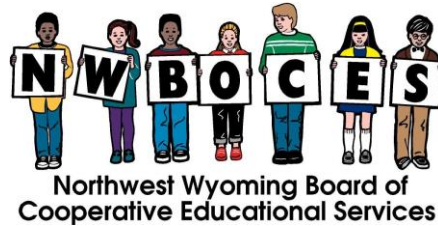


Northwest Wyoming
Board of Cooperative Educational Services
Big Horn Basin Children's Center



2020-2021 Annual Report

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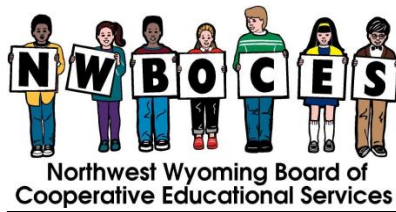
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Serving Wyoming Youth Since 1970

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 management 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, and Washakie #2. Non-member district or DFS student placements in 2020-2021 included: Platte County; Campbell County; Sweetwater County, and Goshen County.

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 when 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 attend seminars, workshops, webinars, and/or classes relevant to their position.

Contract, hourly and, consultant 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.

The facilities include 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’s office, and the office areas. The school is open and bright, with a physical environment that is welcoming and conducive to learning.

The two residential buildings called “cottages” each offer a family style living environment which includes 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 management, and treatment with a positive reinforcement, response cost, token economy, & levels system; psychiatric consultations; 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 the NW BOCES 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 six 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 196 to 248. The range of school enrollment days per month was 190 to 264 days. Total residential days were down from 2941 to 2719 and the total school days were up from 2458 to 2674. There were six school day only students which was up from three for the last few years. The average school enrollment was up from 10 to 11 students served per month and down from an average of 8 to 7.75 students per month in the residential setting. With the increase of day students in 2020-2021, NW BOCES served a total of 18 students in the school program up from 15 students. Residential placements decreased from 15 students to 12 students.

Outcome data for the 2020-2021 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. Due to COVID-19 Spring 2020 NWEA testing was not possible. Classroom daily performance and STAR testing assessments were done. However, those are not the outcome criteria used by NW BOCES.

The Northwest Wyoming BOCES behavioral goal is that at least 83% 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 June 2020, 85% did not enter another school or residential treatment facility for at least 3 years. Outcome data for students in the past three years who exited the program prior to completion of the program had a re-entry rate average of 46%.



Northwest Wyoming BOCES

Big Horn Basin Children's

Center

Mission: 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: 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, and 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 Cogna (formerly AdvancED)
Committee Members
2020-2021

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 2020-2021 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. An accreditation visit is tentatively scheduled for the 2021-2022 school year.

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

Action Plan: September 2020

Target Area: Reading Skills

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

Intervention: All students will use the Accelerated Reading program

Activities	Person Responsible	Timeline	Resources	Assessment	Staff Development
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 2020

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 **2020-2021**

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 and encouraged 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 throughout the year 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 (minimum of 16 hours each at school and residences) 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 vs. Reactive	Team Building
Cultural Diversity	Fire & Emergency Plans
Universal Precautions/Blood Borne Pathogens	Suicide Prevention & Intervention
Confidentiality/HIPAA	Social Skills
Staff Roles During Calls/Skype/Visits	Civil Rights
Medication Administration	Mission, Goals, & Vision
MANDT	Crisis Management/De-escalation
Policies	1 st Aid, CPR, and using an AED
GCN Online Trainings	Transportation Safety
Supervision & Safety	Charting & Documentation
Consistency, Follow the Program	Self-Esteem/Building Confidence
Food Service Protocols/Serve Safe	Behavior Management Techniques
Intervention & Observational Reporting	Sensory Integration
Autism Spectrum	Co-Occurring Disorders
History & Diagnosis of our Students	Manipulation of Staff
Baseline Support- Student Success	Childhood Depression
Age Appropriate Care	ALICE Training/Emergency Plans
Pet Therapy	Modeling of Re-directing
School Improvement Goals	"BOCES Rules"
Individual Education Plans (IEPS)	Psychopharmacology 101
Compassionate Care, Treatment with Kindness	Students "Sibling" Rivalry
Praise the Expectation	Staff Role During Movies/Shows
Offer 2 Choices Not Negative Consequences	Staff Role @ the Saferoom
Do Not Talk About Students Around Students	Walk-the-Talk
Love & Logic: Adults Supporting Youth with Challenging Roles	
Red Zone: Teaching and Managing Self-Regulation with Children	

