



Bi-County Collaborative
Making It Possible

Bi-County Collaborative FY25 Annual Report

Jeanne M. Sullivan, M. Ed.
Executive Director

Administrative Offices
111 Robbins Road, Walpole, MA 02081
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www.bicounty.org

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Dear Bi-County Collaborative Community,

The 2024-2025 School Year was a mix of exciting new adventures and struggles. We worked together as a community to navigate our challenges and Made It Possible to provide for the educational, therapeutic and medical needs of our students. During the 2024-2025 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 continued to work through some staffing challenges during this school year, 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 2024-2025 School Year began at 170 students and closed the year at 177 students. Referrals to BICO programs were a bit slower to be received during the summer months than previous years. In examining our enrollment we noted that there was a flow of in and out throughout the year including students who returned to their sending district and students who left BICO to attend a program with a higher level of care. BICO programs had 4 students who turned 22 and aged out of special education services during the year and 10 students who graduated with a high school diploma at the end of the year.

During the 2024-2025 School Year BICO entered into a lease agreement with the Town of Walpole for two floors of the Eleanor Johnson School located on Robbins Rd. We completed cleaning and updates to the first floor and relocated the LRTC programs from their previous Mansion Drive location prior to the start of summer services in July, 2024. The BICO Central Office was relocated from the previous location in Franklin to the Johnson School at the end of July, 2024. Finally, renovations were completed to the second floor and all Summit Programs (SELC, SMS, SHS, STAP) were relocated from Providence Highway to the Johnson School. There were a few growing pains as we navigated merging different programs and the office into one location but all in all the move has been a success.

In addition to the renovations and the moves, we focused on several key areas including 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.

In the 2024-2025 school year the Curriculum and Professional Learning Department collaborated with staff to implement the new Math Curriculum , Reveal Math in grades 6-12. We also had a group of staff working collaboratively with the DESE Eval and Select Network to pilot and select new High Quality Literacy Curriculum. Ultimately the working group selected Into Reading for elementary grades and Study Sync for secondary grades. During the spring of 2025, BICO applied for and was awarded the PRISM II and Prism III Grants through DESE. These two grants have supported purchase of the new curriculum as well as a partnership with The New Teacher Project which will support coaching and embedded professional learning for BICO staff.

BICO Staff continued our focus on working with our host districts to implement the new Statewide IEP. In the previous fiscal year, BICO sent three staff to train the trainer sessions provided by MA DESE. These three staff became the training team for BICO. As a team they organized several formal training opportunities as well as drop in support/question and answer sessions for our staff. 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 2025 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. 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, Director of 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 Specialist
- Mr. Brian Grinnan, Director of Transition
- Mrs. Kristin Boni, Program Director
- Mr. Benjamin Giuffrida, Principal/ 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.

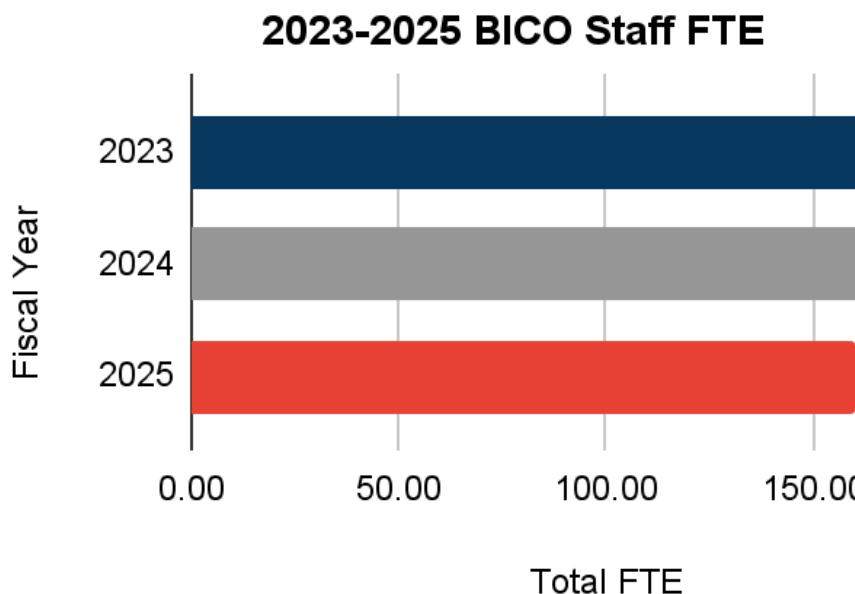
Guiding Beliefs

- 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	50		
Member Districts	20	School Districts Served in 2024-2025:	51
Number of Employees	164	Employee FTE	160.45
Programs	20	Students Served	226
Bi-County Program / Service Locations	Bellingham, Blackstone Millville Regional, Foxboro, Franklin, Mansfield, Plainville, Walpole, Wrentham		

Staff Demographics (June 30, 2025)



Staff Demographics (June 30, 2025)

