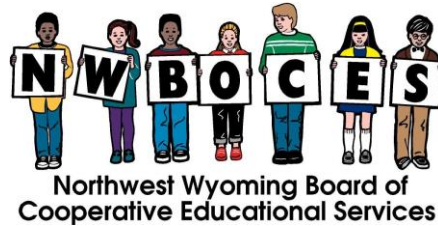


**Northwest Wyoming**  
**Board of Cooperative Educational Services**  
**Big Horn Basin Children's Center**



**2019-2020 Annual Report**

**P.O. Box 112**  
**250 E. Arapahoe**  
**Thermopolis, Wyoming**  
**307-864-2171/2100**  
**800-928-2171**  
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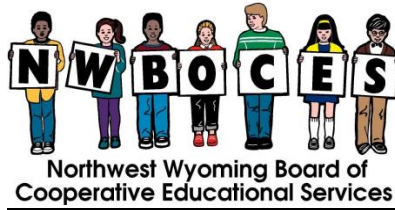
**[nwboces@rtconnect.net](mailto:nwboces@rtconnect.net)**  
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**Serving Wyoming Youth Since 1970**

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

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## **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 three thousand inhabitants.

The program for youth with emotional disabilities/behavioral disorders is for Wyoming 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/Cognia 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, inability to self-regulate 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; counseling/psychological, psychiatric, speech language 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 2019-20209 included: Platte #1; Campbell #1; and Sweetwater #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 practitioner, 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/counseling room, sensory room, gymnasium, playground, library, dining area, recreational therapy and health classroom, occupational & physical therapy room, speech language therapy room, food service kitchen, 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” each offer a family style living environment which include a central dining area, two living rooms, kitchen, laundry facility, six private bedrooms and six bathrooms, a playground, and a spacious commons building for student activities and parent visits.

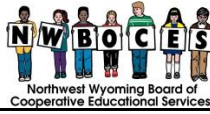
Big Horn Basin Children’s Center offers a comprehensive continuum of services for students and families: a 90 calendar day evaluation upon admission if needed; educational services following Wyoming standards for regular and special education; multi-disciplinary team approach; behavioral evaluation & 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 nine to twelve students in the school program and eight to nine 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 219 to 267. The range of school enrollment days per month was from 171 to 242 days. Total residential days were down from 3396 to 2941 and the total school days were down from 2762 to 2458. There were three school day only students which was the same number as in 2018-2019. The average school enrollment was down from 12 to 10 students served per month and down from an average of 9.75 to 8 per month students per month in the residential setting. In 2019-2020, NW BOCES served a total of 15 students in the school program down from 18 and 12 students down from 15 in the residential environment.

Outcome data for the 2019-2020 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 9 students were enrolled at the time of the fall 2019 NWEA testing. Due to COVID-19 spring 2020 NWEA testing was not possible. Classroom daily performance and STAR testing assessments were done. However, these are not the outcome criteria used throughout the years.

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, 80% 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 43%.



## 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

**NW BOCES Cognia (formerly AdvancED)**  
**Committee Members**  
**2019-2020**

Teachers: Shawna Bradshaw, Leigh Dobbins, and Brian Hopkinson

Medical: Dawn Davis

Parents: Residential Houseparents

Residential: Matt Ivie

Administrator & 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 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 2019-2020 School Improvement Goals

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

#### Support Data

- Woodcock Johnson Academic Achievement IV
  - State Mandated Testing
  - 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
  - Web based reading programs
    - 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

**NW BOCES received full recertification from AdvancED in June 2014. Recertification was due in the fall of 2019. An Eleot Sweep was done by Jill Bramlet and Mark Mathern. The accreditation visit is tentatively scheduled for the 2021-2022 school year.**



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

**Action Plan: September 2019**

**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 2019**

**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
3. 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
4. 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 Professional Development Plan** **2019-2020**

## **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 six 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. Memos and handouts to team members assist in training and retraining of employees toward best practice 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 |
| GCN Online Trainings                        | Transportation Safety                      |
| Supervision & Safety                        | Charting & Documentation                   |
| Medications                                 | Self-Esteem/Building Confidence            |
| Food Service Protocols                      | Behavior Management Techniques             |
| Intervention & Observational Reporting      | Sensory Integration                        |
| Calming Children in Crisis                  | Defusing a Situation                       |
| Autism Spectrum                             | Co-Occurring Disorders                     |
| History of our Students                     | Working with Traumatized Youth             |
| Pet Therapy                                 | Childhood Depression                       |
| Parenting Skills                            | School Improvement Goals                   |
| Individual Education Plans (IEPS)           | ALICE Training/Emergency Plans             |
| Diagnosis info of current students          |  |