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 school improvement plans
- Direct observation
- Shared discussion with others regarding workshop topics

In-service training schedule 2020-2021

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>
<u>August 17, 2020</u>		
	“Back-to-School Basics”	Conner
	Educational & Behavioral Goals	Team
	School Improvement, Mission, Values	Team
	Professional Goals	Team
	Love & Logic: The Challenge of Working with Students with Challenging Pasts----Empowering Them Toward Success	Video
	Compassionate Care; proactive vs. reactive; Calming Kids in Crisis, and “BOCES Rules”	Team
<u>Fall 2020 & Spring 2021</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
	32’ Program Observation	Team
	Confidentiality & HIPAA	Online
	Civil Rights	Online
	Food Service Guidelines	Handbook
	Staff Handbook	Handbook
	Say It So They Will Hear It	Book

The Art of Communicating with Children and Youth Presenting Emotional and Behavioral Challenges---Charles Appelstein Video

October 16, 2020

Pharmacology 101	Video
Love & Logic: The Challenge of Working with Students with Challenging Pasts---Supporting Learning & Achievement at School	Video
Positive Reinforcement; defusing; staff role when...; voice tone; giving choices instead on consequences; interventions; praise the expectation, consistency	Team
Red Zone: Teaching & Managing self-regulation	Handout
Sensory Integration	Team
Safe Transportation	Team
Social Skills	Leigh & Shawna

January 18, 2021

Staff will self-enroll in the Global Compliance Network (GCN) for 4 hours of training in January 2021. 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.

March 12, 2021

Walk-the-Talk	Video
BOCES Rules	Team
Staff Roles: Phone use, parent calls/skype/parent visits...	Team
Baseline Support; Crisis De-escalation, peer escalating peer, choices vs. consequences, staff manipulation	Team
Documentation & Charting	Team
Serve Safe	Training
Sensory Integration	OT

