




Bi-County Collaborative
Making It Possible

Bi-County Collaborative FY 24 Annual Report

Jeanne M. Sullivan, M. Ed.
Executive Director

Administrative Offices
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Dear Bi-County Collaborative Community,

The 2023-2024 school year was a mix of exciting new adventures and struggles. We worked together as a community to navigate our challenges and continue to Make It Possible to provide for the educational, therapeutic and medical needs of our students. During the 2023-2024 school year we have continued our work at increasing the transparency of our finances, enrollment / referral trends all while meeting the needs of our member districts and their students. Like many other districts, we met with some staffing challenges during this school year, and challenged ourselves to “think outside of the box” and be creative so that we can maintain high quality, cost effective educational programs for our students.

Enrollment for the 2023-2024 school year began at 174 students and closed the year at 181 students. Referrals to BICO programs were a bit slower to be received during the summer months than previous years and gradually increased as the year progressed.

During the 2023-2024 School Year we focused on several key areas including exploring new locations to serve our public day schools and Central Office, continued work on stabilizing the collaborative finances, continuing to increase stakeholder voice in all of our work, increased opportunities for students in the area of transition and participation in statewide initiatives to ensure that we have curriculum materials that not only meet the unique needs of our learners but are also deemed as High Quality Instructional Materials.

We were thrilled when the Town of Walpole offered us the opportunity to lease a portion of the Johnson Middle School as they were relocating out of the Johnson Middle School into a new Middle School Building. We are very excited to provide a more traditional school building including a gymnasium, auditorium and outdoor fields for students attending our public day schools. We will be preparing the building to accept our students from LRTC 9-12, 18+ programs, ATP, STAP, SMS, SHS, SELC as well as our central office to this new location. We will begin gradually moving into the new space beginning in the Summer months. We hope to fully open in January, 2025.

In the 2023-2024 school year we brought back the position of Professional Learning and Curriculum Specialist, (formally known as Coordinator of Curriculum and Professional Development). This position in coordination with a new position of Lead Teacher / Instructional Coach served to support not only our students but also our teachers as they navigated new technology and online learning platforms, and sought alternative methods of supporting the unique needs of our learners. As a team these professionals participated in the DESE sponsored Evaluate and Select Network. Work with this network led to an application for a grant that supported the purchase of High Quality Instructional Materials for Math in grades 6-12. Using our half-day professional development groups, our math teachers were able to pilot and select Reveal Math with the Aleks Personalized Learning Platform supplement. Their group continues into this year, supporting further training and collaboration to support effective implementation of the new curricula.

In addition to the work on curriculum, our team focused on learning all we could about the new Statewide IEP which becomes mandatory for use in all Massachusetts Districts in September, 2024. BICO sent three staff to train the trainer sessions provided by MA DESE. These three staff became the training team for BICO and organized several training opportunities. The new IEP led us to also explore the technology used to complete the written IEP and allowed the opportunity to combine this application with our student information system for streamlining and improved access to student data.

In June, we were excited to honor the BICO Class of 2024 with graduation ceremonies. It was wonderful to come together as a community to celebrate the hard work and accomplishments of our students!!

Thank you to BICO's Board of Directors, Leadership Team and our dedicated staff for their daily dedication in supporting our students and families. Together we can make it possible for our students to receive the services they require to be successful.

Sincerely,

Jeanne M. Sullivan

Jeanne M. Sullivan, M.Ed
Executive Director

Board of Directors

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- Dr. Peter Marano, Bellingham – Chair
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- Mr. Sean Scanlon, Swansea
- Mr. Kevin Pierce, Tri-County
- Ms. Jennifer Toth, Uxbridge
- Dr. John Queally, Walpole
- Ms. Ellen White, Wrentham

Leadership Team

- Mrs. Jeanne M. Sullivan, Executive Director
- Mrs. Julie O’Connor, Director of Student Services
- Mrs. Laurie Cunningham, Program Director for Clinical Services
- Ms. Holly Buttrick, Director of Finance & Operations
- Mrs. Beth Flanagan, School Nurse Leader
- Mr. Thomas Drake, Coordinator of Technology Integration & Planning
- Mrs. Ann Buckley, Professional Development & Curriculum Coordinator
- Mr. Brian Grinnan, Director of Transition Services

- Mrs. Kristin Boni, Program Director
- Mr. Benjamin Giuffrida, Program Director

- Mrs. Melissa Worthy, Program Director
- Ms. Pamela Ludwig, Program Director
- Mrs. Sara Gustafson, Program Director

Mission

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 education of the whole student.

Vision

To offer a continuum of services to every student and provide them with numerous and appropriate opportunities that address and support their individual needs.

Guiding Beliefs

- We believe:
- In educating the whole student: academically, socially, and emotionally, to build independence and self-advocacy.
- Our success comes from the collaboration between students, parents/ caregivers, staff, and districts.
- In recognizing the impact of disabilities while maximizing opportunities for learning and growth.
- That all students must have the curriculum and instruction that will meet each individual's goals and prepare them for life after school.
- In a safe and positive learning environment to support the physical health of all students.
- 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 stakeholders.
- In embracing diversity, change, development of resilience, and shared decision making.

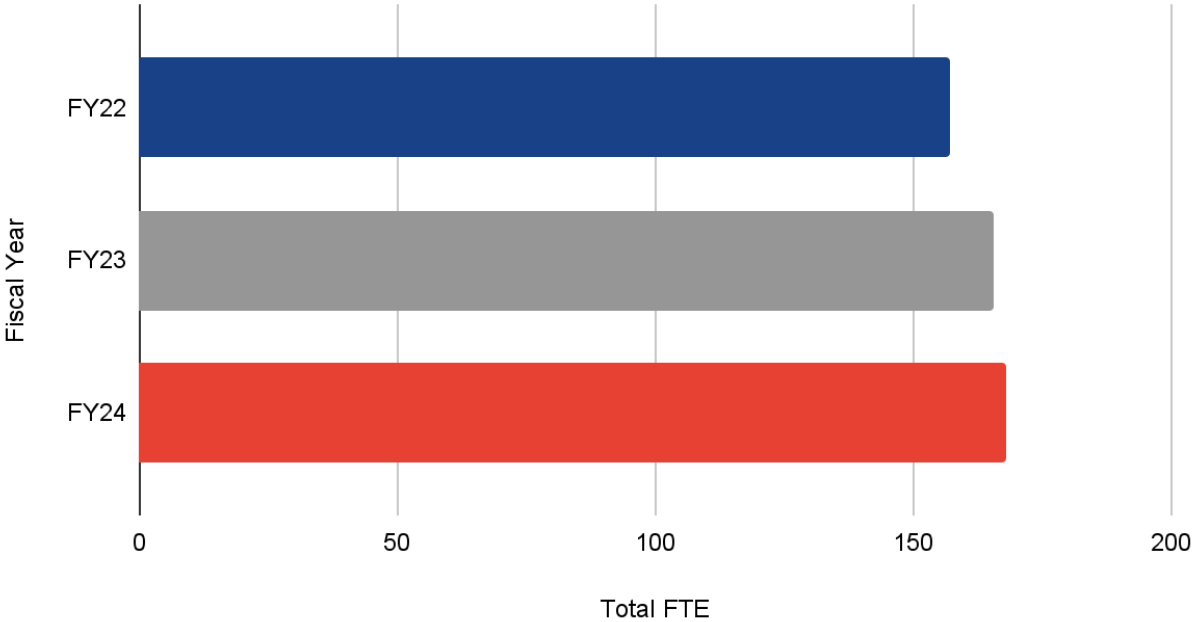
General Collaborative Information

Years in Service	49		
Member Districts	20	School Districts Served in 2023-2024:	50
Number of Employees	173	Employee FTE	168.1
Programs	17	Students Served	216
Bi-County Program / Service Locations	Bellingham, Blackstone Millville Regional, Foxboro, Franklin, Mansfield, Plainville, Walpole, Wrentham		

