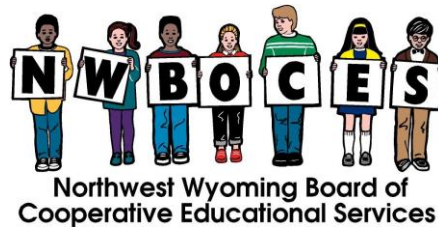


**Northwest Wyoming**  
**Board of Cooperative Educational Services**  
**Big Horn Basin Children's Center**



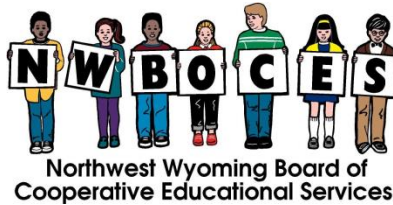
**2018-2019 Annual Report**

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307-864-2171/2100  
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**Serving Wyoming Youth Since 1970**

**Submitted by: Carolyn Conner, Administrative Director**



## **Introduction**

Big Horn Basin Children's Center (BHBCC) is a school and residential treatment facility operated by Northwest Wyoming Board of Cooperative Educational Services (NW BOCES). Programs have served youth since 1970. The current program provides services for youth with emotional disabilities/behavioral disorders. The school and residential cottages are located within Hot Springs State Park in Thermopolis, Wyoming, a town of approximately four thousand inhabitants. Referrals and services are provided for from throughout Wyoming.

The program for youth with emotional disabilities/behavioral disorders is for elementary school youth ages five to fourteen (K-8). Students are referred for services by their local school district or by the Department of Family Services (DFS) through a court order.

NW BOCES has been Wyoming Department of Education and North Central/AdvancEd Accredited since 1991 and certified as a Residential Treatment Facility (RTF), through the Department of Family Services, since 1998.

Programs are offered for youth with a history of the following: behavioral & emotional problems, post traumatic stress disorders, reactive attachment disorder, bi-polar, mood disorders, personality disorders, aggressive violent outbursts, aggressive behavior, physical abuse, sexual abuse, parental neglect, self-esteem issues, self-harm, depression, suicidal thoughts, runaway issues, impulsivity, ADD, ADHD, anxiety disorder, impulse control dysfunction, obsessive compulsive disorder, poor social skills, peer relationship issues, excessive fear, anger, mistrust, confusion, fire setting, property destruction, autism, and other various mental health and behavioral needs.

Services include: educational; residential; behavioral management; therapeutic (counseling/psychological, psychiatric, speech therapy, occupational therapy, physical therapy, social skills training, recreational therapy, family therapy); health and physical education; parent training; community integration; life skills; dietary; nursing care; medication management; and transition services.

The 18 member districts include: Big Horn #1, Big Horn #2, Big Horn #3, Big Horn #4, Converse #1, Fremont #1, Fremont #6, Fremont #14, Fremont #21, Fremont #24, Fremont #25, Fremont #38, Hot Springs #1, Park #1, Park #6, Park #16, Washakie #1, & Washakie #2. Non-member district or DFS student placements in 2018-2019 included: Platte #1; Campbell #1; Sweetwater #1 & #2; and Sheridan #2.

All professional staff are fully certified through their relevant boards. The program uses a team methodology for a focus on the "whole child". The child is our priority. Each child is

treated with dignity and respect in an environment that is safe which provides an opportunity for the child to heal, grow, & learn. Staff are trained in the specific needs of each student and specifics of the NW BOCES behavioral program. Ongoing training occurs annually for behavior management; working with traumatized youth; autism; confidentiality; IEPs; least restrictive environment; MANDT /non-violent crisis intervention; First Aid; CPR; universal precautions; emergency planning; communication and documentation/charting; client rights; civil rights; calming children in crisis; separation and loss; staff roles and working with families; suicide prevention and intervention; missions, goals, and vision; supervision and safety; food service protocols; sensory integration; transportation safety; fire safety; school improvement goals; & medication administration. Professional staff attended seminars, workshops, webinars, and/or classes relevant to their position.

Staff and consultant contract personnel positions include: administrative director, business manager, administrative assistant, nurse supervisor, counselor/psychologist, school social worker, behavior specialist, transition coordinator, psychiatric nurse practitioners, pharmacist, special education teachers, physical education/health teacher, paraeducators, food service assistants, maintenance and janitorial personnel, technology consultant, transportation personnel, residential supervisor, residential nurse, residential houseparents and residential aides.

Our facility offers a spacious school building with two classrooms, play therapy room, sensory room, gymnasium, playground, library, dining, health, related service, food service, nurse, and office areas. The school is open, bright, and a physical environment that is welcoming and conducive to learning.

The two residential buildings called “cottages” offer a family style living environment which includes a central dining area, two living rooms per cottage, kitchen, laundry facilities, six private bedrooms and six bathrooms per cottage, a playground, and a spacious commons building for student activities and parent visits.

Big Horn Basin Children’s Center offers a comprehensive continuum of services for students and families: a 90 calendar day evaluation upon admission if needed; educational services following Wyoming standards for regular and special education; multi-disciplinary team approach; behavioral evaluation & treatment with a positive reinforcement, response cost, token economy, & levels system; psychiatric consultations; dietary, & medication management and assessments; nutrition management; occupational, physical & speech therapy services; psychological therapy/counseling using a neuropsychiatric and cognitive behavioral approach; social, leisure, & life skills training; PE/APE, & recreational therapy; health, art, and music classes; parent support, parent training, and family counseling; 24 hour residential care; crisis intervention; community integration, inclusion & community service projects; intensive and specialized residential care; transportation; transition planning, and aftercare services.

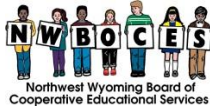
Services are individualized to meet the unique needs of our population. Data collection is frequent for educational and behavioral programs. The program is consistent and structured. Grant transition funds were not requested this year. Mill funds were available for community outings with staff and/or student’s family members and for reimbursement for parent’s motel and meal costs so they could stay in Thermopolis to visit with their child one weekend per month. Parent involvement in the program directly affects student progress through the

program. A variety of placement options are available: full-time academic and residential placement, school day program placement (Hot Springs, Washakie CSD#1, and Fremont CSD#24), and residential placement only for youth attending school at Hot Springs County School District #1.

Student census ranged from ten to fourteen students in the school program and nine to eleven students in the residential program. The capacity for school and residential students is 18. This year three students were served in the day program which allows students from Thermopolis, Worland, and Shoshoni to be transported to and from home on a daily basis. Day students and residential students are served in the same classroom settings. This year the range of residential service days per month was 234 to 318. The range of school enrollment days per month was from 185 to 276 days. Total residential days were up from 3315 to 3396 and the total school days were up from 2186 to 2762. There were three school day only student versus one school day only student last year. The average school enrollment was up from 11 to 12 students served per month and an average of 9.75 students per month at the residential setting. In 2018-2019, NW BOCES served a total of 18 students in the school program and 15 students in the residential environment.

