

Bi-County Collaborative FY 18 Annual Report



Bi-County Collaborative

Making It Possible

You are cordially invited to attend a Ribbon Cutting Ceremony
to celebrate the opening of our new location:

BI-COUNTY COLLABORATIVE
Regional Education Center
SUMMIT
Middle & High School

Tuesday, May 10th, 2018

10:00 AM

2140 Providence Highway

Walpole, MA 02081



Bi-County Collaborative
Making It Possible

Administrative Offices
397 East Central Street
Franklin, MA 02038
508-520-1998
www.bicounty.org

Bi-County Collaborative FY 18 Annual Report

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Letter from the Executive Director



Dear Bi-County Collaborative Community,

The work of the Bi-County Collaborative during the 2017-2018 school year continued in our strong tradition of focusing on progress and improvement to address the needs of students, staff, family and community. We've had a year to be proud of and celebrate with many improvements and activities that have enriched our organization. Included are the opening of a new location for Bi-County's therapeutic middle and high school programs, the forming of a Parent Council, numerous opportunities to engage families and the community in various activities across our many programs and locations, and the addition of two new member districts.

BICO's middle and high school programs formerly located in Attleboro at the Finberg School relocated to 2140 Providence Highway in Walpole. The new Bi-County Collaborative Regional Education Center opened for students and staff on January 16, 2018. The opening of this new facility with 21st century technology, additional classroom space, music, art, and fitness rooms has been a work in progress for nearly three years. With the support of Bi-County's Board of Directors we reached this goal to provide a beautiful new learning environment for many BICO students. A ribbon cutting ceremony held on May 10, 2018 included students, staff, parents, Board members, community members as well as representatives from state and local authorities to mark the celebration of Bi-County's Summit Middle and High School programs.

This past school year also brought us the development of a Parent Council. This group is now established and is supporting staff, students and parents. One goal of the council is to bring BICO families together through opportunities to network at planned social events for parents and students. In addition, for the first time ever, staff at Bi-County enjoyed treats delivered by parents during Teacher Appreciation Week. This kind gesture was met with surprise from BICO staff and much appreciation. Parents are getting involved in collaborative activities and supporting several initiatives through fundraising efforts to further enrich BICO programs. We are extremely lucky and grateful to have parents embrace our community and look forward to accomplishing great things together.

BICO was honored this past year to have a senior from Easton High School conduct a senior project in our Preschool and Elementary Developmental Learning Program. As a result of this student's involvement and subsequent outreach to the community, funds were raised and donated to purchase eye gaze technology to enrich student communication and experiences in these classrooms.

Over the course of the year BICO completed the process of amending its' Collaborative Agreement to admit two new member districts. Hopedale and Uxbridge sought to become members of BICO over a year ago. We are excited to welcome both districts as members beginning July 1, 2018.

The commitment of Bi-County's Board of Directors, staff, parents, and the community all contribute to our growth, excellence, and capacity to provide quality programming for students. Thank you for another outstanding year!

Sincerely,

Bi-County Collaborative FY 18 Annual Report

Board of Directors



- Mr. David Sawyer, Attleboro
- Mr. Peter Marano, Bellingham
- Dr. Allen Himmelberger, Blackstone-Millville
- Dr. Lisha Cabral, Easton
- Mrs. Debra Spinelli, Foxboro
- Dr. Amy Berdos, Foxboro
- Dr. Sara Ahern, Franklin
- Dr. Elizabeth Zielinski, 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. Lincoln Lynch, Walpole
- Dr. Allan Cameron, Wrentham, Vice Chair

Operating Committee



- Ms. Ivonne Medeiros, Attleboro
- Ms. Rachel Lawrence, Bellingham
- Ms. Loretta Braverman, Blackstone-Millville
- Ms. Teresa Skinner, Easton
- Dr. Sandra Einsel, Foxboro
- Ms. Deborah Dixon, Franklin
- Ms. Audrey Lacher, King Philip
- Ms. Bernadette Conroy, 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
- Ms. Adele Sands, Tri-County
- Mr. John Martin, Tri-County
- Dr. John Queally, Walpole
- Ms. Karen McNamara, Wrentham

Leadership Team



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

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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.**

Bi-County Collaborative FY 18 Annual Report

General Information



Years in Service	43		
Member Districts	17	62 School Districts Served in 2018	
Employees	161.5		
Programs	20	Students Served - 276	
Bi-County Program/Service Locations	Attleboro, Blackstone Millville, Foxboro, Franklin, King Philip Regional , Mansfield, North Attleboro, Norfolk, Norton, Plainville, Walpole, Wrentham		

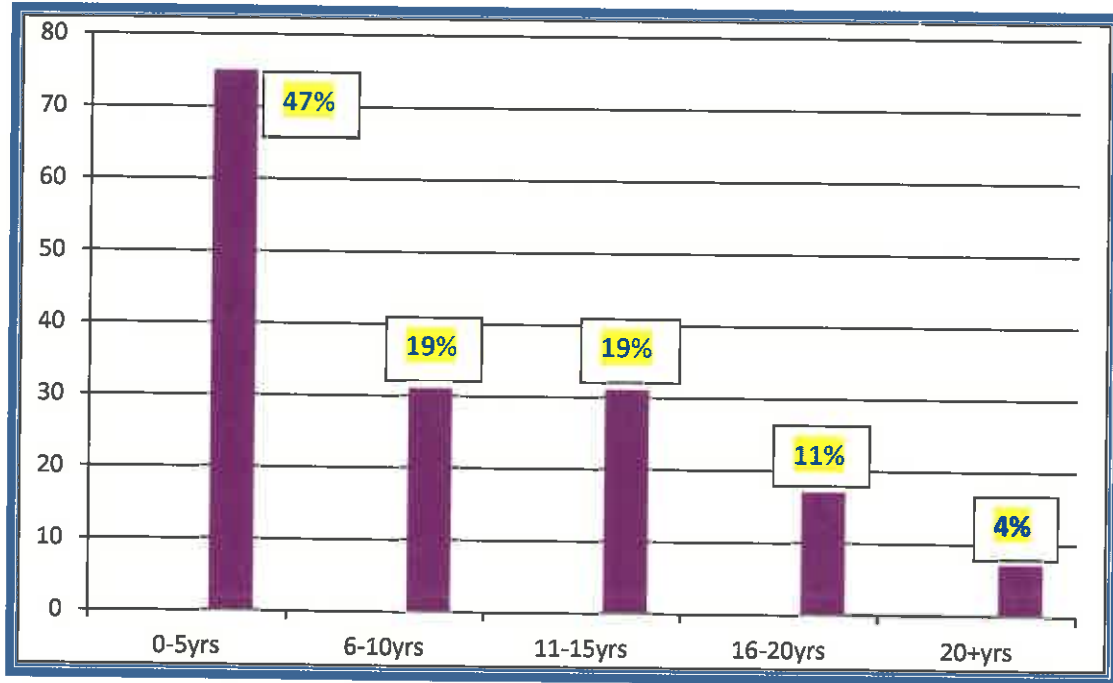
Staff Demographics (June 30, 2018)