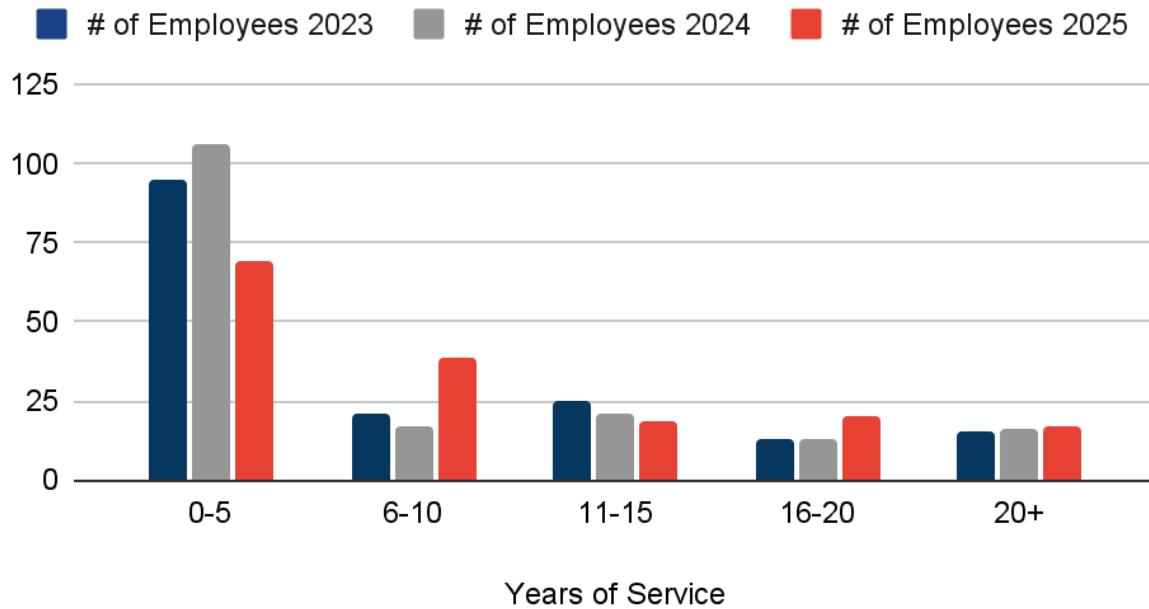
Role	FTE
Adjustment Counselors	7.8
Administrative Assistant	2.0
APE Teacher	3.0
Board Certified Behavior Analysts	6.0
Building Liaison (Summit)	0.5
Career Readiness Coach / Transition Coach	2.0
Certified OT Assistant	1.0
Clinical Director Therapeutic MS & HS	0.6
Coordinator of Technology Integration & Planning	1.0
Custodian	0.75
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
IT Support/ Desktop Technician	1.0
Lead Custodian	1.0
Lead Teacher / Instructional Coach	1.0
Nurse - Leader	1.0
Nurses - LPN	1.0
Nurses - RN	5.5
Occupational Therapists	4.6
Payroll & Accounting Bookkeeper	1.0
Paraprofessionals	56.2
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
Reading Specialist	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)	34.5
TOTAL STAFF FTE AS OF 6/30/2025	160.45

Staff Years of Service 2025



Range of Years	Number of Staff	Percentage of Staff
0-5	69	42.07%
6-10	39	23.78%
11-15	19	11.59%
16-20	20	12.20%
20+	17	10.37%
Total	164	100%

BICO Staff Years of Service 2023-2025



Bi-County Collaborative Educational Programs & Services

Bi-County Collaborative is dedicated to providing high quality educational programs that support “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 50 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.

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



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Bi-County Collaborative Programs & Services

Preschool & Elementary Programs

THERAPEUTIC ELEMENTARY ALTERNATIVE PROGRAM (TEAP)

JFK/ Augustine F. Maloney, Blackstone, MA
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 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.



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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

THERAPEUTIC ESSENTIAL SKILLS PROGRAM (TESP)

Bellingham Memorial, Bellingham, MA

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

The Therapeutic Essential Skills Program (TESP) support students in developing and improving their functional academic skills so that they can apply them to real-life activities. Following the Massachusetts State Curriculum Frameworks and utilizing a therapeutic approach to learning, students will participate in activities such as: learning to read a map and using one to navigate the community; engaging in a lesson about nutrition, creating a simple menu, creating a grocery list of items to prepare the food on the menu, applying money skills by estimating the cost and shopping for the food to prepare the menu. In addition to academic and social skills, students will learn and practice activities of daily living with increasing independence in order to improve their sense of self-worth. The TESP Program will support students in grades 6-8 who present with difficulties in the areas of specific learning disabilities,

neurological/ cognitive impairment, language development, sensory integration, and social/behavioral skills. Diagnoses may include Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Intellectual Impairment. Students who participate in the TESP Program will participate in lessons taught by a licensed classroom teacher, social skills groups led by a school adjustment counselor, speech pathologist and or the classroom teacher. The skills practiced in these groups will be carried into daily lessons, and activities. 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. In addition, students will receive counseling, speech , OT and PT as outlined in their IEP and determined by their educational team.



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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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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 disregulation 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)

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

Ahern Middle School
Foxborough, MA

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

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 multimodal 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@bounty.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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High School Programs

LEARNING CENTER (LC)

Blackstone-Millville High School
Blackstone, MA
Referrals:
Please contact Julie O'Connor
Director of Student Services
joc Connor@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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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 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.



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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 postsecondary 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

Lhe 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's Collaborative Agreement states that the purpose of the Collaborative is to "provide intensive education programs and services for students with and without disabilities in their districts of residence or in other member districts; to provide related services to students, primarily to those with low-incidence disabilities, in member and non-member districts; to provide consultation to educators on therapeutic and behavioral interventions; to provide professional development to educators; and to conduct cooperative projects and purchasing for services and other resources for member and non-member districts.

The overall objectives of the Collaborative include:

- A. to improve the academic achievement of students with low-incidence disabilities in the least restrictive environment;
- B. to offer a variety of quality professional development opportunities to general and special education teachers and related service providers;
- C. to conduct cooperative projects and purchasing for services and other resources; and
- D. to offer all programs and services in a cost-effective manner."

Below is a description of how BICO met the objective outlined above during the 2024-2025 school year.

A. To improve the academic achievement of students with low-incidence disabilities in the least restrictive environment.

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. During the 2024-2025 school year, Bi-County Collaborative served a total of 226 students from 50 school districts in Massachusetts. Bi-County Collaborative's Educational Programs have continued to 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 order to meet the wide range of needs of our students, Bi-County Collaborative operates 20 classrooms within host schools that are located within member district host schools. Within these classrooms students have access to high quality curriculum, instruction and therapy services as outlined in their individualized education plans. 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. It is through these experiences that our student data shows an increase in ability to attend school, remain in class which results in improved academic performance and in some cases return to their home schools.

