Frank Tiano, Uxbridge
- Dr. Lincoln Lynch, Walpole
- Dr. Allan Cameron, Wrentham, Vice Chair

Operating Committee



- Ms. Ivonne Medeiros, Attleboro
- Ms. Rachel Lawrence, Bellingham
- Ms. Jill Pilla-Galerani, Blackstone-Millville
- Ms. Teresa Skinner, Easton
- Dr. Sandra Einsel, Foxboro
- Ms. Deborah Dixon, Franklin
- Ms. Paula Marano, Franklin
- Ms. Megan Ashton, Hopedale
- Ms. Lisa Moy, King Philip
- Mr. James Leonard, Mansfield
- Ms. Lucy Jenkins, Milford
- Dr. Anna Tupper, Norfolk
- Ms. Julieann Hoell, North Attleboro
- Mrs. Jeanne Sullivan, Norton
- Mr. Edward Clarke, Plainville
- Dr. Julie Garell, Swansea
- Mr. John Martin, Tri-County
- Ms. Stephanie Geedes, Uxbridge
- Dr. John Queally, Walpole
- Ms. Karen McNamara, Wrentham

Leadership Team

- 
- | | |
|--|--|
| ● Dr. Arlene Grubert, Executive Director | ● Ms. Julie O'Connor, Program Director |
| ● Ms. Debra Ciccone, Director of Finance and Operations | ● Ms. Nancy Regan, Director of Student Services |
| ● Ms. Laurie Cunningham, Program Director for Clinical Services | ● Ms. Lisa Sleboda, Program Director |
| ● Mr. Thomas Drake, Coordinator of Technology Integration & Planning | ● Ms. Nancy Whitehouse, School Nurse Manager |
| ● Ms. Pamela Ludwig, Program Director | ● Mr. Benjamin Guiffrida, Program Director |
| | ● Ms. Melani Galante, Coordinator of Professional Development & Curriculum |



Mission

BICO provides and coordinates educational programs and opportunities for students, families, and our professional community.



Vision

BICO, in partnership with families and communities, is an innovative and responsive organization that works to ensure that students are confident and successful as learners and citizens in an ever changing global society, through effective, efficient, and purposeful programming.



Guiding Beliefs

We believe:

- In educating the whole child: academically, socially, and emotionally, to build independence and self-advocacy.
- Our success comes from collaboration between parents, staff, and districts.
- In minimizing the impact of disability and maximizing opportunities for learning and growth.
- That all students must have curriculum and instruction that will meet each individual's goals and prepare them for life after school.
- In a safe and positive learning environment, in diverse, and in mental health and physical supports.
- In frequently assessing progress to provide technology, communication, and professional development.
- In opportunity to provide transition based learning in preparation for adulthood.
- In fostering lifelong learning for students, staff, and families.
- In embracing diversity, change, risk taking, and shared decision making.



General Information

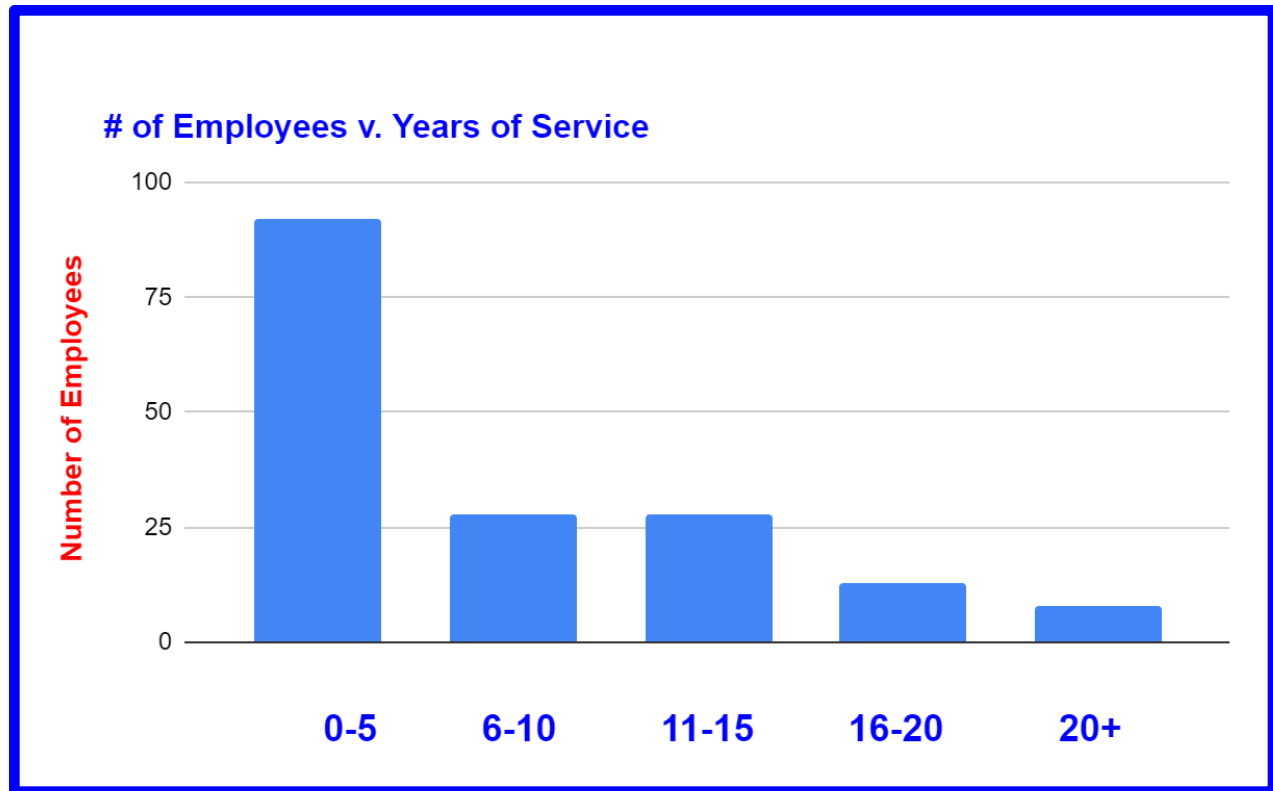
Years in Service	44		
Member Districts	19	School Districts Served in 2019: 65*	*This includes school districts accessing student programming and professional development.
Employees	169		
Programs	20	Students Served	276
Bi-County Program/Service Locations	Blackstone, Foxboro, Franklin, King Philip Regional , Mansfield, Millville, North Attleboro, Norfolk, Norton, Plainville, Walpole, Wrentham		

Staff Demographics (June 30, 2019)

Accounting & Payroll Coordinator	1
Adjustment Counselors	7.5
Adaptive Physical Education Teachers	2.5
Assistant Secretary/Receptionist	1
Board Certified Behavior Analysts	4
Clinical Director Therapeutic MS & HS	.5
Coordinator of Technology Integration & Planning	1
Director of Finance & Operations	1
Director of Student Services	1
Executive Administrative Assistant	1
Executive Director	1
Nurses	8
COTA	1
Occupational Therapists	3
Paraprofessionals	82
Physical Therapy Assistant	.5
Physical Therapists	2.5
Professional Development & Curriculum Coordinator	1
Program Directors/Coordinators	6
Program Director for Clinical Services	1
Purchasing & Transportation Associate	1
School Nurse Manager/Leader	1
Speech & Language Assistant	0
Speech & Language Therapists	3
Student Records & Human Resource Coordinator	1
Teachers	35.5
Transition Coordinator	1
TOTAL	169



Staff Years of Service 2019



Staff Years of Service 2019

Range of Years	Staff	
0-5	92	54%
6-10	28	17%
11-15	28	17%
16-20	13	8%
20+	8	4%
Total	169	

Bi-County Collaborative Educational Programs and Services

The Bi-County Collaborative is dedicated to providing high quality educational programs making it possible for all students to become responsible and contributing members of society. Bi-County has provided specialized educational programs and services to students ages 3-22 for 44 years.

Bi-County programs address the needs of students with Autism, Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Physical Impairments, and Specific Learning Disabilities. Bi-County programs offer individualized goals, specialized instruction, and unwavering support. Every Bi-County program is focused on maximizing each student's academic, social, emotional, and life skills success. Based upon a student's abilities, particular needs, and Individualized Education Program (IEP), the student will follow one of two program pathways.

Bi-County's intensive continuum programs deliver specialized instruction and support for students with intellectual, physical, and medical needs. Multi-sensory instruction, assistive technology, and total communication support are integral to each program. Using the award winning Unique curriculum, with modifications as necessary, academics are aligned with MA Curriculum and Common Core Standards. Instruction is individualized based on each student's strengths and ongoing assessment of progress. In addition, student programming includes activities in the community along with transition planning, goals and experiences.

Bi-County's therapeutic programs are focused on delivering solid academic content to students whose social, emotional, and/or academic delays have compromised their success in the general education setting. All classroom environments are predictable, safe, and supportive with a focus on therapeutic strategies to promote success. Students enter this pathway with a goal of reentering their home district or progressing to the next least restrictive setting, and diploma acquisition.