Accounting & Payroll Coordinator	1
Adjustment Counselors	7
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
Occupational Therapists	3
Paraprofessionals	78
Physical Therapy Assistant	.5
Physical Therapists	2
Professional Development & Curriculum Coordinator	1
Program Directors/Coordinators	5
Program Director for Clinical Services	1
Purchasing & Transportation Associate	1
School Nurse Manager/Leader	1
Speech & Language Assistant	1
Speech & Language Therapists	3
Student Records & Human Resource Coordinator	1
Teachers	34
Transition Coordinator	1
Total	161.5

Bi-County Collaborative FY 18 Annual Report

Staff Years of Service 2018



Staff Years of Service 2018

Range of Years	Staff
0-5	75.5
6-10	31
11-15	31
16-20	17
20+	7
Total	161.5



Bi-County Collaborative Educational Programs and Services

The Bi-County Collaborative is dedicated to providing high quality educational programming making it possible for all students to become responsible and contributing members of society. Bi-County has provided specialized educational programs to students ages 3-22 for 43 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; certification programming for Registered Behavior Technicians; seminars and workshops on MA school law; writing IEPs and providing accommodations and modifications; inclusive education; social-emotional learning; meeting the needs of students with behavioral health challenges; and Non-Violent Crisis Intervention and Prevention training. During this past year, Bi-County established a Member District Professional Development Committee to focus on networking and collaboration on 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
Martin School, North Attleboro, 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.





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 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 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). Selected students may participate in an off-site career vocational training program at the Motoring Technical Training Institute.

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, improved use of coping skills, self-confidence, participation in community based activities, diploma or Certificate of Attendance.



SECONDARY THERAPEUTIC ALTERNATIVE HIGH SCHOOL (STAP)

Bi-County Collaborative Campus 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 43 years. Bi-County served a total of 276 students during the 2017-2018 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 18 Bi-County Collaborative programs provided services for students with disabilities from 62 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 27-30 of this report.

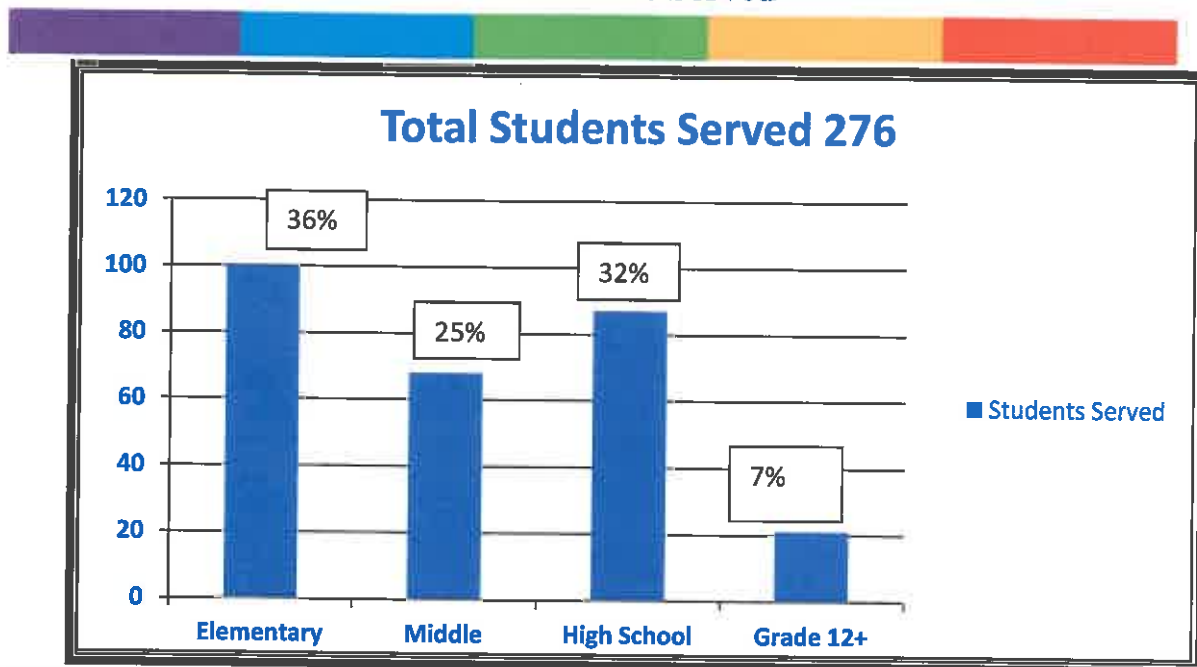
Bi-County programs provide related services to students who attend collaborative programs. These services include: Applied Behavioral Analysis (ABA), Adaptive Physical Education, ABA Home Based Services, Assessment & Evaluation Services, BCBA Consultation Services, Clinical Consultation, Counseling,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

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 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.

Ongoing learning and professional development are an integral part of the work at the Bi-County Collaborative. Educators from across the state come to Bi-County for high quality PD including courses for the SEI Endorsement, Non Violent Crisis Prevention Intervention, Legal Workshops, Behavioral Health Workshops, Registered Behavior Technician training, etc.

