



Bi-County Collaborative
Making It Possible



Bi-County Collaborative
Making It Possible

Bi-County Collaborative FY 20 Annual Report

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Executive Director

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Dear Bi-County Collaborative Community,

I am honored to be the new Executive Director of Bi-County Collaborative. Prior to coming to BICO I served as the Director of Pupil Personnel Services for a Member District. In that role I was able to witness the excellent work that BICO does with students and families. I have seen first-hand that BICO provides top notch supports, services and environments that students need and thrive in when they are struggling in the public school system.

The FY 20 school year was not like anyone would have predicted. It began as a typical year and ended during a pandemic. On March 13, 2020 Bi-County Collaborative began the transition to remote learning. During this time technology and individual student materials were delivered to families by staff, staff began the process of setting up schedules and providing services through the use of Google Classroom, Google Meets and Zoom. In addition to providing direct services through remote learning our staff worked closely with families to maintain connections, troubleshoot and support families through a very difficult time.

Enrollment for the 2019-2020 school year began at 208 students and closed the year at 264 students. There was a slight increase in referrals over the 2018-2019 school year. Despite the COVID-19 school closures and shift to remote learning several referrals remained active resulting in the placement of 3 students for the beginning of the 2020-2021 school year.

The Collaborative underwent a Coordinated Program Review completed by the Department of Elementary and Secondary Education in March, 2019. This review examined the Collaborative's practices and procedures related to multiple criteria in the areas of Special Education, Civil Rights and Approved Public Day Standards. The final report from this review was received in June, 2019. In the report all areas of Special Education were considered Implemented. In the area of Civil Rights and Approved Public Day Standards, there were some criteria that were Partially Implemented. These areas were addressed through a Corrective Action Plan which was completed and all items resolved by December, 2019.

Throughout the 2019 school year, teachers across the Collaborative under the direction of the Curriculum Development Committee and Melani Galante, Coordinator of Curriculum and Professional Development, piloted several Science Curricula. The Committee, with feedback from teachers, selected Elevate Science (K-8) by Savvas (Pearson), and Miller & Levine Biology by Savvas (Pearson). The new materials were purchased during the summer of 2020 and distributed to classrooms for the start of the 2020-2021 school year.

The Collaborative continues to focus on the Strategic Plan goal to enhance and expand Professional Development that anticipates and targets the needs of all BICO district faculties and staff members. The Member District Professional Development Committee partnered with BICO to provide a joint Professional Development Day on March 3, 2020. Programs offered included: Developing Effective Programming for Students with Emotional Disabilities in Public School Settings sponsored by Bellingham; Caring for Medically Fragile Students in the Classroom, The Role for the Paraprofessional in Special Education, Behavior Intervention Strategies and Supports, and Cortical Vision Impairment sponsored by BICO; Self Care Workshop sponsored by Milford; Collaboratively Navigating Challenges in English Learner

Education sponsored by Franklin; and Creating Customized Google Form to Efficiently Collect and Manage Student Data sponsored by Wrentham. The day was attended by 44 representatives from our member districts. In addition to collaborating on the March 3 PD Day, the Collaborative continued to offer SEI Teacher and Administrator Endorsement Courses, Registered Behavior Technician Certification, the Lesley Institute for Trauma Sensitivity, a Masters Cohort in Special Education with Bay Path University, and Special Education and Legal Workshops for our district community.

Thank you to Dr. Arlene Grubert, Retired Executive Director, for her hard work and dedication toward making BICO a Collaborative that continues to offer high quality programs for students with disabilities. Thank you also to BICO's Board of Directors, Leadership Team and dedicated staff for their flexibility in continuing to support our students and families during this unprecedented time.

Sincerely,

Jeanne M. Sullivan, M. Ed.

Executive Director



Board of Directors



- Mr. David Sawyer, Attleboro
- Mr. Peter Marano, Bellingham
- Dr. Jason DeFalco, Blackstone-Millville
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- Dr. Amy Berdos, Foxboro
- Dr. Sara Ahern, Franklin
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- Dr. Kevin McIntyre, Milford
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- Mr. Scott Holcomb, North Attleboro
- Dr. Joseph Baeta, Norton
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- Mr. John Robidoux, Swansea
- Mr. Stephan Dockray, Tri-County
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- Dr. Bridgette Gough, Walpole
- Dr. Allan Cameron, Wrentham – Vice Chair

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- Ms. Jill Pilla-Gallerini, Blackstone-Millville
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- 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 Garrell, Swansea
- Mr. John Martin, Tri-County
- Ms. Margo Austein, Uxbridge
- Dr. John Queally, Walpole
- Ms. Karen McNamara, Wrentham

Leadership Team



- Dr. Arlene Grubert, Executive Director
- Ms. Debra Ciccone, Director of Finance & Operations
- Ms. Dianne Croteau, School Nurse Manager
- Ms. Laurie Cunningham, Program Director for Clinical Services
- Mr. Thomas Drake, Coordinator of Technology Integration & Planning
- Ms. Melani Galante, Program Coordinator & Coordinator of Curriculum & Professional Development
- Mr. Benjamin Giuffrida, Program Director
- Ms. Pamela Ludwig, Program Director
- Ms. Julie O'Connor, Director of Student Services
- Mr. Jacob Richardson, Program Coordinator

Mission



BICO provides and coordinated 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.

