



Opportunity Through Education

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Memo

TO: Select Committee on Tribal Relations

FROM: Nish Goicolea, Chief Policy Officer
Laurie Hernandez, Standards and Assessment Division Director
Rob Black, WDE Tribal Liaison

DATE: January 12, 2026

SUBJECT: Native American Education Information Request

The Wyoming Department of Education (WDE) works closely with the Fremont County School Districts to provide support, resources, and promote Native American culture and education within these districts and across the state. The following information addresses the WDE information request regarding assessment, achievement, accountability, Indian Education for All, supports, and additional topics.

Assessment and Accountability Data - Fremont County School Districts

The most recent Assessment results for the Fremont County School Districts can be found below. Table 1 shows the results for the general and alternate assessments (WY-TOPP and WY-ALT), and Table 2 shows the ACT results for the juniors who took the ACT last year. Regarding the NAEP test, there is a sample of students who test, and the results are not provided by district or student.

2024-25 Assessment Data Results for the Fremont County School Districts

Table 1. WY-TOPP/WY-ALT Results for SY24-25.

Table 1 shows the WY-TOPP and WY-ALT % Proficient for each Fremont district for SY24-25 and the % Change from the previous SY. Red text shows the percentage decrease in Proficiency from SY 23-24 results; green text indicates the percentage increase from SY23-24 results.

		State	Fremont #1	Fremont #2	Fremont #6	Fremont #14	Fremont #21	Fremont #24	Fremont #25	Fremont #38
Language Arts (Gr 3-10)	# Tested		~880	~110	~200	~380	~240	~220	~1430	~270
	% Prof/Adv	55.70%	54.40%	68.10%	52.20%	11.60%	20.10%	50.20%	54.20%	15.00%
	Annual Change	2.30%	0.90%	7.80%	6.10%	-3.40%	6.30%	-6.10%	1.20%	3.80%
Math (Gr 3-10)	# Tested		~880	~110	~200	~380	~250	~220	~1430	~270
	% Prof/Adv	50.90%	49.70%	55.50%	50.80%		8.00%	44.00%	45.80%	5.50%
	Annual Change	1.40%	1.70%	10.90%	9.00%	-6.1% to -1.1%	-1.40%	-4.70%	0.70%	0.5% to 5.5%
Science (Gr 4, 8,10)	# Tested		~340	~40	~70	~150	~80	~80	~480	~100
	% Prof/Adv	51.20%	50.00%	51.20%	45.20%	10.30%	7.10%	48.80%	44.20%	10.00%
	Annual Change	3.20%	-1.20%	4.00%	-2.00%	-0.50%	-1.20%	-15.10%	-7.70%	5% to 10%

**More information and specific data can be found on the public Assessment Reports.

<https://edu.wyoming.gov/data/assessment-reports/>

WY-TOPP/WY-ALT Assessment Highlights

- Fremont #1 has been steadily improving in Math over the last few years, and this was the first year of improvement in ELA since the pandemic.
- Fremont #2 has seen consistent improvements in both ELA & Math since the pandemic. ELA is 6.8% above pre-pandemic highs, and Math is 18% above.
- Fremont #6 has shown consistent improvement since the pandemic in ELA & Math, although it remains below 2019 achievement levels.
- Fremont #21 has shown consistent improvement since the pandemic in ELA and has exceeded its prepandemic achievement by 1.0%.
- Fremont #25 has seen consistent improvement in ELA since the pandemic and is 5.6% above pre-pandemic highs.
- Fremont #38 has reached or exceeded pre-pandemic levels of achievement in all 3 content areas.

Table 2. ACT Results for Juniors tested in SY24-25.

Table 2 shows the ACT Composite scores for SY 24-25 for Spring. All juniors participate in the ACT assessment each Spring. Red text shows the decrease in Composite score points from SY 23-24 results; green text indicates the increase from SY23-24 results.