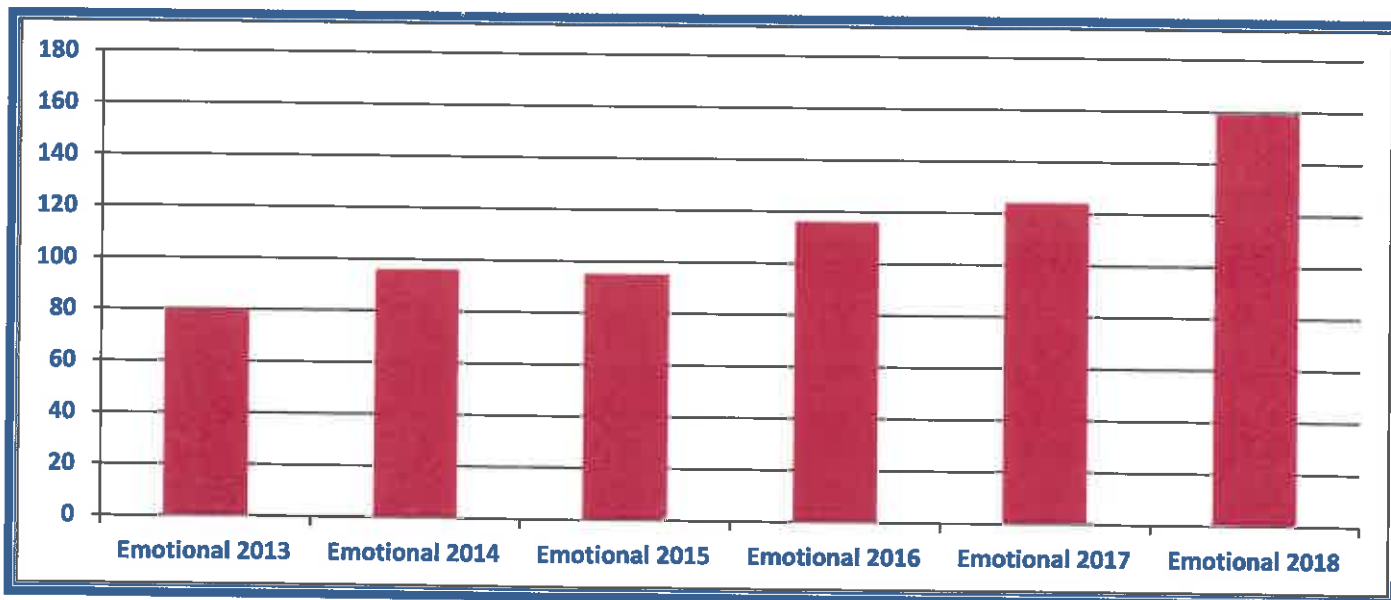


FY 18 Students Served



Programs Serving:		FY18
Elementary School		100
Middle School		68
High School		87
Grade 12+		21
Total Students Served		276

Student enrollment at the elementary level has grown significantly over the past six (6) years. In 2013 Bi-County had 37 students at the elementary level as compared to 2018 with a total elementary enrollment of 100 students. In the area of students served with an emotional impairment enrollment has grown significantly from 80 students in 2013 to 159 students in 2018.



Bi-County Collaborative FY 18 Annual Report

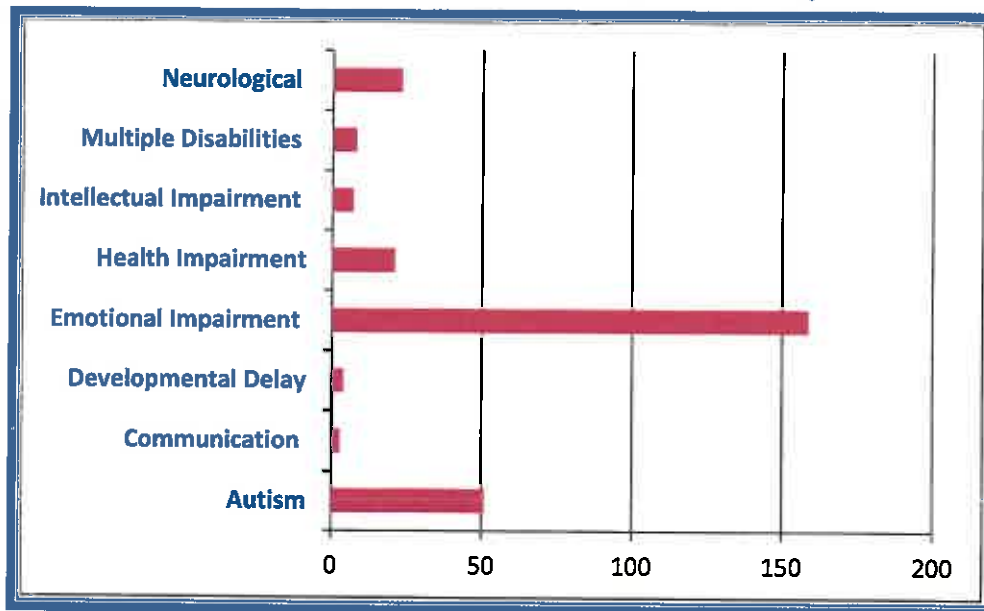
Students Served



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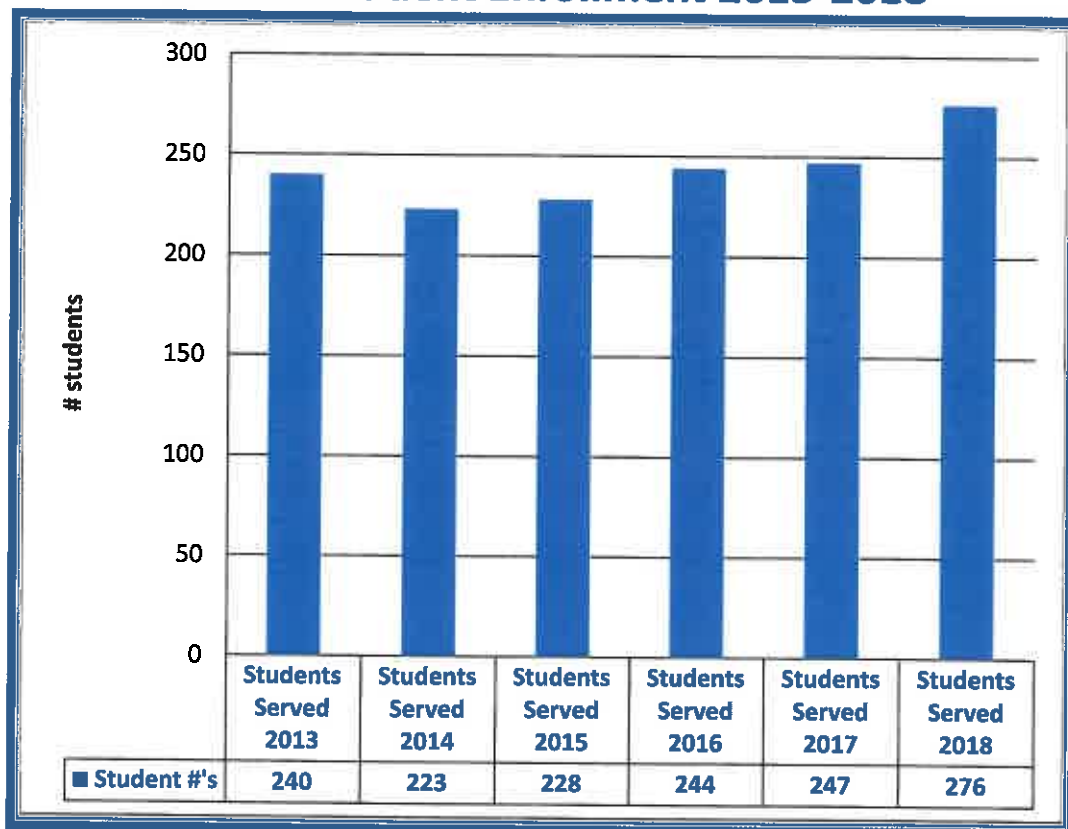
FY 18 Students by Primary Disability