Outcome data for the 2018-2019 school year includes the areas of behavioral and academic growth for students. The NW BOCES Achievement goal is: annually students will improve their Northwest Evaluation Association (MAP) scores equal to or greater than average norm rates of improvement. This year only six students were enrolled at the time of the fall 2018 NWEA testing and for the spring 2019 NWEA testing. This is an extremely small group (though more than previous years) so a group comparison would not be valid. Individual comparisons show: a reading growth increase of 2 to 18 points. NWEA math test data shows: an increase of 2 to 9 points. Student academic progress is extremely dependent upon their mental health status. Along with academic growth students made some wonderful behavioral progress during this time period.

The Northwest Wyoming BOCES behavioral goal is that at least 80% of the youth who complete the treatment program will successfully integrate in the home community and have no further residential placements. Of the students completing the NW BOCES program for emotionally disturbed youth September 1998 to August 2019, 81% did not enter another school or residential treatment facility as a youth. Outcome data for students in the past three years who exited the program prior to completion of the program is a re-entry rate average of 36%. This year the re-entry rate was 44.4%, the previous years was 28.6%, and the year before that the re-entry rate was 22%. The increased re-entry rate this year was from several parents exiting students against NW BOCES team recommendations. Their reasons were based on other parents doing the same thing and their child pressuring parents to do what their peer's parents did. The parents expressed their child was "doing good enough".



## **Northwest Wyoming BOCES** **Big Horn Basin Children's Center**

**Mission:** The NW BOCES is a community resource providing educational and service programs that assist individuals to maximize their potential.

**Mission:** Big Horn Basin Children's Center provides educational, therapeutic, and residential programs in a safe environment to promote learning and growth and to improve the quality of life for at-risk youth.

**PHILOSOPHY:** The Big Horn Basin Children's Center provides a program of education, which will strive for excellence and instill enthusiasm for learning, encourage individual responsibility, and provide for the physical, psychological, emotional, personal, vocational, and social needs of all students. This philosophy is based on the belief that all children can learn and have the right to be educated in a manner congruent with their individual abilities.

The Children's Center provides opportunities for parents to be active participants in the development of educational programs for their children. Frequent communications between home and school are encouraged to maximize student growth and achievement.

To this end, the center's staff will provide a program that includes these goals:

1. A strong core curriculum which provides reinforcement and refinement of basic learning skills and specialized therapies with individualized student needs.
2. A comprehensive counseling and health program addressing the support and development of a positive attitude toward self and others.
3. Cooperative planning by all those involved with the education of students for the purpose of delivering an integrated, mutually reinforcing educational program.
4. A residential program that serves as an extension of the classroom and provides a home-like atmosphere that is warm, inviting, safe and conducive to student growth.

**Achievement Goal:** Annually students will improve their Northwest Evaluation Association (MAP) scores equal to or greater than average HSCSD#1 district rates of improvement.

**Behavioral Goal:** At least 80% of the youth who complete the treatment program will successfully integrate in the home community and have no further residential placements.

### **NW BOCES Organizational Values**

### **We Value:**

- Those we serve as highest priority
- Professionalism and ethical behavior at all times
- Team effort and cooperation
- Dedication to those we serve, each other, the organization, & our goals
- Commitment and perseverance
- The dignity and diversity of each person
- Open communication
- Proactive approach to problem solving
- Self-respect driven by pride in our work, our surroundings & our concern for others

**Northwest Wyoming BOCES**  
**Big Horn Basin Children's Center**

**Action Plan: September 2018**

**Target Area: Reading Skills**

**Target Area Goal: All students will improve their basic reading skills**

**Intervention: All students will use the Accelerated Reading program**

<b>Activities</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Assessment</b>	<b>Staff Development</b>
1.Students baseline reading data will be obtained with Star Reading	Classroom Teachers	Within 30 days of entry	Star Reading	Star Reading Assessment	Retraining annually/as needed
2.Students will receive reading instruction & assessment	Classroom Teachers	Daily Instruction/ assessment 4 times annually	Program technical assistance	Accelerated Reading, MAP, state mandated testing, WCJ	Retraining annually/as needed
3. Guided reading, comprehension, phonemic awareness, reading a variety of genres, quiet reading time	Classroom teachers	Daily	Journeys & Collections Language Arts Curriculum	Classroom and curriculum assessments	Webinar training through Journeys and Collections Curriculum
4. Quiet reading and reading to residential staff @ the residences	Cottage Houseparents	Per teacher homework guidelines	Reading materials	Homework sign off sheets	Information sharing with residential staff of procedures and expectations

**Northwest Wyoming BOCES**  
**Big Horn Basin Children's Center**

**Action Plan: September 2018**

**Target Area: Communication Skills**

**Target Area Goal: All students will improve their socially acceptable communication skills.**

**Intervention: All students will have behavior management plans and be scored using the daily behavior rating scale.**

Activities	Person Responsible	Timeline	Resources	Assessment	Staff Development
1. Student will earn points on the Daily Behavior Rating (DBR) based on their behavior.	All staff	Daily each shift	Treatment Team	DBR graphing/ reporting five times per year	Orientation training & retraining
2. Student will receive orientation in the behavior management program	Classroom teacher	Within 10 days of entry	ED manual & Student handbook	Student sign off of orientation sheet	Behavioral updates
2. Student will participate in social skills classes	Teacher	Four days a week X 30"/session	Treatment Team & NW BOCES ED Manual	Attendance & performance data	Information to staff on social skills training
3. All identified students will participate in individual/group/ family therapy as per their IEP	Psychologist/ Counselor/ Social Worker	According to individual student's IEP  Weekly classes	Therapy resources	Attendance & performance data	Therapist workshops, conferences, webinars
4. Student will practice generalization of skills learned across a variety of settings	Teachers & Residential Supervisor	Weekly or more outings per the Level System	Budget sources/Transition Grant; daily coaching through social interactions	Activity Outing sheets for data on participation	Staff training for supervision and rules during transitions

# NW BOCES AdvancED Committee Members

## 2018-2019

Teachers: Shawna Bradshaw, Leigh Dobbins, and Brian Hopkinson

Medical: Dawn Davis

Parents: Residential Houseparents

Residential: Matt Ivie

Administrative & School Social Worker: Carolyn Conner

External Team Chair: None at this time

Internal Team Chair: Carolyn Conner

Committees: Mission, Goals, & Assessment Data

As the staff numbers @ NW BOCES are so small, all team members assist with all committee and AdvancEd needs at various times. The profile committee spent a significant amount of time discussing the program needs, selecting data collection sources, compiling and revising our profile, and deciding on our school improvement goals. The ongoing process serves to confirm our need for assessments and data collections to meet the demands of our unique population. Students entering and transitioning from NW BOCES throughout the school year is challenging for meaningful group data collection.