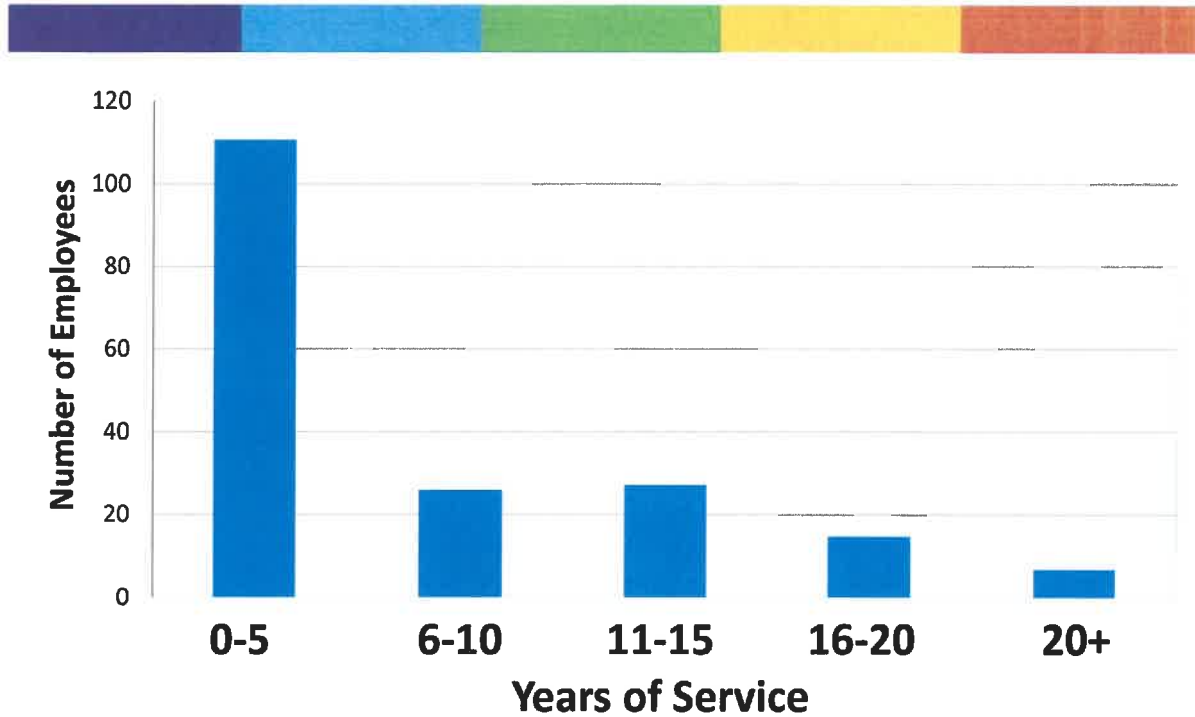
General Information

Years in Service	45		
Member Districts	19	School Districts Served in 2020: 58*	*This includes school districts accessing student programming and professional development.
Employees	184.3		
Programs	20	Students Served	264
Bi-County Program/Service Locations	Blackstone, Foxboro, Franklin, King Philip Regional , Mansfield, Millville, North Attleboro, Norfolk, Norton, Plainville, Walpole, Wrentham		

Staff Demographics (June 30, 2020)

Accounting & Payroll Coordinator	1
Adjustment Counselors	7.1
Adaptive Physical Education Teachers	3
Assistant Secretary/Receptionist	1
Administrative Assistant	1
Board Certified Behavior Analysts	4
Clinical Director Therapeutic MS & HS	.6
Coordinator of Technology Integration & Planning	1
Director of Finance & Operations	1
Director of Student Services	1
Executive Assistant	1
Executive Director	1
Nurses	7.6
COTA	1
Occupational Therapists	2.9
Paraprofessionals	93.5
Physical Therapy Assistant	.5
Physical Therapists	2.4
Professional Development & Curriculum	.5
Program Directors/Coordinators	4.5
Program Director for Clinical Services	1
Purchasing & Transportation Associate	1
School Nurse Manager/Leader	1
Speech & Language Assistant	1
Speech & Language Therapists	3.2
Student Records & Human Resource Coordinator	1
Teachers	39
Art Teacher	.5
Transition Coordinator	1
TOTAL STAFF AS OF 6/30/2020	184.3

Staff Years of Service 2020



Staff Years of Service - 2020

Range of Years	Number of Staff	Percentage of Staff
0-5	110.4	59.9%
6-10	25.7	13.9%
11-15	27	14.7%
16-20	14.6	7.9%
20+	6.6	3.6%
Total	184.3	100%

Bi-County Collaborative Educational Programs & Services

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 45 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.

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 Julie O'Connor,
Director of Student Services
joconnor@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.





Bi-County Collaborative Programs & Services Preschool & Elementary

ELEMENTARY DEVELOPMENTAL LEARNING PROGRAM (EDLP)

Jordan / Jackson School
Mansfield, MA

Referrals:
Please contact Julie O'Connor,
Director of Student Services
joconnor@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.





Bi-County Collaborative Programs & Services Preschool & Elementary

SPECIALIZED ELEMENTARY ALTERNATIVE PROGRAM (SEAP)

Anna Ware Jackson School, Plainville, MA

Beatrice H Wood School, Plainville, MA

Referrals:

Please contact Julie O'Connor,

Director of Student Services

joconnor@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.





Bi-County Collaborative Programs & Services Preschool & Elementary

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 Julie O'Connor.
Director of Student Services
joconnor@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.