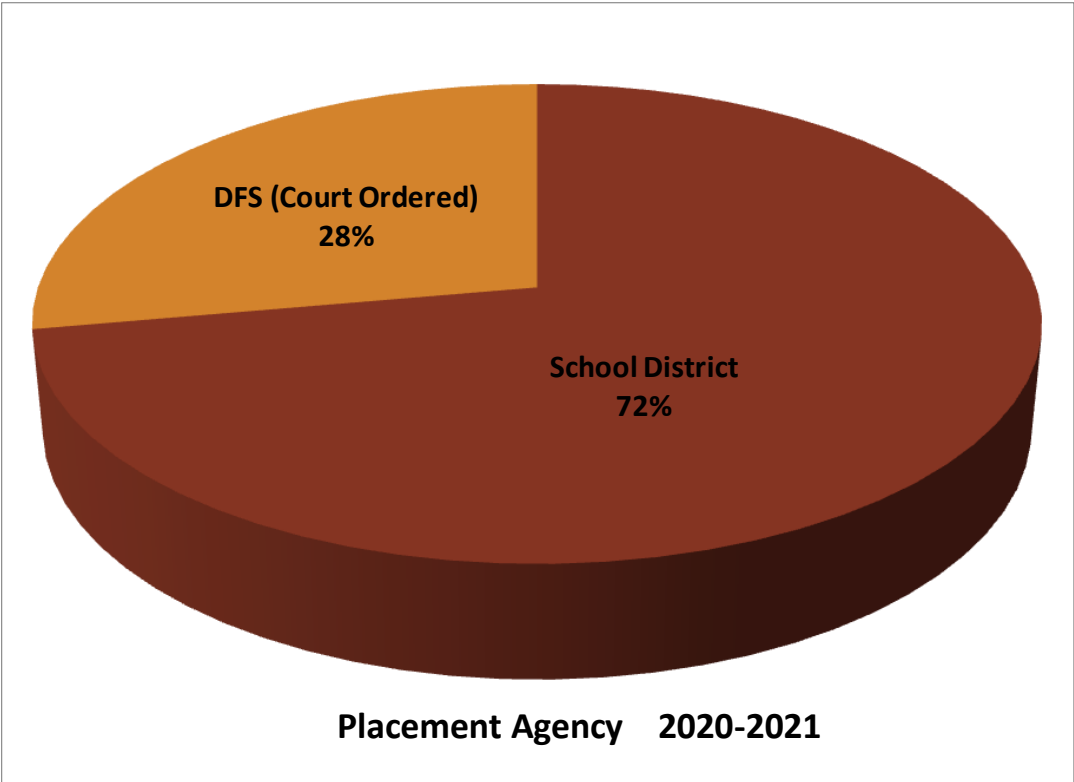
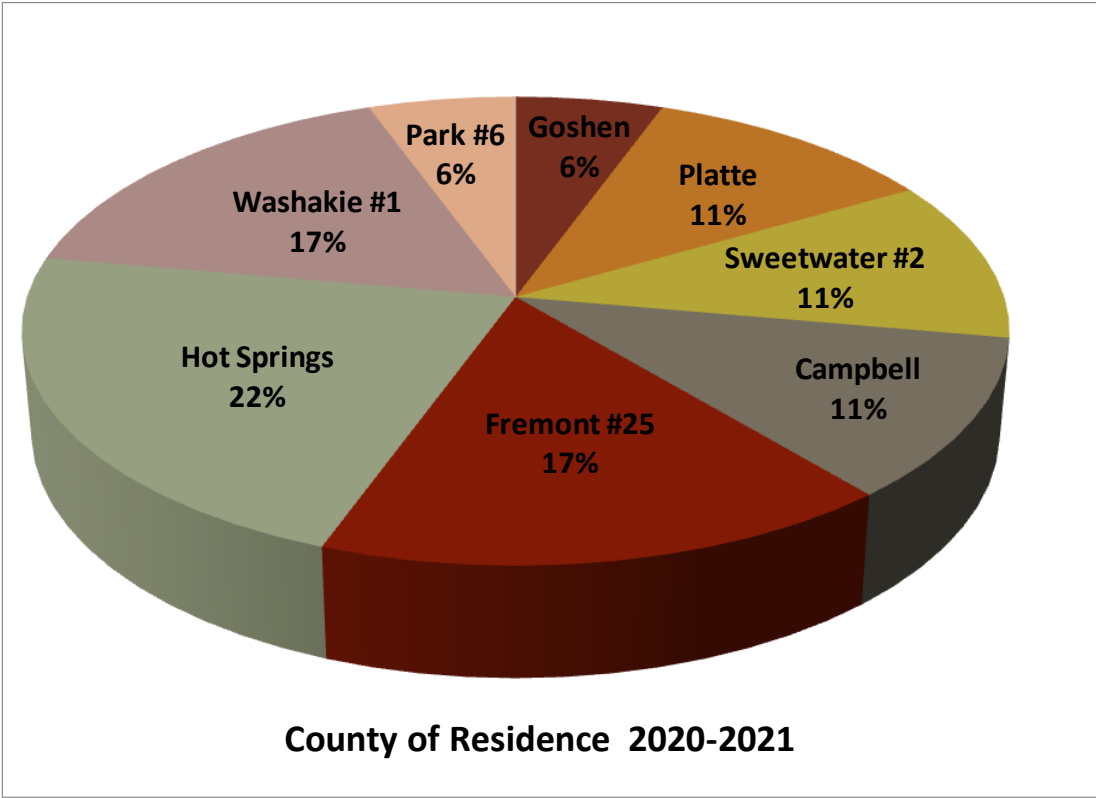
Additional workshop opportunities for certified staff will be offered. These workshops will correlate with school improvement goals and needs of the current student population including but not limited to: Special Education, Classroom Management, Reading, Math, and Written Language programs.

Annual 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.