The Bi-County Collaborative also strives to provide high quality professional development for educators from across the state. Bi-County's professional development has grown substantially offering an onsite Master's Degree program in Educational Leadership from Worcester State University; coursework required for the MA SEI Endorsement requirements for teachers and administrators; coursework for Registered Behavior Technicians; seminars and workshops on MA school law; The Impact of Trauma on Learning graduate level course with Lesley University; Non-Violent Crisis Intervention and Prevention training; and opportunities to earn PDPs needed for teacher recertification. Bi-County's Member District Professional Development Committee continues in its' second year focusing on networking and collaboration for quality professional development for member and non-member district staff.

Bi-County Collaborative Programs & Services

Preschool & Elementary

PRESCHOOL
DEVELOPMENTAL
LEARNING PROGRAM
(PDLP)

Jordan / Jackson School
Mansfield, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Preschool Developmental Learning Program serves students ages three through five years of age with multiple physical, intellectual, neurological and communication impairments.

Many of these students enter the program after participating in a home-based early intervention model. A comprehensive transitional plan between the early intervention team and the school-based team is developed to assure student success in the program. The team also makes it a priority to help parents understand the school-based model of instruction and the IEP process.

Educational instruction is based on the Pre-Kindergarten Common Core standards with modifications for students to successfully participate in all curriculum areas. The program incorporates assistive technology using a multi-sensory model of instruction to foster participation, awareness, and self-determination.

RELATED SERVICES: Students may have daily medical needs that require care by a classroom nurse. Direct speech therapy, occupational therapy, and physical therapy are provided per each student’s IEP. Therapists also provide staff consultation in order to embed therapeutic techniques into the daily classroom routine. Vision services are also available as needed.



ELEMENTARY DEVELOPMENTAL LEARNING PROGRAM (EDLP)

Jordan / Jackson School
Mansfield, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Elementary Developmental Learning Program provides a comprehensive program for elementary students with multiple physical, intellectual, neurological, and communication impairments.

Emphasis is placed upon sensory-based learning, movement, total communication, and adaptive technology. Therapist's activities are integrated into students' daily classroom routines. The program incorporates assistive technology, multi-sensory instruction designed to foster participation, awareness, and self-determination.

Environmental structure and positive behavioral supports are individualized for students to assist in processing and communicating information. Students require structured teaching of social protocol. Academics are individualized and focus on maximizing students' strengths.

RELATED SERVICES: Students may have daily medical needs that require care by a classroom nurse. Direct speech therapy, occupational therapy, and physical therapy are provided per each student's IEP. Therapists also provide staff consultation in order to embed therapeutic techniques into the daily classroom routine. Vision services are also available as needed.



SPECIALIZED ELEMENTARY ALTERNATIVE PROGRAM (SEAP)

Anna Ware Jackson School, Plainville, MA
Beatrice H. Wood School, Plainville, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Specialized Elementary Alternative Program (SEAP) provides comprehensive educational and therapeutic services for students in grades K-6 who may present with one or more of the following challenges: Autism Spectrum Disorder, Neurological, Intellectual and/or Communication Impairment which impacts learning socially and academically.

Students receive individualized and small group teaching and staffing support to navigate their activities of daily living. Social and academic skills are taught using an Applied Behavioral Analysis approach as appropriate, including discrete trial instruction, natural learning environments, and small group instruction.

The primary focus for students is to increase and maintain communication, social skills, and self-help skills. To accomplish this, programming incorporates assistive technology for communication and instruction. Inclusion opportunities within a public school setting to further develop social skills are also an integral part of this program. As students progress academic classes are introduced with the goal to return to classrooms and programs within each student's home district.



THERAPEUTIC ELEMENTARY ALTERNATIVE PROGRAM (TEAP)

Anna Ware Jackson School, Plainville, MA
Beatrice H. Wood School, Plainville, MA
Summit Elementary, Walpole, MA
Delaney School, Wrentham, MA
Millville Elementary, Millville, MA

Referrals: Please contact Nancy Regan
Director of Student Services
nregan@bicounty.org

The Therapeutic Elementary Alternative Programs (TEAP) provide comprehensive educational and therapeutic services for students in grades K-6 whose social, emotional and/or academic delays and challenges inhibit their success in the general educational setting. Students may present with difficulties in the areas of language development, cognition, sensory integration, and social/behavioral skills related to Communication Impairment, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and/or Neurological Impairments.

The TEAP program is designed to incorporate learning that meets students' individual needs, allowing them to see their true potential while having inclusion opportunities within a public school setting. A range of services including direct social skills instruction, speech and language services, and counseling are provided by a multi-disciplinary team in one setting so that optimal learning is possible.

A small staff to student ratio allows for personalized and individualized teaching. The program emphasizes the use of assistive and instructional technology and multi-sensory instruction to foster active engagement in academic, social, and emotional learning.

Students are supported through a variety of incentives and positive support plans, both individual and classroom based. Once students have demonstrated the ability to regulate behaviors within the smaller classroom setting, they may have the opportunity to mainstream into a general education classroom within the public school setting.

RELATED SERVICES are provided based on each student's IEP team's recommendations.

The goal of the TEAP program is to help students experience growth and success, improve their sense of self worth both academically and socially, and eventually return to their home district.



SPECIALIZED LANGUAGE BASED PROGRAM (SLBP)

Joseph W. Martin School
North Attleboro, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Specialized Language Based Program (SLBP) provides comprehensive educational and therapeutic services for students grades 3 - 5, with specific learning disabilities, challenges with language development, sensory integration, and social/behavioral skills deficits. Students may present with Dyslexia, Specific Learning Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and/ or Neurological impairments. This program provides a language rich environment paired with visuals, systematic reading and math curriculum as well as multi-sensory instruction to address the specialized needs of the students.

The SLBP program incorporates learning that meets the specific needs of Language Based Learners, incorporating opportunities to practice learned skills repetitively while consistently teaching grade level standards. Through services including social skills, PT, OT, speech and counseling, students are able to have all their needs addressed in one setting so that optimal learning is possible. A small staff to student ratio allows for one on one instruction and individualized teaching which enables all students to

reach their education goals.

Students can access mainstream opportunities in the general education classroom within the public school setting. The goal of the program is to help students achieve their potential and improve their sense of self worth through success in the classroom both academically and socially and eventually return to their home district.



Middle School Programs

ALTERNATIVE MIDDLE SCHOOL PROGRAM (AMS)

Keller-Sullivan School
Franklin, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Alternative Middle School Program (AMS) provides services to students in grades 5-8 who may present with behavioral and social challenges, emotional impairment and/or specific learning disabilities.

The program provides a highly structured, consistent, and therapeutic environment. Teaching is individualized with a focus on promoting academic, social, and emotional success. Predictable routines, therapeutic supports, and consistent ongoing direct teaching of social and communication skills assist in motivating students and developing their self-esteem. Strategies are utilized that assist students to learn self-control and to develop appropriate behaviors and coping skills within the school environment.

The AMS academic curriculum is aligned with the Massachusetts Common Core Standards and is modified to meet the learning styles and needs of each student.

RELATED SERVICES: Students in this program receive counseling, speech and language, and other related services as recommended by their IEP teams.



SUMMIT MIDDLE SCHOOL PROGRAM (SMS)

Bi-County Regional Education Center
Walpole, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Summit Middle School program (SMS) is designed to provide educational services to students in grades 5-8 who cannot be educated in a public middle school setting due to significant difficulties and challenges with behavioral health, social and/or emotional challenges, and/or neurological impairment. SMS students may also present with learning difficulties which interfere with their academic and social success.

The curriculum focuses on standards-based learning emphasizing differentiated instruction, the use of technology, and the incorporation of skills necessary to move into High School and successfully function with independence. Students at Summit Middle School have opportunities to participate in physical education, art, music, and community activities. Positive behavioral supports are used with a focus on confidence, self-regulation, and goal setting to help students develop the coping skills they need in real life situations.

Students in the SMS program have access to onsite clinical services, school adjustment counseling, school nurse and an array of transition services. Individualized intervention plans are developed by an ongoing therapeutic clinical team with support from a Child Psychologist, Board Certified Behavior Analyst, School Adjustment Counselor, and Child Psychiatrist on an as-needed basis. A high staff-student ratio provides a safe, structured, predictable environment.

Students attending SMS may receive a variety of related services, i.e. counseling, speech & language therapy, occupational therapy, etc. as specified in their Individualized Education Programs (IEP).

Communication with parents and other service providers, such as therapists and physicians, is an essential component of the program and assists in the quality management of individual treatment plans. Parents may be asked to participate in clinical consultation meetings. Parents and districts may also request a meeting with Bi-County's clinical team.

The outcomes of the SMS program include transition to a less restrictive environment, improved school performance, self-confidence, and participation in community based activities.



THERAPEUTIC EDUCATION PROGRAM (TEP)

Ahern Middle School
Foxboro, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Therapeutic Education Program (TEP) serves middle school aged students who present with neurological, social, communication and learning challenges.

The program provides a highly structured environment designed to assist students in learning academic content, perspective-taking skills, problem-solving skills, self-control, coping strategies, and acceptable social behaviors. Goals for students include the development of organizational skills, self-advocacy skills, confidence, and relationship building with peers and adults as well as preparation for success at the high school level. Throughout the program, emphasis is placed on students developing self-respect and becoming responsible learners who contribute to their class and school community in positive ways.