Staff Demographics (June 27, 2024)

Role	FTE
Adjustment Counselors	7.1
Administrative Assistant	2.0
APE Teacher	2.0
Board Certified Behavior Analysts	5.6
Building Liaison	0.5
Career Readiness Coach	0.5
Certified OT Assistant	1.0
Clinical Director Therapeutic MS & HS	0.6
Coordinator of Technology Integration & Planning	1.0
Custodian	1.0
Director of Clinical Services	1.0
Director of Finance & Operations	1.0
Director of Student Services	1.0
Director of Transition Services	1.0
Executive Administrative Assistant to the Executive Director	1.0
Executive Director	1.0
Instructional Coach	0.5
Lead Custodian	1.0
Lead Teacher	0.5
Nurse - Leader	1.0
Nurses - LPN	2.0
Nurses - RN	4.5
Occupational Therapists	3.6
Payroll & Accounting Bookkeeper	1.0
Paraprofessionals*	66.7
Physical Therapist	1.5
Principal	1.0
Professional Development & Curriculum Coordinator	1.0
Program Directors	4.0
Project Manager	0.5
Purchasing & Transportation Associate	1.0
Registered Behavior Technician	6.0
School Psychologist	1.0
Speech & Language Assistant	1.0
Speech & Language Pathologists	4.0
Student Data Specialist	1.0
Teachers (Includes Art & Music)	38.0
TOTAL STAFF FTE AS OF 6/27/2024	168.1

FY22 - FY24 BICO Staff FTE

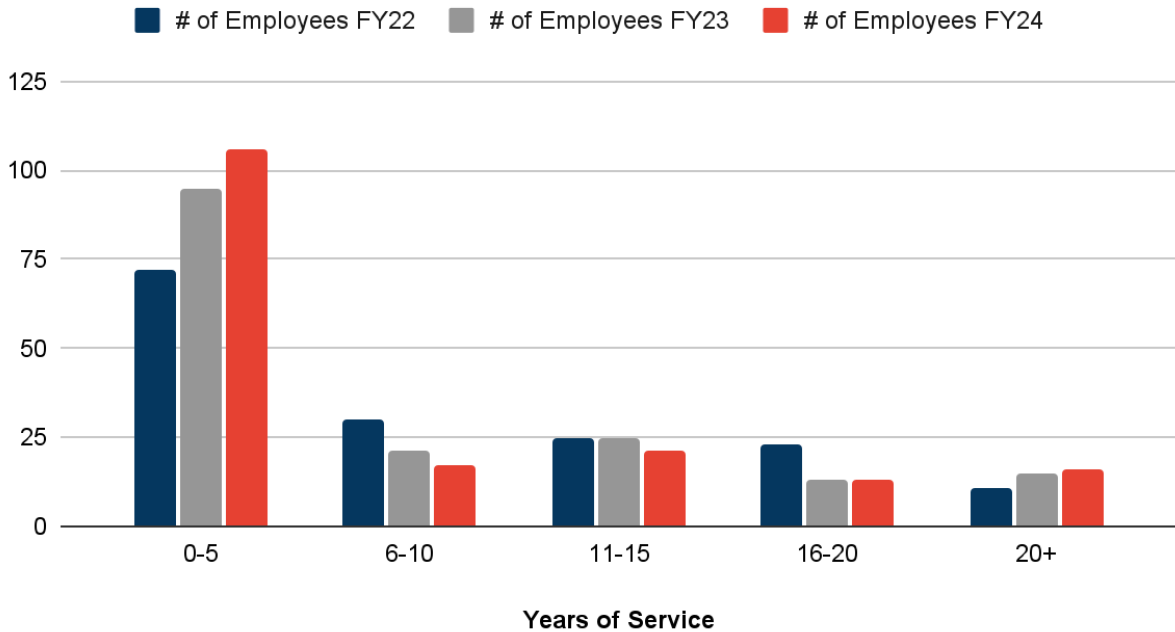


Staff Years of Service 2024



Range of Years	Number of Staff	Percentage of Staff
0-5	106	61.27%
6-10	17	9.83%
11-15	21	12.14%
16-20	13	7.51%
20+	16	9.25%
Total	173	100%

BICO Staff Years of Service FY22 - FY24



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 Collaborative has provided specialized educational programs and services to students ages 3-22 for 49 years.

Bi-County Collaborative Programs address the needs of students with Autism, Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Physical Impairments, and Specific Learning Disabilities. Bi-County Collaborative Programs offer individualized goals, specialized instruction, and unwavering support. Every Bi-County Collaborative 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 Collaborative's Intensive Continuum delivers 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. Instruction is individualized based on each student's strengths, ongoing assessment of progress and is aligned with MA Curriculum and Common Core Standards. In addition, student programming includes activities in the community along with transition planning, goals and experiences.

Bi-County Collaborative's Therapeutic Programs are focused on delivering 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 Collaborative's professional development offers coursework required to meet the MA SEI Endorsement requirements for teachers and administrators; coursework for Registered Behavior Technicians; seminars and workshops on MA school law; Non-Violent Crisis Intervention and Prevention training; and opportunities to earn PDPs needed for teacher recertification. Bi-County Collaborative is continuing to work with our member districts and networking partners to identify new opportunities to support both our own staff and our colleagues.

Bi-County Collaborative Programs & Services Preschool & Elementary Programs

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 is a 12-month program, which serves students ages 3-5 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.



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Bi-County Collaborative Programs & Services Preschool & Elementary Programs

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 is a 12-month program, which 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.



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Bi-County Collaborative Programs & Services Preschool & Elementary Programs

SPECIALIZED ELEMENTARY ALTERNATIVE PROGRAM (SEAP)

Joseph F. DiPietro School, Bellingham, 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.



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Bi-County Collaborative Programs & Services Preschool & Elementary Programs

THERAPEUTIC ELEMENTARY ALTERNATIVE PROGRAM (TEAP)

Anna Ware Jackson School, Plainville, MA
Beatrice H. Wood School, Plainville, MA
Delaney School, Wrentham, 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 multidisciplinary 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.



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Bi-County Collaborative Programs & Services

Preschool & Elementary Programs

SUMMIT ELEMENTARY SCHOOL PROGRAM (SELC)

Bi-County Regional Education Center
Walpole, MA

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

joconnor@bicounty.org

The Summit Elementary Program (SELC) is designed to provide educational opportunities to students in grades 3-5 who struggle with being in a public elementary school due to significant difficulties and challenges with behavioral health and social/emotional challenges. SELC students may also present with learning difficulties which interfere with their academic and social success. Students in SELC present with a variety of disabilities (PTSD, Emotional, Health, and Academic), these disabilities impact their ability to learn in a traditional school environment. As a result of this, they present challenging behaviors that often require clinical services within the school setting, with wrap-around services with district and community partners.