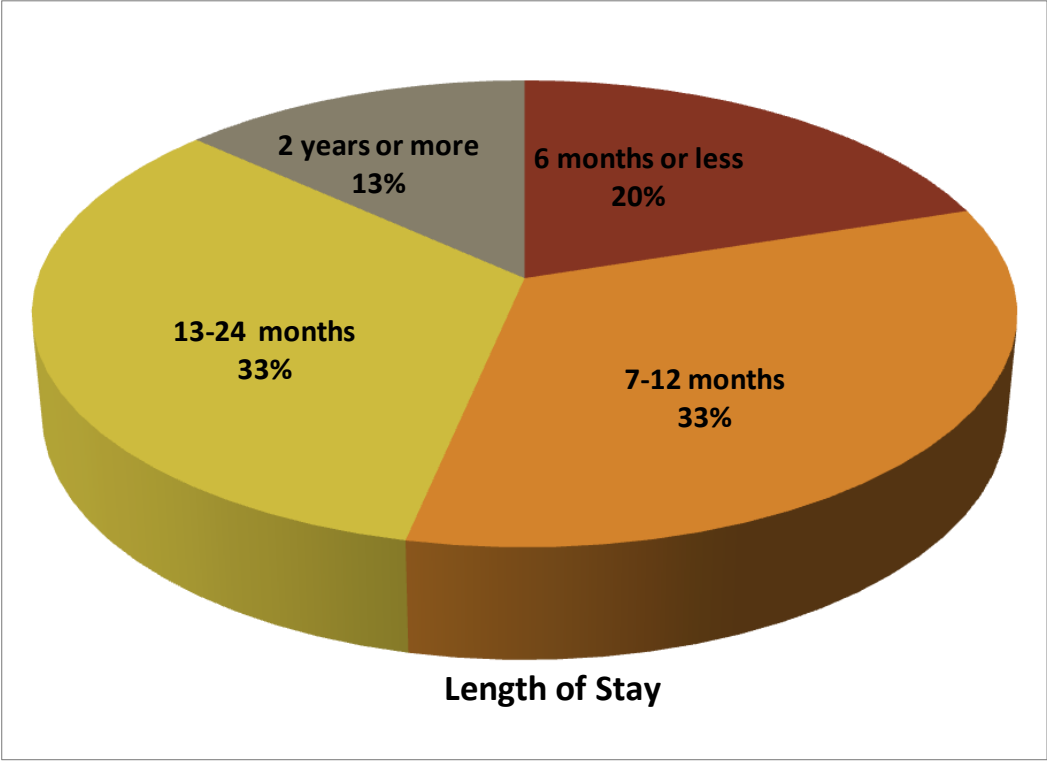
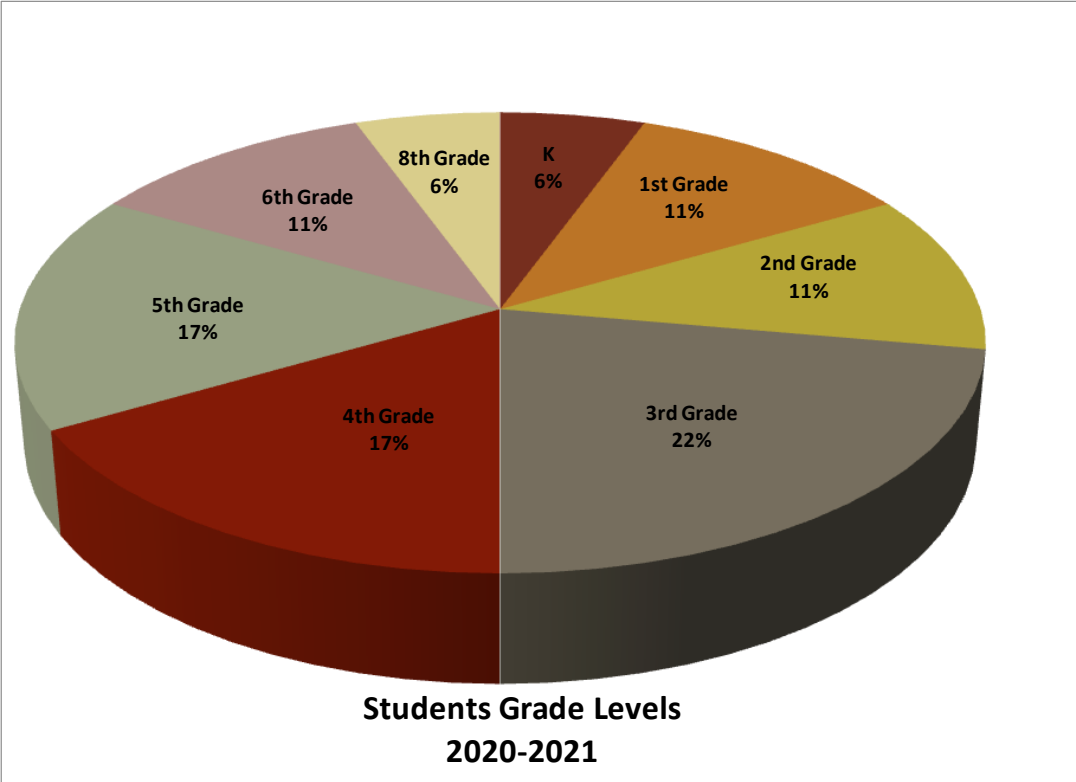
Enrollment Comparisons Year to Year

Year	School #	Total	Residential	Total #
	<u>Students Served</u>	<u>School Days</u>	<u># Served</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
2019-2020	15	2458	12	2941
2020-2021	18	2674	12	2719
2020-2021	The highest number of residential service days per month was in July (248) and the lowest was in February (196)			
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)			