**NW BOCES received full recertification from AdvancEd in June 2014. Recertification was due in the fall of 2019. However, this date is being extended by the Wyoming Department of Education. An Eleot Sweep was done by Jill Bramlet and Mark Mathern. The accreditation visit is tentatively scheduled for the 2021-2022 school year.**



# NW BOCES 2018-2019

## School Improvement Goals

**Academic:** *Students will improve basic reading skills*

### Support Data

Woodcock Johnson Academic Achievement IV  
State Test

Star Reading Assessment  
NWEA/MAP Assessment  
Running Records

### Interventions

Variety of reading strategies embedded across the curriculum  
Class group reading time  
Individual reading time daily to build leisure reading & to increase stamina  
FastForWord Language to Reading Program  
SRA Remediation  
Accelerated Reader

**Affective:** *Students will improve their positive communication skills*

### Support Data

Daily Behavior Rating Scores  
Behavioral Profile Graphs

### Interventions

Token Economy  
Positive Reinforcement  
Response Cost System  
Level System  
Social Skills Groups  
Recreational Therapy  
Medication Management  
Individual Counseling & Psychotherapy

Goals updated September 2003, Approved by WDE January 2005  
Updated Support Data and Interventions: November 2009; Reviewed 9/10; Revised  
9/28/2011; Revised 7/25/12; Reviewed 9/2013, 8/2014; & Revised 8/2015, 9/2016  
Reviewed: September 2018

# **NW BOCES Professional Development Plan** **2018-2019**

## **Big Horn Basin Children's Center Mission Statement**

Big Horn Basin Children's Center provides educational, therapeutic, and residential programs in a safe environment to promote learning and growth and to improve the quality of life for at-risk youth.

## **Activities Planned for the Professional Development Program**

1. Professional Development  
All certified staff are offered the opportunity to attend local, regional, and state workshops, conferences, and/or other trainings offered by the Wyoming Department of Education or higher learning institutions.
2. Staff In-service Days
  - a. Four in-service days are built into the school calendar.
  - b. Improvement planning time occurs weekly during the treatment team meetings and monthly through the teacher curriculum meetings.
  - c. Portions of the five teacher workdays built into the calendar throughout the year are used for school planning.
  - d. In-service topics are selected from assessed needs/surveys from staff.
  - e. Topics are designed to meet School Improvement Goals and action plans, as well as student behavior best practices interventions.
3. Team Training
  - a. Orientation training in the school and residential setting occurs per the training guidelines for all new employees prior to shift work.
  - b. Weekly team meetings and staffings assist in training and retraining of employees toward best practices interventions.
  - c. Team training mini-session as needed.

#### 4. Orientation Training

All new employees of NW BOCES complete a well-defined orientation training program prior to being scheduled to work on any shift. Training is specific to student programs, history of NW BOCES, values of the organization, teamwork, safety issues, the behavioral management program, confidentiality, and educational and residential guidelines.

### **Proposed Staff Training**

Workshops and trainings will be provided on the following topics:

Least Restrictive Environment	Student Rights and Grievances
Separation & Loss	Attachment Disorder
Positive Reinforcement; Proactive	Team Building
Cultural Diversity	Fire & Emergency Plans
Universal Precautions/Blood Borne Pathogens	Suicide Prevention & Intervention
Confidentiality/HIPAA	Social Skills
Staff Roles and Working with Families	Civil Rights
Medication Administration	Mission, Goals, & Vision
MANDT	Crisis Management
Policies	1 <sup>st</sup> Aid, CPR, and using an AED
Intervention & Observational Reporting	Transportation Safety
Supervision & Safety	Charting & Documentation
Medications	Self-Esteem/Building Confidence
Food Service; Nutrition Guidelines	Behavior Management Techniques
Intervention & Observational Reporting	Sensory Integration
Calming Children in Crisis	Defusing a Situation
Autism Spectrum	Co-Occurring Disorders
History of our Students	Food Service Protocols
Pet Therapy	Childhood Depression
Parenting Skills	School Improvement Goals
Individual Education Plans (IEPS)	ALICE Training
Diagnosis info on current students	GCN online trainings

### **Evaluation of the Professional Development Plan**

- Increased student achievement as measured by NWEA (MAP), state assessment and daily performance
- Monitoring the level of staff participation in the professional development opportunities
- Assessing individual professional plans and linking them to staff improvement plans
- Direct observation
- Shared discussion with others regarding workshop topics

## **In-service training schedule 2018-2019**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Presenter</u></b>
WAVE July 2018	WAVE Conference	WDE
August 20, 2018	"Back-to-School Basics"	C. Conner
	Educational & Behavioral Goals	Team
	School Improvement, Mission, Values	Team
	Sensory & Occupational Therapy	E. Barton, Cota
	Staff Expressive & Receptive Language	
	Skills While Working With Youth	Bobbie C, SLP
	The Teenage Brain	Dr. Kristen Benson
September 2018 & March 2019	Special Education Conference	WASEA
Tuesdays Team Meetings: Treatment Team	Individual Student Treatment Plan Reviews Behavioral, Medical, Residential, Programmatic	
New Staff orientation	Program Information	C. Conner
	20' Program Observation	Team
	Confidentiality & HIPAA	Online
	Civil Rights	Online
	Food Service Guidelines	Handbook
	Staff Handbook	Handbook
Trauma Informed Treatment for Children with Challenging Behaviors		DVD
October 22, 2018	Least Restrictive Environment	C. Conner
	Blood Borne Pathogens	D. Davis
	Common Sense Parenting	Video
	Current Student's Info/History	Team
	Childhood and Teen Depression	Online
	Driver and Student Safety	Video
	Team Building Communication	Team

January 7, 2019 Staff will self-enroll in the Global Compliance Network (GCN) for 4 hours of training in January 2019. More GCN training may be done throughout the year. Topic options are: confidentiality, civil rights, HIPAA, suicide preventions, fire and emergency training, behavioral, active shooter, substitute teacher guide, defensive driving, effective communication, fire extinguisher, food code update, food safety/food handler, managing conflict with angry parents, playground safety, playground supervision, psychotropic and Psycho-Stimulant medications, suicide prevention, ADHD, allergy management/food allergies, Blood Borne Pathogens, confidentiality,

March 11, 2019	Diagnosis	Dr. Clark
	Parenting	Videos
	Driver Training	Video
	Behavior Management techniques	Video
	Suicide Prevention	Online
	Fire & Emergency Planning	Online
	Intervention & Observational Reporting	Team
	Common Sense Parenting	Videos
	*Correcting Misbehaviors	
	*Teaching Children Self-Control	
	Driver and Student Safety	Video
	Team Building Communication	Team

Additional workshop opportunities for certified staff will be offered. These workshops will correlate with school improvement goals and needs of the current student population including but not limited to: Special Education, Classroom Management, Reading, Math, and Written Language programs. Annual training occurs for First Aid, CPR, MANDT, Medication Administration, confidentiality, Universal Precautions, bomb threats, student rights, substance abuse, emergency plans, separation and loss, interventional and observational reporting, health & safety, suicide prevention and intervention, staff roles and working with families, missions, goals & vision, supervision & safety, transportation safety, fire safety, & school improvement.