The curriculum focuses on standards-based learning, with an emphasis on differentiated instruction, the use of technology, and the incorporation of skills necessary to move into middle school and successfully function with independence. Students at SELC 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 coping skills they need in real life situations.

Students in SELC have access to onsite clinical services, school adjustment counseling, school

nurse, and behavioral services. Individualized intervention plans are developed by an ongoing therapeutic team with support from a Board Certified school psychologist, Board Certified Behavior Analyst, School Adjustment Counselor, and a consulting Child Psychiatrist on an as needed basis. There is also a high staff to student ratio, which provides a safe, structured, and predictable environment.

Students attending SELC may receive a variety of related services, i.e. counseling, speech and language, occupational therapy, etc. as specified in their IEP.

The SELC leadership believes in establishing a strong relationship between the school and the family, as well as any outside service providers. Communication between all key players is an essential component of the program and assists in the quality management of individual treatment plans. From time to time, parents may be asked to participate in clinical consultation meetings. Parents and districts may also request a meeting with Summit's clinical team.

Overall, the goal of the SELC program is to help students achieve educational and social success. As the students meet their personal goals, the Summit team looks to transition their students to a less restrictive environment, either in district or another Bi-County program.



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Bi-County Collaborative Programs & Services Preschool & Elementary Programs

SPECIALIZED LANGUAGE BASED PROGRAM (SLBP)

Bellingham Memorial School
Bellingham, MA

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



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Bi-County Collaborative Programs & Services

Middle School Programs

ALTERNATE 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.



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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
joconnor@bicounty.org

The Summit Middle School Program is designed to provide educational services to students in grades 4-8 who cannot be educated in a public school setting due to significant difficulties and challenges that may include behavioral dysregulation and neurological and/or emotional impairment.

The Summit staff participates in ongoing weekly clinical consultation with a child psychologist and Board Certified Behavior Analyst, as well as a child psychiatrist in order to develop individualized positive intervention plans for each student.

A high staff to student ratio provides a safe, structured, predictable educational environment with outcomes that include students' ability to generalize behavior in various environments, and improved self-confidence and coping skills. The pro-

gram's experienced staff and standards-based curriculum can all lead to improved educational outcomes and transition to a less restrictive environment.

Close 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 can also request a meeting with the Program consultants.

RELATED SERVICES: Students attending Summit may receive a variety of related services, including occupational therapy, speech & language therapy, physical therapy, as specified in their Individualized Education Programs (IEP). Students in the Summit program also have access to an onsite school adjustment counselor and school nurse.



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Bi-County Collaborative Programs & Services

Middle School Programs

THERAPEUTIC EDUCATION PROGRAM (TEP)

Ahern Middle School
Foxborough, 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 MA 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.



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Bi-County Collaborative Programs & Services

Middle School Programs

LIFE ROLLS EDUCATION PROGRAM (LREP)

Bellingham Memorial, Bellingham, 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 10-15) who may have intellectual and/or neurological disabilities, including Autism Spectrum Disorder. LREP provides evidence-based classroom instruction that is aligned with the Massachusetts Common Core Standards and individualized for each student. Additionally, programming includes explicit instruction in social and communication skills that will prepare students for their transition to high school.

Related therapy services are integrated into all classroom and community experiences. Students' medical needs can also be addressed in the LREP. Multisensory instruction, assistive technology, and multi-modal communication support are integral to each student's programming. Physical

and occupational therapies are integrated into daily classroom routines to maximize therapeutic benefits. A multidisciplinary approach is used to foster participation, awareness, and self-determination across all areas of need.

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

Related services may include Speech and Language Therapy, Occupational Therapy, Physical Therapy, Vision Services, Orientation and Mobility Services, and Behavioral Consultation. These services are provided based on the recommendations made by the members of each student's IEP team.



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Bi-County Collaborative Programs & Services Middle School Programs

SPECIALIZED MIDDLE ALTERNATIVE PROGRAM (SMAP)

Bellingham Memorial, Bellingham, MA

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

joconnor@bicounty.org

The Specialized Middle Alternative Program (SMAP) provides comprehensive educational and therapeutic services for students in grades 5-8 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.



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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
joconnor@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.



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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 is designed to provide educational services to students in grades 9-12 who cannot be educated in a public school setting due to significant difficulties that may include behavioral dysregulation, neurological and/or emotional impairment. Summit students may also present with learning difficulties and/or social challenges which interfere with their academic and social success.

A high staff to student ratio provides a safe, structured, predictable environment. The curriculum focuses on project-based, differentiated learning that incorporates those skills necessary to successfully function independently in life. Positive behavioral supports are used with a focus on self-reflection and goal setting to help students develop self-esteem and to develop coping skills that can be carried over into real life situations.

The Summit staff participates in ongoing weekly clinical consultation with a child psychologist, Board Certified Behavior Analyst, as well as a child psychiatrist in order to develop individualized positive intervention plans for each student.

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 can also request a meeting with program consultants.

The outcomes of the Summit 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.

RELATED SERVICES: Students attending Summit may receive a variety of related services including occupational therapy, speech & language therapy, and physical therapy, as specified in their Individualized Education Programs (IEP). Students also have access to an onsite School Adjustment Counselor, school nurse and an array of transition services.



Bi-County Collaborative
Making It Possible

397 East Central Street • Franklin, MA 02038
Tel 508.520.1998 Fax 508. 520. 1445
www.bicounty.org

Bi-County Collaborative Programs & Services

High School Programs

SECONDARY THERAPEUTIC ALTERNATIVE HIGH SCHOOL (STAP)

Bi-County Regional Education Center
Walpole, MA

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

joconnor@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 (9-12).

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.



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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 (ATP) provides individualized educational and community-based transitional services to students ranging from 18 to 22 years old. All program components are tied into the Massachusetts Curriculum Frameworks and the Massachusetts and National Transition Standards. Students may have fulfilled their MCAS or MCAS-Alternate Assessment requirements and may be completing their district credit requirements for graduation or working towards a high school certificate of attendance/completion.

The program serves students who have been diagnosed with high-functioning autism, mild neurological/intellectual disabilities, learning disabilities, and social-emotional disabilities. The Adult Transition Program is designed to provide students with individualized education, vocational, and therapeutic services that range from functional academics to community-based instruction, meaningful internships/work experiences, and appropriate recreational activities. Explicit Instruction in functional academics, activities of daily living, self-advocacy, employability skills,

social skills, and pragmatic language skills are all part of the ATP's commitment to support students as they develop competence that will assist them in adult life. The individualized and coordinated set of evidence-based activities and instruction provided to each student are designed to maximize independence and enable students to become successful, valued, and productive members of society.

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

ATP offers 10-month programming with students having access to Extended School Year services as determined by their Individualized Education Program (IEP) Team.



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Bi-County Collaborative Programs & Services

Adult Programs for Ages 14-22

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 students ages 14-22, many of whom are working on or have completed their MCAS-Alternative Assessment requirements and are pursuing certificates of completion.

LRTC is designed to provide students with individualized evidence-based educational, transition, 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 each student to become successful, valued, and productive members of society.

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

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

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

Related services may include Speech and Language Therapy, Occupational Therapy, Physical Therapy, Vision Services, Orientation and Mobility Services, and Behavioral Consultation. These services are provided based on the recommendations made by the members of each student's IEP team.