In addition to programming within our member district host schools, Bi-County Collaborative operates a DESE approved public day school located at the Eleanor Johnson School in Walpole, MA. Programs located at the Johnson School provide instruction and support services for students who require a more restrictive setting than a host school can offer. The Johnson School is home to our Summit Elementary, Middle and High School Programs, Secondary Therapeutic Alternative Program (STAP) and our Life Roles Transition Center (LRTC) 9-12 & 18+ programs. As you will see in the program descriptions the Summit Programs provide support for students with social emotional/behavioral disabilities. The STAP program supports students in high school whose disability is primarily on the autism spectrum. The LRTC programs support students whose disability is on the autism spectrum and also students who have a significant medical disability. These programs provide services to students who require a more restrictive setting. In general, over time in the programs, student data shows that individuals who attend these programs demonstrate stabilization and decrease of presenting behaviors, increased attendance at school and in some cases ability to step down to a less restrictive placement in one of our host school locations or a return to their sending district.

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 and tutoring. 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.

B. To offer a variety of quality professional development opportunities to general and special education teachers and related service providers.

Over the past year, Bi-County Collaborative has offered course work in SEI, Scaffolding and Special Education for District Leaders for both BICO staff and Member/NonMember School Districts. Unfortunately the enrollment for these courses was minimal.

During the 2024-2025 school year, Bi-County Collaborative provided consultation and program development support to a nonmember charter school. This consultation was well received and may continue into the 2025-2026 school year.

The BICO Operating (Special Education Administrators) Committee requested a Job Alike beginning in the 2024-2025 school year. This job alike was organized by the BICO Professional Development and Curriculum Specialist to meet monthly and address the time the Special Education Administrators needed to problem solve and collaborate on district level issues and concerns. Attendance varied by timing/topic and was reported to be helpful to those who participated.

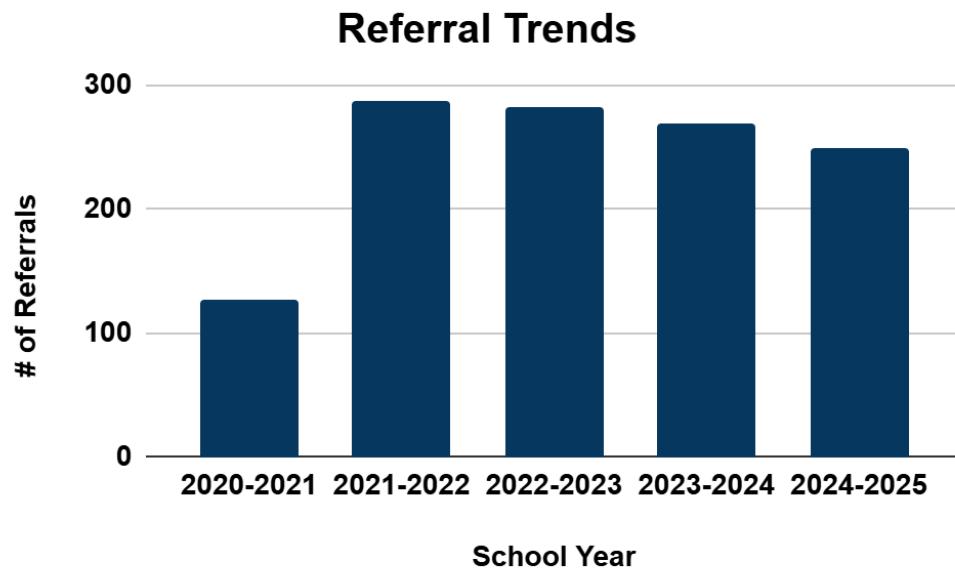
C. To conduct cooperative projects and purchasing for services and other resources.

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 (2024-2025), and 6% increases in year 2 (2025-2026) and 3 (2026-2027).

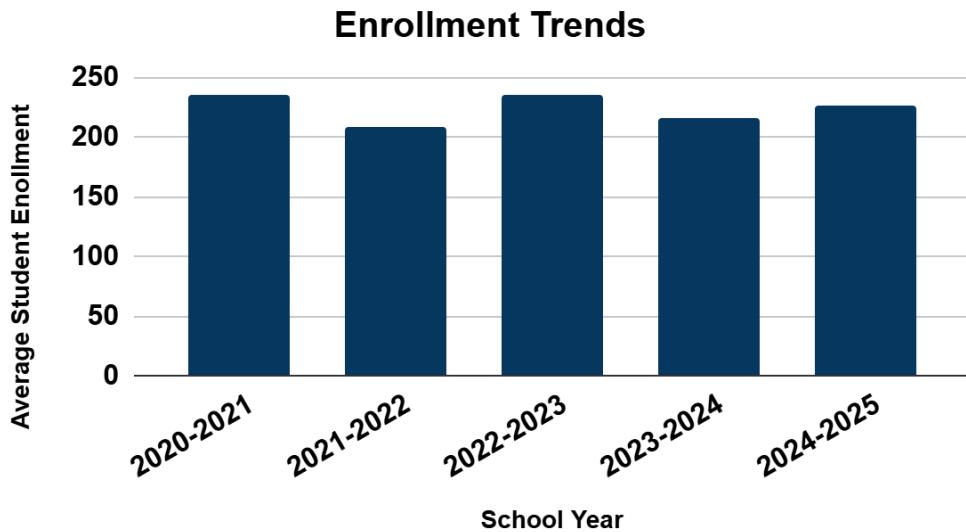
D. To offer all programs and services in a cost-effective manner.

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 35-41 of this report.