Bi-County Collaborative Programs & Services Preschool & Elementary

SPECIALIZED LANGUAGE BASED PROGRAM (SLBP)

Joseph W. Martin School
North Attleboro, MA

Referrals:
Please contact Julie O'Connor
Director of Student Services

jocconnor@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.





Bi-County Collaborative Programs & Services

Middle School Programs

ALTERNATIVE MIDDLE SCHOOL PROGRAM (AMS)

Keller-Sullivan School
Franklin, MA

Referrals:
Please contact Julie O'Connor
Director of Student Services

joconnor@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.





Bi-County Collaborative Programs & Services

Middle School Programs

SUMMIT MIDDLE SCHOOL PROGRAM (SMS)

Bi-County Regional Education Center
Walpole, MA

Referrals:
Please contact Julie O'Connor,
Director of Student Services
jocannon@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.





Bi-County Collaborative Programs & Services

Middle School Programs

THERAPEUTIC EDUCATION PROGRAM (TEP)

Ahern Middle School
Foxboro, MA

Referrals:
Please contact Julie O'Connor,
Director of Student Services
joconnor@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.





Bi-County Collaborative Programs & Services

Middle School Programs

LIFE ROLES EDUCATION PROGRAM (LREP)

King Phillip Middle School, Norfolk, MA

Norton Middle School, Norton, MA

Referrals:

Please contact Julie O'Connor,

Director of Student Services

joconnor@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.





Bi-County Collaborative Programs & Services

High School Programs

LEARNING CENTER (LC)

Blackstone-Millville High School
Blackstone, MA

Referrals:
Please contact Julie O'Connor,
Director of Student Services
jocannon@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.



Bi-County Collaborative Programs & Services

High School Programs

SUMMIT HIGH SCHOOL PROGRAM (SHS)

Bi-County Regional Education Center
Walpole, MA

Referrals:
Please contact Julie O'Connor.
Director of Student Services
joconnor@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.



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Bi-County Collaborative Programs & Services

High School Programs

SECONDARY THERAPEUTIC ALTERNATIVE HIGH SCHOOL (STAP)

Summit High School
Walpole, MA

Referrals:
Please contact Julie O'Connor
Director of Student Services

jocconnor@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.





Bi-County Collaborative Programs & Services

Adult Programs for Ages 18-22

ADULT TRANSITION PROGRAM (ATP)

Bi-County Collaborative Campus School
Walpole, MA

Referrals:
Please contact Julie O'Connor, Director of
Student Services

joconnor@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.





Bi-County Collaborative Programs & Services

Adult Programs for Ages 18-22

LIFE ROLES TRANSITION CENTER (LRTC)

Bi-County Collaborative Campus School
Walpole, MA

Referrals:
Please contact Julie O'Connor,
Director of Student Services
joconnor@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 & 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 45 years. Bi-County served a total of 264 students during the 2019-2020 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 20 Bi-County Collaborative programs provided services for students with disabilities from 58 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 31-34 of this report.

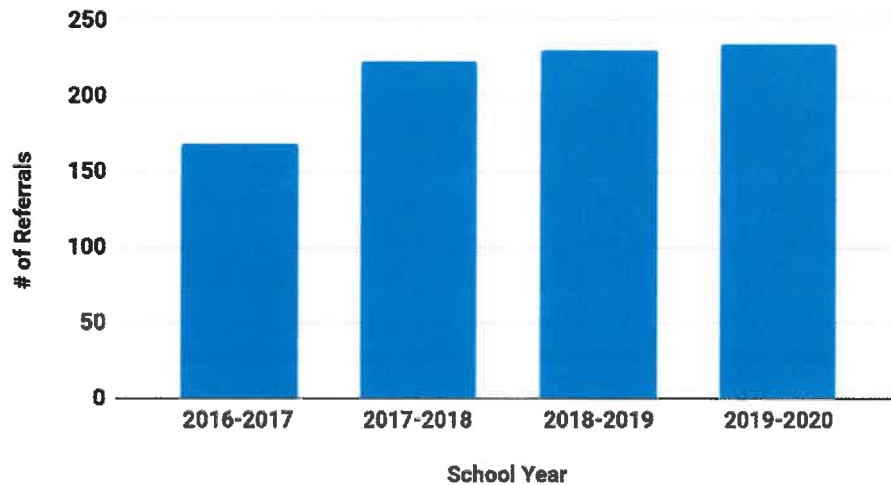
Bi-County programs provide related services to students who attend collaborative programs. These services include: Applied Behavioral Analysis (ABA), Adaptive Physical Education, ABA Home Based Services, Assessment & Evaluation Services, BCBA Consultation Services, Clinical Consultation, Counseling, 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.