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Achievement of Purpose & Objectives

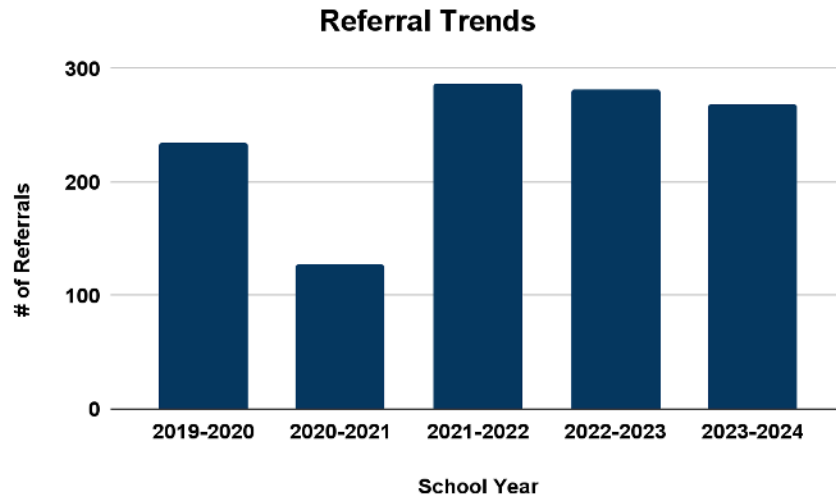
Bi-County Collaborative provides high quality, specialized educational programs for students ages 3-22. Bi-County Collaborative has serviced students both in public school settings and separate public day school settings for 49 years. Bi-County Collaborative served a total of 216 students during the 2023-2024 school year. Bi-County Collaborative's 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 FY24 Bi-County Collaborative programs provided services for students with disabilities from 50 public school districts. Bi-County Collaborative's programs and services are located in host schools within our member school districts. We are thankful that our partnership with our host schools affords the opportunity for BICO students to access and participate in the general curriculum with their non-disabled peers. In addition to programming within our member districts, Bi-County Collaborative programs provide services to students who require a more restrictive setting in two public separate day schools approved by the Department of Elementary and Secondary Education. 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 Collaborative can be found on pages 33-39 of this report.

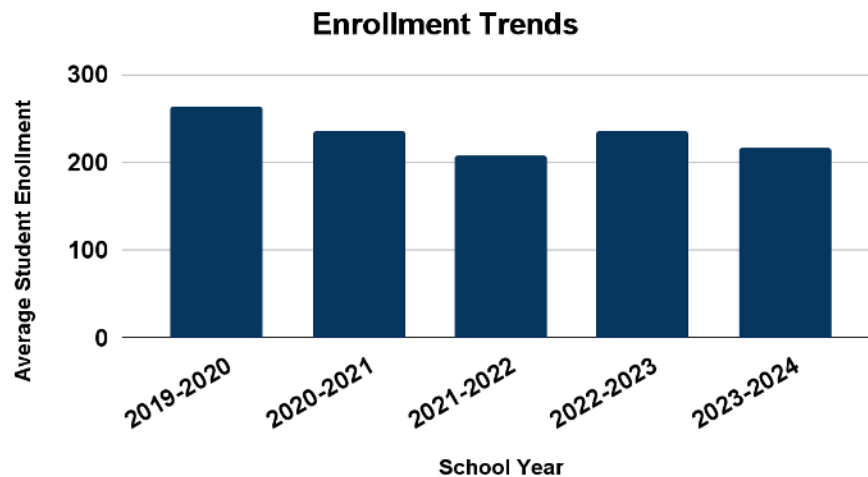
Bi-County Collaborative offers several related services to students who attend collaborative programs. These services include: Applied Behavioral Analysis (ABA), Adaptive Physical Education, ABA Home Based Services, Assessment & Evaluation Services, BCBA Consultation Services, Clinical Consultation, Counseling, Extended School Year Service, Physical Therapy, Occupational Therapy, Orientation and Mobility Services, Social Skills Groups, Speech & Language Therapy, and Vision services. In addition to providing these high quality supports to students who attend BICO programs, BICO also contracts with several member school districts to have BICO specialists provide services in their school districts.

Bi-County Collaborative manages a Transportation Network with 13 participating districts made up of 11 Member and 2 Non-member districts. 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. During the 23-24 school year, Bi-County Transportation Network negotiated a three year contract with Van Pool with an 8% increase in year 1, and 6% increases in year 2 and 3.

Student Demographics – Enrollment / Referrals



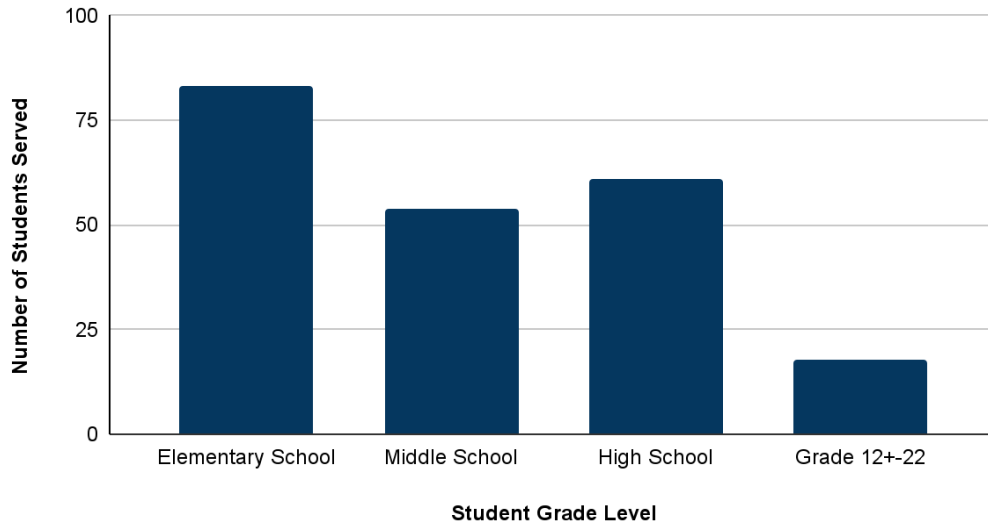
During the 2023-2024 school year, BICO noted fewer referrals received during the summer months (avg. 11.5 per month). The referral rate increased and stabilized at 23-25 per month as the school year went on. It has been noted that many of the referrals received during the school year were for students experiencing a higher level of behavioral needs (ex. police involvement, aggressive behavior, drug involvement, etc...). In addition to this there were several families who despite multiple attempts did not respond to BICO staff reaching out to schedule tours and interviews for their students.



During FY24 BICO issued acceptance letters for 86 students who were referred, of those, 58 students enrolled in a BICO Program. The key reasons students were not accepted to a BICO program were lack of a peer group, lack of response of the family to requests to schedule a tour/interview and, level of intensity of student behaviors.