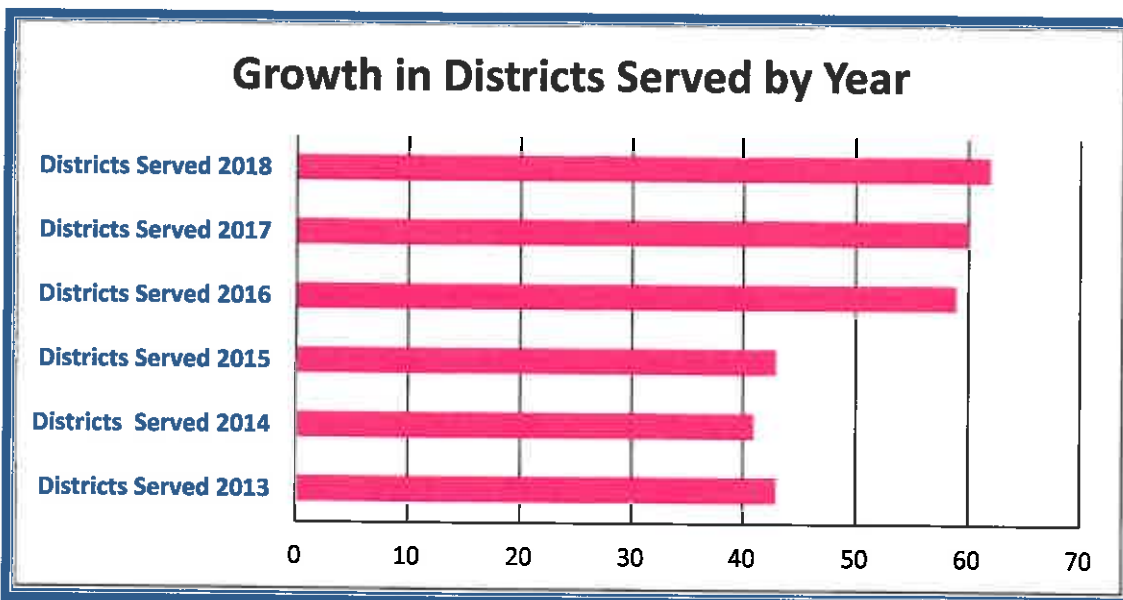
Students Served by Primary Disability		FY18
Autism		51
Communication		3
Developmental Delay		4
Emotional Impairment		159
Health Impairment		21
Intellectual Impairment		7
Multiple Disabilities		8
Neurological Impairment		23
Specific Learning Disabilities		0
TOTAL STUDENTS SERVED		276