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

- Increased student achievement as measured by NWEA (MAP), state assessment, and daily academic & behavioral 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 2019-2020**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Presenter</u></b>
<u>August 16, 2019</u>	"Back-to-School Basics"	Conner
	Educational & Behavioral Goals	Team
	School Improvement, Mission, Values	Team
	Six Steps in Healthy Development	Hopkinson
	Positive Reinforcement	Conner
	Mandt "I've Been Brained"	Kimes
	Love & Logic:	Video
	The Challenge of Working with Students with Challenging Past	
	❖ The Heart of Love and Logic	
	❖ Dealing with Defiance and Other Difficult Behaviors	
<u>Fall 2019 &amp; Spring 2020</u>	Special Education Conference	WASEA
<u>Tuesdays Team Meetings:</u>	Individual Student Treatment Plan Reviews Behavioral, Medical, Residential, Programmatic	
<u>New Staff Orientation</u>	Program Information	Conner
	20' Program Observation	Team
	Confidentiality & HIPAA	Online
	Civil Rights	Online
	Food Service Guidelines	Handbook
	Staff Handbook	Handbook
	The Art of Communicating with Children and Youth Presenting Emotional and Behavioral Challenges---Charles Appelstein	Video
October 18, 2019	Perceptions Conflict	Ivie
	Association of Children's Residential Centers (ACRC) Conference	
	Information Sharing	Bradshaw & Hopkinson

Love & Logic:	Video
The Challenge of Working with Students with Challenging Past	
❖ Nothing works without Sincere Sympathy	
❖ Setting Limits while Minimizing Power Struggles	
Failing at Normal: An ADHD Success Story	Video
DBR Scoring and Marking Consistency	Dobbins
Communicating & Working with Parents----Staff Roles	Ivie

January 17, 2020

Staff will self-enroll in the Global Compliance Network (GCN) for 4 hours of training in January 2020. 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, psycho-tropic and Psycho-Stimulant medications, suicide prevention, ADHD, allergy management/food allergies, Blood Borne Pathogens.

<u>March 6, 2020</u>	Love & Logic:	Video
	The Challenge of Working with Students with Challenging Past	
	Nothing Works Without Sincere Sympathy	
	How Negativity Affects Students and Staff/Collaboration	Team
	Keeping Cool When Parenting Heats Up	Video
	Teaching Children Self-Control	Team
	Using De-escalation & Time Out Sequences Effectively	Team
	Music Therapy	Resources

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 or every other year trainings occur 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 # Students Served</u>	<u>Total School Days</u>	<u>Residential # Served</u>	<u>Total # 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
2019-2020	15	2458	12	2941

2019-2020 The highest number of residential service days per month was in December 2019 and the lowest was in August