## Enrollment Comparisons Year to Year

<u>Year</u>	<u>School #</u> <u>Students Served</u>	<u>Total</u> <u>School Days</u>	<u>Residential</u> <u># Served</u>	<u>Total #</u> <u>Residential Days</u>
2008-2009	24	3733	21	4720
2009-2010	21	3330	17	3777
2010-2011	24	3714	24	5278
2011-2012	25	4231	23	5349
2012-2013	30	3897	27	4532
2013-2014	22	2955	17	3463
2014-2015	23	3282	20	4094
2015-2016	18	2728	15	3302
2016-2017	18	2929	14	3236
2017-2018	19	2186	15	3315
2018-2019	18	2762	15	3396

2018-2019 The highest number of residential service days per month was in November 2018 and the lowest was in February

The range of residential service days per month: 234 to 318

2017-2018 The highest number of residential service days per month was in November 2018 and the lowest was in October

The range of residential service days per month: 204 to 341

2016-2017 The highest number of residential service days per month was in June and the lowest were December & April

The range of residential service days per month was: 248-290

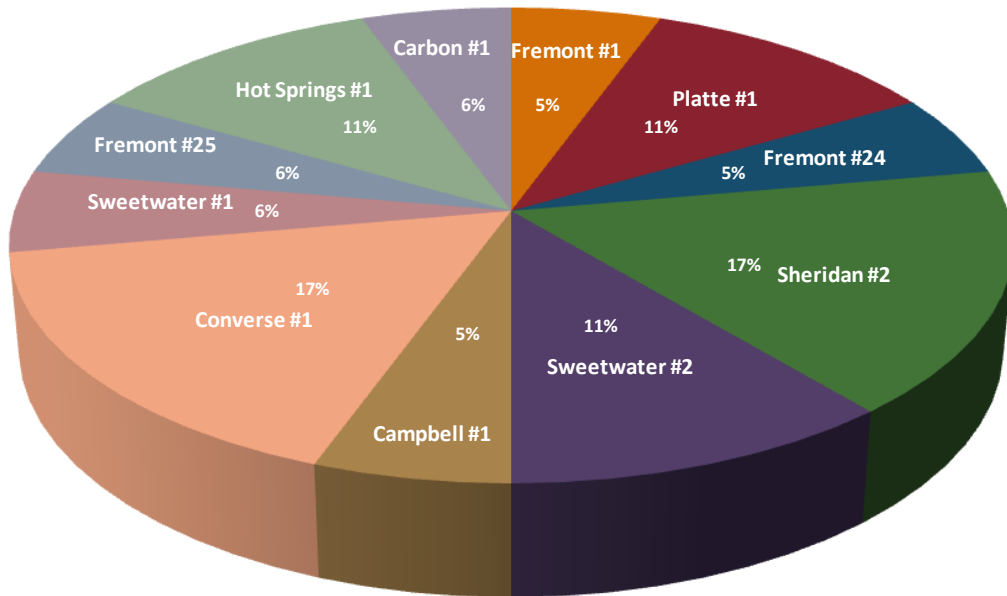
2015-2016 The highest number of residential service days per month was in December and the lowest in September

The range of residential service days per month was: 240-310

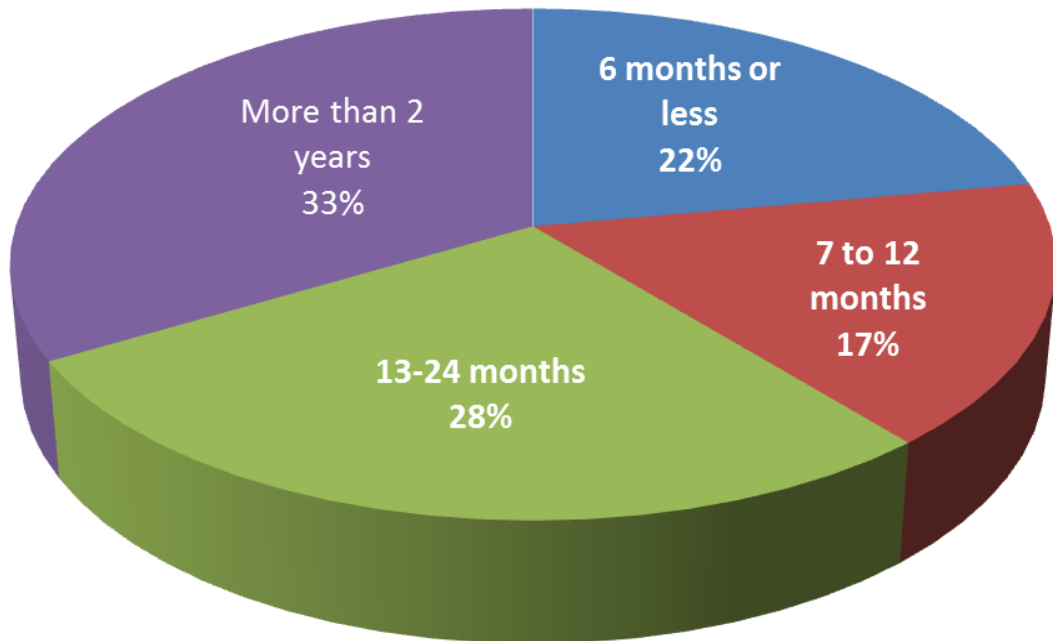
2014-2015: The highest number of residential service days per month was in October and the lowest in December