Student Demographics – Enrollment / Referrals

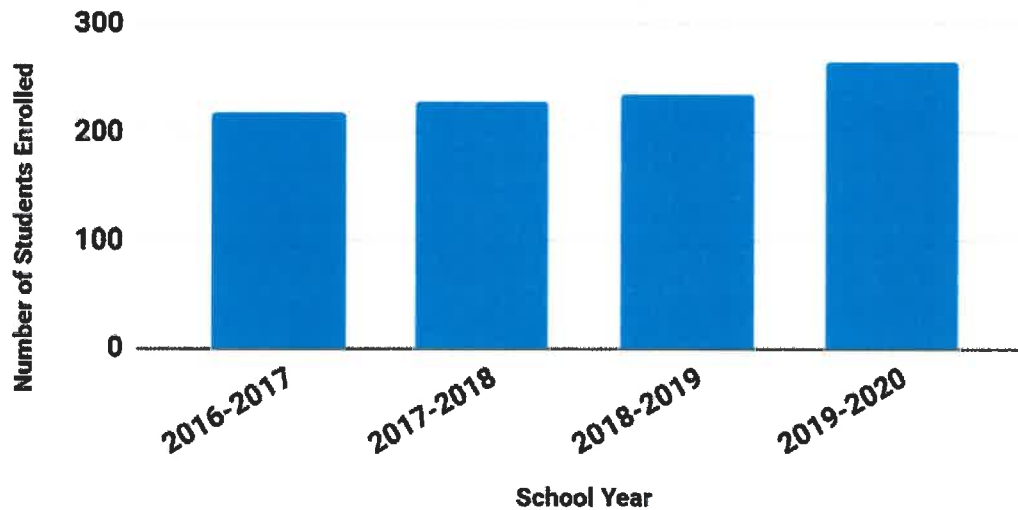


Referral Trends



Referrals for placement in Bi-County Collaborative Programs have increased 39% over a four-year period.

Enrollment Trends

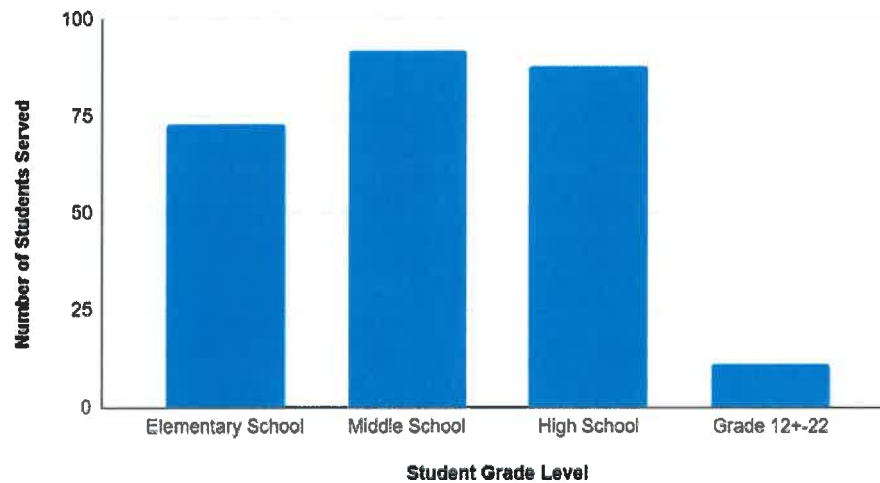


Bi-County Collaborative has consistently seen enrollment numbers that meet or exceed projected levels. There has been a 21% increase in enrollment since the 2016-2017 school year.

Student Demographics – 2019-2020 School Year

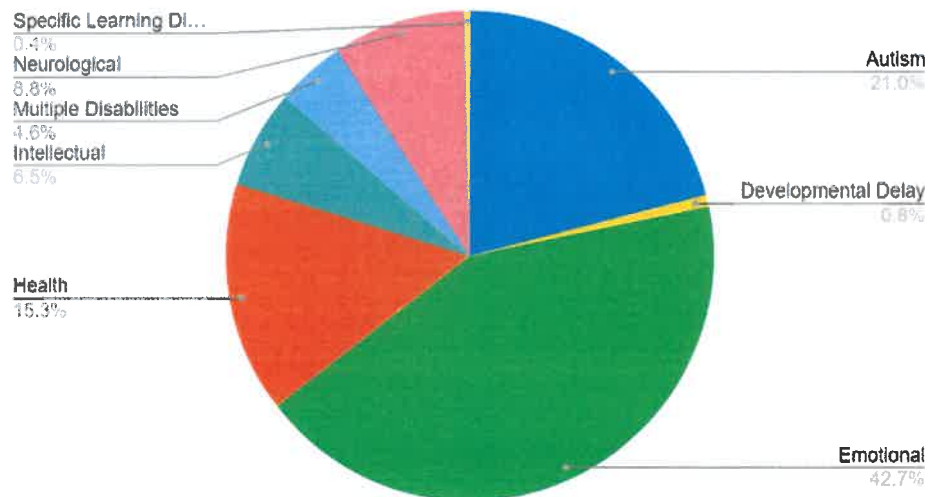


2019-2020 Students Served



During the 2019-2020 School Year Bi-County Collaborative provided services to 264 students.