Student Demographics – Enrollment / Referrals



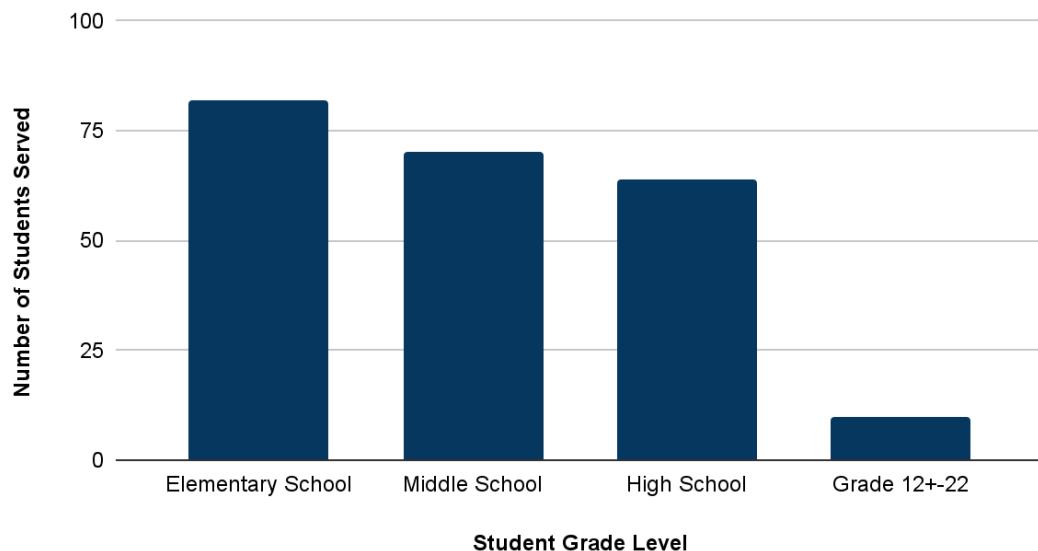
During the 2024-2025 school year, BICO noted fewer than average referrals received during prior summer months (avg. 14 per month). The referral rate increased and stabilized at 22 per month as the school year went on. It has been noted that many of the referrals received during the school year were for students experiencing a higher level of behavioral needs (ex. police involvement, aggressive behavior, drug involvement). 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 FY25 BICO received 251 student referrals. 81 students were accepted, of those, 63 students enrolled in a BICO Program. The key reasons students were not accepted to a BICO program were lack of a social and academic peer group, lack of response of the family to requests to schedule a tour/interview and the level of intensity of student behaviors.

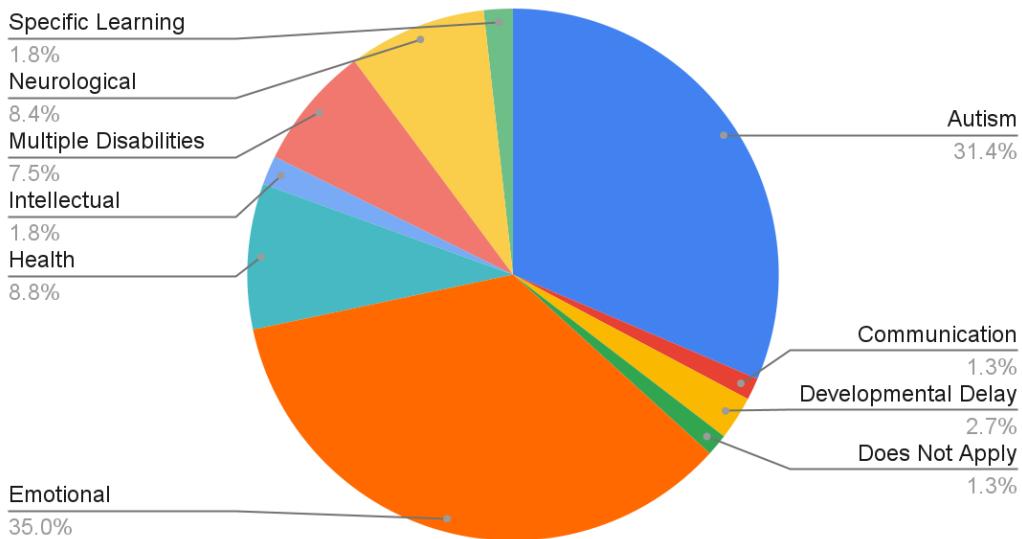
Student Demographics – 2024-2025 School Year

2024-2025 Students Served



During the 2024-2025 School Year Bi-County Collaborative provided services to 226 students, this is an increase of about 10 students over FY24.

2024-2025 Students Served By Disability

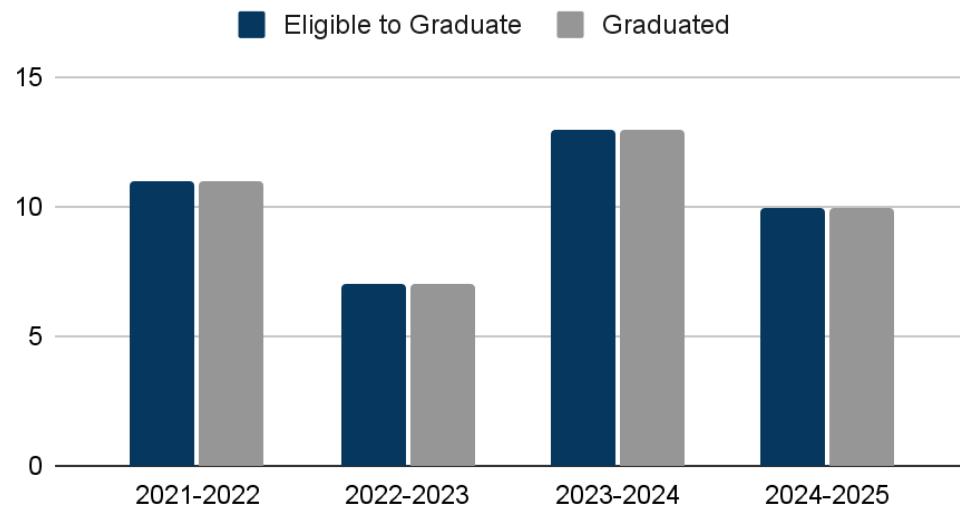


The three disabilities most highly represented by the Bi-County student population during the 2024-2025 school year were Emotional, Autism and Health.