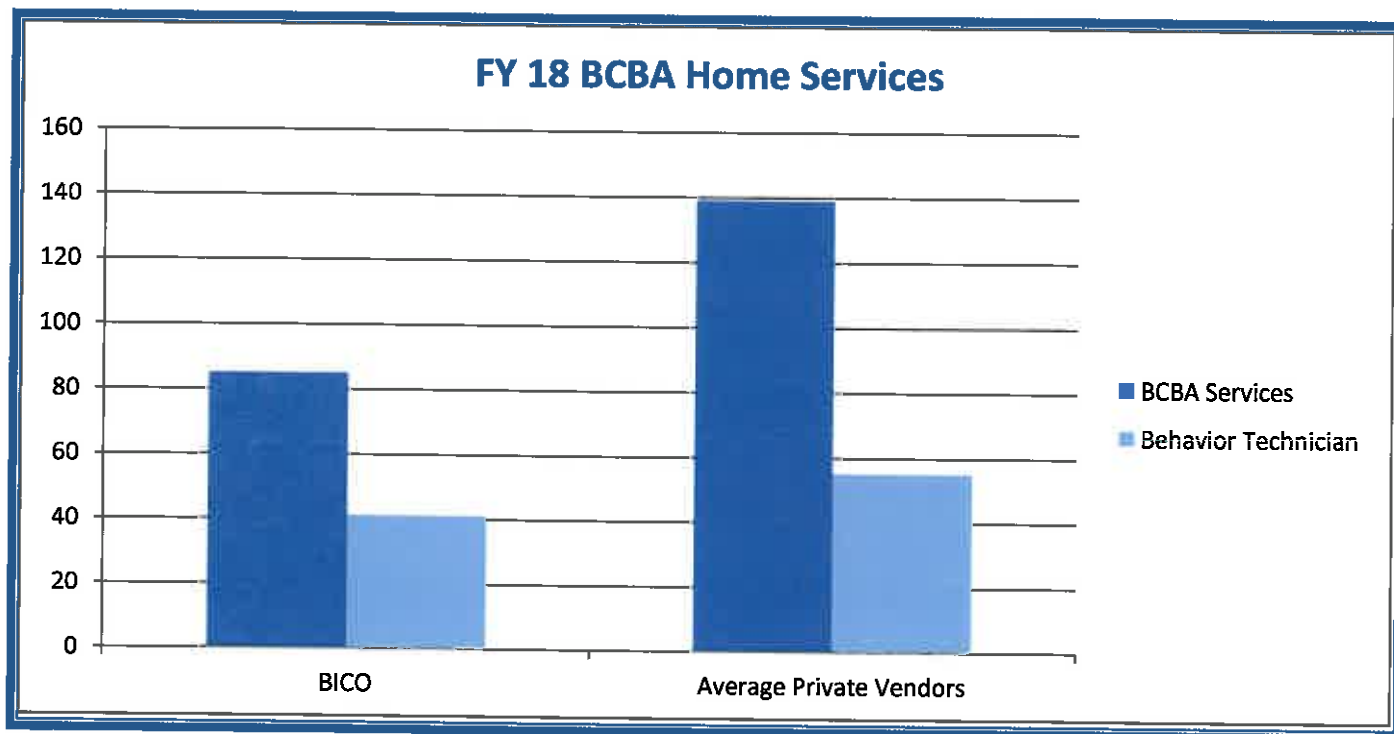


Overall Student Enrollment 2013-2018



Growth in Districts Served by Year





The average cost for Home Services programming from a private agency consisting of BCBA consultation and direct service by a trained behavior technician is \$139hr. for a BCBA and \$55hr. for behavior technician. The average cost was calculated using 6 private agencies: Applied Behavioral Strategies, Behavioral Consulting Services, Behavioral Concepts, Bradley Hospital, Melmark, and NECC, with rates ranging from \$175hr. to \$ 115hr. for BCBA consultation and \$55hr for a behavior technician.

The cost for BCBA Consultation from Bi-County Collaborative is \$85hr. The cost for a behavior technician providing direct service in the home from Bi-County is \$41hr.



Cost Effectiveness of Programs & Services

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/Pre-School Development Learning Program	9.1	\$64,670	Boston College Campus School	\$99,920	\$35,250	\$320,775
Member	Elementary/Pre-School Development Learning Program	9.1	\$64,670	Cotting School	\$94,895	\$30,225	\$275,048
Non-Member	Elementary/Pre-School Development Learning Program	1.3	\$73,670	Boston College Campus School	\$99,920	\$26,250	\$34,125
Non-Member	Elementary/Pre-School Development Learning Program	1.3	\$73,670	Cotting School	\$94,895	\$21,225	\$27,593

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+	3.7	\$64,670	Cotting School	\$94,895	\$30,225	\$111,833
Member	Life Roles Transition Center Age 18+	3.7	\$64,670	League School	\$84,053	\$19,383	\$71,717
Non-Member	Life Roles Transition Center Age 18+	3.3	\$73,670	Cotting School	\$94,895	\$21,225	\$70,043
Non-Member	Life Roles Transition Center Age 18+	3.3	\$73,670	League School	\$84,053	\$10,383	\$34,264



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	12.4	\$45,000	Crossroads School for Children	\$83,916	\$38,916	\$482,558
Member	Specialized Elementary Alternative Program	12.4	\$45,000	NE Center for Children	\$92,597	\$47,597	\$590,203
Non- Member	Specialized Elementary Alternative Program	4	\$54,000	Crossroads School for Children	\$83,916	\$29,916	\$119,664
Non- Member	Specialized Elementary Alternative Program	4	\$54,000	NE Center for Children	\$92,597	\$38,597	\$154,388
Member	Therapeutic Elementary Alternative Program	31.9	\$45,000	Community Therapeutic Day School	\$75,741	\$30,741	\$980,638
Member	Therapeutic Elementary Alternative Program	31.9	\$45,000	Walker School	\$72,742	\$27,742	\$884,970
Non- Member	Therapeutic Elementary Alternative Program	18.1	\$54,000	Community Therapeutic Day School	\$75,741	\$21,741	\$393,512
Non- Member	Therapeutic Elementary Alternative Program	18.1	\$54,000	Walker School	\$72,742	\$18,742	\$339,230

Bi-County Collaborative FY 18 Annual Report



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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	5.5	\$45,000	Judge Baker's Children's Center	\$89,777	\$44,777	\$246,274
Member	Alternative Middle School Program	5.5	\$45,000	Walker School	\$72,742	\$27,742	\$152,581
Non-Member	Alternative Middle School Program	3.1	\$54,000	Judge Baker's Children's Center	\$89,777	\$35,777	\$110,909
Non-Member	Alternative Middle School Program	3.1	\$54,000	Walker School	\$72,742	\$18,742	\$58,100
Member	Life Roles Education Program	13.5	\$43,560	Cotting School	\$76,596	\$33,036	\$445,986
Member	Life Roles Education Program	13.5	\$43,560	League School	\$85,529	\$41,969	\$566,582
Non-Member	Life Roles Education Program	1.9	\$52,560	Cotting School	\$76,596	\$24,036	\$45,668
Non-Member	Life Roles Education Program	1.9	\$52,560	League School	\$85,529	\$32,969	\$62,641
Member	Therapeutic Educational Program	6.3	\$45,000	Judge Baker's Children's Center	\$89,777	\$44,777	\$282,095
Member	Therapeutic Educational Program	6.3	\$45,000	Walker School	\$72,742	\$27,742	\$174,775
Non-Member	Therapeutic Educational Program	3.1	\$54,000	Judge Baker's Children's Center	\$89,777	\$35,777	\$110,909
Non-Member	Therapeutic Educational Program	3.1	\$54,000	Walker School	\$72,742	\$18,742	\$58,100
Member	Therapeutic Middle School Program	15.2	\$45,000	Judge Baker's Children's Center	\$89,777	\$44,777	\$680,610
Member	Therapeutic Middle School Program	15.2	\$45,000	Walker School	\$72,742	\$27,742	\$421,678
Non-Member	Therapeutic Middle School Program	9.8	\$54,000	Judge Baker's Children's Center	\$89,777	\$35,777	\$350,615
Non-Member	Therapeutic Middle School Program	9.8	\$54,000	Walker School	\$72,742	\$18,742	\$183,672