Although the program provides specialized instructional approaches for academics, socialization, and behavior, the curriculum remains rigorous for each student. The program is aligned with the Massachusetts Common Core Standards. Modifications and accommodations are designed to match each individual student's learning style

and profile to ensure success accessing the curriculum. Depending on the level of skills development, students participate in the MCAS Assessment with or without accommodations, or the MCAS Alternate Assessment.

The teaching team at TEP strives to develop close working relationships with their students and encourages team-building activities. Since parents or guardians are considered partners in the educational process, trusting and supportive relationships are fostered between the student, school staff and parent/guardian.

RELATED SERVICES: Speech and language, physical and occupational therapy and counseling are available as needed.



LIFE ROLES EDUCATION PROGRAM (LREP)

King Philip Middle School, Norfolk, MA
Norton Middle School, Norton, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Life Roles Education Program (LREP) provides educational and therapeutic services to middle school students (ages 12-15) who may have intellectual and /or neurological impairments, multiple disabilities, and/or Autism Spectrum Disorder.

LREP provides classroom instruction that is aligned with the Massachusetts Department of Education Common Core Standards at a level accessible to each student. In addition, programming also includes instruction in self-help as well as social and communication skills that will prepare students for their transition to high school. Therapy services are integrated into all classroom and community experiences. Students attending the 10-month program component have access to Extended School Year services as determined by their IEP Team.

Students' physical, communication and medical needs can also be addressed in the LREP Program. Multi-sensory instruction, assistive technology, and total communication support are integral to each student's program. Physical and Occupational Therapies are integrated into daily classroom routines to maximize therapeutic benefits. A multi-disciplinary approach is used to foster participation, awareness, and self-determination through all areas of need.



High School Programs

LEARNING CENTER (LC)

Blackstone-Millville High School
Blackstone, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Learning Center is a therapeutic educational program located in a public school setting. Students may present with emotional impairment and/ or specific learning disabilities.

The Learning Center emphasizes a multi-disciplinary approach that provides clinical consultation, ongoing counseling, behavioral programming, and instruction in social pragmatics in conjunction with a focus on academic achievement. The program curriculum is aligned with the Massachusetts Common Core Standards with accommodations tailored on an individual basis to assist each student in accessing the curriculum.

The goals of the program include reintegration into the mainstream, a return to a community high school, diploma acquisition, and transition planning for entry into college or a post-secondary training program.

Transitional planning and programming are individualized for each student to assist them in achieving their goals. This may include preparation for college based testing, work-based learning experiences, vocational exploration and soft skill job development, preparation for learning permit testing, and life planning skills such as budgeting.



SUMMIT HIGH SCHOOL PROGRAM (SHS)

Bi-County Regional Education Center
Walpole, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Summit High School program (SHS) is designed to provide educational services to students in grades 9-12 who cannot be educated in a public high school setting due to significant difficulties and challenges with behavioral health, social and/or emotional challenges, and /or neurological impairment. SHS students may also present with learning difficulties which interfere with their academic and social success.

The curriculum focuses on project-based, differentiated learning that incorporates those skills necessary to graduate from High School and successfully function independently in life. Students at Summit High School have opportunities to participate in physical education activities, art, music, and community activities. Positive behavioral supports are used with a focus on self-reflection and goal setting to help students develop self-esteem and coping skills that can be carried into real life situations.

Students in the SHS program have access to on-site clinical services, school adjustment counseling, school nurse and an array of transition services. Individualized intervention plans are developed by an ongoing therapeutic clinical team with support from a Child Psychologist, Board Certified Behavior Analyst, School Adjustment Counselor, and Child Psychiatrist on an as-needed basis. A high staff-student ratio provides a safe, structured, predictable environment.

Students attending SHS may receive a variety of related services, i.e. counseling, speech & language therapy, vocational and career work experiences, etc. as specified in their Individualized Education Programs (IEP).

Communication with parents and other service providers, such as therapists and physicians, is an essential component of the program services and assists in the quality management of individual treatment plans. Parents may be asked to participate in clinical consultation meetings. Parents and districts may also request a meeting with Bi-County's clinical team.

The outcomes of the SHS program include transition to a less restrictive environment, improves use of coping skills, self-confidence, participation in community based activities, diploma or Certificate of Attendance.



SECONDARY THERAPEUTIC ALTERNATIVE HIGH SCHOOL (STAP)

Summit High School
Walpole, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Secondary Therapeutic Alternative High School, (STAP) offers an alternative approved public day school program for students with neurological, social, communication and learning challenges in grades nine through twelve.

To accommodate the wide range of learning abilities of our students, the STAP curriculum and instruction are personalized and modified to meet each student's individual needs. Small class size gives teachers the opportunity to employ more interactive instructional strategies. Student interests and learning styles are taken into account in an effort to create stimulating, rigorous, and engaging academic programming. Emphasis is also placed on students developing self-management and organizational skills, self-advocacy skills, and relationship building skills, while developing social and pragmatic language and the use of appropriate coping strategies and interaction skills.

Courses are provided that will meet credit requirements for graduation or for functional and transition skill requirements. Students carry a full schedule of academic courses and receive credit toward graduation requirements. The program is aligned with the Massachusetts Common Core Standards. Depending on the level of skill development, students participate in the MCAS Assessment with or without accommodations, or the MCAS Alternate Assessment.

Involvement with colleges, other social services, and community-based organizations is considered an important component of the program. Efforts are made to identify vocational interests and aptitudes for each student. Career awareness and transition planning are addressed on a daily basis. Additionally, it is a belief of this program that students become more connected and invested in their education when they are personally involved in goal setting and making choices within a therapeutic and supportive environment. Students are encouraged to participate in vocational experiences such as internships, job shadows and work experiences that are considered part of the total educational program.

Program goals include consistent attendance, successful completion of supported transition and vocational experiences, and coursework resulting in a high school diploma or certificate of high school completion, post-secondary education, and preparation for employment.

The teaching team strives to develop close working relationships with students. Parents / guardians are considered partners in the educational process and supportive relationships are honed between student, school staff and parents/guardians.

RELATED SERVICES: On-site social groups and/or counseling are provided as part of this program.



Adult Programs for Ages 18-22

ADULT TRANSITION PROGRAM (ATP)

Bi-County Collaborative Campus School
Walpole, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Adult Transition Program provides individualized educational and community-based transitional services to students ranging in age from 18 to 22 years. Students may have fulfilled their MCAS or MCAS Alternate Assessment requirements and may be completing their district credit requirements for graduation, or they may be working towards a high school certificate of attendance/completion.

The program serves students who have been diagnosed with high functioning autism, neurological challenges, and learning disabilities. Students demonstrate foundational skills and performance levels in the areas of cooperation with others, handling transitions, adapting to change, and safety in school, the workplace and the community.

The Adult Transition Program is designed to provide students with individualized education, transition and therapeutic services that range from functional academics to community based instruction, meaningful internships/work experiences, and recreation/leisure activities. Instruction in functional academics, activities

of daily living, self-advocacy, employability skills, social skills development, pragmatic language skills and community based experiences are all part of the Adult Transition Program's commitment to support students as they develop competencies that will assist them as they transition to adult life. The individualized coordinated set of activities and instruction provided to each student is designed to maximize independence and enable students to become successful, valued, and productive adult members of society.



LIFE ROLES TRANSITION CENTER (LRTC)

Bi-County Collaborative Campus School
Walpole, MA

Referrals:
Please contact Nancy Regan
Director of Student Services

nregan@bicounty.org

The Life Roles Transition Center (LRTC) provides individualized educational and community-based programming aligned with the Massachusetts curriculum frameworks and the National Transition Standards. The program serves special education students ranging from 15 to 22 years of age who have fulfilled their MCAS Alternate Assessment requirements and are working towards a certificate of completion.

LRTC is designed to provide students with individualized educational, transitional, and therapeutic services that range from functional academics to community-based instruction, meaningful internships/work experiences, and learning skills related to independence in recreation/leisure activities. Instruction in functional academics, activities of daily living, self-advocacy, employability skills, social skills development, pragmatic language skills, and community-based experiences are all part of the Transition Center's commitment to support students as they develop competencies that will assist them as they transition to adult life. The individualized, coordinated set of activities and instruction provided to each student is designed to maximize independence and enable students to become successful, valued, and productive adult members of society.

Transition assessments are completed to identify and prioritize students' interests, preferences, strengths, and needs. Data gathered from formal and informal assessments is used to develop a comprehensive individualized action plan with post-secondary goals for instruction, employment, and community experiences. Ongoing monitoring of student progress is conducted to help students acquire the skills necessary to achieve their desired post-school outcomes.

Supervised school and community-based life experiences are an intricate part of a holistic approach to transitioning students from school-based educational experiences to community-based adult living experiences.

RELATED SERVICES including Speech and Language Therapy, Occupational Therapy, Physical Therapy, Vision Services, and Behavioral Consultation are provided based on the recommendations made by each student's IEP Team.

LRTC offers 10-month programming with the option of Extended School Year Services and 12-month programming based on each student's Individual Education Program (IEP).



Achievement of Purpose and Objectives



The Bi-County Collaborative provides high quality, specialized educational programs for students ages 3-22. Bi-County has serviced students both in public school settings and separate public day school settings for 44 years. Bi-County served a total of 276 students during the 2018-2019 school year. Bi-County educational programs serve students with primary disabilities of Autism, Communication Impairment, Developmental Delay, Emotional Impairment, Health Impairment, Intellectual Impairment, Multiple Disabilities, Neurological Impairment, and Specific Learning Disabilities.

