COMMUNICATION
The Bi-County Collaborative has enjoyed a year of progress and growth. Student enrollment is increasing, we have a new five year Strategic Plan, a new building projected to open in late fall of 2017 for our Middle and High School Therapeutic programs, and additional space with more resources for our Developmental Learning and Life Roles Education Programs.

Bi-County's Therapeutic Middle and High School programs will be moving to new space sometime in late fall for the 2017-2018 school years. Both programs will relocate to 2140 Providence Highway in Walpole. This location will have 16 classrooms. With the increasing need to provide educational services for students with behavioral and mental health challenges, this new space will increase Bi-County’s capacity to meet both member and non-member district needs.

Bi-County is also excited to be moving our Life Roles Transition Center Program to 141 Mansion Drive in Walpole. We'll be sharing this new space with the TEC Collaborative where we'll enjoy a therapeutic pool, fitness room, cafeteria, and activity room in addition to 2 large classrooms. TEC and BICO began a collaborative working relationship three years ago when we were both experiencing the need to find new space for our programs. We are appreciative of the growing relationship we have with TEC because we fully realize we can do more together than apart. This new space will be a great benefit to students, staff, and families.

One of our goals this year has been to focus on family engagement in new and different ways. Parents participated in Math Fairs at the elementary and high school level, a Sweetheart Dance, classroom improvisation presentations, storytelling by parents, an Art show, and programming to assist parents in understanding how to identify the signs of substance abuse, and several other activities and events.

We wish to extend many thanks to our BICO School districts, Board members and families. It is because of your continued support that our dedicated and caring staffs have the resources to educate our student population. BICO staffs come to work each and every day to make a difference in the life of each and every student. We could not accomplish all that we have without the support of so many.
Special Education Forum
Norfolk, Plainville, Wrentham and King Philip Regional School Districts
June 20, 2017

I. Review of norms and check-in
II. Analysis of the transition process
III. Developing an implementation plan for next year
IV. Preparation of a public statement
V. Assessing our group process

Special Education Forum
Norfolk, Plainville, Wrentham and King Philip Regional School Districts

Purpose
To develop a shared vision for special education across the four districts that supports a cohesive experience for students and effective collaboration among the administrations and staffs, while allowing for flexibility based upon the specific needs of each district.

Authority
The Forum serves in an advisory capacity to the Superintendents of each represented district.

Responsibility to District Stakeholders
Throughout the work of the committee, members will seek the input from both faculty and parents in their districts through meetings and surveys, as determined by the committee. In addition, School Committees and other stakeholders will be updated regularly about the work of the committee.
Focus for Shared Programmatic Work

1. Developing more effective supports for students with social/emotional needs, including general education instructional strategies and supports and special education programmatic responses.

2. Providing effective training and support for paraprofessionals, including supervision and evaluation.

3. Creating the culture and structures to support effective communication and collaboration between general education and special education teachers.

Creating an Implementation Plan

I. FIRST ESTABLISH WHERE YOU WANT TO GO

For each broad programmatic area, develop a long-term vision and two shorter term goals.

A. In five years, the vision for the outcome of this work is:
   S/E needs:

   Para support:

   Communication:

B. By the 2020 school year,
   S/E needs:

   Para support:

   Communication/collaboration:

C. By June 2018,
   S/E needs:

   Para support:

   Communication/collaboration:
2. THEN ESTABLISH HOW YOU ARE GOING TO GET THERE

An implementation plan is a strategic series of steps designed to ensure that an identified goal is met. For each step, the plan outlines the necessary resources and measures of implementation, as well as an owner who will ensure it is accomplished and a deadline by which the step is expected to be completed.

An action plan can be a valuable resource to:
- Guide the implementation of change initiatives
- Provide a basis for monitoring the progress of those strategies.

Generally speaking, implementation plans are required for new initiatives for or initiatives that require change in order to function as intended. These plans guide the work that needs to be done. However, they do not give any indication of the effects of those actions, and therefore are not adequate for monitoring outcomes. This is done by an evaluation plan.