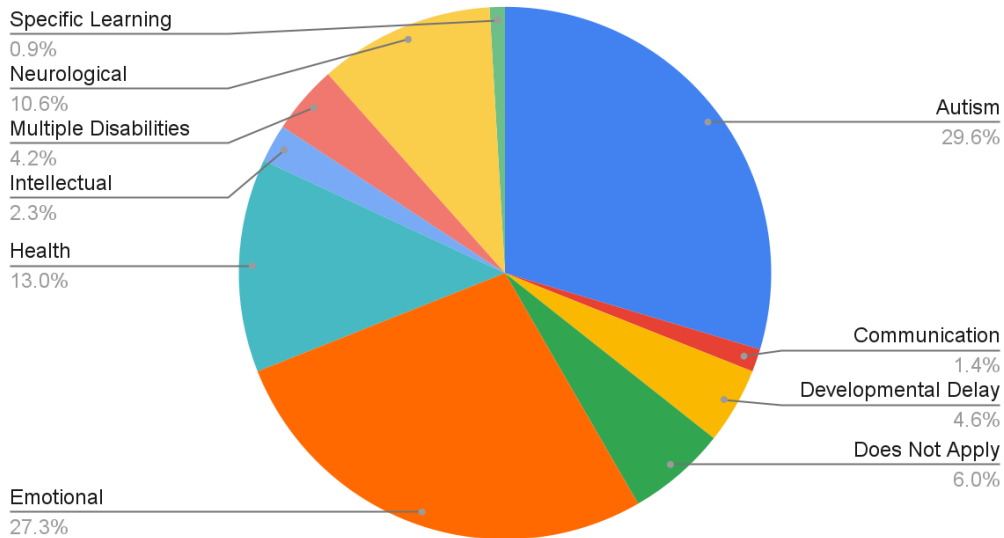
Student Demographics – 2023-2024 School Year

2023-2024 Students Served



During the 2023-2024 School Year Bi-County Collaborative provided services to 216 students, this is a decrease of about 15 students over FY23.

2023-2024 Students Served By Disability



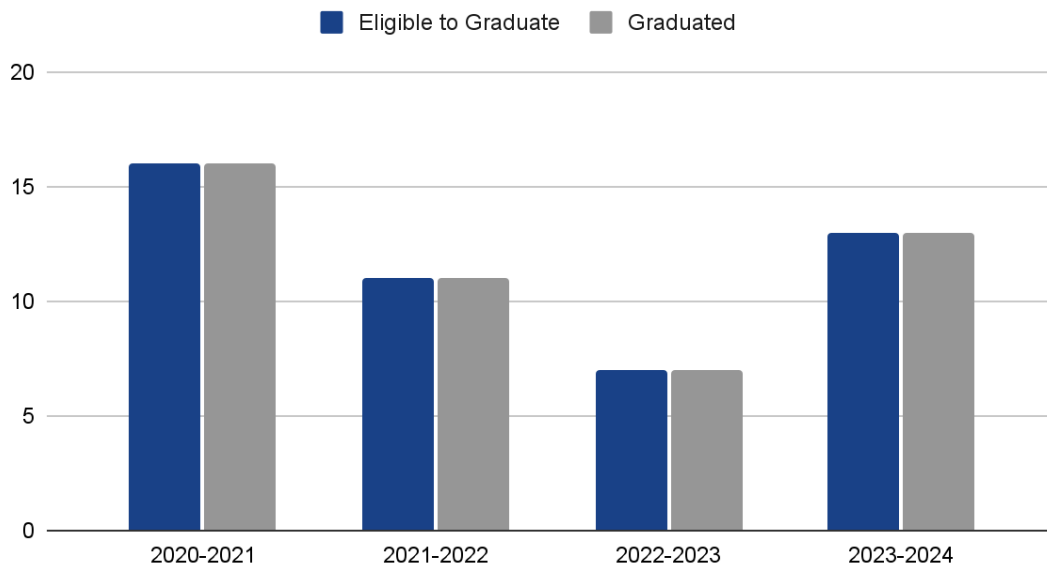
The three disabilities most highly represented by the Bi-County student population are Emotional, Autism and Health. This year we have noted an increase in students requiring the support offered though BICO’s Neurological and Multiple Disabilities Intensive Programs.

Student Outcomes

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

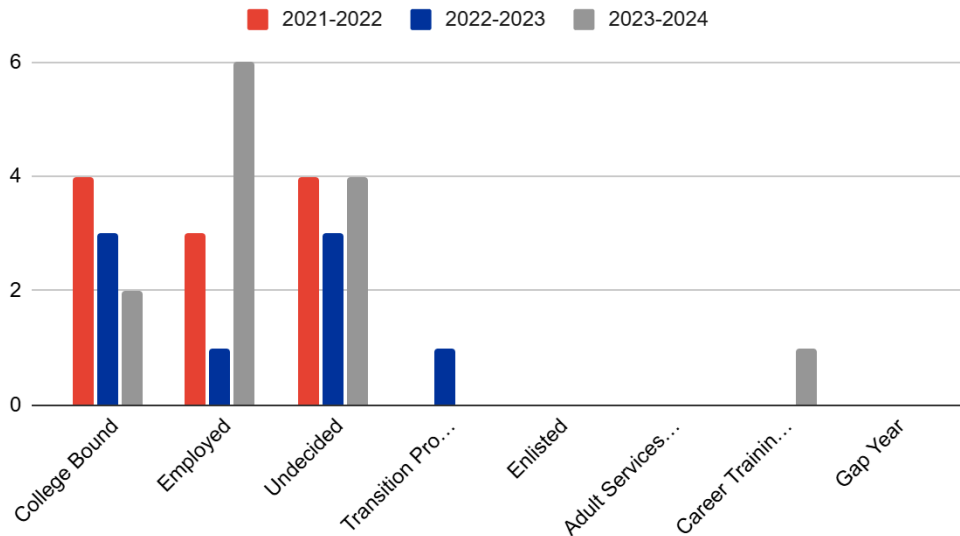


2021-2024 Students Eligible to Graduate & Graduated



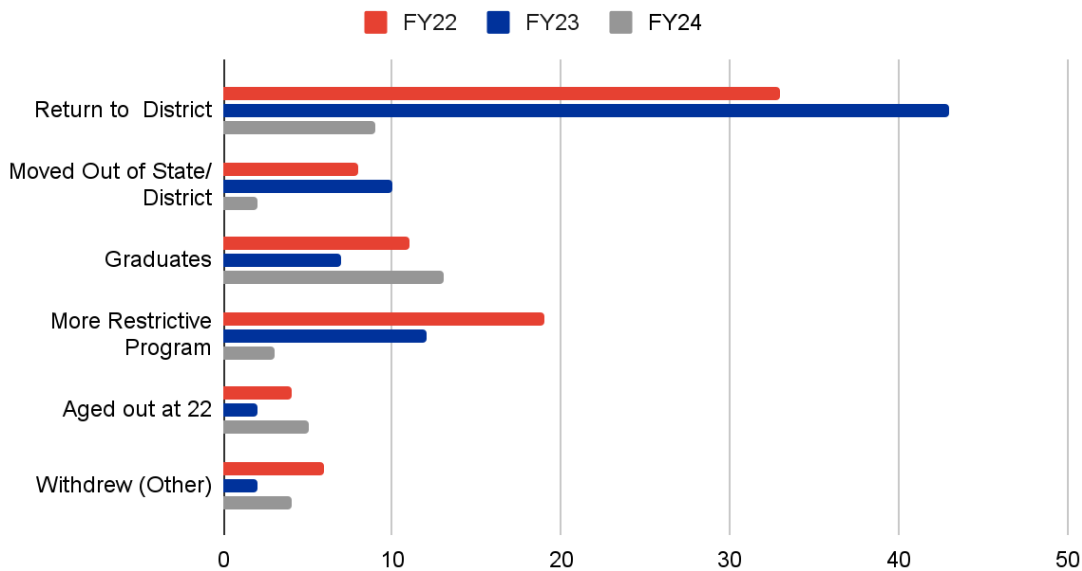
During FY24 13 students graduated from Bi-County Collaborative Programs. As part of their high school programming, students enrolled in Bi-County Collaborative Programs participate in transition planning which results in outcomes such as attending college, securing employment, entering transition programs, etc.