	State Average	Fremont #1	Fremont #2	Fremont #6	Fremont #14	Fremont #21	Fremont #24	Fremont #25	Fremont #38
Students	6289	131	18	28	37	17	30	165	15
Average ACT Composite	18.7	19.4	18.9	17.2	13.1	13.7	18.2	17.9	13.3
Change from 2023-24 to 2024-25	-0.2	-0.2	1.7	0.7	-0.1	-0.5	0.8	0	N/A*

* Less than 10 students tested in 2023-24

ACT Highlights

- Fremont #1 In 2024-25, 52% of students met the English College Readiness Benchmark.
- Fremont #2 In 2024-25, 56% of students met the English College Readiness Benchmark.
- Fremont #6 In 2024-25, there was an increase in the mean score for all subjects (English, Math, Reading, Science, and Writing). Notable results include the 2.1 pt. increase in the Science Mean Score and the 1.2 pt. increase in the overall STEM (Math and Science) score.
- Fremont #21 In 2024-25, the ELA (Reading, English, Writing) Mean Score increased 1.1 pts. over the previous year.
- Fremont #25 In 2024-25, 49% of students met the English College Readiness Benchmark, a 4% increase over the previous year. Additionally, 24% of students met at least 3 College Readiness Benchmarks (English, Math, Reading, Science), a 13% increase from a year earlier.
- Fremont #38 From 2023 to 2025, the Science mean score rose 3.1pts. and the overall STEM score, a composite of the Math and Science scores, rose 1.3 pts.

Accountability Highlights

- Fremont #2 Dubois Middle School was Partially Meeting last year and Exceeding Expectations this year. It is exceeding targets in Achievement, Growth, and Equity.
- Fremont #1 Baldwin and Gannett Peak Elementary have been Meeting Expectations for six years straight.
- Fremont #24 Shoshoni High School has been Meeting Expectations for the past four years and has also been exceeding or meeting targets on its Graduation Rate during this time.

Table 3. School Performance Ratings for the Past 3 Years.

Dist.	School Name	2024-25	2023-24	2022-23
F1	Gannett Peak Elementary	Meeting Expectations	Meeting Expectations	Meeting Expectations
F1	Baldwin Creek Elementary	Meeting Expectations	Meeting Expectations	Meeting Expectations
F1	Lander Middle School	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
F1	Lander Valley High School	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
F1	Pathfinder High School	Meeting Alternative School Expectations	Exceeding Alternative School Expectations	Exceeding Alternative School Expectations
F2	Dubois Elementary	Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
F2	Dubois Middle School	Exceeding Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F2	Dubois High School	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
F6	Crowheart Elementary	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F6	Wind River Elementary	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F6	Wind River Middle School	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
F6	Wind River High School	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F6	Wind River Learning Academy	Under Review	Small School Decision:Approved	Small School Decision:Approved
F14	Wyoming Indian Elementary	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
F14	Wyoming Indian Middle School	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
F14	Wyoming Indian High School	Not Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
F21	Ft. Washakie Elementary	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
F21	Ft. Washakie Middle School	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations
F21	Ft. Washakie High School	Not Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
F24	Shoshoni Elementary	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F24	Shoshoni Junior High School	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F24	Shoshoni High School	Meeting Expectations	Meeting Expectations	Meeting Expectations
F25	Rendezvous Elementary	Meeting Expectations	Meeting Expectations	Meeting Expectations
F25	Jackson Elementary	Meeting Expectations	Meeting Expectations	Meeting Expectations
F25	Aspen Elementary School	Not Meeting Expectations	was Pre-K so not tested	was Pre-K so not tested.
F25	Willow Creek Elementary	Meeting Expectations	Meeting Expectations	Meeting Expectations
F25	Riverton Middle School	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F25	Riverton High School	Not Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations
F25	Frontier Academy	Meeting Alternative School Expectations	Small School Decision:Approved	Small School Decision:Approved
F38	Arapahoe Elementary	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
F38	Arapahoe Charter High School	Not Meeting Expectations	Not Meeting Expectations	Not Meeting Expectations