The range of residential service days per month was: 291-376

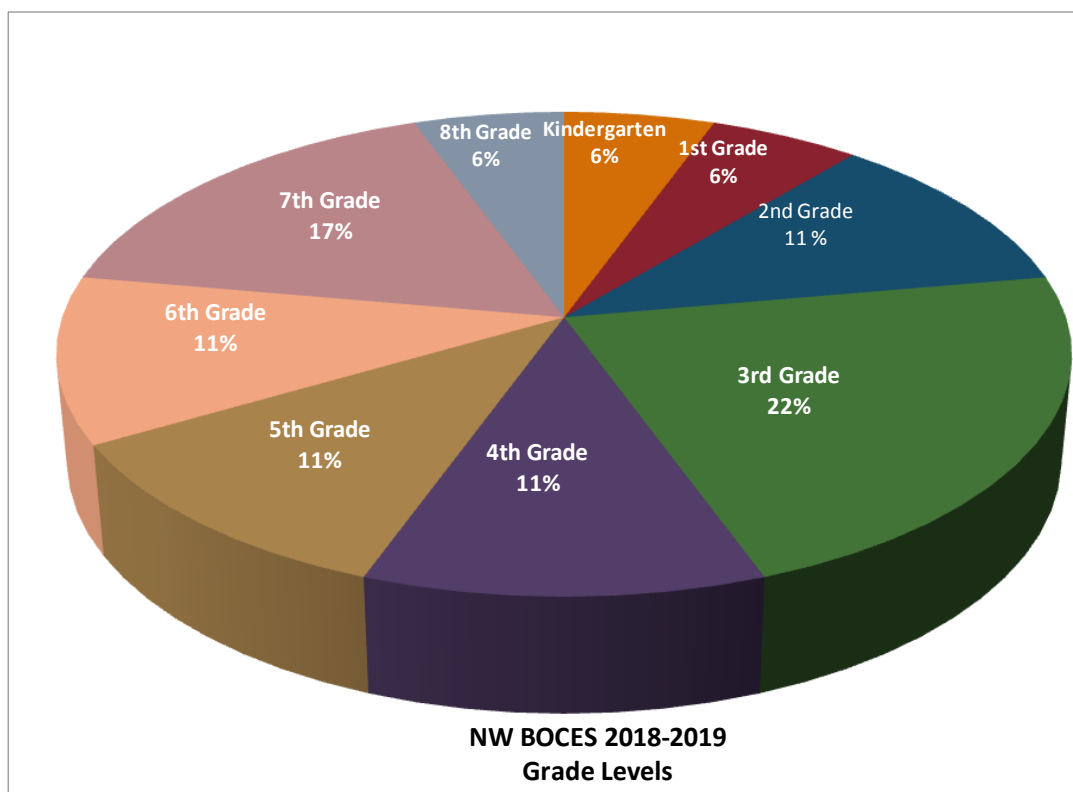
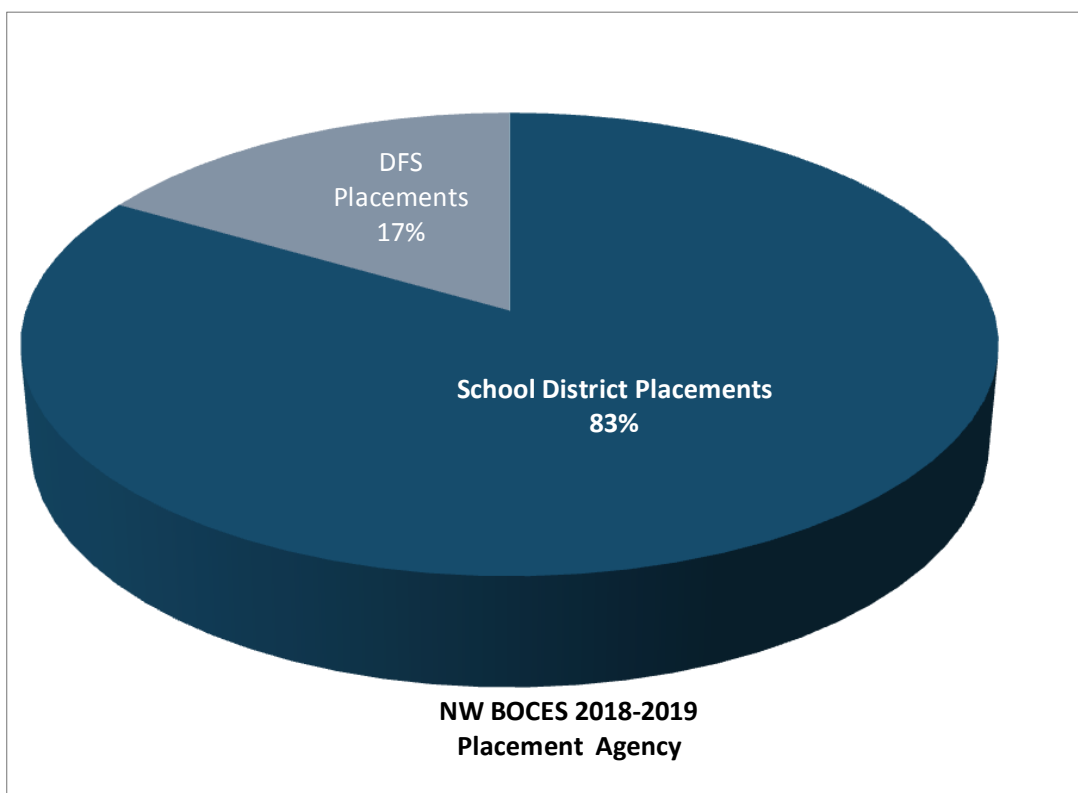
2013-2014 The range of residential days per month 248 (291 last year) vs. 341 (376 last year)