2019-2020 Students Served By Disability

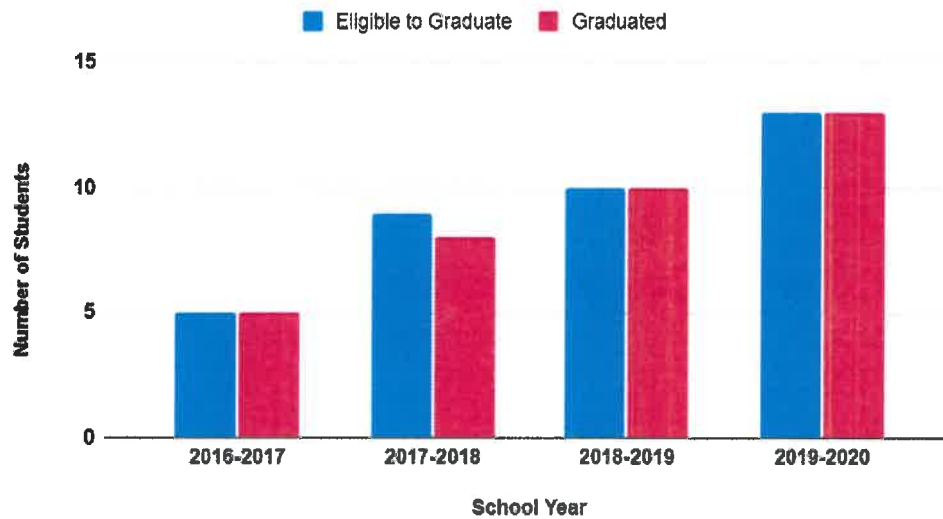


The three disabilities with most highly represented by the Bi-County student population are Emotional, Autism and Health. We also provide services to students with Neurological and Multiple Disabilities through our Intensive Programs.

Student Outcomes

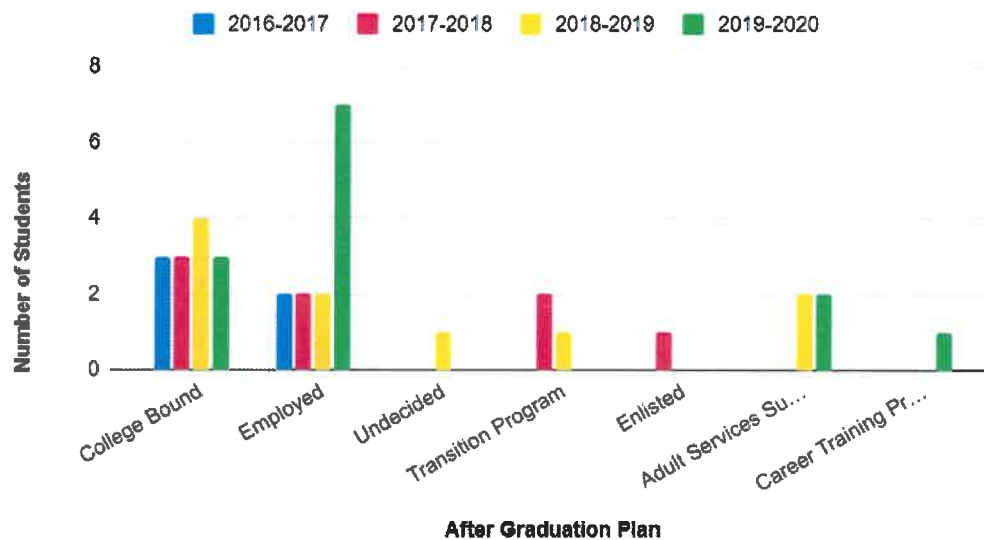
Students enrolled in Bi-County Collaborative Programs have consistently met graduation requirements by completion of their Senior Year.

Graduation Rate

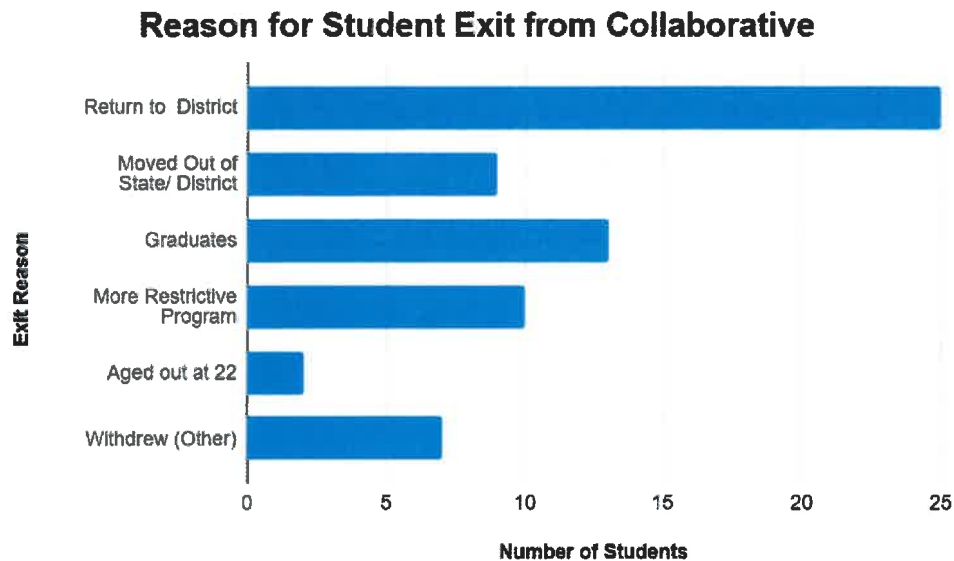


Students enrolled in Bi-County Collaborative Programs participate in transition planning which results in outcomes such as attending college, securing employment, entering transition programs, etc...