Student Outcomes

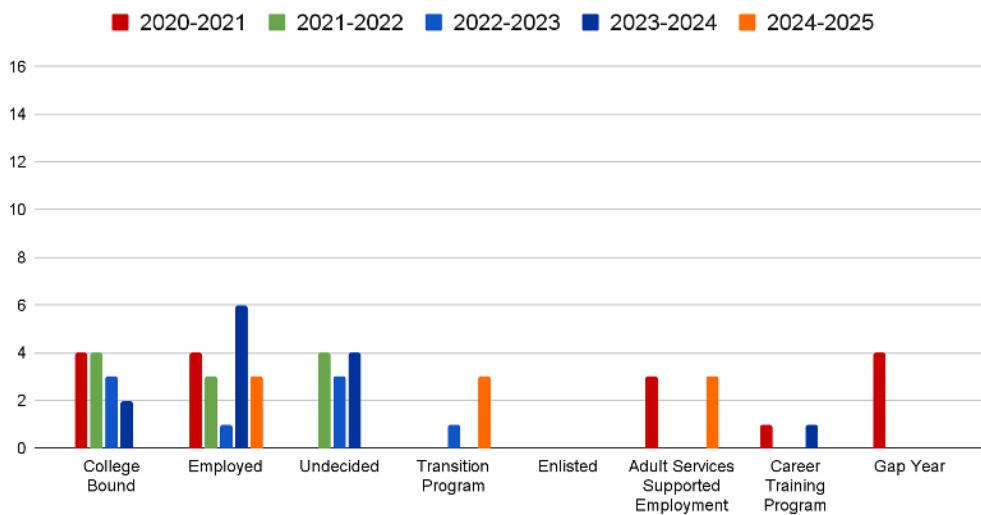
Students enrolled in Bi-County Collaborative Programs have consistently met graduation requirements by completion of their Senior Year.

2024-2025 Eligible to Graduate and Graduated



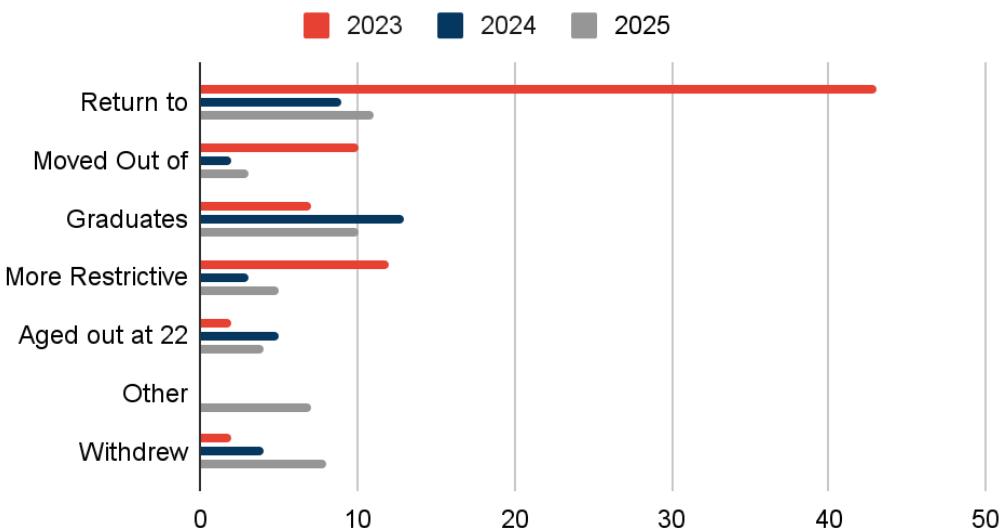
During FY25 10 students graduated from Bi-County Collaborative Programs. As part of their high school programming, students enrolled in Bi-County Collaborative Programs participate in transition planning which results in outcomes such as attending college, securing employment, entering transition programs, etc.

Graduate Future Plans



During the 2024-2025 School Year, 48 students exited the collaborative. Other than our 10 graduates, the largest number of these students (11) returned to their home district. In addition to students returning to their home district, 4 students aged out at age 22, 5 required a more restrictive program, 3 moved from their home district or from the state.