**NW BOCES 2018-2019  
County of Residence**



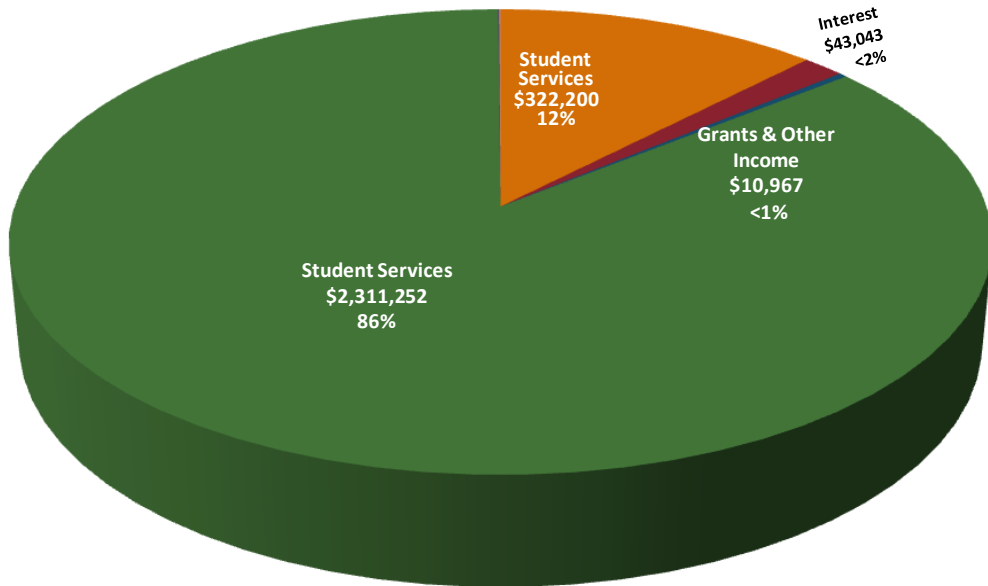
**NW BOCES 2018-2019  
Length of Stay**



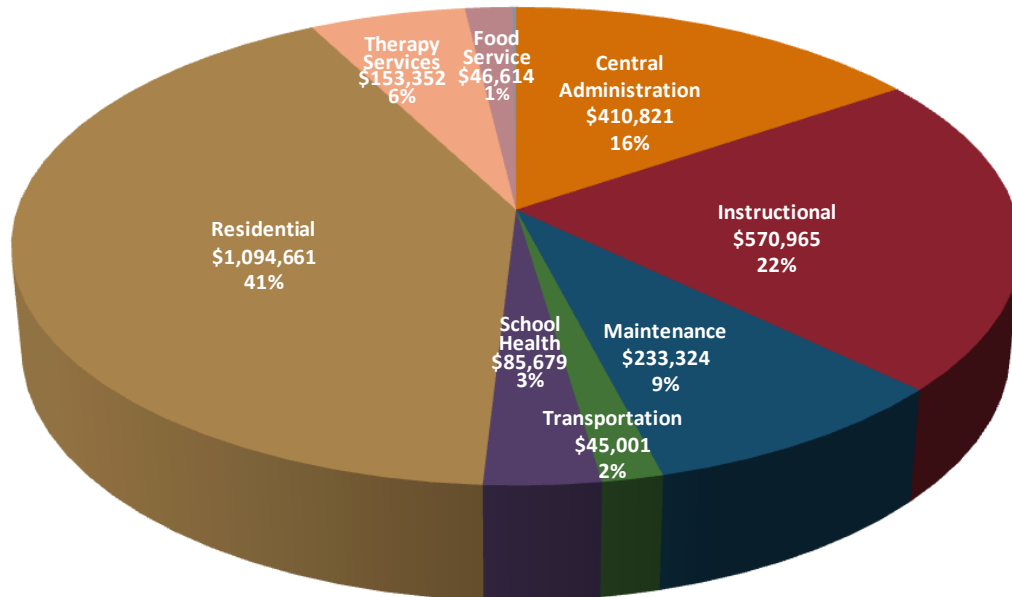


<b>Revenue and Expense</b>	<b>Comparisons</b>	<b>2003-2018</b>	
<u><b>Year</b></u>	<u><b>Revenue</b></u>	<u><b>Expenses</b></u>	<u><b>+/-</b></u>
2003-2004	\$1,733,440	\$1,648,160	\$85,280
2004-2005	\$2,320,682	\$2,166,156	\$154,526
2005-2006	\$2,314,532	\$2,365,515	(\$50,983)
2006-2007	\$2,958,285	\$2,593,500	\$364,785
2007-2008	\$3,065,881	\$2,478,643	\$587,238
2008-2009	\$3,267,678	\$3,145,020	\$131,259
2009-2010	\$3,218,024	\$3,032,293	\$85,731
2010-2011	\$3,540,938	\$3,311,134	\$229,804
2011-2012	\$3,768,592	\$3,471,358	\$297,235
2012-2013	\$3,308,383	\$3,418,410	(\$110,027)
2013-2014	\$2,591,120	\$2,714,977	(\$123,857)
2014-2015	\$3,184,783	\$2,751,200	\$433,583
2015-2016	\$2,820,430	\$2,532,250	\$280,181
2016-2017	\$2,904,158	\$2,651,176	\$252,981
2017-2018	\$2,890,675	\$2,619,669	\$271,007
2018-2019	\$2,697,462	\$2,643,838	\$53,624
<b><u>Staff Turnover:</u></b>			
2003	33.00%	2011	25.50%
2004	49.00%	2012	22.00%
2005	33.76%	2013	27.50%
2006	22.35%	2014	27.80%
2007	27.70%	2015	23.20%
2008	17.70%	2016	21.74%
2009	17.80%	2017	24.50%
2010	26.00%	2018	21.50%
<b><u>Current Staff Average Length of Services:</u></b>			
2013-2014	6.44 Years	2016-2017	9.02 Years
2014-2015	7.10 Years	2017-2018	8.44 Years
2015-2016	7.94 Years	2018-2019	8.47 Years
<b><u>Reduction in Force (RIF):</u></b>			
2003-2004	5	2011-2012	0
2004-2005	0	2012-2013	0
2005-2006	0	2013-2014	0
2006-2007	0	2014-2015	0
2007-2008	0	2015-2016	0
2008-2009	0	2016-2017	1
2009-2010	0	2017-2018	0
2010-2011	0	2018-2019	0