Student Data

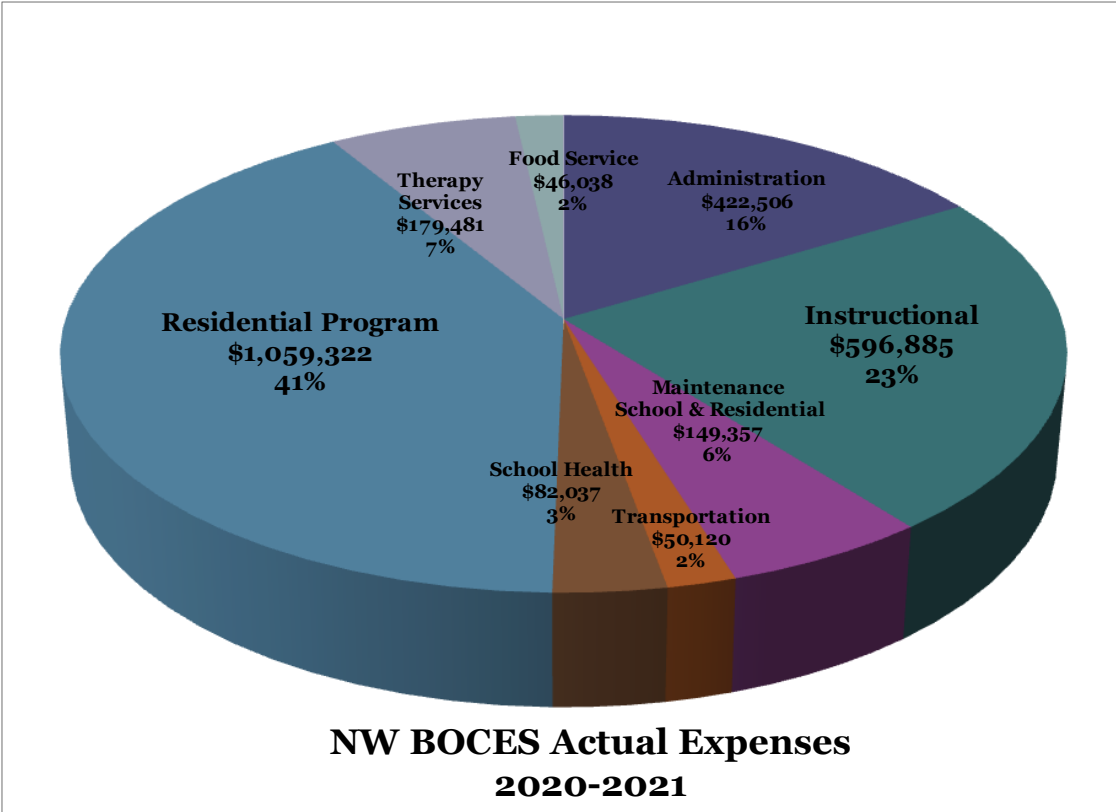
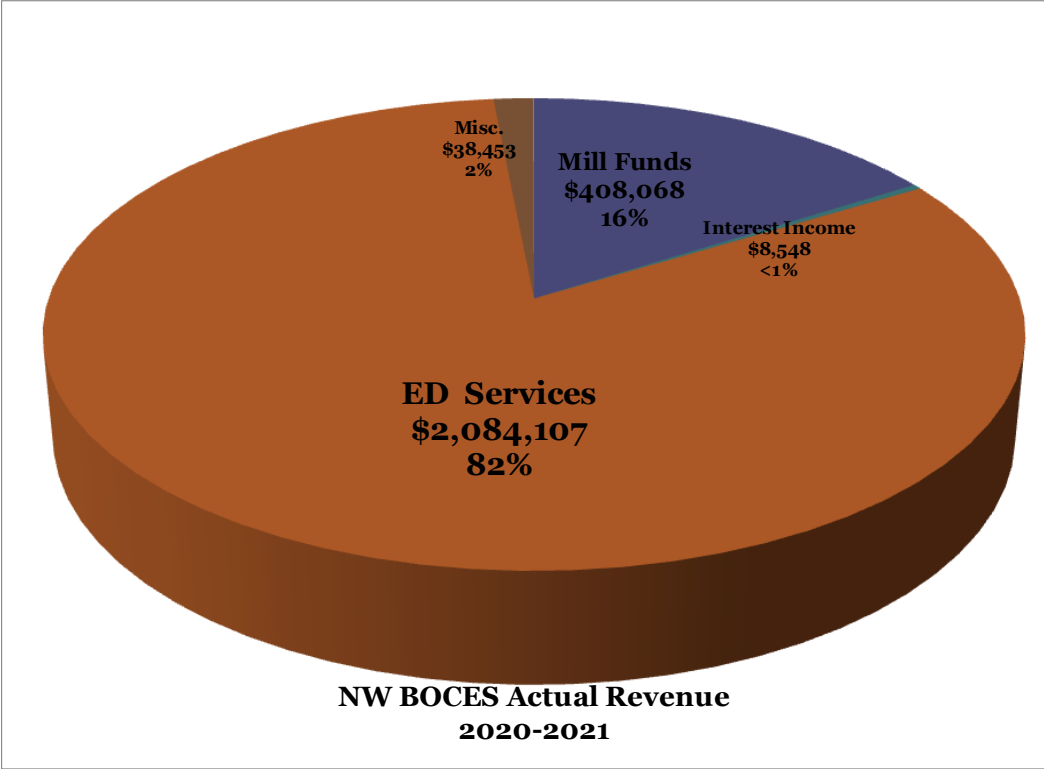