The range of residential service days per month: 219 to 267

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

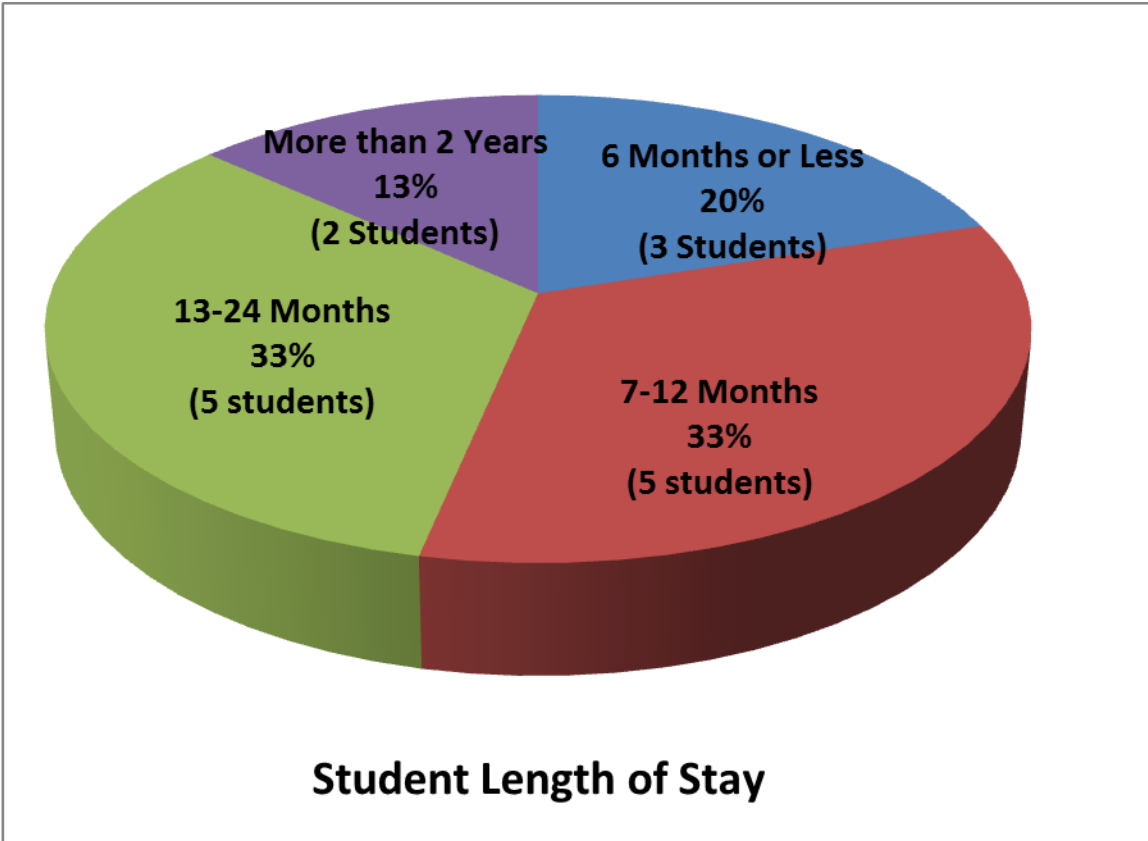
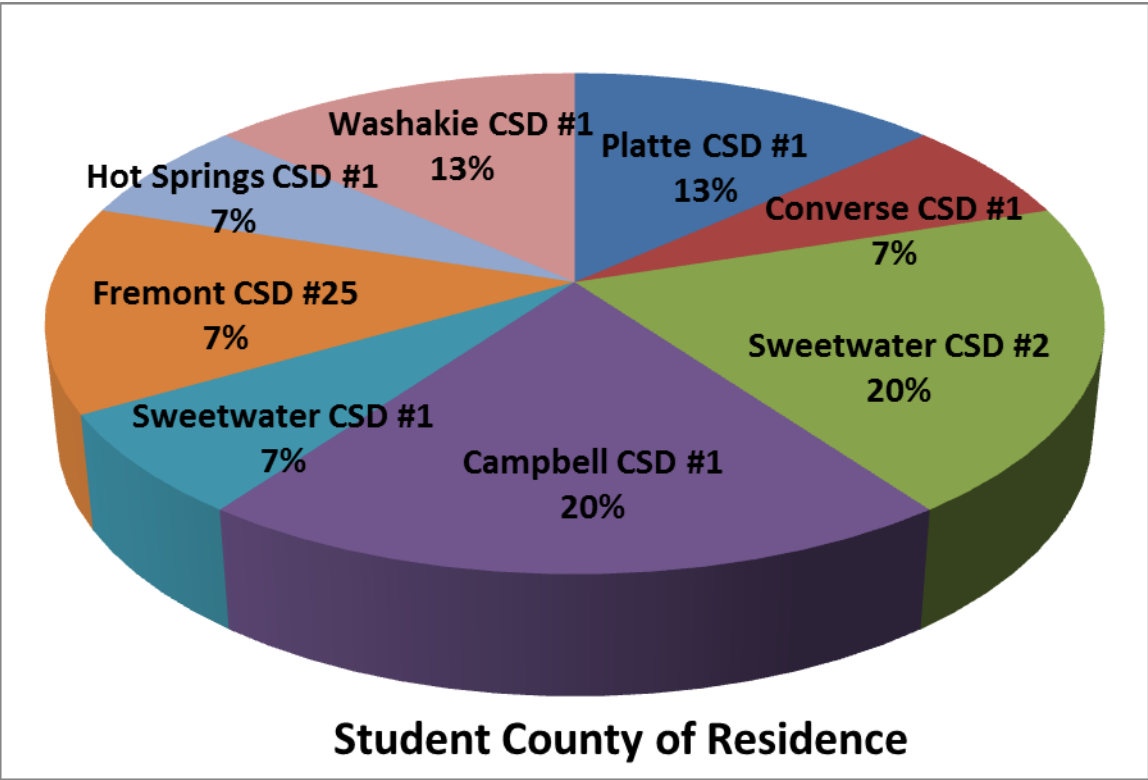
2015-2016 The highest number of residential service days per month was in December and the lowest in September