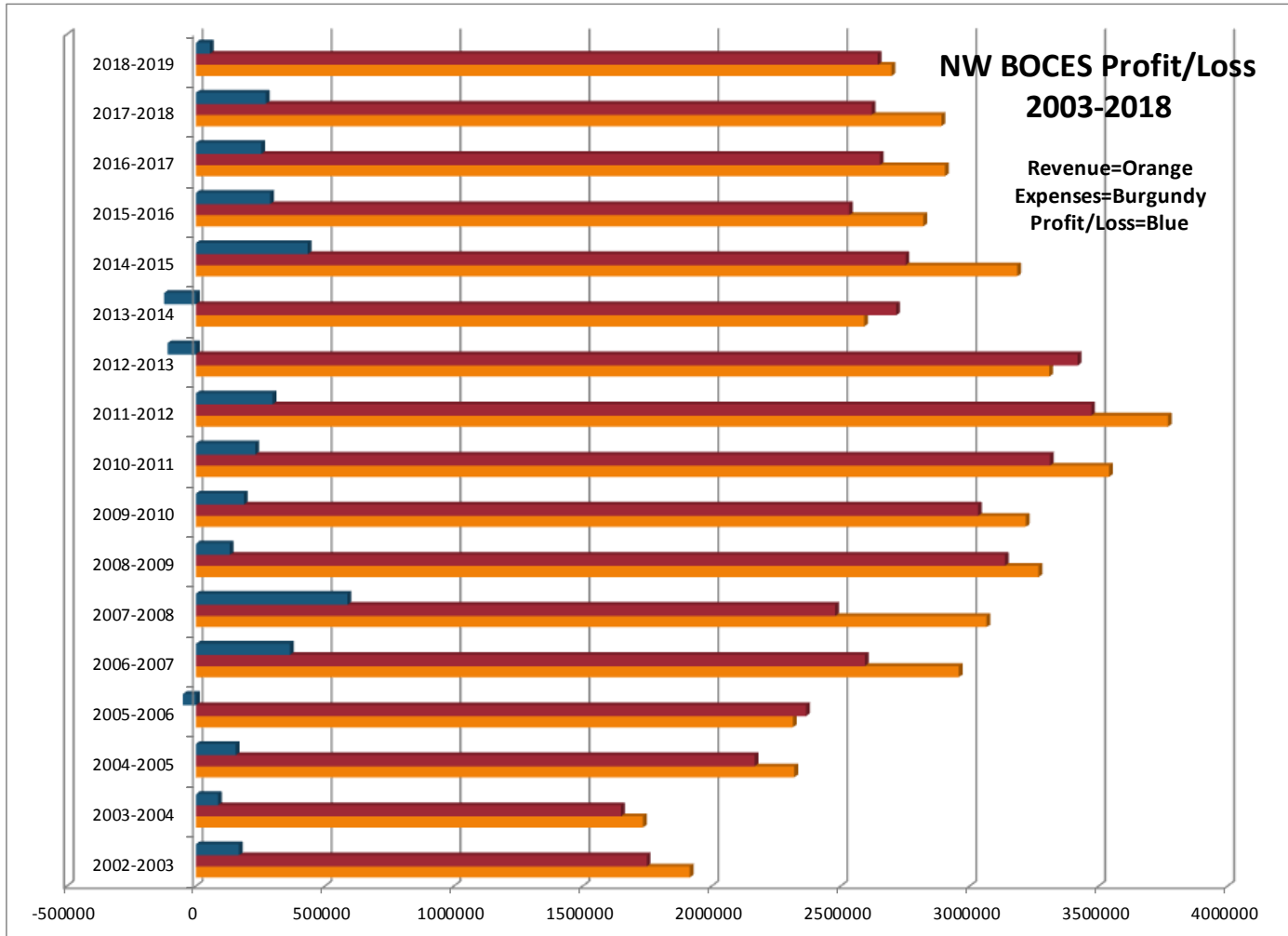
**NW BOCES Actual Revenue 2018-2019**



**NW BOCES Actual Expenses 2018-2019**



# NW BOCES Profit/Loss 2003-2018



## NW BOCES FEE SCHEDULE 2018-2019

<b>Service</b>	<b>Contributing Member District</b>	<b>Member District</b>	<b>WDE**</b>	<b>Non-Member District/ Out-of-State</b>
<b>Tuition</b>	\$220/day	\$240/day	As set by WDE	\$260/day
<b>Residential</b>	\$220/day	\$240/day		\$260/day
<b>Residential Non School Days</b>	\$240/day	\$260/day	DFS	\$280/day
<b>Paraprofessional / 1:1 Aide</b>	\$20/hr	\$22/hr	As set by WDE	\$24/hr
<b>Related Services</b>				
<b>Speech Therapy</b>	\$85/hr	\$90/hr	MEDICAID	\$95/hr
<b>Occupational Therapy</b>	\$80/hr	\$85/hr	MEDICAID	\$90/hr
<b>Physical Therapy</b>	\$80/hr	\$85/hr	MEDICAID	\$90/hr
<b>Psychological Counseling</b>	\$135/hr	\$140/hr	MEDICAID	\$145/hr
<b>Psychological Evaluation</b>	\$155/hr	\$160/hr	MEDICAID	\$165/hr
<b>Counseling</b>	\$70/hr	\$75/hr	As set by WDE	\$80/hr
<b>Parent Counseling/ Training</b>	\$70/hr	\$75/hr	As set by WDE	\$80/hr
<b>Adaptive Physical Education</b>	\$45/hr	\$50/hr	As set by WDE	\$55/hr
<b>Recreational Therapy</b>	\$45/hr	\$50/hr	As set by WDE	\$55/hr
<b>School Social Worker</b>	\$70/hr	\$75/hr	As set by WDE	\$80/hr
<b>School Nurse / School Health Services</b>	\$45/hr	\$50/hr	As set by WDE	\$55/hr
<b>Transportation (Local)</b>	\$450/month	\$500/month	As set by WDE	\$550/month
<b>Transportation (out of area/transition trips)</b>	Actual Costs	Actual Costs	As set by WDE	Actual Costs
<b>Psychiatric Services</b>	Actual Costs	Actual Costs		Actual Costs
<b>Transition Services</b>	\$65/hr	\$70/hr	As set by WDE	\$75/hr

Evaluation based on number of days and actual services. Charge according to Fee Schedule.

*A Contributing District is one which provides a financial contribution beyond fees to the NW BOCES i.e. mill levy funds or funds from district general budget.*

Reviewed without changes 4/28/2010, 4/27/2011, 4/25/2012, 4/24/13, 3/26/14, 4/22/15, 4/26/17, 2/28/18

Revised 1/6/10; Revised 5/28/14; Revised 4/27/16

Approved 5/27/09 Effective 7/1/09

\*\* WDE rates as approved 2/8/07 & effective 7/1/10; effective 7/1/12/; effective 4/24/13; effective 3/26/14; effective 4/22/15

[illegible]