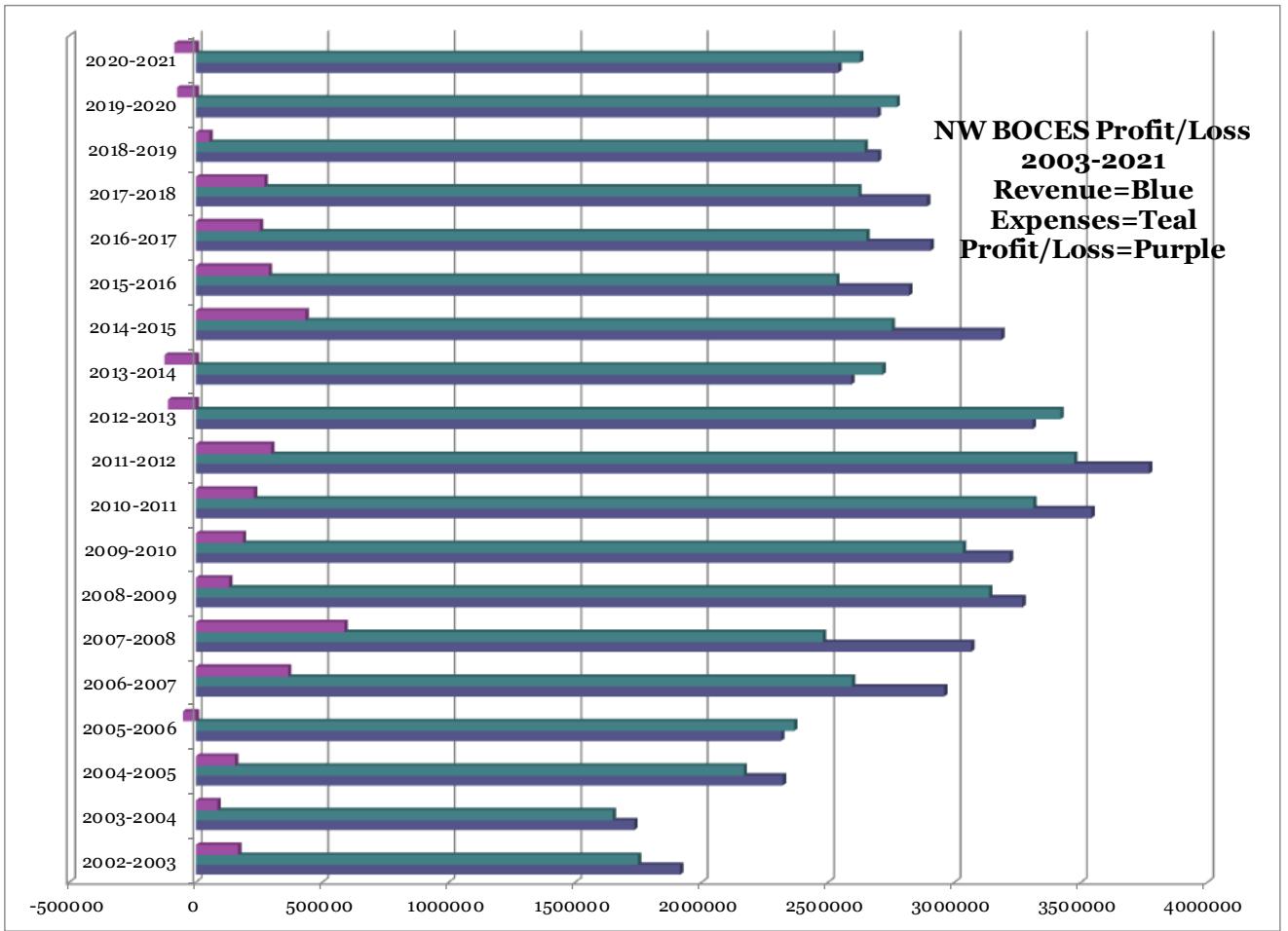
Student Data



NW BOCES Revenue and Expense Comparisons 2002-2021

Year	Revenue	Expense	Profit/Loss	Year	Revenue	Expense	Profit/Loss					
2002-2003	1914805	1748064	166741	2012-2013	3308383	3418410	-110,027					
2003-2004	1733440	1648160	85280	2013-2014	2591120	2714977	-123,857					
2004-2005	2320682	2166156	154526	2014-2015	3184783	2751200	433583					
2005-2006	2314532	2365515	-50983	2015-2016	2820430	2532250	288180					
2006-2007	2958285	2593500	364785	2016-2017	2904158	2651176	252981					
2007-2008	3065881	2478643	587238	2017-2018	2890676	2619669	271007					
2008-2009	3267678	3136419	131259	2018-2019	2,697,462	-2,643,838	53,624					
2009-2010	3218024	3032293	185731	2019-2020	2,695,773	-2,770,667	-74,894					
2010-2011	3540938	3311134	229804	2020-2021	2,539,776	2,625,579	-85,803					
2011-2012	3768592	3471358	297234									
Revenue		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1/2 Mill		314056	360802	406,811	391091	411768	445415	350,562	305913	332,200	395,953	408,068
Interest Revenue		18328	12754	8,951	7498	5261	5554	11,278	25768	43,043	48,612	8,548
Grants		33481	8767	34,556	18367	25838	39147	53,318	7573	8,344	0	0
SED/MD		3173953	3381968	2,856,888	2170634	2740399	2321350	2,488,327	2549258	2,311,252	2,129,731	2,084,107
Mis.		1120	2754	1,177	3108	800	8301	192	685	1,203	120,946	38,453
Rental Income												
Itinerant Program												
Kids Fund			1547		422	717	663	481	1479	1,420	531	600
Depre												
Total Revenue		3540938	3768592	3,308,383	2591120	3184783	2820430	2,904,158	2890676	2,697,462	2,695,773	2,539,776
Expenses												
Central Admin		377978	376545	390797	394746	399993	383922	399,201	392713	410,821	420,113	422,506
Instructional		620069	732893	706156	638404	676874	644174	652,371	547464	570,965	556,334	596,885
Maintenance		472914	371381	225900	170029	166752	177811	189,993	265208	233,324	352,256	149,357
Transportation		87228	87486	221335	61872	41333	45685	43,135	85691	45,001	45,365	50,120