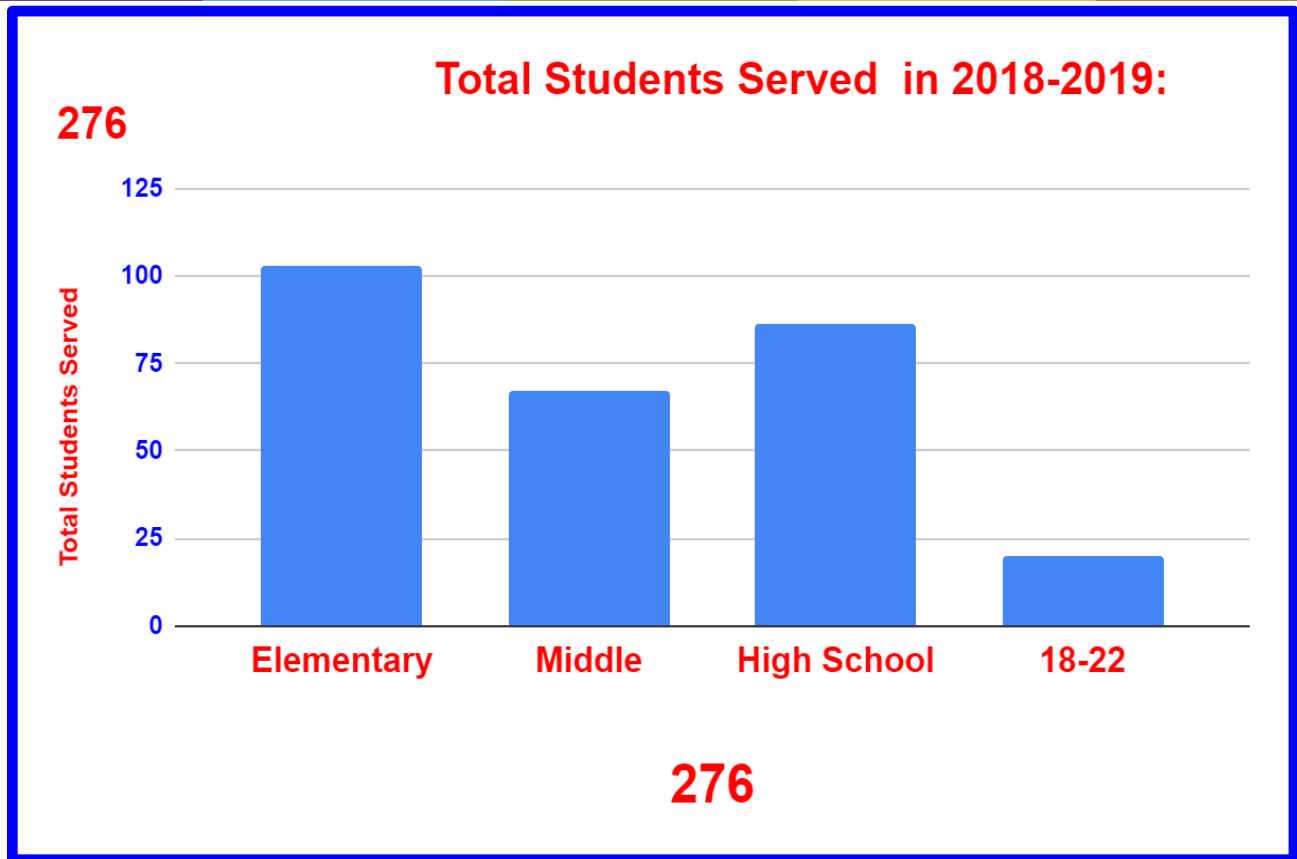
In FY 19 Bi-County Collaborative programs provided services for students with disabilities from 61 public school districts. Bi-County's programs and services are located in member school districts. This affords many students opportunities to access and participate in the general curriculum with their non-disabled peers. In addition, Bi-County programs provide services to students in two public separate day schools approved by the Department of Elementary and Secondary Education for students who require a more restrictive setting. Bi-County Collaborative programs and services are cost effective in comparison to private special education day school programs and private agencies that provide substantially similar programs and services. The cost effectiveness and savings for programs and services offered by Bi-County can be found on pages 29-33 of this report.

Bi-County programs provide related services to students who attend collaborative programs. These services include: Applied Behavioral Analysis (ABA), Adaptive Physical Education, ABA Home Based Services, Assessment & Evaluation Services, BCBA Consultation Services, Clinical Consultation, Counseling, Extended School Year Service, Physical Therapy, Occupational Therapy, Orientation and Mobility Services, Social Skills Groups, Speech & Language Therapy, and Vision services.

Bi-County Collaborative manages a Transportation Network with 14 participating districts. Both member and non-member school districts participate in this network. The primary benefit of the Transportation Network is to negotiate the best pricing possible based on the scope of the contract as a large group of school districts as opposed to each district entering into agreements individually. Transportation routes from surrounding districts also contribute to a cost effective model. The primary goal of the Bi-County Transportation Network is providing dependable, efficient and cost effective transportation for special education students. The Bi-County Transportation Network negotiated a two year extension of the current agreement with Van Pool transportation that provides for a 0% increase for 2019-2021.