**NW BOCES**  
**Classified Staff - Salary Schedule**  
**2018-2019**

STEP	A	B	C	D	E	F	G	H	I	J	K	L	M
1	11.50	13.55	16.23	12.66	15.55	12.45	13.71	14.81	12.71	14.86	19.59	21.58	14.86
2	11.85	13.90	16.83	13.01	15.90	12.80	14.06	15.16	13.06	15.21	19.94	21.93	15.21
3	12.20	14.25	17.43	13.36	16.25	13.15	14.41	15.51	13.41	15.56	20.29	22.28	15.56
4	12.55	14.60	18.03	13.71	16.60	13.50	14.76	15.86	13.76	15.91	20.64	22.63	15.91
5	12.90	14.95	18.63	14.06	16.95	13.85	15.11	16.21	14.11	16.26	20.99	22.98	16.26
6	13.25	15.30	19.23	14.41	17.30	14.20	15.46	16.56	14.46	16.61	21.34	23.33	16.61
7	13.60	15.65	19.83	14.76	17.65	14.55	15.81	16.91	14.81	16.96	21.69	23.68	16.96
8	13.95	16.00	20.43	15.11	18.00	14.90	16.16	17.26	15.16	17.31	22.04	24.03	17.31
9	14.30	16.35	21.03	15.46	18.35	15.25	16.51	17.61	15.51	17.66	22.39	24.38	17.66
10	14.65	16.70	21.63	15.81	18.70	15.60	16.86	17.96	15.86	18.01	22.74	24.73	18.01
11	15.00	17.05	22.23	16.16	19.05	15.95	17.21	18.31	16.21	18.36	23.09	25.08	18.36
12	15.35	17.40	22.83	16.51	19.40	16.30	17.56	18.66	16.56	18.71	23.44	25.43	18.71
13	15.70	17.75	22.93	16.86	19.75	16.65	17.91	19.01	16.91	19.06	23.79	25.78	19.06
14	16.05	18.10	23.28	17.21	20.10	17.00	18.26	19.36	17.26	19.41	24.14	26.13	19.41
15	16.40	18.45	23.63	17.56	20.45	17.35	18.61	19.71	17.61	19.76	24.49	26.48	19.76
16	16.75	18.80	23.98	17.91	20.80	17.70	18.96	20.06	17.96	20.11	24.84	26.83	20.11
17	17.10	19.15	24.33	18.26	21.15	18.05	19.31	20.41	18.31	20.46	25.19	27.18	20.46
18	17.45	19.50	24.68	18.61	21.50	18.40	19.66	20.76	18.66	20.81	25.54	27.53	20.81
19	17.80	19.85	25.03	18.96	21.85	18.75	20.01	21.11	19.01	21.16	25.89	27.88	21.16
20	18.15	20.20	25.38	19.31	22.20	19.10	20.36	21.46	19.36	21.51	26.24	28.23	21.51
21	18.50	20.55	25.73	19.66	22.55	19.45	20.71	21.81	19.71	21.86	26.59	28.58	21.86
22	18.85	20.90	26.08	20.01	22.90	19.80	21.06	22.16	20.06	22.21	26.94	28.93	22.21
23	19.20	21.25	26.43	20.36	23.25	20.15	21.41	22.51	20.41	22.56	27.29	29.28	22.56
24	19.55	21.60	26.78	20.71	23.60	20.50	21.76	22.86	20.76	22.91	27.64	29.63	22.91
25	19.90	21.95	27.13	21.06	23.95	20.85	22.11	23.21	21.11	23.26	27.99	29.98	23.26
26	20.25	22.30	27.48	21.41	24.30	21.20	22.46	23.56	21.46	23.61	28.34	30.33	23.61
27	20.60	22.65	27.83	21.76	24.65	21.55	22.81	23.91	21.81	23.96	28.69	30.68	23.96
28	20.95	23.00	28.18	22.11	25.00	21.90	23.16	24.26	22.16	24.31	29.04	31.03	24.31
29	21.30	23.35	28.53	22.46	25.35	22.25	23.51	24.61	22.51	24.66	29.39	31.38	24.66
30	21.65	23.70	28.88	22.81	25.70	22.60	23.86	24.96	22.86	25.01	29.74	31.73	25.01

A - All Aides/Janitor  
B - Substitute Teachers  
C - Main/Trans Supervisor  
D - Maintenance  
E - Admin Assistant \*\*  
F - School Secretary  
G - Business Office \*\*  
H - Lead Houseparent \*\*  
I - Houseparent \*\*  
J - LPN  
K - RN  
L - Nurse Supervisor  
M - Food Service Supervisor

\*\* = Experience Required  
.20/hr for overnight shift  
.20/hr for associates degree  
.50/hr for bachelors degree  
(replacing .20/hr for associates)  
1.5 hrly rate for Mandt Instructor

Revised 11-15-18

## **Summary**

Big Horn Basin Children's Center is operated through the cooperation of eighteen member school districts, which formed the Northwest Wyoming Board of Cooperative Educational Services in 1970. The services have varied through the years dependent upon the needs of the member districts and of state agencies.

From 1970-2003, the program served multi-disabled youth, severe and profound, and medically fragile youth. Enrollment in the multi-disabled program steadily declined through the years thus the need for implementation of new programs. The change was based upon needs of member districts. During the fall of 1998, operation of a program for elementary and middle school age youth with emotional disabilities was developed. The program has continued to expand since that time. Currently all students served have emotional/behavioral disorders. Trends the past few years have been an average of 9 students receiving services at any given time. This year monthly enrollments were 8-12 students in placement at any given time. Eighteen students were served residentially and 15 students were served in the school environment during the 2018-2019 school year. This is down from nineteen school students and the same number of day students (15) the previous year.

Budget considerations continue to be a focal point. The admission or exit of one student for the program greatly impacts the budget as NW BOCES is a fee for service program. It is necessary to adjust staffing ratios with population changes. We continue public relations efforts with superintendents, school boards, principals, special education directors, and the Department of Families Services (DFS) throughout the state of Wyoming. Serving the needs of the districts, individualizing to those needs when possible, matching new student admissions to the program, and explaining the various programs to agencies benefits the student enrollment status.

Staff training, staff retention, maintaining the benefit package, and program consistency has a very positive effect on the overall program offered at NW BOCES. Teamwork, morale, cooperation, fun in the workplace, co-worker support, and positive attitudes continue to be focused on. The average length of service for employees August 2019 was 8.44 years. Staff wages are lower in comparison to local districts and local jobs. NW BOCES Administration and board members are aware of the discrepancies. There were no staff raises for the 2018-2019 school year.

NW BOCES is recognized as providing a high quality academic and behavioral treatment program which serves the needs of elementary and middle school youth from throughout the state of Wyoming. There was an increase of total student placement days this school year which resulted in higher revenue. Changes in staffing helped to keep the budget within the revenue range. The current trend of placement agencies is to delay placements to more restrictive settings. Therefore when a student enters placement they often have patterns of severe behaviors for a long period of time. Treatment is thus taking longer. The average length of stay is now more than a year with many treatment plans taking

closer to two years. From fall 2018 to spring 2019, only three of the same students were still enrolled at NW BOCES.

Administration continues to work with state agencies and the Wyoming Legislators regarding the inequities of funding for youth placed at the three residential BOCES. Funding concerns continue regarding court ordered student payments that fluctuate from year to year. In 2017-2018, court ordered tuition and residential fees were less than the daily cost. However in 2018-2019, the Wyoming Education Department tuition rate for DFS placements rose from \$296 to \$337, which for the first time is higher than the tuition rate paid by school districts. There was no change of the \$175 a day residential fee for students placed through DFS. The reality of our budget circumstances occurred this year when three students exited the program in less than one month. Two of these discharges were very unexpected. Of course, three fewer students significantly impacted the 2018-2019 budget.

This year the NW BOCES Treatment Team responded to district's and parent's concerns regarding students not going home often enough. The team inquired with other facilities regarding their home visit procedures. Since 1998, NW BOCES students were required to be on Level 3 or Level 4 to be eligible for a home visit. This year students on Level 2 were also eligible for home visits. The opportunity seems to have been beneficial.

Efforts to improve student programs and the services offered by the NW BOCES will continue with input from member school districts and other stakeholders.