School Health		74232	78321	79427	81820	87552	89903	93,274	81282	85,679	84,789	82,037
Residential		1159016	1394524	1368451	1113817	1064919	965408	978,294	1026963	1,094,661	1,069,553	1,059,322
Therapy Programs		387652	281019	279966	160593	194251	141674	167,224	167854	153,352	190,936	179,481
Food Service		114912	129781	123448	74467	104178	58803	76,759	39846	46,614	51,321	46,038
Grants		17132	19408	22930	19229	15347	24870	50,925	12648	3,421	0	0
TOTAL		3311133	3471358	3418410	2714977	2751199	2532250	2,651,176	2619669	2,643,838	2,770,667	2,625,579





NW BOCES FEE SCHEDULE 2019-2020

Service	Contributing Member District	Member District	WDE**	Non-Member District/ Out-of-State
Tuition	\$220/day	\$240/day	As set by WDE	\$260/day
Residential	\$220/day	\$240/day		\$260/day
Residential Non School Days	\$240/day	\$260/day	DFS	\$280/day
Paraprofessional / 1:1 Aide	\$20/hr	\$22/hr	As set by WDE	\$24/hr
Related Services				
Speech Therapy	\$90/hr	\$95/hr	As set by WDE	\$100/hr
Occupational Therapy	\$85/hr	\$90/hr	As set by WDE	\$95/hr
Physical Therapy	\$85/hr	\$90/hr	As set by WDE	\$95/hr
Psychological Counseling	\$155/hr	\$160/hr	As set by WDE	\$165/hr
Psychological Evaluation	\$165/hr	170/hr	As set by WDE	\$175/hr
Counseling	\$70/hr	\$75/hr	As set by WDE	\$80/hr
Parent Counseling/ Training	\$70/hr	\$75/hr	As set by WDE	\$80/hr
Adaptive Physical Education	\$45/hr	\$50/hr	As set by WDE	\$55/hr
Recreational Therapy	\$45/hr	\$50/hr	As set by WDE	\$55/hr
School Social Worker	\$70/hr	\$75/hr	As set by WDE	\$80/hr
School Nurse / School Health Services	\$45/hr	\$50/hr	As set by WDE	\$55/hr
Transportation (Local)	\$450/month	\$500/month	As set by WDE	\$550/month
Transportation (out of area/transition trips)	Actual Costs	Actual Costs	As set by WDE	Actual Costs
Psychiatric Services	Actual Costs	Actual Costs		Actual Costs
Transition Services	\$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**