### Action Plan Template for Programmatic Change

<table>
<thead>
<tr>
<th>Focus:</th>
<th>(e.g. priority order, simultaneous exploration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons Responsible:</td>
<td>(e.g. whole committee or subcommittee)</td>
</tr>
<tr>
<td>Action Steps:</td>
<td>(e.g. frequency of meetings, required tasks)</td>
</tr>
<tr>
<td>Resources:</td>
<td>(e.g. release time, training)</td>
</tr>
<tr>
<td>Outputs:</td>
<td>(e.g. reports, strategic plans)</td>
</tr>
<tr>
<td>Timeline:</td>
<td>(e.g. interim and final deadlines for activities)</td>
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</tbody>
</table>
**Action Plan Template for Transition Planning**

**Focus:**
(e.g. student/family activities, IEP planning activities, fiscal planning activities)

**Persons Responsible:**
(e.g. whole committee, subcommittee, administration)

**Action Steps**
(e.g. frequency of meetings, required tasks)

**Resources:**
(e.g. release time, information gathering)

**Outputs:**
(e.g. reports, strategic plans)

**Timeline:**
(e.g. interim and final deadlines for activities)
Reporting Out

1. Key points for communication
   What

   So What

   Now What

2. Plan for communication
   For School Districts
   Work of the committee to date

   Projected outcomes of work?

   Expectations of districts?

   Other?

   For School Committees
   Work of the committee to date

   Possible areas for future reports?

   Other?
**Special Education Forum**  
Norfolk, Plainville, Wrentham and King Philip Regional School Districts  

**First Draft: Strengths and Challenges Related to Transitions**

<table>
<thead>
<tr>
<th></th>
<th><strong>Strengths</strong></th>
<th><strong>Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Norfolk</td>
<td>Communication with King Philip- KP staff attend transition meetings where students needs are discussed and planned for</td>
<td>There is no substantially separate therapeutic program available for students at the Middle School level. This can make it difficult to plan for some of our more involved social/emotional students who are not ready for full inclusion</td>
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<tr>
<td></td>
<td>KP has come to Norfolk to observe more involved fifth grade students early in the school year to help with planning and programming as they transition</td>
<td>Honors level classes are often not available to students who require academic support (students who can access advanced level content with special educational support)</td>
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<td></td>
<td>There is a clear progression of programming for students with language-based or cognitive disabilities from Elementary to Middle School</td>
<td>The role of the KP representatives at transition meetings needs to be more clearly defined</td>
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<tr>
<td></td>
<td>KP Team Chairs have been positive to work with</td>
<td>There are times at transition meetings where students shift from full to partial inclusion, as more of their special ed. Supports are provided in a pull-out, resource room setting. This doesn’t always feel consistent with ‘least restrictive’.</td>
</tr>
<tr>
<td></td>
<td>The four Special Education Directors developed and agreed to a data sharing process that provides KP with a 2-3 year projection of students, needs and costs for programming. Census data is shared and discussed in October</td>
<td>Parents sometimes do not fully understand the programs at KP and leave team meetings unclear on what their students will be receiving</td>
</tr>
<tr>
<td></td>
<td>KP welcomes students in the summer to take private tours, check lockers, etc. 6th grade students take a field trip to KPMS</td>
<td>There are some procedural issues that need to be clarified (how to reflect rejected options- NI vs. on the grid, etc....)</td>
</tr>
<tr>
<td></td>
<td>KPMS hosts a parent coffee hour for incoming special education students from the three towns and has a question/answer session</td>
<td>Continuing to work on the alignment of programs (applied strategies class vs. in class RTI support)</td>
</tr>
</tbody>
</table>

Transition Strengths and Challenges  
May 31, 2017
<table>
<thead>
<tr>
<th>Location</th>
<th>Issue</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Plainville</td>
<td>Grade 6 teachers meet with KP guidance counselor regarding placement of all students Information is provided to KP transition coordinator</td>
<td>IEP software incompatibility Number of students moving from in-district to out-of-district programs Placement criteria is frequently program-based versus student based</td>
</tr>
<tr>
<td>Wrentham</td>
<td>Willingness to work collaboratively to improve process</td>
<td>Need to write more restrictive IEP's for grade 7 (classes do not have special educators as co-teachers; Walker Report recommended more co-teaching) Special education model in general at KPM is more restrictive than at elementary level (Walker report – 47.7% of students in full inclusion programs</td>
</tr>
<tr>
<td>KPR</td>
<td>MS to HS transition</td>
<td>Electronic transfer of IEP information from elementary to middle school Fiscal responsibilities as students transition from elementary to MS Melding the differences in programming between levels (both elementary to MS and MS to HS)</td>
</tr>
</tbody>
</table>