Graduate Post Graduation Plans



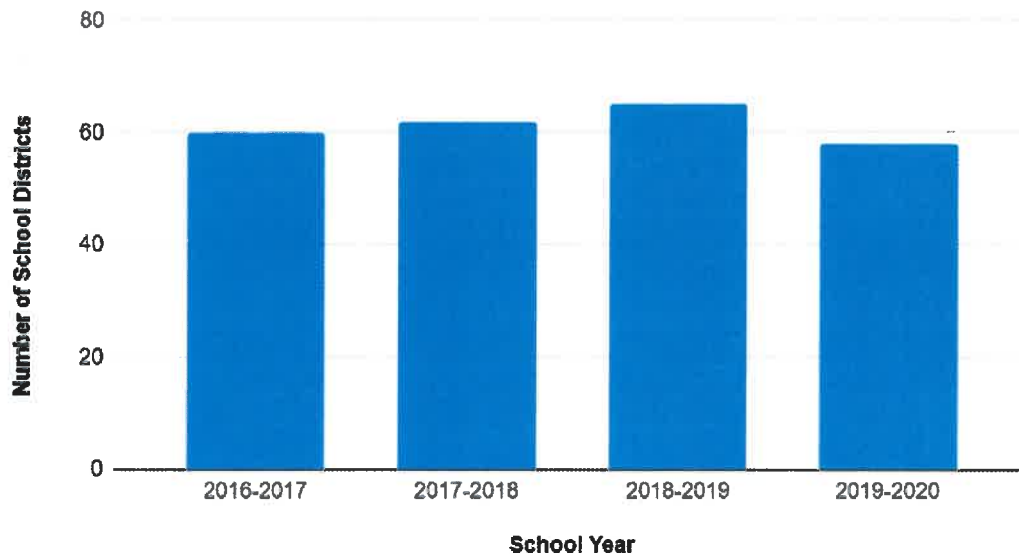
During the 2019-2020 School Year, 66 students exited the collaborative. The largest number of these students returned to their home district. In addition to students returning to district, 13 students graduated with a high school diploma, 2 students aged out at age 22, 10 required a more restrictive program, 9 moved from their home district or from the state. There were 7 students who withdrew due to DCF involvement, parent request and/or shifting to a different collaborative.



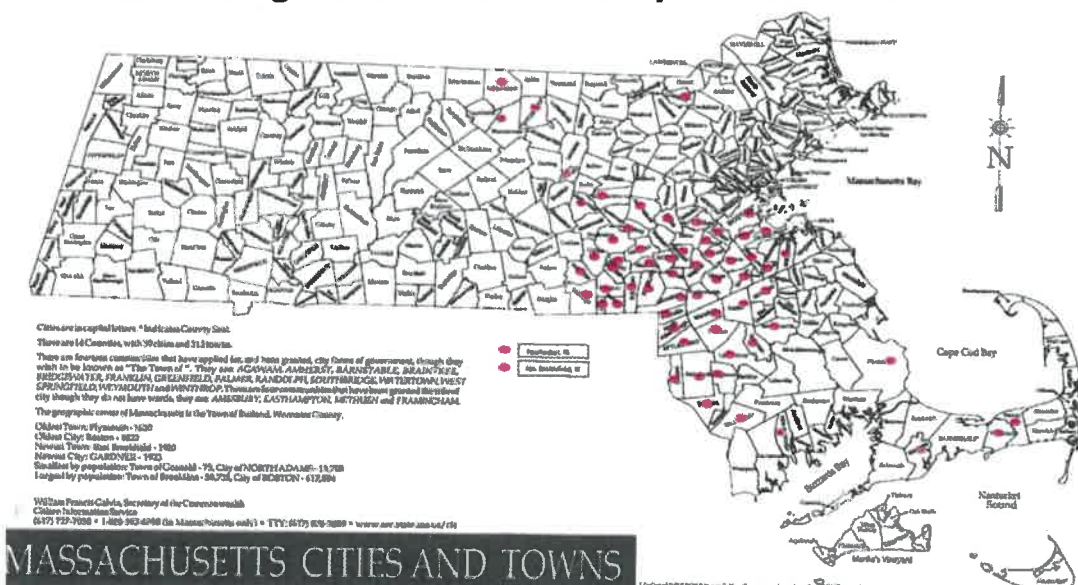
Districts Served

Bi-County Collaborative represents 19 member districts. The students we served in the 2019-2020 school year came to BICO programs from 58 Districts. Overall there was a slight decrease of the number of Districts served by the Collaborative in the 2019-2020 school year.

School Districts Served



Districts sending students to Bi-County Collaborative 2019-2020



Transportation Network

The Bi-County Collaborative Transportation Network represents a partnership of 14 member and nonmember districts who are collaborating and negotiating together to contract for the best possible pricing for transportation. This collaboration as a large group of school districts has helped to decrease pricing over what would be achieved individually. Collaboration and the ability to combine transportation routes from surrounding towns help to make this a cost effective model. The BICO Transportation Network entered into a 3-year agreement with Van Pool Transportation in the 2016-2017 school year. A 2-year extension was negotiated by the Transportation Network during the 2018-2019. This extension included a 0% increase for the 2019-2020 and 2020-2021 school years. In the Spring of 2020 an additional agreement regarding payment terms during the COVID-19 School Closures from March 13-June 30, 2020.

Cost Effectiveness of Services and Programs

Bi-County Collaborative provides cost effective services to school districts for related services. The chart below demonstrates comparable costs for therapeutic services between Bi-County Collaborative and Private Vendors.