Graduate Future Plans FY22-FY24



During the 2023-2024 School Year, 36 students exited the collaborative. Other than our 13 graduates, the largest number of these students (9) returned to their home district. In addition to students returning to their home district, 5 students aged out at age 22, 3 required a more restrictive program, 2 moved from their home district or from the state.

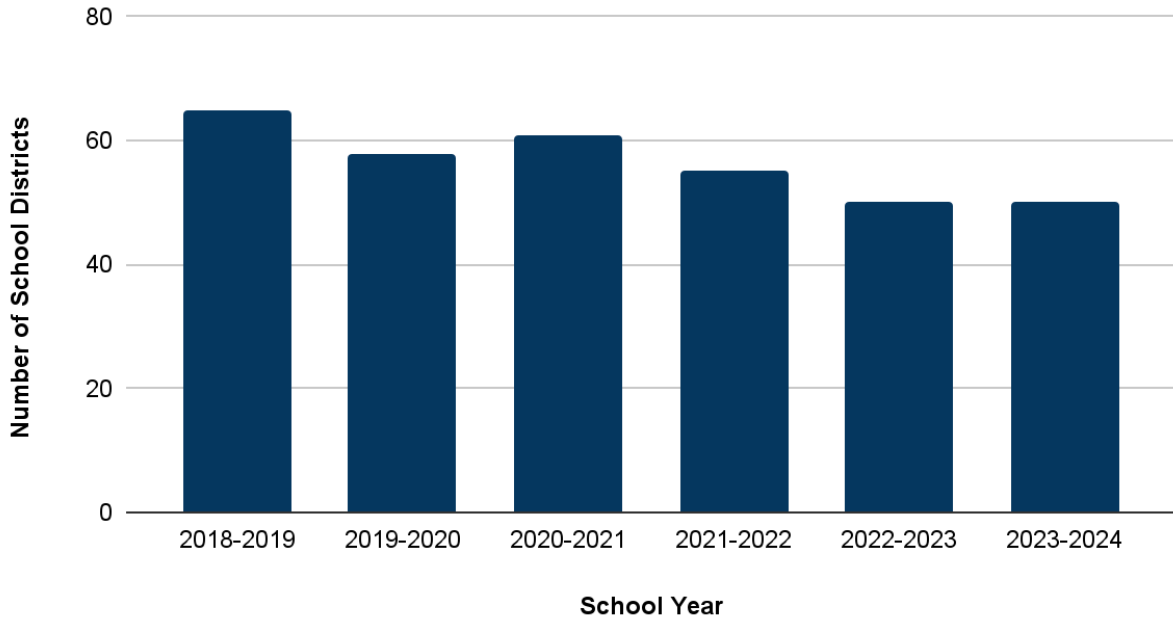
Students Exiting BICO FY22-FY24



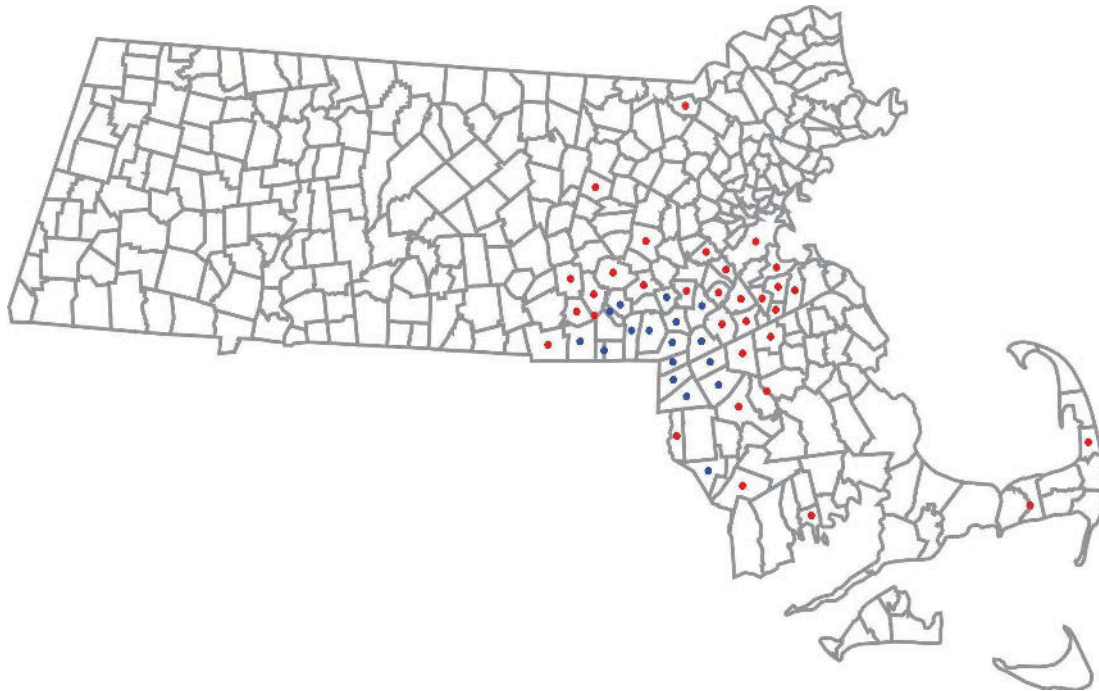
Districts Served

Bi-County Collaborative represents 20 member school districts. The students who received services from BICO during the 2023-2024 school year came to BICO programs from 50 school districts.

School Districts Served



Districts sending students to Bi-County Collaborative 2023-2024



Member Districts

1. Attleboro
2. Bellingham
3. Blackstone Millville
4. Easton
5. Foxboro
6. Franklin
7. Hopedale
8. King Philip
9. Mansfield
10. Milford
11. Norfolk
12. North Attleboro
13. Norton
14. Plainville
15. Uxbridge
16. Walpole
17. Seekonk

Non-Member Districts

18. Boston
19. Bridgewater-Raynham
20. Brockton
21. Brookline
22. Canton
23. Dedham
24. Dighton-Rehoboth
25. Douglas
26. Everett
27. Fall River
28. Framingham
29. Grafton
30. Holliston
31. Hopkinton
32. Lowell
33. Marlboro
34. Medfield
35. Medway
36. Mendon-Upton
37. Millis
38. Nashoba Regional
39. Natick
40. Needham
41. New Bedford
42. Northbridge
43. Norwood
44. Quincy
45. Randolph
46. Sharon
47. Shrewsbury
48. Stoughton
49. Taunton
50. Weymouth

Transportation Network

The Bi-County Collaborative Transportation Network, originating in the 2016-2017 school year, represents a partnership of 13 member and nonmember districts who negotiate together to contract for the best possible pricing for transportation of students with disabilities. 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 most recently entered into a 3-year agreement with Van Pool Transportation in June 2024, effective September 1, 2024 through August 31, 2027 with an optional 2-year extension. The negotiated pricing includes an 8% increase in year 1 and a 6% increase in year 2 and 3.

Cost Effectiveness of BICO Services

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. Private Vendor rates reflect FY24 rates.