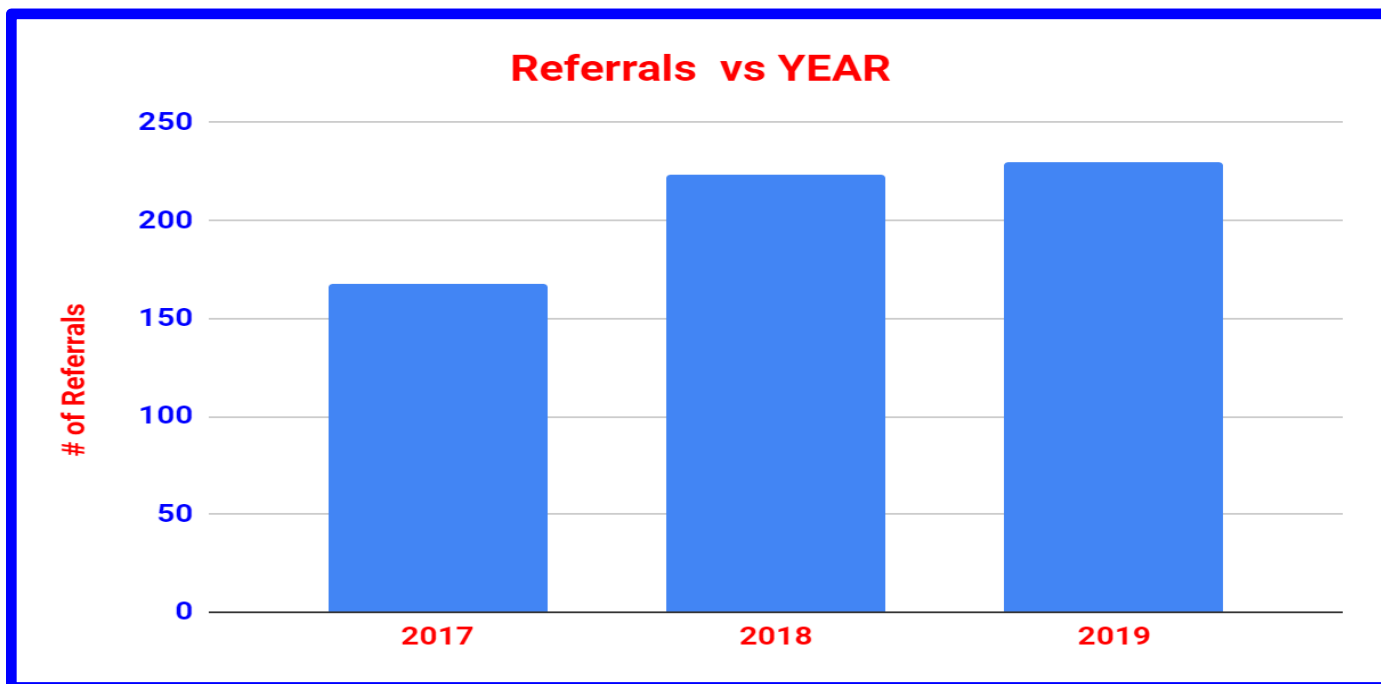


FY 19 Students Served



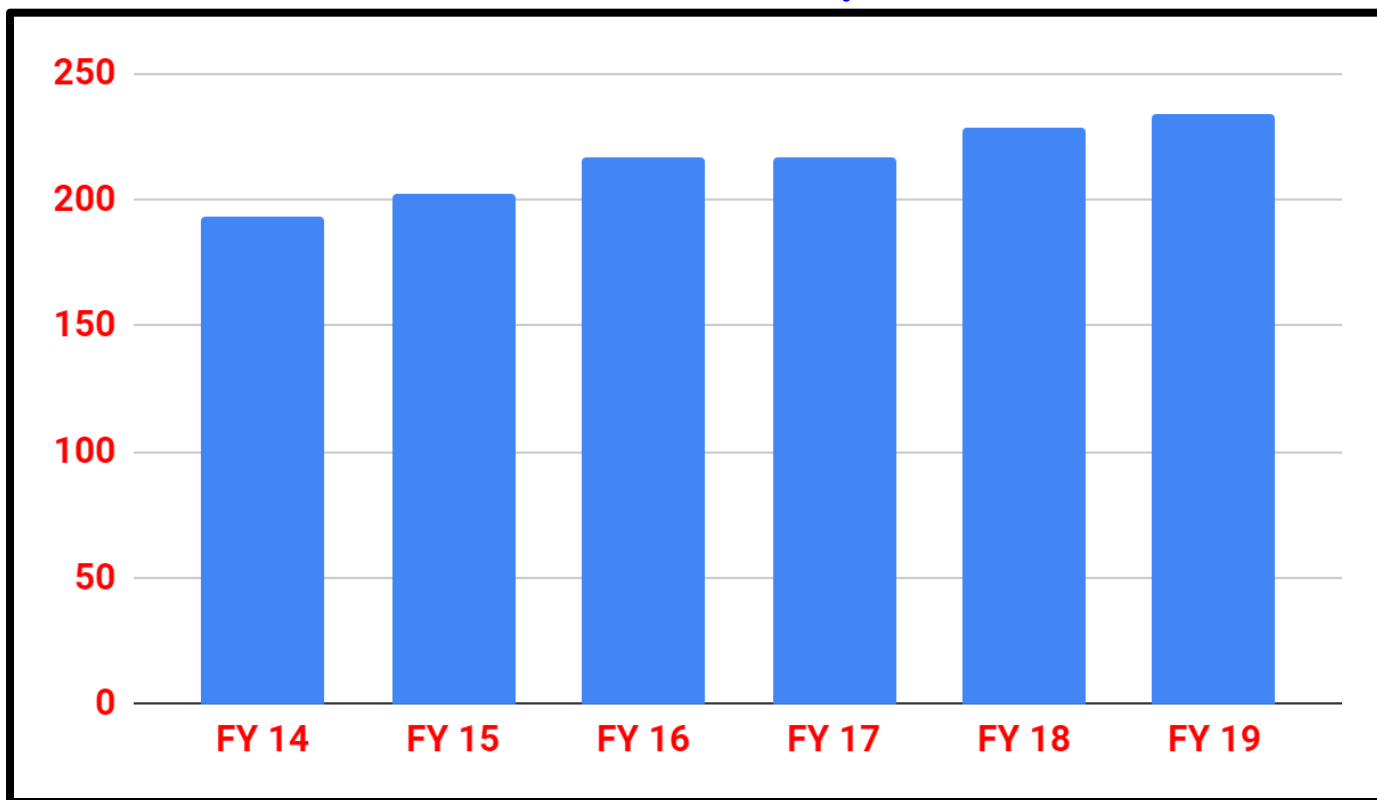
Programs Serving:	FY19
Elementary School	103
Middle School	67
High School	86
10Grade 12+	20
Total Students Served	276

Student enrollment at the elementary level continues to grow. In 2013 Bi-County had 37 students enrolled at the elementary level as compared to 2019 with a total elementary enrollment of 103 students.



The number of students referred to Bi-County has increased by 37% since 2017.

Increase in Student Enrollment by Year



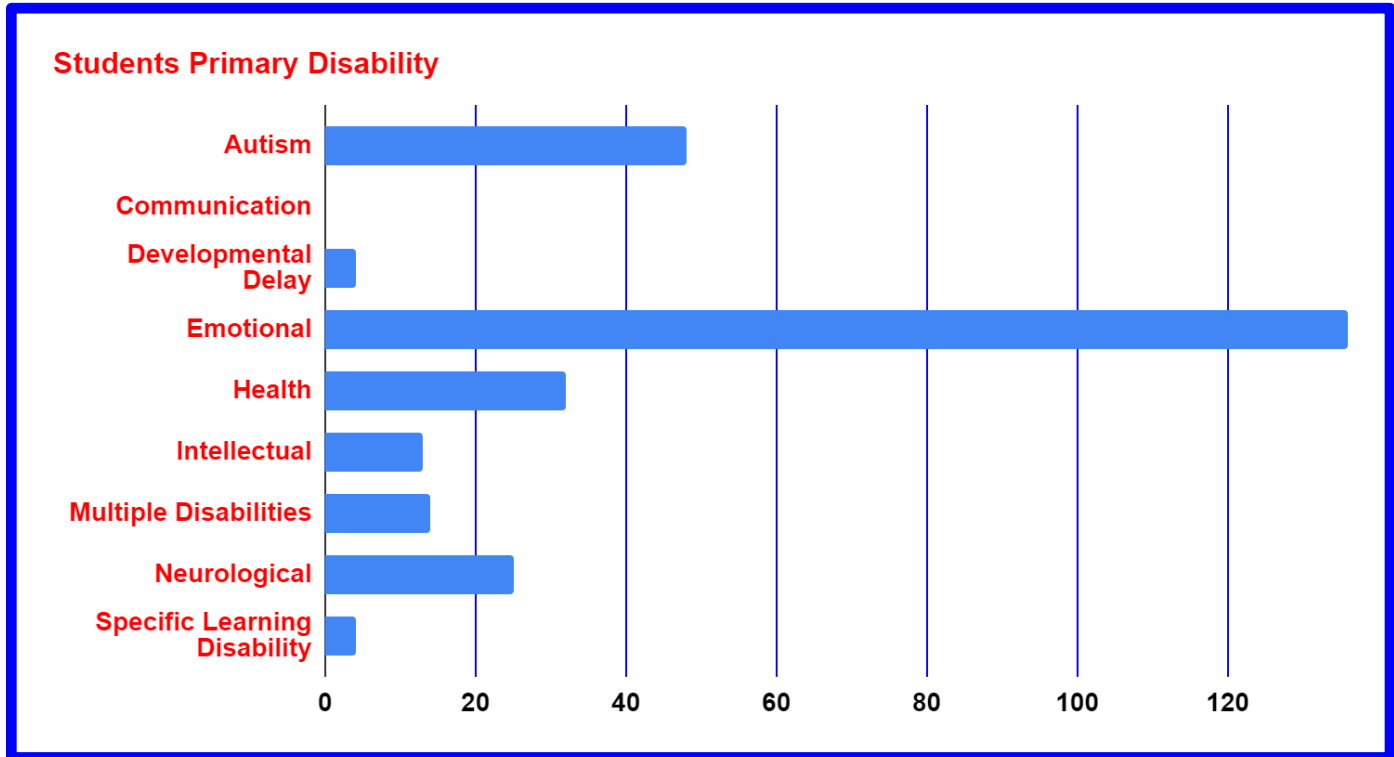
Student enrollment in Bi-County programs has also increased steadily from 2014-2019.



Students Served



FY 19 Students by Primary Disability

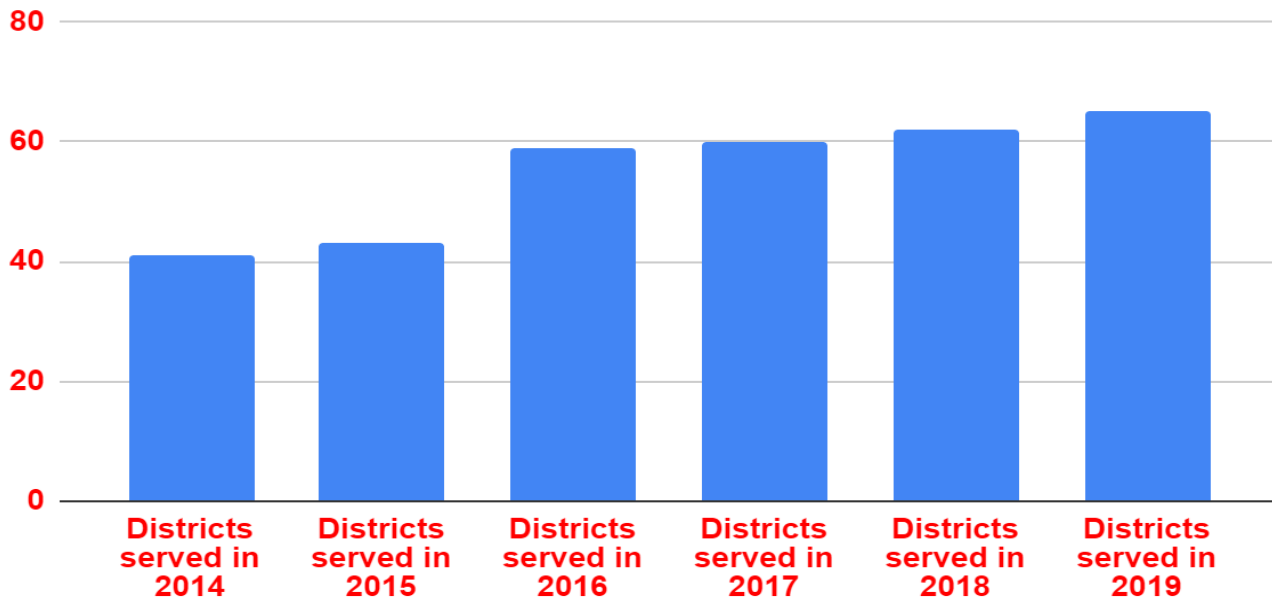


Students with a primary disability of emotional impairment continues to be the largest student population served in Bi-County Collaborative programs.