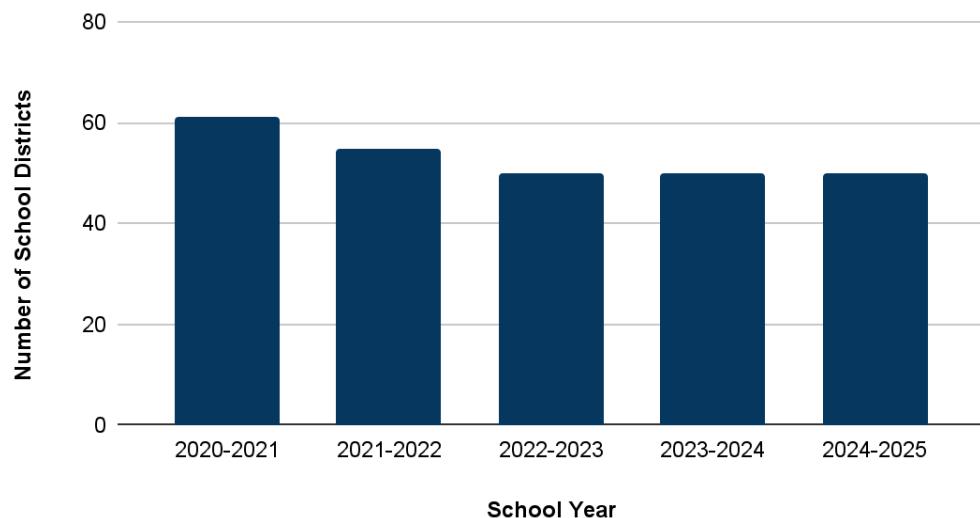
Students Exiting BICO 2023-2025



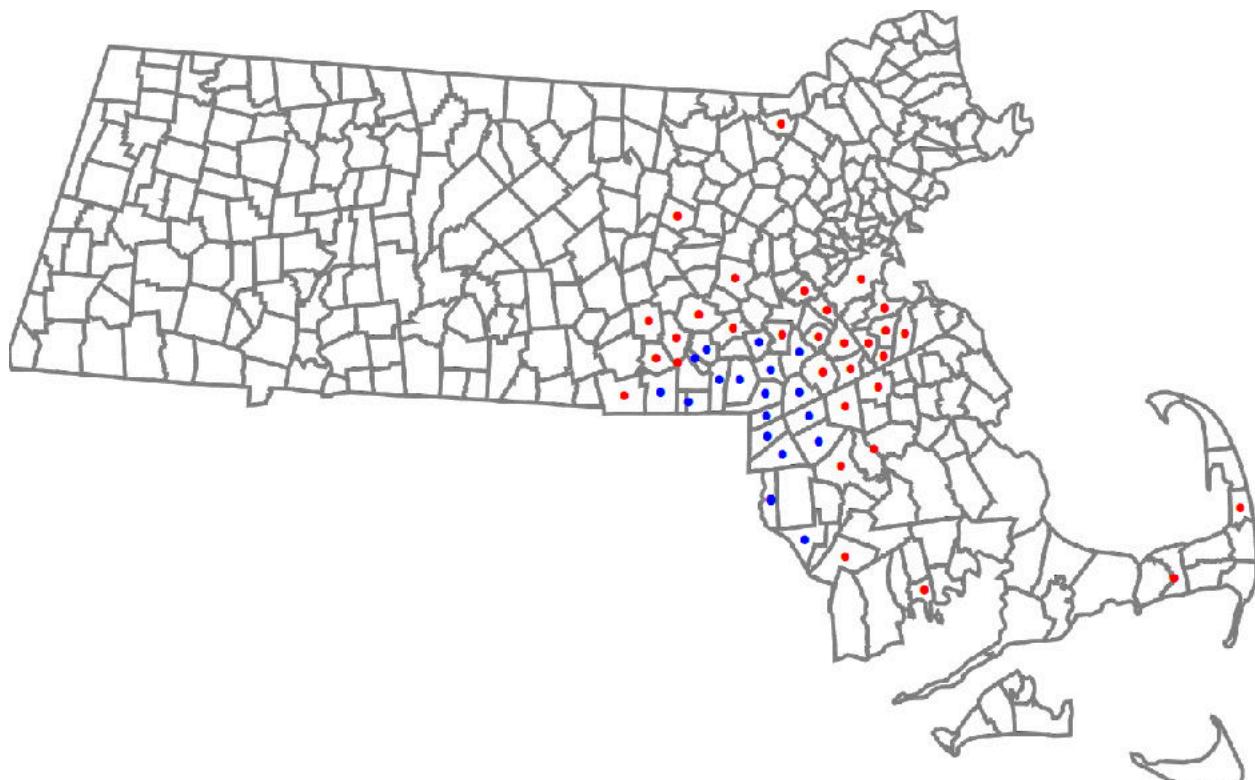
Districts Served

Bi-County Collaborative represents 20 member school districts. The students who received services from BICO during the 2024-2025 school year came to BICO programs from 51 school districts.

School Districts Served



Districts sending students to Bi-County Collaborative 2024-2025



Member Districts

Non-Member Districts

- | | | |
|-------------------------|-------------------------|----------------------|
| 1. Attleboro | 18. Walpole | 35. Middleboro |
| 2. Bellingham | 19. Boston | 36. Millbury |
| 3. Blackstone-Millville | 20. Bridgewater-Raynham | 37. Millis |
| 4. Easton | 21. Canton | 38. Nashoba Regional |
| 5. Foxborough | 22. Dedham | 39. Needham |
| 6. Franklin | 23. Douglas | 40. New Bedford |
| 7. Hopedale | 24. Fall River | 41. Northbridge |
| 8. King Philip | 25. Gardner | 42. Norwood |
| 9. Mansfield | 26. Grafton | 43. Plymouth |
| 10. Milford | 27. Holliston | 44. Quincy |
| 11. Norfolk | 28. Hopkinton | 45. Randolph |
| 12. North Attleboro | 29. Kingston | 46. Sharon |
| 13. Norton | 30. Lowell | 47. Somerset |
| 14. Plainville | 31. Marlboro | 48. Stoughton |
| 15. Seekonk | 32. Medfield | 49. Taunton |
| 16. Swansea | 33. Medway | 50. Weymouth |
| 17. Uxbridge | 34. Mendon-Upton | 51. Worcester |

Transportation Network

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 FY25 rates.

Type of Service	BICO Member Rate	BICO Non-Member Rate	Private Vendor Avg. Rate Per Hour	Savings per Hour
BCBA	\$107.64	\$134.55	\$170.00	\$35.45 - \$62.36
Occupational Therapy	\$107.64	\$134.55	\$170.00	\$35.45 - \$62.36
Physical Therapy	\$107.64	\$134.55	\$170.00	\$35.45 - \$62.36
Speech Therapy	\$107.64	\$134.55	\$170.00	\$35.45 - \$62.36

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

Cost Comparison to Massachusetts Educational Collaboratives

Below is a comparison of FY25 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	\$ 78,624	115	\$ 9,041,760	\$ 1,279,682
Crest	\$ 73,800	115	\$ 8,487,000	\$ 724,922
Assabet Valley	\$ 71,049	115	\$ 8,170,635	\$ 257,370
Pilgrim Area	\$ 68,811	115	\$ 7,913,265	\$ (257,370)
Keystone	\$ 67,496	115	\$ 7,762,078	\$ 424,273
Bi-County Collaborative	\$ 64,585	115	\$ 7,427,264	
Accept Collaborative	\$ 63,807	115	\$ 7,337,805	\$ (575,460)
South Shore	\$ 62,461	115	\$ 7,183,031	\$ (244,232)
Cape Cod	\$ 58,167	115	\$ 6,689,148	\$ (1,072,931)
SMEC	\$ 57,420	115	\$ 6,603,300	\$ (1,158,778)
TEC	\$ 57,028	115	\$ 6,558,258	\$ (869,005)