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

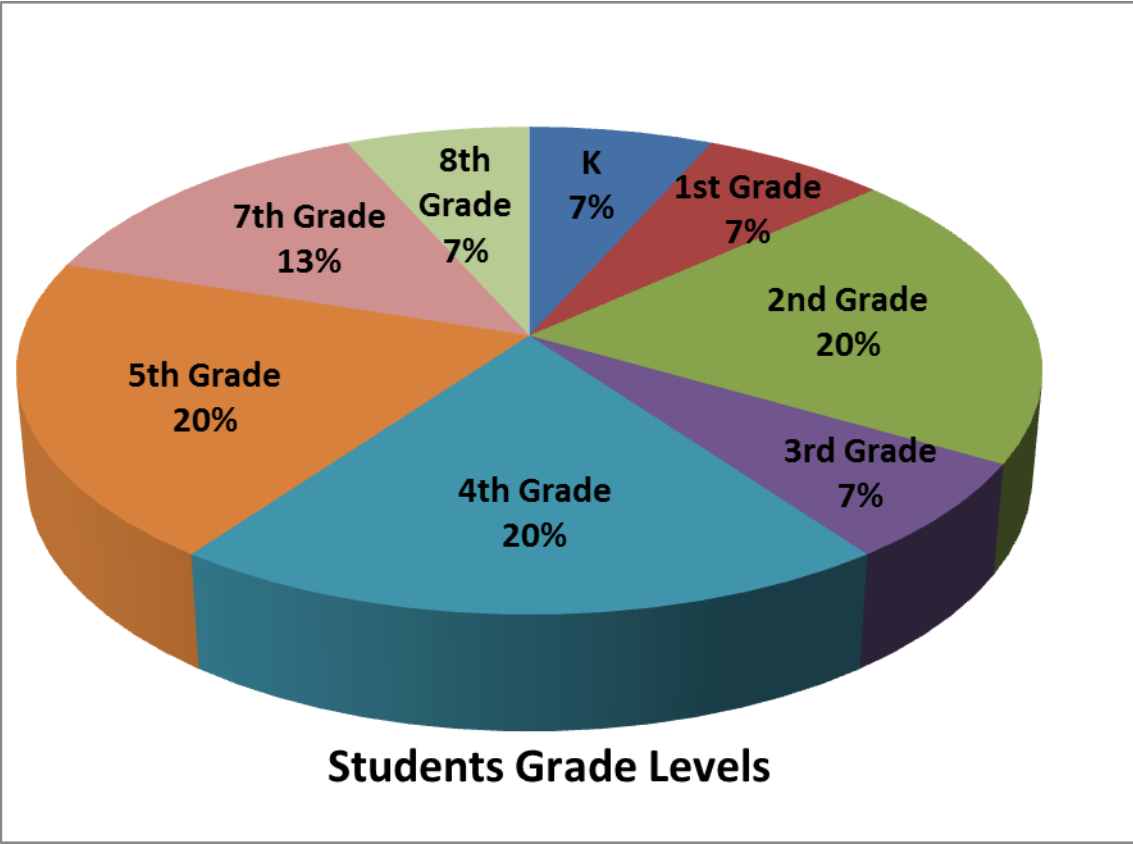
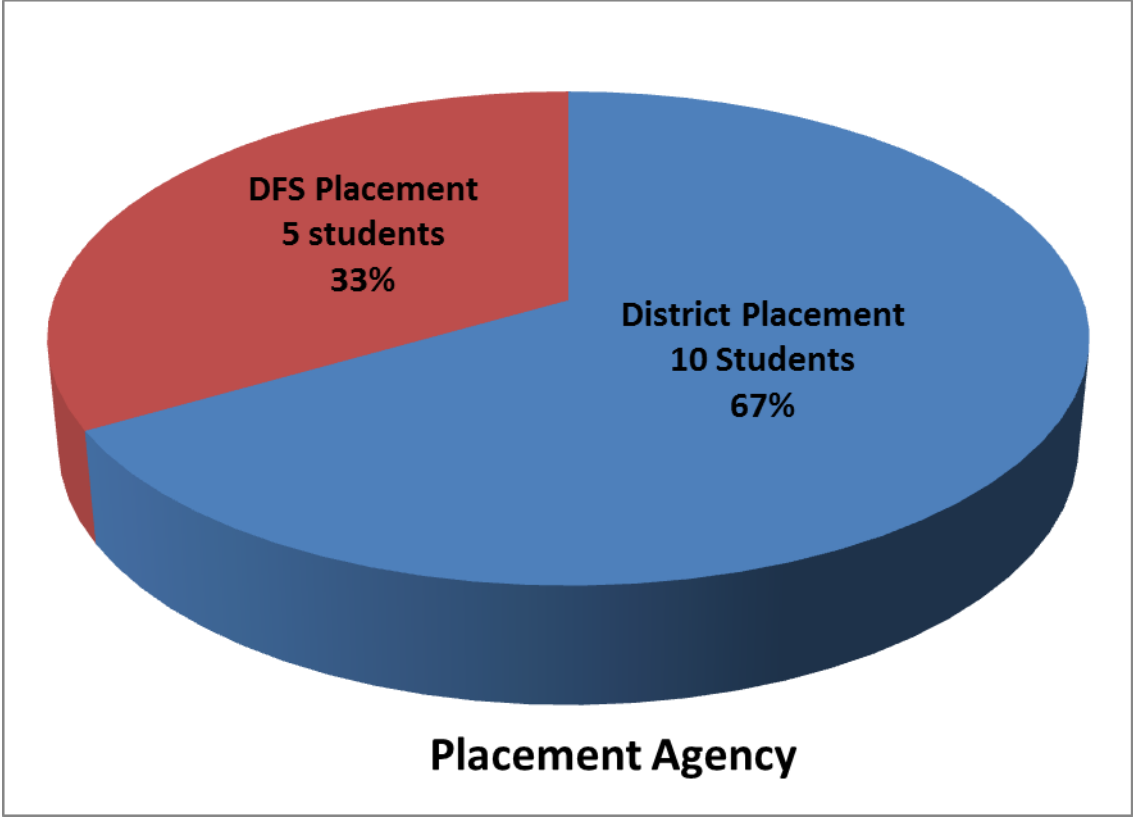
2014-2015: The highest number of residential service days per month was in October and the lowest in December