Type of Service	BICO Rate Per Hour	Private Vendor Avg. Rate Per Hour	Savings per Hour
BCBA	\$85.00	\$145.00	\$60.00
Registered Behavior Technician	\$40.73	\$65.00	\$24.27
Occupational Therapy	\$87.54	\$125.00	\$37.46
Physical Therapy	\$96.28	\$125.00	\$28.72
Speech Therapy	\$87.96	\$125.00	\$37.04

** Private Vendor rates were averaged to obtain cost comparisons. Private Vendors used for price comparison include Applied Behavioral Strategies, Behavioral Consulting Services, Melmark, Bradley Hospital, NECC, Delta T, Sunbelt, Futures, Easter Seals.**

Cost Effectiveness for Bi-County Collaborative Programs

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 Massachusetts approved private schools according to daily rates for FY 20 set by the Massachusetts 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 Programs

Member/ Non-Member	BICO Program	Number of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings (Single Student)	Annual Tuition Savings (All Students)
Member	Elementary/Preschool Development Learning Program	8.5	\$66,853	Boston College Campus School	\$104,935	\$38,082	\$323,697
Member	Elementary/Preschool Development Learning Program	8.5	\$66,853	Cotting School	\$99,659	\$32,806	\$278,851
Non-Member	Elementary/Preschool Development Learning Program	2	\$80,104	Boston College Campus School	\$104,935	\$24,831	\$49,662
Non-Member	Elementary/Preschool Development Learning Program	2	\$80,104	Cotting School	\$99,659	\$19,555	\$39,110

Age 18+ Programs

Member/ Non-Member	BICO Program	Number of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings (Single Student)	Annual Tuition Savings (All Students)
Member	Life Roles Transition Center – Age 18+	3.9	\$66,853	Cotting School	\$99,659	\$32,806	\$127,943
Member	Life Roles Transition Center – Age 18+	3.9	\$66,853	League School	\$106,628	\$39,775	\$155,122
Non-Member	Life Roles Transition Center – Age 18+	3	\$80,104	Cotting School	\$99,659	\$19,555	\$58,666
Non-Member	Life Roles Transition Center – Age 18+	3	\$80,104	League School	\$106,628	\$26,524	\$79,573

Bi-County Collaborative 10 Month -180 Day Program Comparison Elementary School Programs

Member/ Non- Member	BICO Program	Number of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings (Single Student)	Annual Tuition Savings (All Students)
Member	Specialized Elementary Alternative Program	10	\$46,350	Crossroads School for Children	\$98,325	\$51,975	\$519,750
Member	Specialized Elementary Alternative Program	10	\$46,350	New England Center for Children	\$97,247	\$50,897	\$508,970
Non-Member	Specialized Elementary Alternative Program	9	\$57,352	Crossroads School for Children	\$98,325	\$40,973	\$36,876
Non-Member	Specialized Elementary Alternative Program	9	\$57,352	New England Center for Children	\$97,247	\$39,895	\$35,906
Member	Therapeutic Elementary Alternative Program	26.5	\$46,350	Community Therapeutic Day School	\$79,545	\$33,195	\$879,654
Member	Therapeutic Elementary Alternative Program	26.5	\$46,350	Walker School	\$76,393	\$30,043	\$796,140
Non-Member	Therapeutic Elementary Alternative Program	14.8	\$57,352	Community Therapeutic Day School	\$79,545	\$22,193	\$328,455
Non-Member	Therapeutic Elementary Alternative Program	14.8	\$57,352	Walker School	\$76,393	\$19,041	\$281,813



Middle School Programs

Member/ Non- Member	BICO Program	Number of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings (Single Student)	Annual Tuition Savings (All Students)
Member	Alternative Middle School Program	9.2	\$46,350	Judge Baker Children's Center	\$93,566	\$47,216	\$434,387
Member	Alternative Middle School Program	9.2	\$46,350	Walker School	\$76,393	\$30,043	\$276,396
Non-Member	Alternative Middle School Program	2.8	\$57,352	Judge Baker Children's Center	\$93,566	\$36,214	\$101,400
Non-Member	Alternative Middle School Program	2.8	\$57,532	Walker School	\$76,393	\$19,041	\$53,316
Member	Life Roles Education Program	9	\$46,350	Cotting School	\$80,443	\$34,093	\$306,837
Member	Life Roles Education Program	9	\$46,350	League School	\$86,067	\$39,717	\$357,453
Non-Member	Life Roles Education Program	4.9	\$57,352	Cotting School	\$80,443	\$23,091	\$113,148
Non-Member	Life Roles Education Program	4.9	\$57,532	League School	\$86,067	\$28,715	\$140,705
Member	Therapeutic Education Program	6.6	\$46,350	Judge Baker Children's Center	\$93,566	\$47,216	\$311,626
Member	Therapeutic Education Program	6.6	\$46,350	Walker School	\$76,393	\$30,043	\$198,284
Non-Member	Therapeutic Education Program	6.1	\$57,352	Judge Baker Children's Center	\$93,566	\$36,214	\$220,908
Non-Member	Therapeutic Education Program	6.1	\$57,532	Walker School	\$76,393	\$19,041	\$116,153
Member	Therapeutic Middle School Program	17.4	\$46,350	Judge Baker Children's Center	\$93,566	\$47,216	\$821,558
Member	Therapeutic Middle School Program	17.4	\$46,350	Walker School	\$76,393	\$30,043	\$522,748
Non-Member	Therapeutic Middle School Program	7.3	\$57,352	Judge Baker Children's Center	\$93,566	\$36,214	\$264,365
Non-Member	Therapeutic Middle School Program	7.3	\$57,532	Walker School	\$76,393	\$19,041	\$139,002