Graduation Rates

District	2021-22	2022-23	2023-24
Fremont #1			
Lander Valley High School	82.00%	82.50%	88.80%
Pathfinder High School	71.40%	62.50%	45.50%
Fremont #14			
Wyoming Indian High School	50.90%	49.00%	76.50%
Fremont #2			
Dubois High School	91.70%	91.70%	84.60%
Fremont #21			
Ft. Washakie High School	34.80%	50.00%	32.10%
Fremont #24			
Shoshoni High School	94.70%	91.70%	96.00%
Fremont #25			
Frontier Academy	55.20%	68.80%	56.00%
Riverton High School	60.00%	64.00%	64.30%
Fremont #38			
Arapahoe Charter High School	18.20%	47.40%	42.10%
Fremont #6			
Wind River High School	73.90%	90.90%	82.90%
Wind River Learning Academy	80.00%	50.00%	87.50%

Statewide System of Support

As part of the Wyoming Accountability in Education Act (WAEA), support is provided to help Wyoming schools improve student and school performance through the statewide system of support. This support includes school improvement planning and additional assistance for schools that are partially meeting or not meeting expectations through WAEA. Additionally, federal law requires support for schools designated as Comprehensive School Improvement (CSI) and Targeted School Improvement (TSI). To address schools with the designation of Accredited with Support, which means a school has been Not Meeting Expectations for three or more years, there has been a shift in the state’s role from simple compliance monitoring to active capacity building.

The Statewide System of Support has established a collaborative partnership with Fremont County School Districts #14, #21, and #38, specifically targeting systemic improvement.

Through the implementation of Critical School Improvement Plans, the Statewide System of Support is helping leadership teams establish permanent infrastructure, including model Professional Learning Communities (PLCs), rigorous 30-day data-monitoring cycles, and in-depth root-cause analyses. These structures are designed to identify resource gaps and drive instructional rigor, such as increasing cognitive demand and deploying targeted interventions for all students. Ultimately, this work aims to create self-sustaining districts and schools where staff efficacy is high, turnover is low, and academic growth continues independently of state oversight.

Social Studies Standards Review

The WDE started the Standards Review Process for the state's Social Studies Standards, issuing a call for review committee participants and seeking community input on the importance of the S.S. Standards. The committee represents a variety of stakeholders, including diverse geographic, role, grade band, educator experience, and district and school size representation, as well as business representatives, community members, and parents.

Virtual introductory meetings are scheduled the week of Jan. 24-28, 2026, and an in-person kickoff meeting will be held the week of Feb. 10-14 in Riverton. Draft S.S. Standards are expected by Summer 2026.

A total of 26 individuals responded to the community input survey. Fifteen were educators, while six were State Board of Education members. Four non-educator parents submitted responses. Sixteen cities and towns were represented.

A significant number (9) of commenters asked that the review committee require the standards to incorporate a more complete history, including Wyoming's history, and six (6) said the current standards are too broad. 19 of the 26 respondents stressed that deep knowledge of history, geography, and other social studies disciplines develops critical thinking, problem-solving skills, and civic-mindedness.

Resources for Teaching About Native History and Culture

W.S. 21-4-602(b) requires the WDE to make available materials and [resources on the agency's website](#) "to assist school districts in meeting social studies benchmarks within [Wyoming Social Studies Content and Performance Standards](#) relating to the study of American Indian tribes."

The WDE created an online repository that contains links to 22 resources, including nine directly tied to Wyoming's tribes.

Indian Education for All Survey

From September to November 2025, school district curriculum directors were asked to complete a survey related to "Indian Ed for All" Social Studies Standards.

Eighteen of the state's 48 school districts completed the survey (37.5%). Ten of the districts indicated their curriculum reflects all of the Indian Ed Standards, while the other eight said their curriculum reflected some of the standards.

School districts use a variety of resources, including:

- Self-created and local resources, such as:
 - PBS Wind River Education modules.
 - Free resources on the WDE website.
 - Historical and literary texts, such as those focusing on Chief Washakie or other texts about the American West.
 - Field trips to the Buffalo Bill Center of the West's Plains Indian Museum.