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**  
**2002-2020**

**Staff Turnover:**

2003	33.00%	2012	22.00%
2004	49.00%	2013	27.50%
2005	33.76%	2014	27.80%
2006	22.35%	2015	23.20%
2007	27.70%	2016	21.74%
2008	17.70%	2017	24.50%
2009	17.80%	2018	21.50%
2010	26.00%	2019	12.50%
2011	25.50%		

**Current Staff Average Length of Services:**

2013-2014	6.44 Years	2017-2018	8.44 Years
2014-2015	7.10 Years	2018-2019	8.47 Years
2015-2016	7.94 Years	2019-2020	9.3 Years
2016-2017	9.02 Years		

**Reduction in Force (RIF):**

2003-2004	5	2012-2013	0
2004-2005	0	2013-2014	0
2005-2006	0	2014-2015	0
2006-2007	0	2015-2016	0
2007-2008	0	2016-2017	1
2008-2009	0	2017-2018	0
2009-2010	0	2018-2019	0
2010-2011	0	2019-2020	0
2011-2012	0		

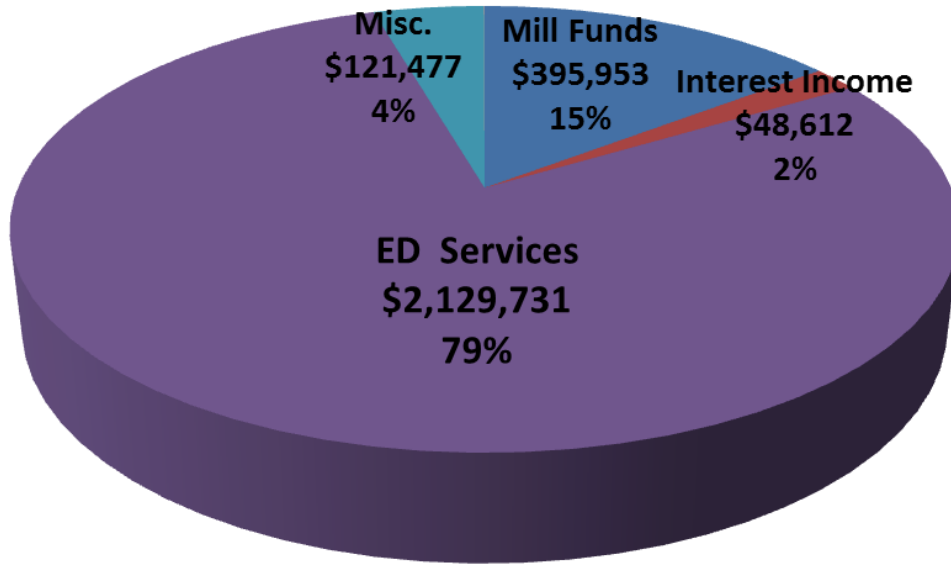
### NW BOCES Revenue Expense Comparisons 2002-2020

Year	Revenue	Expense	Profit/Loss	Year	Revenue	Expense	Profit/Loss
2002-2003	1914805	1748064	166741	2011-2012	3768592	3471358	297234
2003-2004	1733440	1648160	85280	2012-2013	3308383	3418410	-110,027
2004-2005	2320682	2166156	154526	2013-2014	2591120	2714977	-123,857
2005-2006	2314532	2365515	-50983	2014-2015	3184783	2751200	433583
2006-2007	2958285	2593500	364785	2015-2016	2820430	2532250	288180
2007-2008	3065881	2478643	587238	2016-2017	2904158	2651176	252981
2008-2009	3267678	3136419	131259	2017-2018	2890676	2619669	271007
2009-2010	3218024	3032293	185731	2018-2019	2,697,462	-2,643,838	53,624
2010-2011	3540938	3311134	229804	2019-2020	2,695,773	-2,770,667	-74,894