Bi-County Collaborative FY 18 Annual Report



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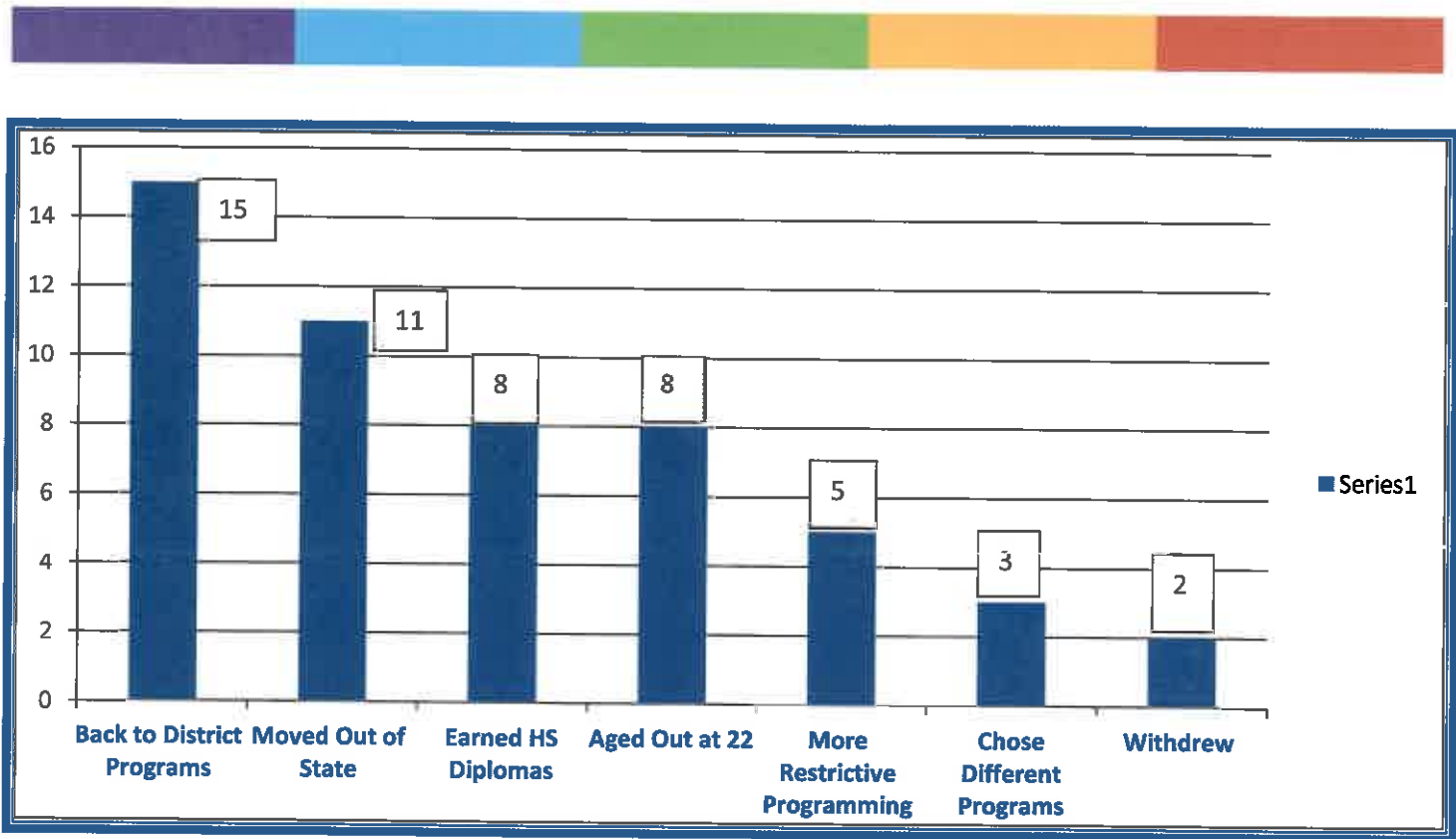
Bi-County Collaborative 10 Month 180 Day Program Comparison

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	10.3	\$43,560	Dearborn Academy	\$69,481	\$25,921	\$266,986
Member	Learning Center	10.3	\$43,560	James Farr Academy	\$76,778	\$33,218	\$342,145
Non-Member	Learning Center	0	\$52,560	Dearborn Academy	\$69,481	\$16,921	
Non-Member	Learning Center	0	\$52,560	James Farr Academy	\$76,778	\$24,218	
Member	Life Roles Transition Center Grades 9-12	7.2	\$43,560	Cotting School	\$76,596	\$33,036	\$237,859
Member	Life Roles Transition Center Grades 9-12	7.2	\$43,560	League School	\$67,846	\$24,286	\$174,859
Non-Member	Life Roles Transition Center Grades 9-12	4.3	\$52,560	Cotting School	\$76,596	\$24,036	\$103,355
Non-Member	Life Roles Transition Center Grades 9-12	4.3	\$52,560	League School	\$67,846	\$15,286	\$65,730
Member	Secondary Therapeutic Alternative High School Program	5.1	\$43,560	Dearborn Academy	\$69,481	\$25,921	\$132,197
Member	Secondary Therapeutic Alternative High School Program	5.1	\$43,560	James Farr Academy	\$76,778	\$33,218	\$169,412
Non-Member	Secondary Therapeutic Alternative High School Program	8.1	\$52,560	Dearborn Academy	\$69,481	\$16,921	\$137,060
Non-Member	Secondary Therapeutic Alternative High School Program	8.1	\$52,560	James Farr Academy	\$76,778	\$24,218	\$196,166
Member	Therapeutic High School	19.6	\$43,560	Dearborn Academy	\$69,481	\$25,921	\$508,052
Member	Therapeutic High School	19.6	\$43,560	James Farr Academy	\$76,778	\$33,218	\$651,073
Non-Member	Therapeutic High School	9.8	\$52,560	Dearborn Academy	\$69,481	\$16,921	\$165,826
Non-Member	Therapeutic High School	9.8	\$52,560	James Farr Academy	\$76,778	\$24,218	\$237,336