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	\$ 90,936	78	\$ 7,093,008	\$ 796,138
Crest	\$ 88,534	78	\$ 6,905,652	\$ 608,782
Assabet Valley	\$ 81,763	78	\$ 6,377,514	\$ 80,644
Bi-County Collaborative	\$ 80,729	78	\$ 6,296,870	
Keystone	\$ 79,646	78	\$ 6,212,367	\$ 240,297
Accept Collaborative	\$ 76,565	78	\$ 5,972,070	\$ (405,444)
TEC	\$ 73,625	78	\$ 5,742,750	\$ (469,617)
South Shore	\$ 71,704	78	\$ 5,592,923	\$ (379,147)
Pilgrim Area	\$ 68,811	78	\$ 5,367,258	\$ (1,725,750)
SMEC	\$ 65,880	78	\$ 5,138,640	\$ (833,430)
Cape Cod	\$ 62,731	78	\$ 4,893,031	\$ (1,079,039)

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 220 day programs at BICO to Massachusetts approved private schools according to daily rates for FY25 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 – 220 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	\$84,869	Boston College Campus School	\$133,078	\$48,209	\$332,639
Member	Elementary/Preschool Development Learning Program	6.9	\$84,869	Cotting School	\$140,888	\$56,019	\$386,528
Non-Member	Elementary/Preschool Development Learning Program	3.1	\$106,084	Boston College Campus School	\$133,078	\$26,994	\$83,681
Non-Member	Elementary/Preschool Development Learning Program	3.1	\$106,084	Cotting School	\$140,888	\$34,804	\$107,892
Member	Specialized Elementary Alternative Program	8.5	\$84,869	Crossroads School for Children	\$153,309	\$68,440	\$581,742
Member	Specialized Elementary Alternative Program	8.5	\$84,869	New England Center for Children	\$152,788	\$67,919	\$577,310
Non-Member	Specialized Elementary Alternative Program	3.8	\$106,084	Crossroads School for Children	\$153,309	\$47,225	\$179,455
Non-Member	Specialized Elementary Alternative Program	3.8	\$106,084	New England Center for Children	\$152,788	\$46,704	\$177,475

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	\$84,869	Cotting School	\$140,888	\$56,019	\$296,899
Member	Life Roles Transition Center – Age 18+	5.3	\$84,869	League School	\$134,198	\$49,328	\$261,441
Non-Member	Life Roles Transition Center – Age 18+	2.8	\$106,084	Cotting School	\$140,888	\$34,804	\$97,451
Non-Member	Life Roles Transition Center – Age 18+	2.8	\$106,084	League School	\$134,198	\$28,114	\$78,719

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	Therapeutic Elementary Alternative Program	25.2	\$59,731	Community Therapeutic Day School	\$102,253	\$42,521	\$1,071,539
Member	Therapeutic Elementary Alternative Program	25.2	\$59,731	Walker School	\$98,203	\$38,471	\$969,479
Non-Member	Therapeutic Elementary Alternative Program	13.8	\$74,662	Community Therapeutic Day School	\$102,253	\$27,590	\$380,748
Non-Member	Therapeutic Elementary Alternative Program	13.8	\$74,662	Walker School	\$98,203	\$23,540	\$324,585

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	\$59,731	Judge Baker Children's Center	\$137,713	\$77,981	\$545,870
Member	Alternative Middle School Program	7	\$59,731	Walker School	\$98,203	\$38,471	\$269,297
Non-Member	Alternative Middle School Program	4	\$74,662	Judge Baker Children's Center	\$137,713	\$63,050	\$252,202
Non-Member	Alternative Middle School Program	4	\$74,662	Walker School	\$98,203	\$23,540	\$94,162
Member	Life Roles Education Program	5.7	\$69,439	Cotting School	\$115,272	\$45,833	\$261,250
Member	Life Roles Education Program	5.7	\$69,439	League School	\$109,798	\$40,360	\$230,052
Non-Member	Life Roles Education Program	5	\$86,796	Cotting School	\$115,272	\$28,476	\$142,380
Non-Member	Life Roles Education Program	5	\$86,796	League School	\$109,798	\$23,002	\$115,010
Member	Therapeutic Education Program	4.3	\$59,731	Judge Baker Children's Center	\$137,713	\$77,982	\$335,323
Member	Therapeutic Education Program	4.3	\$59,731	Walker School	\$98,203	\$38,472	\$165,430
Non-Member	Therapeutic Education Program	3.5	\$74,662	Judge Baker Children's Center	\$137,713	\$63,051	\$220,679
Non-Member	Therapeutic Education Program	3.5	\$74,662	Walker School	\$98,203	\$23,541	\$82,393
Member	Therapeutic	16.7	\$59,731	Judge Baker	\$137,713	\$77,982	\$1,302,299

	Middle School Program			Children's Center			
Member	Therapeutic Middle School Program	16.7	\$59,731	Walker School	\$98,203	\$38,472	\$642,482
Non-Member	Therapeutic Middle School Program	9.5	\$74,662	Judge Baker Children's Center	\$137,713	\$63,051	\$598,984
Non-Member	Therapeutic Middle School Program	9.5	\$74,662	Walker School	\$98,203	\$23,541	\$223,639

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	\$59,731	Dearborn Academy	\$111,764	\$52,033	\$577,566
Member	Learning Center	11.1	\$59,731	James Farr Academy	\$116,584	\$56,853	\$630,068
Non-Member	Learning Center	2.5	\$74,662	Dearborn Academy	\$111,764	\$37,102	\$92,755
Non-Member	Learning Center	2.5	\$74,662	James Farr Academy	\$116,584	\$41,922	\$104,805
Member	Life Roles Transition Center 9-12	8.1	\$69,439	Cotting School	\$115,272	\$45,833	\$371,247
Member	Life Roles Transition Center 9-12	8.1	\$69,439	League School	\$109,798	\$40,359	\$326,908
Non-Member	Life Roles Transition Center 9-12	1.6	\$86,796	Cotting School	\$115,272	\$28,476	\$45,562
Non-Member	Life Roles Transition Center 9-12	1.6	\$86,796	League School	\$109,798	\$23,002	\$36,803
Member	Secondary Therapeutic Alternative High School Program	10.9	\$59,731	Dearborn Academy	\$111,764	\$52,003	\$567,160