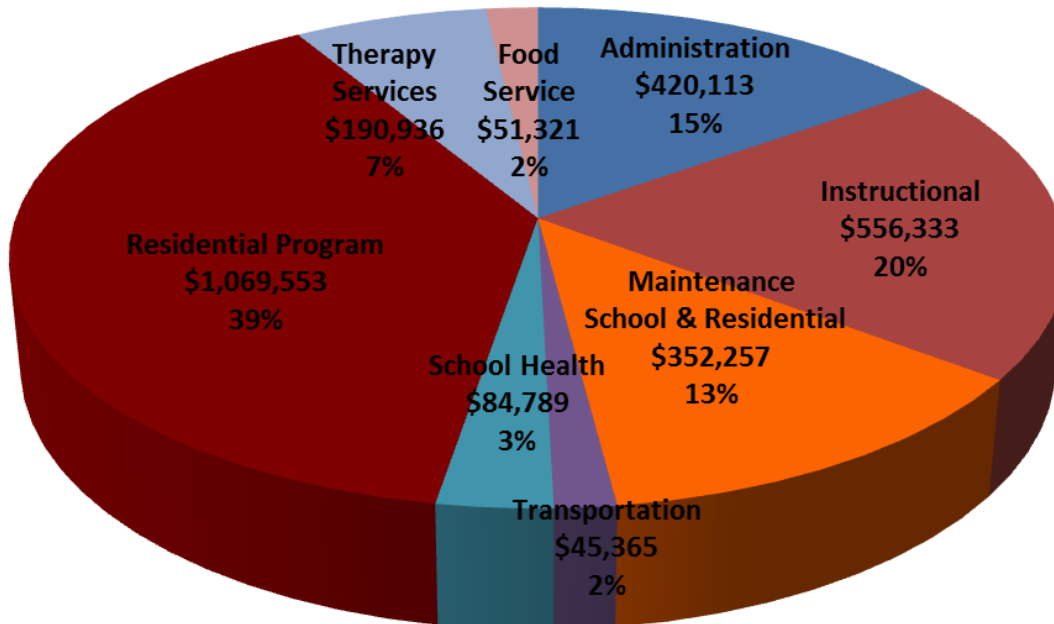
  

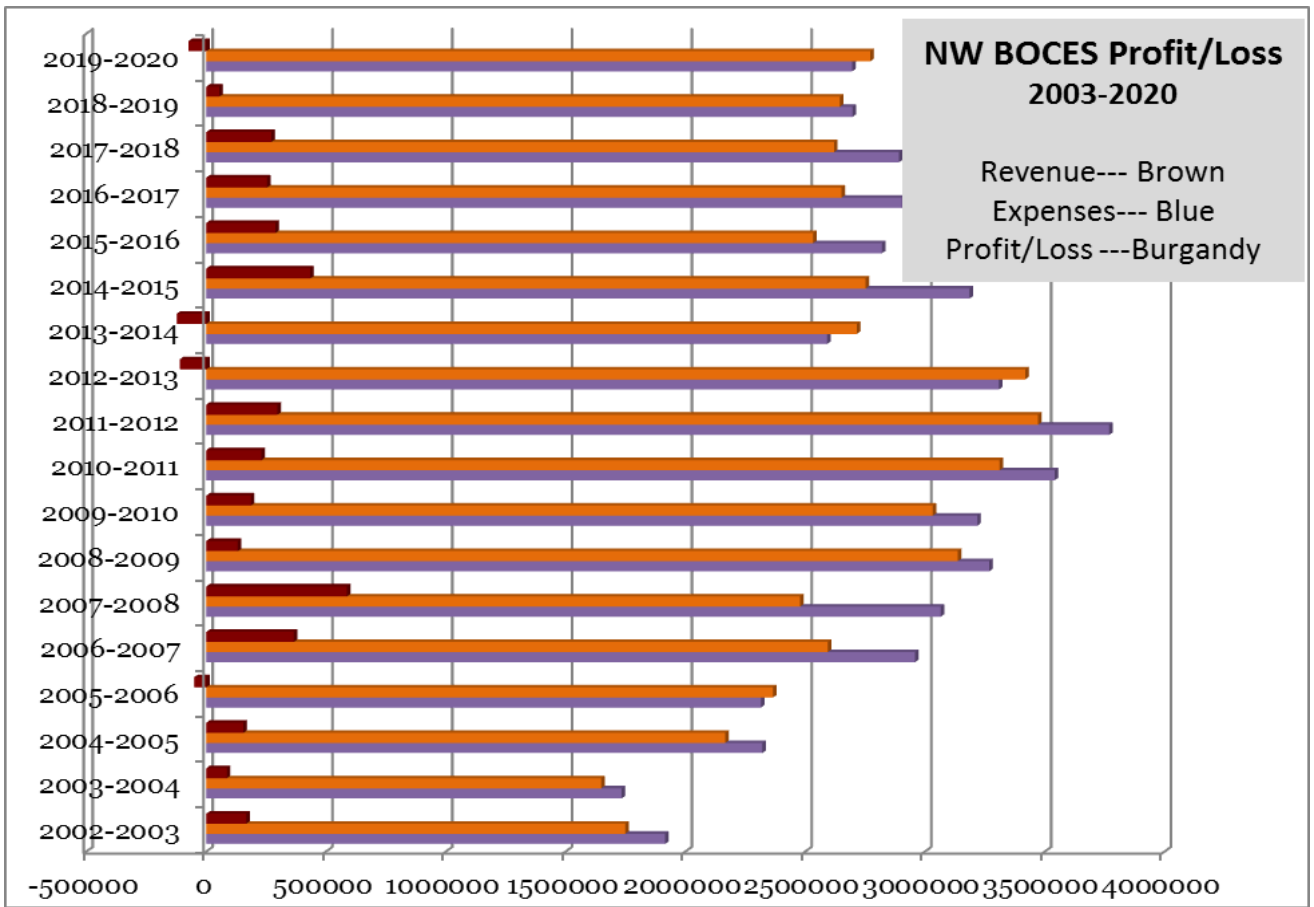
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Revenue</b>											
1/2 Mill	376004	314056	360802	406,811	391091	411768	445415	350,562	305913	332,200	395,953
Interest Revenue	29273	18328	12754	8,951	7498	5261	5554	11,278	25768	43,043	48,612
Grants	2396	33481	8767	34,556	18367	25838	39147	53,318	7573	8,344	0
SED/MD	2677191	3173953	3381968	2,856,888	2170634	2740399	2321350	2,488,327	2549258	2,311,252	2,129,731
Mis.	1023	1120	2754	1,177	3108	800	8301	192	685	1,203	121,477
Rental Income	0										
Itinerant Program	2000										
Kids Fund	1752		1547		422	717	663	481	1479	1,420	531
Depre	128385										
<b>Total Revenue</b>	<b>3218024</b>	<b>3540938</b>	<b>3768592</b>	<b>3,308,383</b>	<b>2591120</b>	<b>3184783</b>	<b>2820430</b>	<b>2,904,158</b>	<b>2890676</b>	<b>2,697,462</b>	<b>2,696,304</b>
<b>Expenses</b>											
Central Admin	469132	377978	376545	390797	394746	399993	383922	399,201	392713	410,821	420,113
Instructional	545194	620069	732893	706156	638404	676874	644174	652,371	547464	570,965	556,333
Maintenance	248794	472914	371381	225900	170029	166752	177811	189,993	265208	233,324	352,257
Transportation	44052	87228	87486	221335	61872	41333	45685	43,135	85691	45,001	45,365