High School Programs

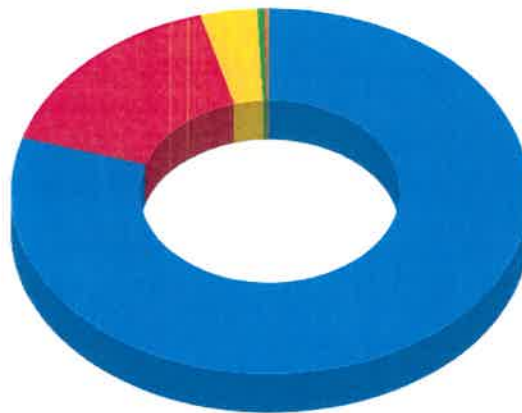
Member/ Non- Member	BICO Program	Number of Students	BICO Tuition	Private School Comparison	Private School Tuition	Tuition Savings (Single Student)	Annual Tuition Savings (All Students)
Member	Learning Center	11.6	\$46,350	Dearborn Academy	\$86,943	\$40,593	\$470,879
Member	Learning Center	11.6	\$46,350	James Farr Academy	\$90,694	\$44,344	\$514,390
Non-Member	Learning Center	3	\$57,352	Dearborn Academy	\$86,943	\$29,591	\$88,774
Non-Member	Learning Center	3	\$57,532	James Farr Academy	\$90,694	\$33,342	\$100,027
Member	Life Roles Transition Center 9-12	5.5	\$46,350	Cotting School	\$80,443	\$34,093	\$187,512
Member	Life Roles Transition Center 9-12	5.5	\$46,350	League School	\$86,067	\$39,717	\$218,444
Non-Member	Life Roles Transition Center 9-12	2.8	\$57,352	Cotting School	\$80,443	\$23,091	\$64,656
Non-Member	Life Roles Transition Center 9-12	2.8	\$57,532	League School	\$86,067	\$28,715	\$80,403
Member	Secondary Therapeutic Alternative High School Program	11	\$46,350	Dearborn Academy	\$86,943	\$40,953	\$446,523
Member	Secondary Therapeutic Alternative High School Program	11	\$46,350	James Farr Academy	\$90,694	\$44,344	\$487,784
Non-Member	Secondary Therapeutic Alternative High School Program	3.4	\$57,352	Dearborn Academy	\$86,943	\$29,591	\$100,611
Non-Member	Secondary Therapeutic Alternative High School Program	3.4	\$57,532	James Farr Academy	\$90,694	\$33,342	\$113,364
Member	Therapeutic High School Program	15.1	\$46,350	Dearborn Academy	\$86,943	\$40,593	\$612,954
Member	Therapeutic High School Program	15.1	\$46,350	James Farr Academy	\$90,694	\$44,344	\$669,594
Non-Member	Therapeutic High School Program	13.6	\$57,352	Dearborn Academy	\$86,943	\$29,591	\$402,443
Non-Member	Therapeutic High School Program	13.6	\$57,532	James Farr Academy	\$90,694	\$33,342	\$453,457

Financial Information

Bi-County Collaborative's total revenue for Fiscal Year 20 is \$16,254,368. On the charts below the Intergovernmental revenue figures illustrate the dollar amount of the state retirement pensions paid to retirees of Bi-County Collaborative by the Commonwealth of Massachusetts.

FY 20 Revenue

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

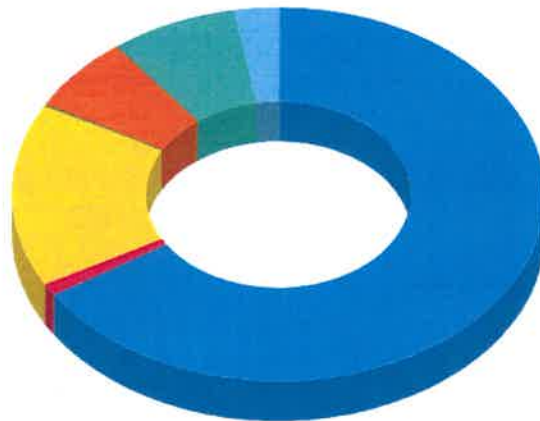


Category	Dollar Amount	Percentage of Revenue
Special Education Programs	\$12,958,301	79.72%
Intergovernmental Revenue	\$2,591,515	15.94%
Therapy, Behavioral & Evaluation Services	\$577,956	3.56%
Transportation Network	\$71,266	0.44%
Interest Income	\$40,252	0.25%
Other	\$15,078	0.09%
Total	\$16,254,368	100%

Bi-County Collaborative's total expenses for Fiscal Year 20 is \$16,280,820. On the charts below the Intergovernmental revenue figures illustrate the dollar amount paid to the Commonwealth of Massachusetts for BICO Employee retirement pensions.

FY 20 Expenses

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



Category	Dollar Amount	Percentage of Expenses
Personnel (Excluding Administration)	\$10,735,851	65.94%
Intergovernmental Expense	\$2,591,515	15.92%
Facilities	\$1,265,504	7.77%
Administration	\$1,061,794	6.52%
Direct Program Expense	\$442,282	2.72%
Capital	\$165,702	1.02%
Operating Program Expense	\$18,172	0.11%
Total	\$16,280,820	100%

FY 20 Independent Financial Audit

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 November 12, 2020 by Timothy Harrison. Bi-County Collaborative's FY 20 Audit found Bi-County to have a clean audit and no findings of concern. The Board voted unanimously to accept the FY 20 Independent Audit Report on November 12, 2020.