A	B	C	D	E	F	G	H	I	
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					Down				
Increment			800			800			
Base					43438				
Business Manager + \$3,500 to Base									

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 10-12 students in placement at the school and 7-8 students in the residences at any given time. A total of 18 students were served at school, 12 students were served in the residential environment, and there were 6 day program students during the 2020-2021 school year. This is up from 15 school students and 4 day students. In 2020-2021, residential student numbers remained the same (12 students) as in 2019-2020.

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 continued public relations efforts with superintendents, school boards, principals, special education directors, and the Department of Family Services (DFS) throughout the state of Wyoming. This year the public relations format changed from in person contacts to letters and audio visual formats. 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 2021 was 10.85 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 2020-2021.

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 the fall of 2020 to the spring 2021, of the 18 students served throughout the year there were only four students that were enrolled for the entire school years. Students are admitted and discharged throughout the year.

This year the Wyoming Department of Education (WDE), daily tuition rates decreased from \$337 to \$242. Tuition, related services, and residential fees rates vary from year to year. Often, we do not know what the rate will be until the middle of July or early August of that fiscal year. Tuition rates were: \$296 per day in 2018-2019; \$337 in 2019-2020; and \$242 in 2020-2021. Related service fees paid by WDE and member districts are consistent with NW BOCES costs. The Department of Family Services (DFS) fees for residential services also stayed the same at \$175 per night. This is only a minimal increase from \$125 per night in 1998 when NW BOCES first became a licensed Residential Treatment Facility. DFS residential payment continues to be well below our cost of \$240 per day. In November 2016, instead of requiring Medicaid billing for related services the Wyoming Department of Education started paying for Speech, Occupational Therapy, Physical Therapy, and psychological counseling and evaluation services. This change was due to an Attorney General decision. NW BOCES is an educational facility with all students being served through the IEP process. These same students with the same IEP goals of speech, occupational therapy, physical therapy, counseling, would receive a 100% reimbursement through a school district. Guidehouse Inc., previously Navigant, cost study and Medicaid are both medical funding models with no transparency and lack technical assistance to facilities. We will continue to work with the departments and with legislators to resolve these long standing issues.

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 and continue to have a major impact on all areas of the NW BOCES and the services provided. The issues include the following:

- Several staff were off work due to quarantine issues with family members being potentially exposed to COVID 19. Whenever a staff person is absent students are affected academically and behaviorally due to less consistency and structure.
- 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.
- There were fewer student admissions due to the pandemic. This was due to fewer referrals and our increased caution about bringing in new students due to potential exposures. Our students were basically secluded to campus. The lack of new students enrolling continued through 2020-2021 which impacted our program services as well as our finances.
- Since we did not allow other agencies or providers on campus potentially exposing our students Teletherapy was needed for day students and for on campus 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. For a variety of reasons, some day student's parents resisted this mode of instruction.

- One of the hardest decisions our team made was restricting parents from visiting their children in person. The team did schedule more Skype and Zoom contacts for families. Also, students were not allowed to go on their monthly home visits. Student's behavioral issues increased immensely.
- 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 as well as their return to their family and local school districts.
- The pandemic resulted in a budget deficit for NW BOCES for only the fifth time since 2002 and the second time since 2014.
- The board was able to give staff a pay increase with a step on the certified/classified salary schedule for employees that were with NW BOCES at least a year. The board also approved paying half of the health insurance premium increase. Many years NW BOCES staff do not receive any pay raises. The board often tries to at least assist with all or part of any health insurance increases. Staff are significantly behind on salary steps in comparison to their years of service to NW BOCES.
- District's levy of mill funds to NW BOCES are critical to the continuation of the program.
- Efforts to improve student programs and the services offered by the NW BOCES will continue with input from member school districts and other stakeholders