School Health	73837	74232	78321	79427	81820	87552	89903	93,274	81282	85,679	84,789
Residential	1153703	1159016	1394524	1368451	1113817	1064919	965408	978,294	1026963	1,094,661	1,069,553
Therapy Programs	354174	387652	281019	279966	160593	194251	141674	167,224	167854	153,352	190,936
Food Service	128602	114912	129781	123448	74467	104178	58803	76,759	39846	46,614	51,321
Grants	14805	17132	19408	22930	19229	15347	24870	50,925	12648	3,421	0
<b>TOTAL</b>	<b>3032293</b>	<b>3311133</b>	<b>3471358</b>	<b>3418410</b>	<b>2714977</b>	<b>2751199</b>	<b>2532250</b>	<b>2,651,176</b>	<b>2619669</b>	<b>2,643,838</b>	<b>2,770,667</b>

## 2019-2020 NW BOCES Actual Revenue



## 2019-2020 NW BOCES Actual Expenses





## NW BOCES FEE SCHEDULE 2019-2020

<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>	\$90/hr	\$95/hr	As set by WDE	\$100/hr
<b>Occupational Therapy</b>	\$85/hr	\$90/hr	As set by WDE	\$95/hr
<b>Physical Therapy</b>	\$85/hr	\$90/hr	As set by WDE	\$95/hr
<b>Psychological Counseling</b>	\$155/hr	\$160/hr	As set by WDE	\$165/hr
<b>Psychological Evaluation</b>	\$165/hr	170/hr	As set by WDE	\$175/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; Revised 5/22/19  
 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