Twelve of the 18 districts indicated a need for more resources, including:

- Content and resource needs, such as materials for teaching tribal sovereignty and tribal government, Wyoming history content addressing tribes, more student-friendly secondary level resources, hard copy resources (e.g., maps, books, tribal constitutions), and resources similar to those provided by Montana for Native American education.
- Training needs, such as more professional development opportunities, a statewide spotlight tour of Native sites, and undergraduate preparation for UW education majors.
- Personnel and speaker needs, including Native American role models and inspirational guest speakers to present to students.

Some districts reported no needs at this time or that professional development is embedded throughout the year.

Native American Education Conference

The Native American Education Conference, held annually each August in Riverton, aims to showcase Native education resources that teachers can use to meet the Social Studies Standards and attain more awareness of the history and culture of the Eastern Shoshone and Northern Arapaho tribes.

This past year's event featured 35 workshops, an extended ceremony and reception to honor the state's top Native students, and a well-received keynote by Mike Jetty of the Montana Office of Indian Education. A near-record 632 people attended the conference. A post-event survey showed 95.5% felt the event met their expectations. Nearly 80% rated the conference "excellent" or "very good." Several presenters also offered sessions at the first TeacherCon, held by WDE in early August in Laramie.

Native American Education Cabinet

In fall 2024, Superintendent Degenfelder formed the Native American Education Cabinet to advise her on Native American education issues. The cabinet comprises 15 members of American Indian nations, including tribal leaders, K-12 educators, higher ed. representatives,

scholars, language experts, the governor's tribal liaisons, and directors of the Eastern Shoshone and Northern Arapaho education committees.

A key focus of the cabinet has been the development of Wyoming's "Essential Understandings," a framework for teaching about tribal nations, particularly our state's tribes. A subcommittee of four cabinet members is working with several Wind River community members to create the document. The cabinet is also hearing regular updates on efforts to prevent teen dating violence and is assisting the WDE with planning the annual Native American Education Conference.

Accreditation

Wyoming's K-12 districts receive annual accreditation status from the State Board of Education, pursuant to W.S.21-2-304(a)(ii). Accreditation covers schools and districts; requires both annual compliance through evidence and assurances and an on-site peer review every five years. As part of this process, districts must assure that they teach all content area standards, including the Indian Ed for All standard

Peer Review

The WDE Accreditation Team will conduct collaborative peer review visits in the fall of 2026 for Fremont County School Districts 14, 21, 25, and 38, as well as Fremont County School Districts 1, 2, 6, and 24, and Washakie County School Districts 1 and 2. These visits are designed to support district reflection and system-level improvement by focusing on how district practices promote student learning, well-being, and safety within each community's unique cultural and local context.

The WDE peer review process is collaborative, relying on a review of district-submitted evidence, on-site observations, and professional dialogue, rather than formal interviews or compliance-only monitoring. The review team, comprising experienced Wyoming educators and WDE staff, will assess each district's District Assessment System (DAS). This assessment focuses on how local assessments are designed, implemented, and used to monitor student growth, including alignment to Wyoming standards, the use of multiple measures, and how assessment data informs instructional decision-making and continuous improvement across schools.

Fremont 38 Accredited with Support

Fremont County School District 38 holds the designation of "Accredited with Support" for the 2025/2026 School Year (SY25/26), a status formally approved by the Wyoming State Board of Education. This designation indicates a need for sustained, focused effort to meet Wyoming's statutory and regulatory requirements.

The district is currently engaged in intensive improvement efforts across several critical areas, including federal program compliance, special education services, accreditation requirements, financial oversight, and statewide data/reporting obligations. The WDE continues to partner with FCSD 38, providing collaborative guidance, technical assistance, and coordinated support

across divisions. The shared goal is to strengthen internal systems, address identified deficiencies, and ensure sustainable progress toward full compliance and improved student outcomes.

Every Student Succeeds Act Federal Program

Federal ESSA funds, specifically the Title programs, are allocated to Wyoming school districts through WDE in a formulaic manner based on census data, emphasizing funding for districts with larger numbers of low-income students in the district.