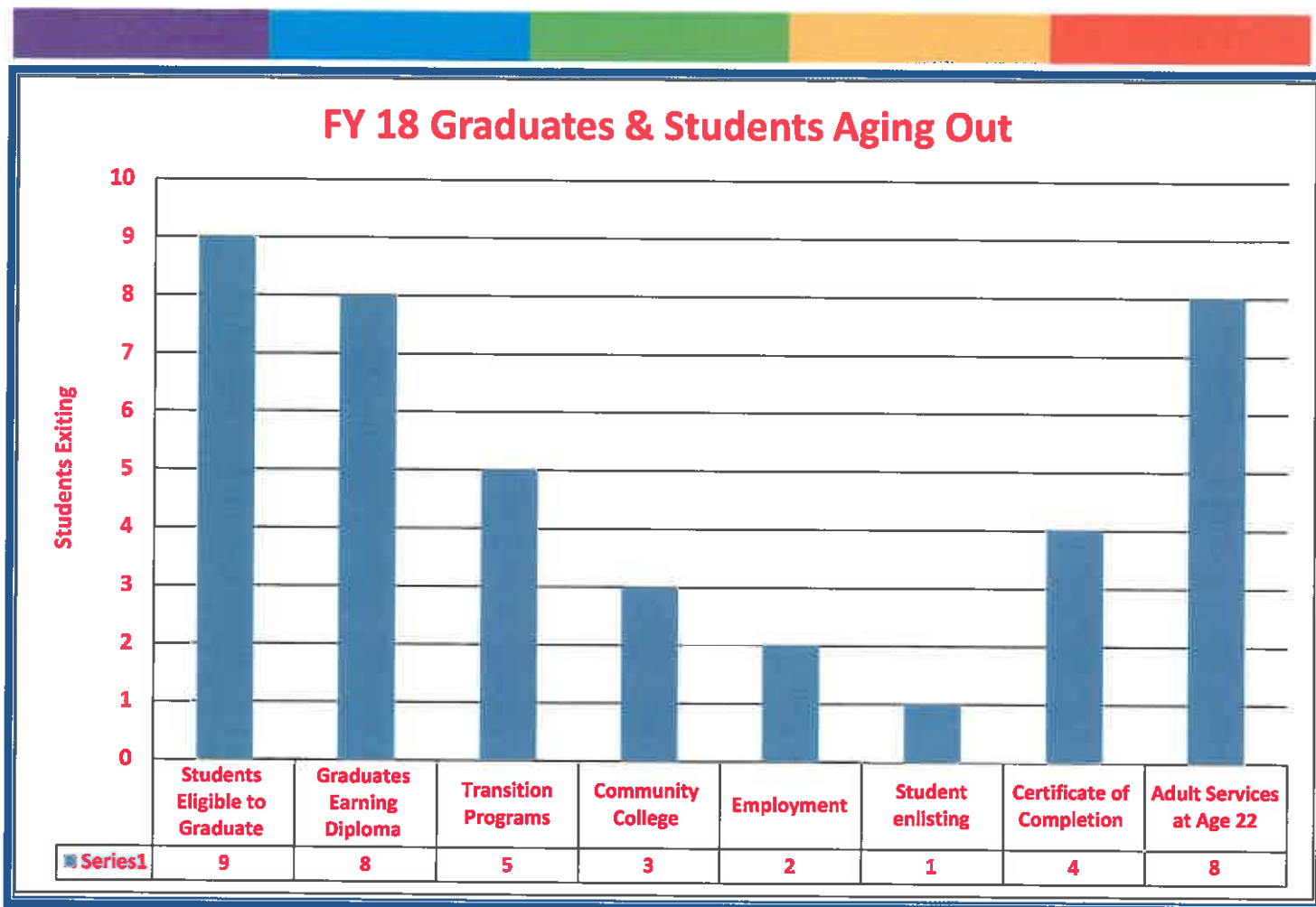
2018 Students Exiting the Collaborative



In 2018 fifty-two (52) students exited the collaborative. Fifteen (15) students went back to district programs. Eleven (11) students moved out of state. Eight (8) students earned high school diplomas. Eight (8) students aged out at 22yrs. Five (5) students required more restrictive programming. Three (3) students chose different programs and two (2) students withdrew from school.



2018 Graduates & Students Age 22



In FY 18, nine (9) students who remained enrolled through the end of their senior year were eligible to receive High School diplomas. Eight (8) students successfully completed graduation requirements and were awarded diplomas in June 2018. One (1) student continued in Bi-County's Transition program to work towards completing requirements for a HS diploma in the coming year. In addition, four (4) students earned Certificates of Completion.

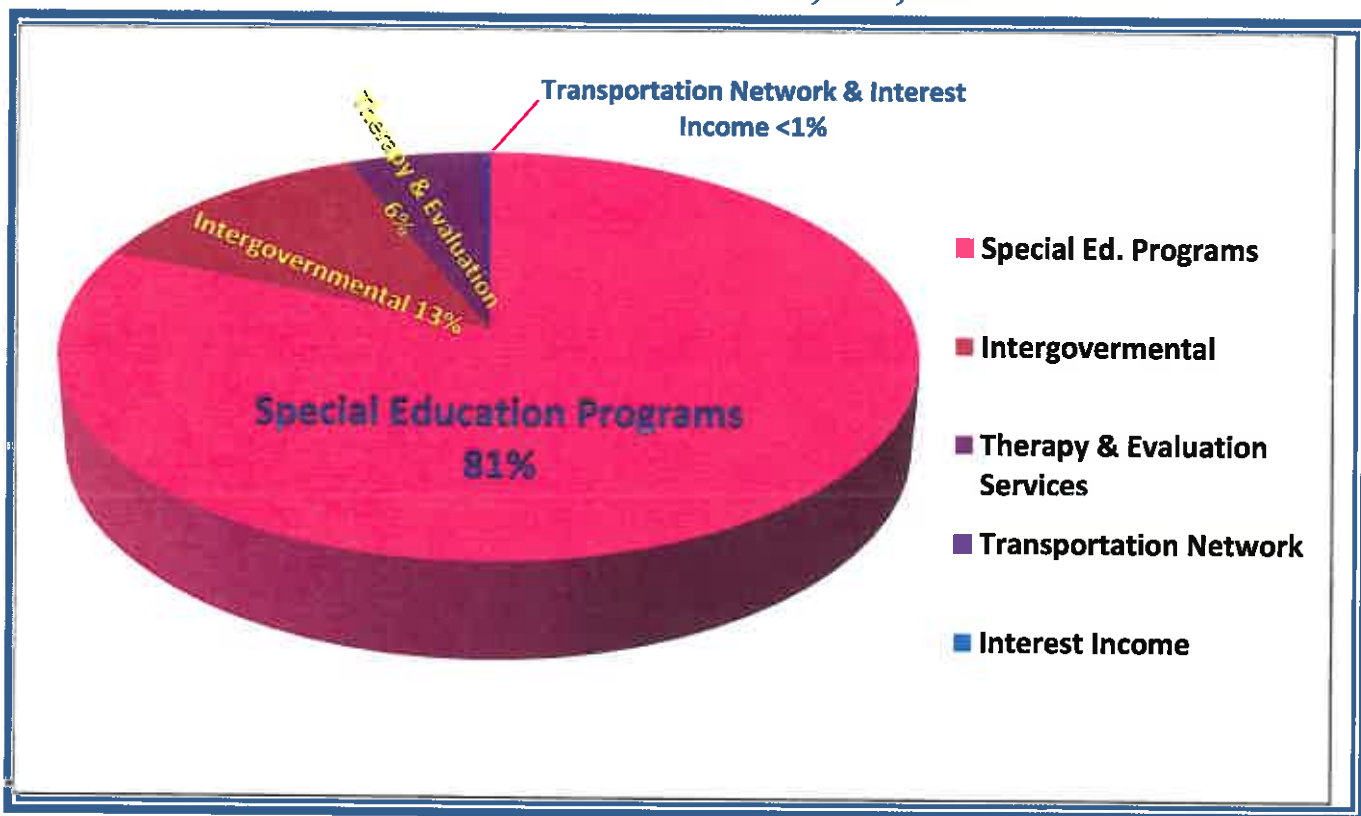
Of this group six (6) students moved onto post high school transition programs, three (3) students planned on furthering their education at Community Colleges, two (2) students had jobs following graduation, one (1) student had plans to enlist in the Army, and four (4) students earned high school certificates of completion.