**NW BOCES Certified Staff Salary Schedule (Based on 9 months  
= 183 days) 2019-2020**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	
STEP	BA	BA+15	BA+30	BA+45	MA	MA+15	MA+30	MA+45	MA+60
1	43438	44238	45038	45838	46638	47438	48238	49038	49838
2	44238	45038	45838	46638	47438	48238	49038	49838	50638
3	45038	45838	46638	47438	48238	49038	49838	50638	51438
4	45838	46638	47438	48238	49038	49838	50638	51438	52238
5	46638	47438	48238	49038	49838	50638	51438	52238	53038
6	47438	48238	49038	49838	50638	51438	52238	53038	53838
7	48238	49038	49838	50638	51438	52238	53038	53838	54638
8	49038	49838	50638	51438	52238	53038	53838	54638	55438
9	49838	50638	51438	52238	53038	53838	54638	55438	56238
10	50638	51438	52238	53038	53838	54638	55438	56238	57038
11	51438	52238	53038	53838	54638	55438	56238	57038	57838
12	52238	53038	53838	54638	55438	56238	57038	57838	58638
13	53038	53838	54638	55438	56238	57038	57838	58638	59438
14	53838	54638	55438	56238	57038	57838	58638	59438	60238
15	54638	55438	56238	57038	57838	58638	59438	60238	61038
16	55438	56238	57038	57838	58638	59438	60238	61038	61838
17	56238	57038	57838	58638	59438	60238	61038	61838	62638
18	57038	57838	58638	59438	60238	61038	61838	62638	63438
19	57838	58638	59438	60238	61038	61838	62638	63438	64238
20	58638	59438	60238	61038	61838	62638	63438	64238	65038
Across Increment			800		Down		800		
Base					43438				
Business Manager + \$3,500 to Base									

**NW BOCES  
Classified Staff - Salary Schedule  
2019-2020**

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	23.43	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	24.03	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	24.63	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	25.23	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	25.83	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	26.43	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	27.03	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	27.63	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	28.23	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	28.83	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	29.43	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	30.03	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	30.63	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	31.23	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	31.83	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	32.43	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	33.03	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	33.63	22.81	25.70	22.60	23.86	24.96	22.86	25.01	29.74	31.73	25.01

- A - All Aides
- B - Substitute Teachers
- C - Main/Trans Supervisor
- D - Maintenance/Janitor
- 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

Approved 5-22-19



## 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. Twelve students were served residentially and fifteen students were served in the school environment during the 2019-2020 school year. This is down from eighteen school students and sixteen residential students in 2018-2019.

Budget considerations continue to be a focal point. The admission or exit of one student from 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 Family 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 8.47 years. Staff wages are lower in comparison to local districts and local jobs. NW BOCES Administration and board members are aware of the discrepancies. The NW BOCE board was able to offer staff a step raise for 2019-2020.

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 a decrease of total student placement days this school year which resulted in lower revenue. The current trend of placement agencies is to delay placements to more restrictive settings. Therefore when a student enters placement they often have had 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 2019 to spring 2020, only five 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.

March 13, 2020 the president of the United States and the Governor of Wyoming declared a public health emergency in response to the COVID19 outbreak. The consequences of those orders created a major impact on all areas of the NW BOCES and the services provided. They include the following:

- Several staff were off work due to quarantine issues with family members being potentially exposed. Whenever a staff person is absent students are affected behaviorally due to less consistency.
- With staff being absent for a week or two at a time we paid more overtime to staff that were willing to substitute. We always contact substitute staff first. If they are not available, then we reach out to part-time or full-time staff.
- We did not accept any student admissions from March to June though we had several inquiries and referrals. July through September are generally months that are low for new intakes. Thus lack of new enrollees has impacted us for a longer period of time.
- Tele therapy was needed for day students and for students with IEP goals for Occupational Therapy, Physical Therapy, and/or Speech Language Therapy. Our students struggle with change, often services could not be done at all due to technology and in the case of some day students their parents resisting this model of instruction.
- The hardest parts of the restrictions for NW BOCES were that parents were not allowed to visit on campus from March to June and students were not allowed to go on their monthly home visits until July. Student behavioral issues increased during this time period even with implementing weekly Skype calls in addition to one or two telephone calls each week.
- On campus parent training was not possible due to the fact that our parents travel in from all parts of the state. Providing materials for parents to review at home was either not done by the families or was less effective.
- Students in the Level 3 or Level 4 transition phase of the program were unable to participate in transition steps to their local school. This delayed their completion of the NW BOCES program and return to their family and local school districts.
- The pandemic resulted in a budget deficit for NW BOCES for only the third time since 2002 and the first time since 2014.
- With the funding issues we were not able to give staff a stipend for the exceptional work they did in the 2019-2020 school year. Staff carried extra responsibilities and risks as essential workers. Staff as usual stepped up to the needs of the youth.

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