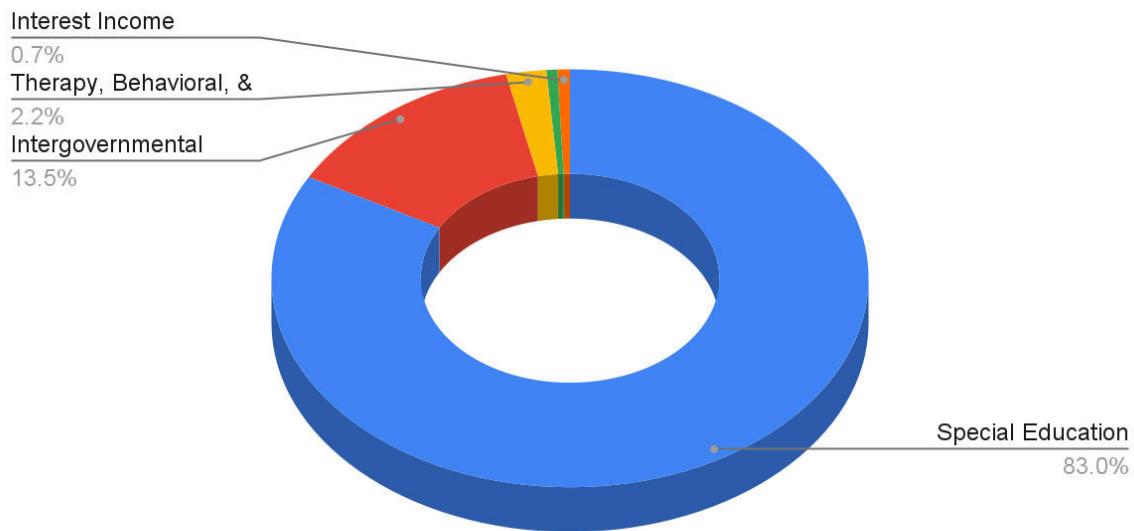
Member	Secondary Therapeutic Alternative High School Program	10.9	\$59,731	James Farr Academy	\$116,584	\$56,853	\$619,698
Non-Member	Secondary Therapeutic Alternative High School Program	4	\$74,662	Dearborn Academy	\$111,764	\$37,102	\$148,408
Non-Member	Secondary Therapeutic Alternative High School Program	4	\$74,662	James Farr Academy	\$116,584	\$41,922	\$167,688
Member	Therapeutic High School Program	15.2	\$59,731	Dearborn Academy	\$111,764	\$52,033	\$790,902
Member	Therapeutic High School Program	15.2	\$59,731	James Farr Academy	\$116,584	\$56,853	\$864,166
Non-Member	Therapeutic High School Program	12.3	\$74,662	Dearborn Academy	\$111,764	\$37,102	\$456,355
Non-Member	Therapeutic High School Program	12.3	\$74,662	James Farr Academy	\$116,584	\$41,922	\$515,641

Financial Information

Revenue

Bi-County Collaborative's total revenue for Fiscal Year 25 is \$17,841,869. 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.

FY25 Revenue Percentage Breakdown

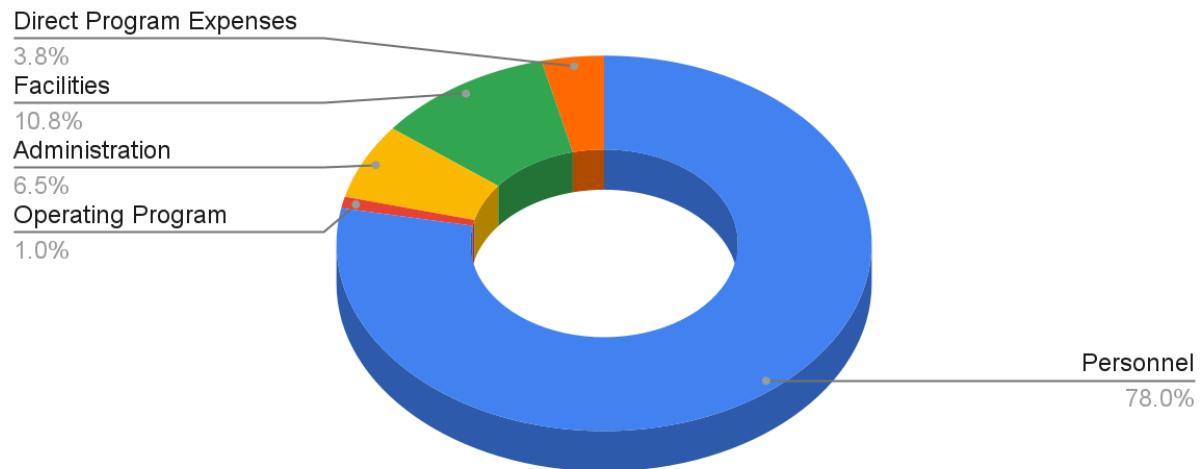


Category	Dollar Amount	Percentage of Revenue
Special Education Programs	\$14,816,045	83.0%
Intergovernmental Revenue	\$2,411,017	13.5%
Therapy, Behavioral, & Evaluation Services	\$388,691	2.2%
Transportation Network	\$105,175	0.6%
Interest Income	\$120,941	0.7%
Total Revenues	\$17,841,869	100.0%

Expenses

Bi-County Collaborative's total expenses for Fiscal Year 25 is \$18,815,876.

FY25 Expense Percentage Breakdown



Category	Dollar Amount	Percentage of Expenses
Personnel (Excluding Administration)	\$14,676,275	78.0%
Facilities	\$2,025,372	10.8%
Administration	\$1,219,943	6.5%
Direct Program Expense	\$706,835	3.8%
Operating Program Expense	\$187,451	1.0%
Total	\$18,815,876	100%

FY25 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 23, 2025 by Terenzio Volpicelli. Bi-County Collaborative's FY25 Audit was clean reflecting a cumulative surplus of 8.23% (\$1,463,635). Although there was a positive cumulative surplus, the audit showed a change in overall net position of the Collaborative which was expected given the renovations to the Johnson School and lower than expected total enrollment. The Board voted unanimously to accept the FY25 Independent Audit Report on October 23, 2025.