In addition, eight (8) students turned 22 and aged out of Bi-County's Life Roles Transition Center Program. All eight (8) students were found eligible and are receiving Adult services.



Financial Information

FY 18 Revenue \$15,038,663



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

FY18 Revenue: \$15,038,663

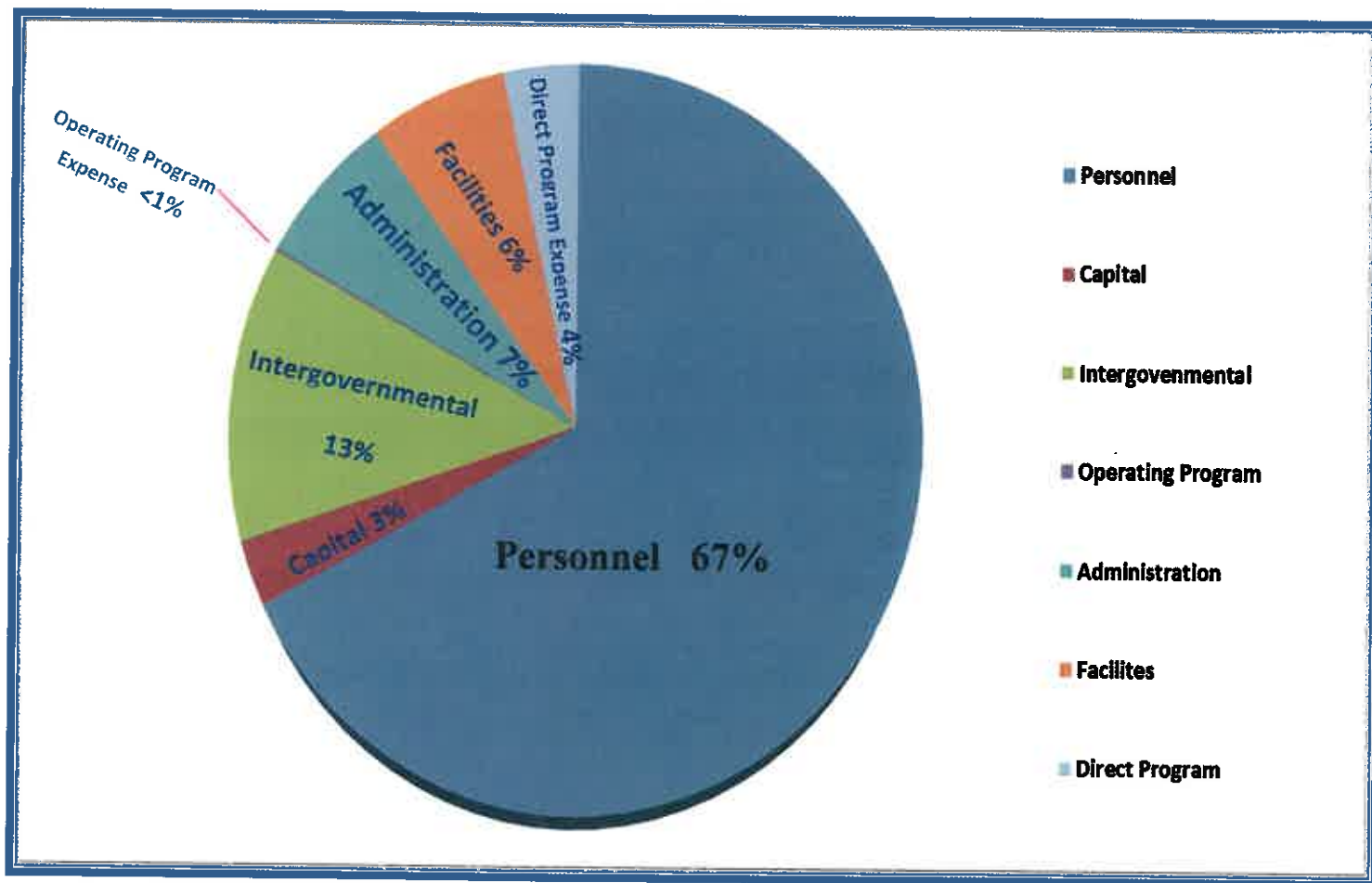
Special Education Programs	\$12,220,355	81%
Intergovernmental Revenue	\$ 1,898,039	13%
Therapy, Behavioral, & Evaluation Services	\$ 830,812	6%
Transportation Network	\$ \$75,059	0%
Interest Income	\$ 14,398	0%



Financial Information



FY 18 Expenses: \$14,828,913



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

Personnel (Excluding Admin.)	\$9,955,825	67%
Capital	\$ 420,336	3%
Intergovernmental Expense	\$1,898,039	13%
Operating Program Expense	\$ 26,222	0%
Administration	\$1,008,210	7%
Facilities	\$ 976,162	6%
Direct Program Expenses	\$ 544,119	4%

FY 18 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 11, 2018 by Timothy Harrison. Bi-County Collaborative's FY 18 Audit found Bi-County to have a clean audit and no findings of concern. The Board voted unanimously to accept the FY 18 Independent Audit Report on October 11, 2018.