Students Served by Primary Disability	FY19
Autism	48
Communication	0
Developmental Delay	4
Emotional Impairment	136
Health Impairment	32
Intellectual Impairment	13
Multiple Disabilities	14
Neurological Impairment	25
Specific Learning Disabilities	4
TOTAL STUDENTS SERVED	276

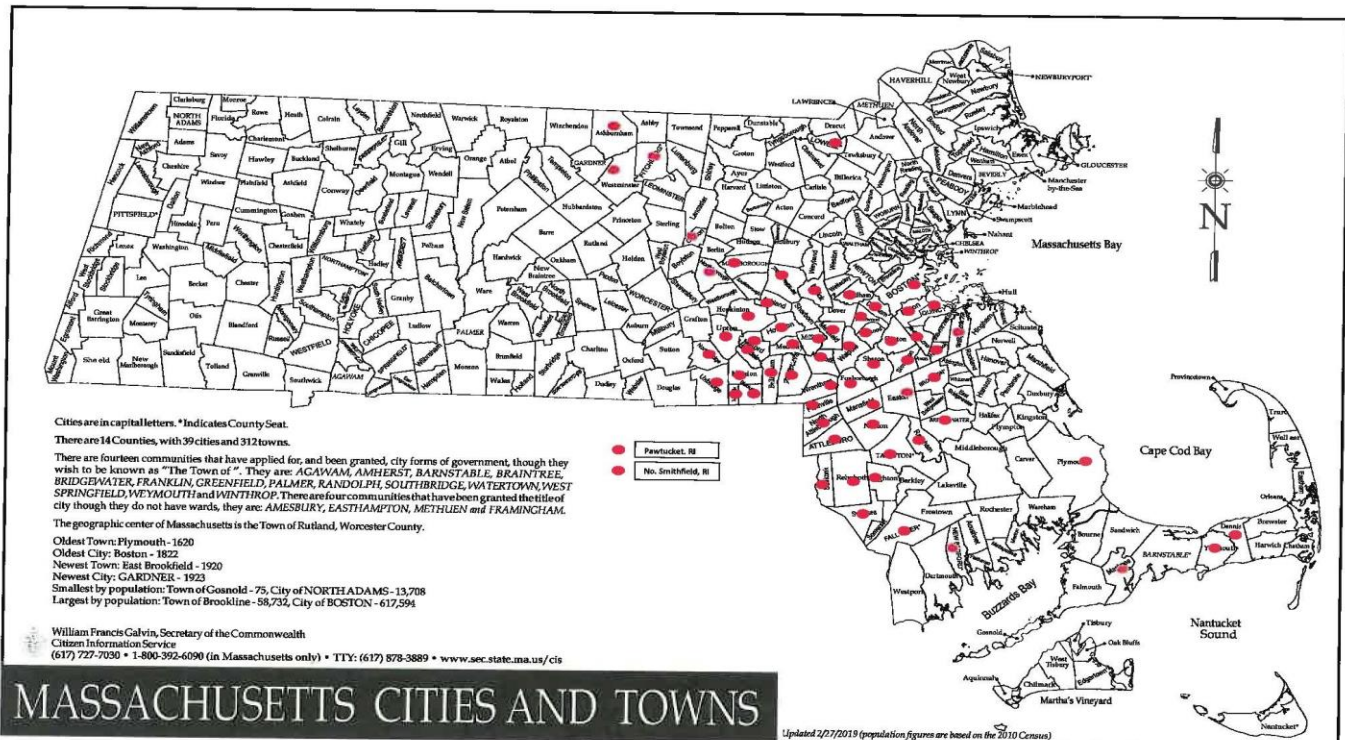


Number of Districts Served



Growth in Districts Served by Year

The number of school districts serviced by the collaborative has grown from 41 districts in 2014 to 65 districts in 2019. This represents a 59% increase in Bi-County's geographical reach.

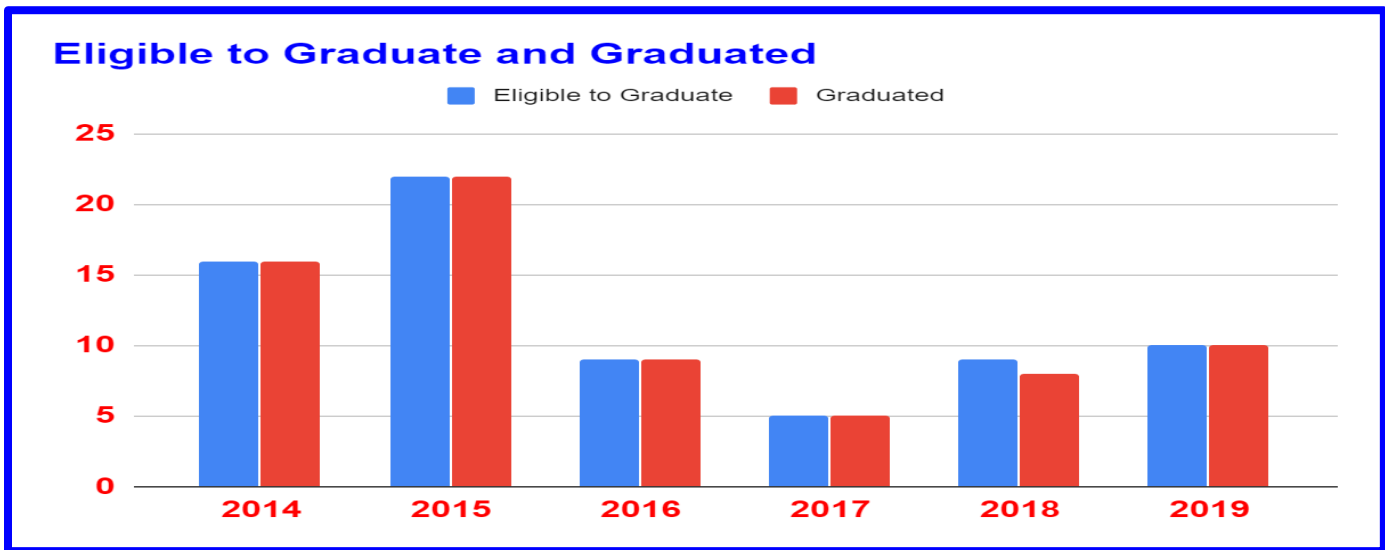


Bi-County Collaborative FY 19 Annual Report

Graduation Rate

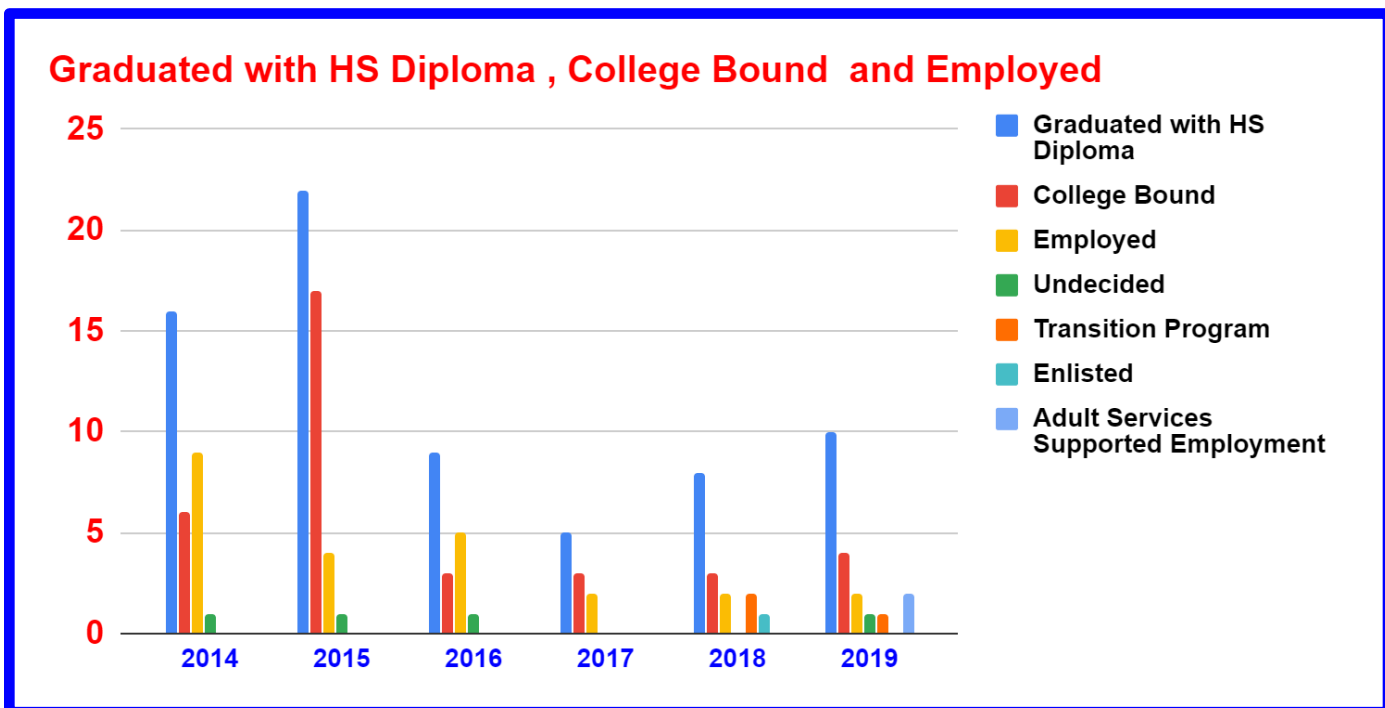


Bi-County Collaborative
Making It Possible



For students who remain enrolled in Bi-County programs during their senior year, the collaborative has a strong graduation rate. This represents a 98% graduation rate since 2014. In addition, Bi-County graduates consistently participate in transition planning which results in outcomes of attending college, having jobs post graduation, entering transition programs, etc.