Type of Service	BICO Member Rate	BICO Non-Member Rate	Private Vendor Avg. Rate Per Hour	Savings per Hour
BCBA	\$104.50	\$104.50	\$150.00	\$19.37 - \$45.50
Occupational Therapy	\$104.50	\$104.50	\$150.00	\$19.37 - \$45.50
Physical Therapy	\$104.50	\$104.50	\$150.00	\$19.37 - \$45.50
Speech Therapy	\$104.50	\$104.50	\$150.00	\$19.37 - \$45.50

** Private Vendor rates were averaged to obtain cost comparisons.

Cost Effectiveness for Bi-County Collaborative Programs

Cost Comparison to Massachusetts Educational Collaboratives

Below is a comparison of FY 24 average annual tuition rates for Massachusetts Collaboratives. Collaborative rates are listed in descending order by average rate with Bi-County Collaborative highlighted in green.

Bi-County Collaborative 10 month - 180 Days Member Tuition Rate Comparison to Massachusetts Educational Collaboratives

	Member Average Tuition Rate	Average Member Students	Total Cost	Cost Savings
Reads	\$ 75,195.00	115	\$ 8,647,425.00	\$ 1,436,580.00
Crest	\$ 71,357.14	115	\$ 8,206,071.43	\$ 995,226.43
Keystone	\$ 67,496.33	115	\$ 7,762,078.33	\$ 551,233.33
Assabet Valley	\$ 63,691.20	115	\$ 7,324,488.00	\$ 113,643.00
Pilgrim Area	\$ 63,420.00	115	\$ 7,293,300.00	\$ 82,455.00
Bi-County Collaborative	\$ 62,703.00	115	\$ 7,210,845.00	
South Shore	\$ 62,461.14	115	\$ 7,183,031.43	\$ (27,813.57)
Accept Collaborative	\$ 58,779.00	115	\$ 6,759,585.00	\$ (451,260.00)
Cape Cod	\$ 58,166.50	115	\$ 6,689,147.50	\$ (521,697.50)
SMEC	\$ 54,720.00	115	\$ 6,292,800.00	\$ (918,045.00)
TEC	\$ 54,304.33	115	\$ 6,244,997.95	\$ (938,033.48)

Bi-County Collaborative 10 month - 180 Days Non-Member Tuition Rate Comparison to Massachusetts Educational Collaboratives

	Non-Member Average Tuition Rate	Average Non-Member Students	Total Cost	Cost Savings
Reads	\$ 86,987.50	78	\$ 6,785,025.00	\$ 671,517.60
Crest	\$ 85,680.00	78	\$ 6,683,040.00	\$ 569,532.60
Keystone	\$ 79,645.73	78	\$ 6,212,367.20	\$ 98,859.80
Bi-County Collaborative	\$ 78,378.30	78	\$ 6,113,507.40	
Assabet Valley	\$ 72,916.20	78	\$ 5,687,463.60	\$ (426,043.80)
South Shore	\$ 71,704.14	78	\$ 5,592,923.14	\$ (520,584.26)
Accept Collaborative	\$ 70,534.80	78	\$ 5,501,714.40	\$ (611,793.00)
SMEC	\$ 68,820.00	78	\$ 5,367,960.00	\$ (745,547.40)
Cape Cod	\$ 63,983.15	78	\$ 4,990,685.70	\$ (1,122,821.70)
Pilgrim Area	\$ 63,420.00	78	\$ 4,946,760.00	\$ (1,166,747.40)
TEC	\$ 59,550.33	78	\$ 4,644,925.74	\$ (1,468,581.66)

Cost Comparison to Massachusetts Private Schools

Cost effectiveness and savings for Bi-County Collaborative member and non-member districts are represented in the charts below by comparing the daily rate for 180 and 223 day programs at BICO to Massachusetts approved private schools according to daily rates for FY 24 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	6.9	\$82,397	Boston College Campus School	\$128,849	\$46,452	\$320,522
Member	Elementary/Preschool Development Learning Program	6.9	\$82,397	Cotting School	\$136,411	\$54,014	\$372,699
Non-Member	Elementary/Preschool Development Learning Program	3.1	\$102,995	Boston College Campus School	\$128,849	\$25,854	\$80,149
Non-Member	Elementary/Preschool Development Learning Program	3.1	\$102,995	Cotting School	\$136,411	\$33,416	\$103,591

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+	5.3	\$82,397	Cotting School	\$136,411	\$54,014	\$286,276
Member	Life Roles Transition Center – Age 18+	5.3	\$82,397	League School	\$129,933	\$47,536	\$251,942
Non-Member	Life Roles Transition	2.8	\$102,995	Cotting School	\$136,411	\$33,416	\$93,566

	Center – Age 18+						
Non-Member	Life Roles Transition Center – Age 18+	2.8	\$102,995	League School	\$129,933	\$26,938	\$75,427

**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	8.5	\$67,415	Crossroads School for Children	\$119,815	\$52,400	\$445,402
Member	Specialized Elementary Alternative Program	8.5	\$67,415	New England Center for Children	\$119,408	\$51,993	\$441,944
Non-Member	Specialized Elementary Alternative Program	3.8	\$84,267	Crossroads School for Children	\$119,815	\$35,548	\$135,083
Non-Member	Specialized Elementary Alternative Program	3.8	\$84,267	New England Center for Children	\$119,408	\$35,141	\$133,537
Member	Therapeutic Elementary Alternative Program	25.2	\$57,991	Community Therapeutic Day School	\$97,672	\$39,681	\$999,951
Member	Therapeutic Elementary Alternative Program	25.2	\$57,991	Walker School	\$93,802	\$35,811	\$902,427
Non-Member	Therapeutic Elementary Alternative Program	13.8	\$72,488	Community Therapeutic Day School	\$97,672	\$25,184	\$347,534
Non-Member	Therapeutic Elementary Alternative Program	13.8	\$72,488	Walker School	\$93,802	\$21,314	\$294,128

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	7	\$57,991	Judge Baker Children's Center	\$131,542	\$73,551	\$514,858
Member	Alternative Middle School Program	7	\$57,991	Walker School	\$93,802	\$35,811	\$250,674
Non-Member	Alternative Middle School Program	4	\$72,488	Judge Baker Children's Center	\$131,542	\$59,054	\$236,217
Non-Member	Alternative Middle School Program	4	\$72,488	Walker School	\$93,802	\$21,314	\$85,254
Member	Life Roles Education Program	5.7	\$67,415	Cotting School	\$110,108	\$42,693	\$243,349
Member	Life Roles Education Program	5.7	\$67,415	League School	\$104,879	\$37,464	\$213,544
Non-Member	Life Roles Education Program	5	\$82,269	Cotting School	\$110,108	\$27,839	\$139,194
Non-Member	Life Roles Education Program	5	\$82,269	League School	\$104,879	\$22,610	\$113,049
Member	Therapeutic Education Program	4.3	\$57,991	Judge Baker Children's Center	\$131,542	\$73,551	\$316,270
Member	Therapeutic Education Program	4.3	\$57,991	Walker School	\$93,802	\$35,811	\$153,986
Non-Member	Therapeutic Education Program	3.5	\$72,488	Judge Baker Children's Center	\$131,542	\$59,054	\$206,690
Non-Member	Therapeutic Education Program	3.5	\$72,488	Walker School	\$93,802	\$21,314	\$74,598