Graduate Outcomes



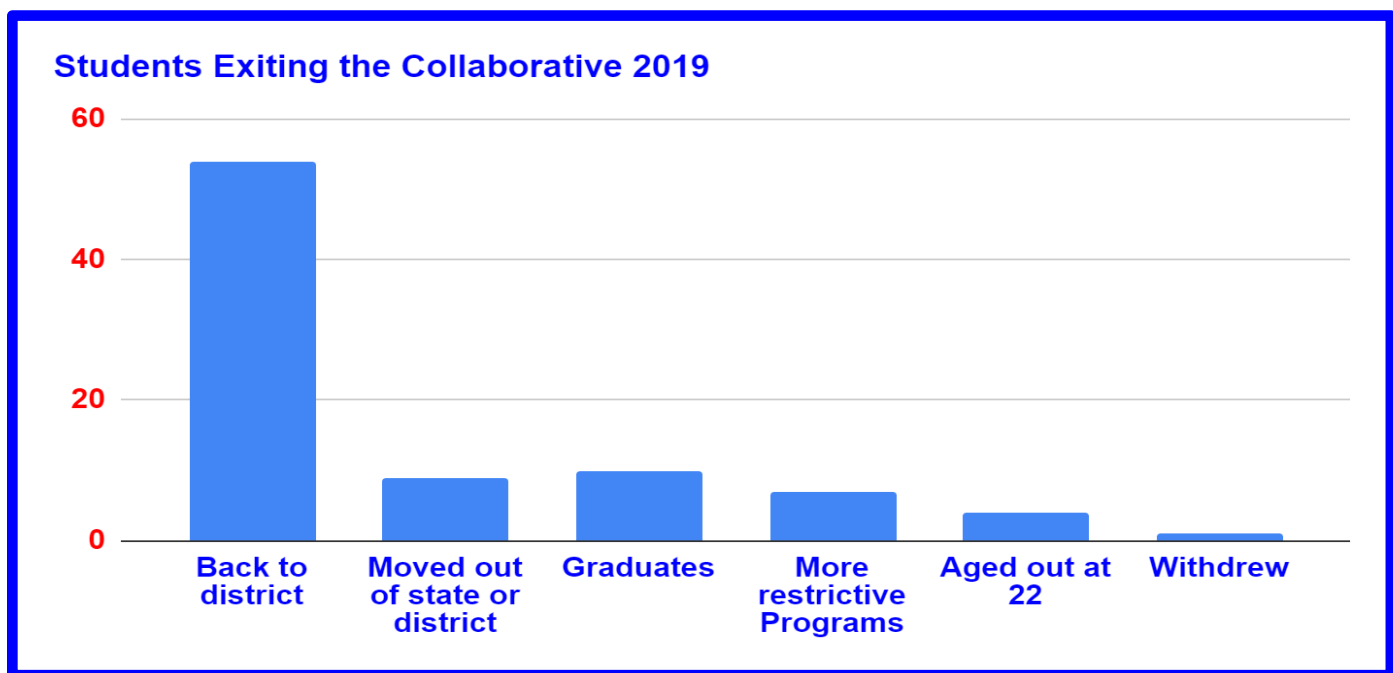
Bi-County Collaborative FY 19 Annual Report



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Graduated with HS Diploma	16	22	9	5	8	10
College Bound	6	17	3	3	3	4
Employed	9	4	5	2	2	2
Undecided	1	1	1	0	0	1
Transition Program					2	1
Enlisted					1	
Adult Services Supported Employment						2

The data above is represented in the chart on p. 27. In FY 19, ten (10) students who remained enrolled in their senior year were eligible to receive High School diplomas. All ten (10) students successfully completed graduation requirements and were awarded diplomas in June 2019. Of the ten (10) graduates, four (4) had plans to enter college at Mass Bay Community College, Curry, Johnson & Wales, and Umass Dartmouth. Two (2) students had full time employment opportunities in place, one (1) moved onto Bi-County's Adult Transition program, and two (2) students were found eligible for Adult Services with supported employment.



In 2019 eighty-five (85) students exited the collaborative. Fifty-four (54) students went back to in district programs. Nine (9) students moved out of state or district. Ten (10) students earned high school diplomas. Seven (7) students required more restrictive programming. Four (4) students aged out at 22yrs. One (1) student withdrew from school.

Cost Effectiveness of Services and Programs



Service	BICO Rate	Private Vendor	Savings
BCBA	\$85 hr.	\$145 hr.	\$60 hr.
Occupational Therapy	\$87.54 hr	\$125 hr	\$37.46
Physical Therapy	\$96.28 hr	\$125 hr	\$28.72
Speech Therapy	\$87.96 hr	\$125 hr	\$37.04
Registered Behavior Technician	\$40.73 hr	\$65 hr	\$24.27

The Bi-County Collaborative provides cost savings to districts for related services in the areas of OT, PT, and home based BCBA/ABA services. Home based services require the skills of a Board Certified Behavior Analyst (BCBA) and Registered Behavior Technicians (RBT). Private vendor rates* were averaged to obtain cost comparisons.

*Private vendors used to compute averages include Applied Behavioral Strategies, Behavioral Consulting Services, Bradley Hospital, Melmark, NECC, Delta T, Sunbelt, Futures, and Easter Seals.

Transportation Network



The Bi-County Collaborative Transportation Network has 14 participating districts. Both member and non-member school districts partner together to negotiate the best pricing possible based on the scope of the contract as a large group of school districts as opposed to each district entering into agreements individually. Transportation routes from surrounding districts also contribute to a cost effective model. In 2016-2017 the Bi-County Transportation Network entered into a three year single vendor model with VanPool to improve the quality and consistency of service as well as achieve competitive pricing for special education transportation routes. In 2019 the Bi-County Collaborative Transportation network negotiated a 2 year extension with Van Pool at a 0% increase for the 2 years through 2021. The primary goal of the Bi-County Transportation Network is providing dependable, efficient and cost effective transportation for special education students.

Bi-County Collaborative FY 19 Annual Report

Cost Effectiveness of Programs



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Cost effectiveness and savings for member and non-member districts are represented in the charts below by comparing the daily rate for 180 and 223 day programs at Bi-County to MA approved private schools according to daily rates for FY 18 set by the MA Operational Services Division. Bi-County Collaborative tuition rates are compared to 2 private school tuitions servicing the same population of students with substantially similar programs.

Bi-County Collaborative 12 month 223 Day Program Comparison

Preschool & Elementary School Programs 223 days

Member/Non-Member	BICO Program	# Of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings	Annual Tuition Savings
Member	Elementary/Preschool Development Learning Program	7.5	\$65,502	Boston College Campus School	\$102,248	\$36,746	\$275,597
Member	Elementary/Preschool Development Learning Program	7.5	\$65,502	Cotting School	\$97,105	\$31,603	\$237,024
Non-Member	Elementary/Preschool Development Learning Program	2	\$75,501	Boston College Campus School	\$102,248	\$26,747	\$53,494
Non-Member	Elementary/Preschool Development Learning Program	2	\$75,501	Cotting School	\$97,105	\$21,604	\$43,208

Age 18 + Programs

Member/Non-Member	BICO Program	# Of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings	Annual Tuition Savings
Member	Life Roles Transition Center Age 18+	6.2	\$65,502	Cotting School	\$97,105	\$31,603	\$195,940
Member	Life Roles Transition Center Age 18+	6.2	\$65,502	League School	\$86,011	\$20,509	\$127,157
Non-Member	Life Roles Transition Center Age 18+	2.4	\$75,501	Cotting School	\$97,105	\$21,604	\$51,849
Non-Member	Life Roles Transition Center Age 18+	2.4	\$75,501	League School	\$86,011	\$10,510	\$25,224

Bi-County Collaborative FY 19 Annual Report



Bi-County Collaborative
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Bi-County Collaborative 10 Month 180 Day Program Comparison

Elementary School Programs

Member/ Non-Member	BICO Program	# Of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings	Annual Tuition Savings
Member	Specialized Elementary Alternative Program	11	\$45,000	Crossroads School for Children	\$85,871	\$40,871	\$449,581
Member	Specialized Elementary Alternative Program	11	\$45,000	NE Center for Children	\$94,755	\$49,755	\$547,305
Non-Member	Specialized Elementary Alternative Program	2	\$55,001	Crossroads School for Children	\$85,871	\$30,870	\$61,740
Non-Member	Specialized Elementary Alternative Program	2	\$55,001	NE Center for Children	\$94,755	\$39,754	\$79,508
Member	Therapeutic Elementary Alternative Program	28.5	\$45,000	Community Therapeutic Day School	\$77,506	\$32,506	\$926,421
Member	Therapeutic Elementary Alternative Program	28.5	\$45,000	Walker School	\$74,436	\$29,436	\$838,926
Non-Member	Therapeutic Elementary Alternative Program	11.5	\$55,001	Community Therapeutic Day School	\$77,506	\$22,505	\$258,810
Non-Member	Therapeutic Elementary Alternative Program	11.5	\$55,001	Walker School	\$74,436	\$19,435	\$223,505