Member	Therapeutic Middle School Program	16.7	\$57,991	Judge Baker Children's Center	\$131,542	\$73,551	\$1,228,305
Member	Therapeutic Middle School Program	16.7	\$57,991	Walker School	\$93,802	\$35,811	\$598,037
Non-Member	Therapeutic Middle School Program	9.5	\$72,488	Judge Baker Children's Center	\$131,542	\$59,054	\$561,015
Non-Member	Therapeutic Middle School Program	9.5	\$72,488	Walker School	\$93,802	\$21,314	\$202,479

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	11.1	\$57,991	Dearborn Academy	\$106,756	\$48,765	\$541,294
Member	Learning Center	11.1	\$57,991	James Farr Academy	\$111,362	\$53,371	\$592,423
Non-Member	Learning Center	2.5	\$72,488	Dearborn Academy	\$106,756	\$34,268	\$85,671
Non-Member	Learning Center	2.5	\$72,488	James Farr Academy	\$111,362	\$38,874	\$97,186
Member	Life Roles Transition Center 9-12	8.1	\$67,415	Cotting School	\$110,108	\$42,693	\$345,812
Member	Life Roles Transition Center 9-12	8.1	\$67,415	League School	\$104,879	\$37,464	\$303,457
Non-Member	Life Roles Transition Center 9-12	1.6	\$84,269	Cotting School	\$110,108	\$25,839	\$41,342
Non-Member	Life Roles Transition Center 9-12	1.6	\$84,269	League School	\$104,879	\$20,610	\$32,976
Member	Secondary Therapeutic	10.9	\$57,991	Dearborn Academy	\$106,756	\$48,765	\$531,541

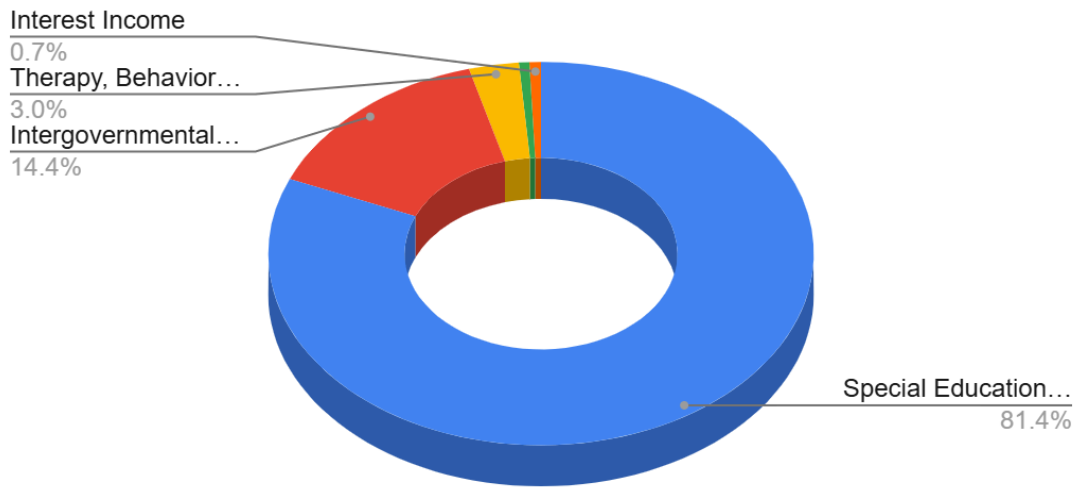
	Alternative High School Program						
Member	Secondary Therapeutic Alternative High School Program	10.9	\$57,991	James Farr Academy	\$111,362	\$53,371	\$581,748
Non-Member	Secondary Therapeutic Alternative High School Program	4	\$72,488	Dearborn Academy	\$106,756	\$34,268	\$137,073
Non-Member	Secondary Therapeutic Alternative High School Program	4	\$72,488	James Farr Academy	\$111,362	\$38,874	\$155,498
Member	Therapeutic High School Program	15.2	\$57,991	Dearborn Academy	\$106,756	\$48,765	\$741,231
Member	Therapeutic High School Program	15.2	\$57,991	James Farr Academy	\$111,362	\$53,371	\$811,245
Non-Member	Therapeutic High School Program	12.3	\$72,488	Dearborn Academy	\$106,756	\$34,268	\$421,499
Non-Member	Therapeutic High School Program	12.3	\$72,488	James Farr Academy	\$111,362	\$38,874	\$478,155

Financial Information

Revenue

Bi-County Collaborative's total revenue for Fiscal Year 24 is \$18,444,495. 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 24 Revenue Percentage Breakdown

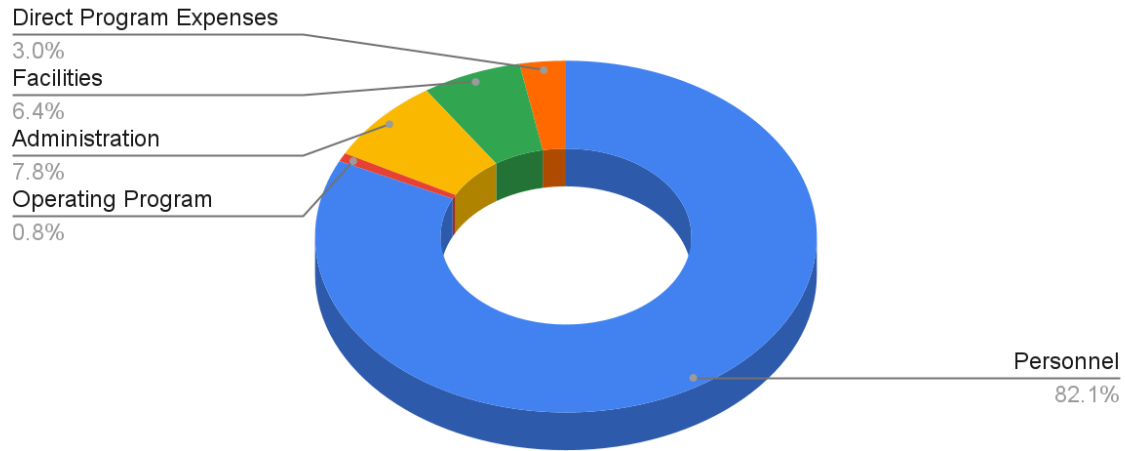


Category	Dollar Amount	Percentage of Revenue
Special Education Programs	15,005,825	81.4%
Intergovernmental Revenue	2,652,805	14.4%
Therapy, Behavioral, & Evaluation Services	547,030	3.0%
Transportation Network	112,323	0.6%
Interest Income	126,512	0.7%
Total Revenues	18,444,495	100.0%

Expenses

Bi-County Collaborative's total expenses for Fiscal Year 24 is \$17,790,319.

FY 24 Expense Percentage Breakdown



Category	Dollar Amount	Percentage of Expenses
Personnel (Excluding Administration)	\$14,599,122	82.1%
Facilities	\$1,143,820	6.4%
Administration	\$1,379,723	7.8%
Direct Program Expense	\$528,065	3.0%
Operating Program Expense	\$139,589	.8%
Total	\$17,790,319	100%

FY24 Independent Financial Audit

Bi-County Collaborative's Independent Financial Audit Report was conducted by Roselli, Clark, and Associates. The Independent Auditor's Report was presented to the Board of Directors at a meeting held on October 17, 2024 by Terenzio Volpicelli. Bi-County Collaborative's FY24 Audit found Bi-County to have a clean audit and no findings of concern. The Board voted unanimously to accept the FY24 Independent Audit Report on October 17, 2024.