Bi-County Collaborative FY 19 Annual Report



Bi-County Collaborative
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Bi-County Collaborative 10 Month 180 Day Program Comparison

Middle School Programs

Member/Non-Member	BICO Program	# Of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings	Annual Tuition Savings
Member	Alternative Middle School Program	6.7	\$45,000	Judge Baker's Children's Center	\$91,168	\$46,168	\$309,326
Member	Alternative Middle School Program	6.7	\$45,000	Walker School	\$77,436	\$29,436	\$197,221
Non-Member	Alternative Middle School Program	2.3	\$55,001	Judge Baker's Children's Center	\$91,168	\$36,167	\$83,185
Non-Member	Alternative Middle School Program	2.3	\$55,001	Walker School	\$77,436	\$19,435	\$44,701
Member	Life Roles Education Program	11.3	\$45,000	Cotting School	\$78,381	\$33,381	\$377,205
Member	Life Roles Education Program	11.3	\$45,000	League School	\$87,521	\$42,521	\$480,487
Non-Member	Life Roles Education Program	4.4	\$55,001	Cotting School	\$78,381	\$23,380	\$102,873
Non-Member	Life Roles Education Program	4.4	\$55,001	League School	\$87,521	\$32,520	\$143,089
Member	Therapeutic Educational Program	5.5	\$45,000	Judge Baker's Children's Center	\$91,168	\$46,168	\$253,924
Member	Therapeutic Educational Program	5.5	\$45,000	Walker School	\$74,436	\$29,436	\$161,898
Non-Member	Therapeutic Educational Program	4.2	\$55,001	Judge Baker's Children's Center	\$91,168	\$36,167	\$151,902
Non-Member	Therapeutic Educational Program	4.2	\$55,001	Walker School	\$74,436	\$19,435	\$81,628
Member	Therapeutic Middle School Program	18.7	\$45,000	Judge Baker's Children's Center	\$91,168	\$46,168	\$863,342
Member	Therapeutic Middle School Program	18.7	\$45,000	Walker School	\$74,436	\$29,436	\$550,453
Non-Member	Therapeutic Middle School Program	10.4	\$55,001	Judge Baker's Children's Center	\$91,168	\$36,167	\$376,139
Non-Member	Therapeutic Middle School Program	10.4	\$55,001	Walker School	\$74,436	\$19,435	\$202,126

Bi-County Collaborative FY 19 Annual Report



Bi-County Collaborative
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Bi-County Collaborative 10 Month 180 Day Program Comparison

High School Programs

Member/Non-Member	BICO Program	# Of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings	Annual Tuition Savings
Member	Learning Center	8.1	\$45,000	Dearborn Academy	\$71,100	\$26,100	\$211,410
Member	Learning Center	8.1	\$45,000	James Farr Academy	\$78,567	\$33,567	\$271,893
Non-Member	Learning Center	1.6	\$55,001	Dearborn Academy	\$71,100	\$16,099	\$25,759
Non-Member	Learning Center	1.6	\$55,001	James Farr Academy	\$78,567	\$23,566	\$37,706
Member	Life Roles Transition Center Grades 9-12	7.2	\$45,000	Cotting School	\$78,381	\$33,381	\$240,343
Member	Life Roles Transition Center Grades 9-12	7.2	\$45,000	League School	\$69,426	\$24,426	\$175,867
Non-Member	Life Roles Transition Center Grades 9-12	3.2	\$55,001	Cotting School	\$78,381	\$23,380	\$74,817
Non-Member	Life Roles Transition Center Grades 9-12	3.2	\$55,001	League School	\$69,426	\$14,425	\$46,161
Member	Secondary Therapeutic Alternative High School Program	7.2	\$45,000	Dearborn Academy	\$71,100	\$26,100	\$187,920
Member	Secondary Therapeutic Alternative High School Program	7.2	\$45,000	James Farr Academy	\$78,567	\$33,567	\$241,682
Non-Member	Secondary Therapeutic Alternative High School Program	2.7	\$55,001	Dearborn Academy	\$71,100	\$16,099	\$43,468
Non-Member	Secondary Therapeutic Alternative High School Program	2.7	\$55,001	James Farr Academy	\$78,567	\$23,566	\$63,629
Member	Therapeutic High School	20.7	\$45,000	Dearborn Academy	\$71,100	\$26,100	\$540,270
Member	Therapeutic High School	20.7	\$45,000	James Farr Academy	\$78,567	\$33,567	\$694,837
Non-Member	Therapeutic High School	14.7	\$55,001	Dearborn Academy	\$71,100	\$16,099	\$236,658
Non-Member	Therapeutic High School	14.7	\$55,001	James Farr Academy	\$78,567	\$23,566	\$346,423

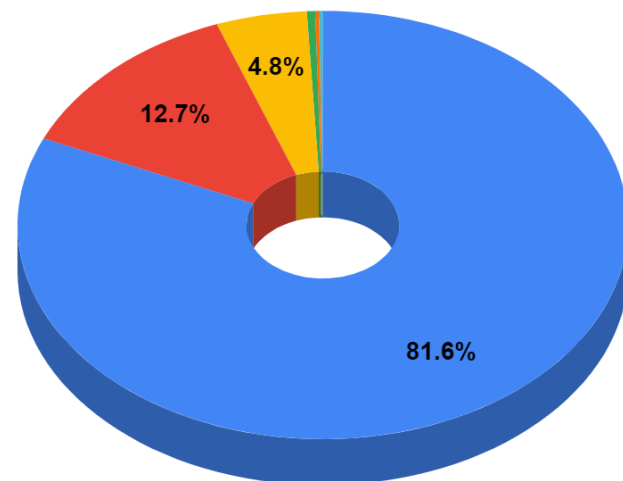


Financial Information

FY 19 Revenue \$16,065,748

FY 19 Revenue

- Special Education Programs
- Intergovernmental Revenue
- Therapy, Behavioral, & Evaluation Services
- Transportation Network
- Interest Income
- Other



Intergovernmental revenue illustrates the dollar amount of the state retirement pensions paid to Bi-County Collaborative retirees by the Commonwealth of Massachusetts.

FY19 Revenue: \$16,065,748

Special Education Programs	\$13,112,345	81.60%
Intergovernmental Revenue	\$2,045,891	12.70%
Therapy, Behavioral, & Evaluation Services	\$772,538	4.80%
Transportation Network	\$71,266	0.40%
Interest Income	\$31,193	0.20%
Other	\$32,515	0.20%



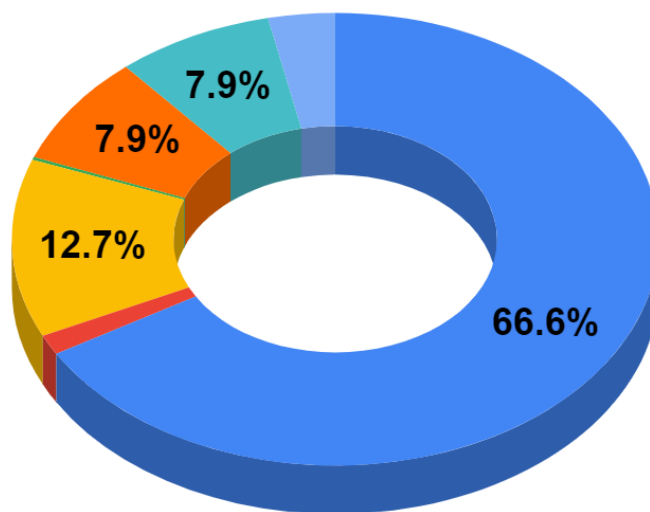
Financial Information



FY 19 Expenses: \$15,871,412

FY 19 Expenses

- Personnel
- Capital
- Intergovernmental Expense
- Operating Program Expense
- Administration
- Facilities
- Direct Program Expenses



Intergovernmental expense illustrates the dollar amount of the state Commonwealth of Massachusetts.

FY 19 Expenses: \$15,871,412

Personnel (Excluding Admin.)	\$10,695,588	66.60%
Capital	\$228,330	1.40%
Intergovernmental Expense	\$2,045,891	12.70%
Operating Program Expense	\$34,065	0.00%
Administration	\$1,065,620	7.90%
Facilities	\$1,264,113	7.90%
Direct Program Expenses	\$537,805	3.50%



FY 19 Independent Financial Audit



The Bi-County Collaborative's Independent Financial Audit Report was conducted by Borgatti Harrison & CO. The Independent Auditor's Report was presented to the Board of Directors at a meeting held on October 17, 2019 by Timothy Harrison. Bi-County Collaborative's FY 19 Audit found Bi-County to have a clean audit and no findings of concern. The Board voted unanimously to accept the FY 19 Independent Audit Report on October 17, 2019.