2025-26 Allocations:

- Fremont 2 - \$421,840
- Fremont 6 - \$668,150
- Fremont 14 - \$810,000
- Fremont 21 - \$1,235,000
- Fremont 24 - \$274,400
- Fremont 25 - \$2,850,000
- Fremont 38 - \$733,000

WDE program managers assist in identifying allowable uses of these funds, including hiring of additional staff, like instructional coaches, tutors, and teachers. There is also wide use of evidence-based reading and math interventions beginning in pre-K, professional development for teachers and principals, recruiting and retention strategies, including teacher mentor programs, and MTSS. Other uses include Arapaho and Shoshone language courses, school-based mental health programs, dual enrollment, and advanced STEM and CTE courses.

The WDE ESSA grants team works to further support these districts through in-person site visits, regularly scheduled Zoom check-ins, and one-on-one technical assistance as needed. Our new Title I director's permanent duty station is in Lander, and is easily accessible and works directly in conjunction with the Statewide System of Support.

All districts in the state are required to set aside an amount of their Title I funds, as determined by formula, for the assistance of students experiencing homelessness, and this is closely monitored by WDE. WDE's state McKinney-Vento coordinator used \$20,000 in COVID relief funds to stock up on school supplies, clothing, and personal hygiene items that are delivered to districts upon request or whenever we're passing through the area. Fremont 14 (\$4,000) and 38 (\$5,500) are also recipients of the McKinney-Vento competitive grant, which provides additional resources for students experiencing homelessness.

Career Technical Education

Initial Perkins Allocations:

- Fremont #2 Did not apply for Perkins V Funding during the 2024-2026 Biennium.
- Fremont #6 \$16,780.66.

- Fremont #14 \$23,154.79.
- Fremont #21 did not apply for Perkins V Funding during the 2024-2026 Biennium.
- Fremont #24 \$9,677.27.
- Fremont #25 \$92,418.51.
- Fremont #38 Did not apply for Perkins V funding during the 2024-2026 Biennium.

In addition to the initial Perkins V allocation listed above, the additional grants were awarded to the following Fremont districts in 2024-2025:

- Fremont #14: Cutting Edge \$32,500.00.
- Fremont #24.
 - Cutting Edge \$39,050.00.
 - Professional Development \$2,000.00.
 - Workplace Discovery \$11,781.22.
- Fremont #25: IRC Reimbursements \$840.00.

Career Development Facilitator Training: Fremont #24 had one teacher complete the training and become eligible for the Work-based Learning Coordinator endorsement.

Special Education Summary of Support for Specific Schools 2024-2025

Ongoing Coaching & Communication

The WDE established a consistent schedule for coaching calls, moving to a model of two calls per month starting in October 2024—one for file review talk-throughs and one for workshopping policies and procedures.

Consistent Consultation: WDE staff held regular check-ins to discuss staffing changes, student updates, and compliance issues from August 2024 to present. While the district has access to twice-monthly calls, if something occurs between those calls, the district reaches out as needed.

Training & Resource Development

Progress Monitoring Tools: WDE staff is committed to creating starter progress-monitoring tools aligned with the district's current goals to assist teachers.

Policy & Procedure Manuals: WDE dedicated specific coaching sessions to workshopping the district's policies. Sheila Thomalla offered to provide an exemplar process manual to assist the district in creating its own. Staff continually supported LEA staff in developing their process manual.

Process Improvement: WDE proposed adding specific timelines to the IEP process in the district's procedures to ensure teachers complete their work before meetings.

Administrative Training: WDE discussed plans to provide training for district administration regarding Special Education processes and touched base on a "June Training" for all administrators.

WDE provided outside training for staff: Outside trainers were provided to the district for specific topics such as behavior and specially designed instruction.

On-site Support & Personnel Guidance: WDE conducted monthly on-site visits to the district, even during the ESY sessions, to provide support to both teachers and administration.

Monitoring and Technical Assistance (ODP & Indicator 13)

Out-of-District Placement (ODP) Review: WDE conducted a review of out-of-district placed students to ensure educational benefits were being met. WDE provided follow-up questions to the LEA, allowing them the opportunity to provide additional information before issuing findings. WDE issued detailed findings regarding unmet needs, data errors, and PLAAFP development to help improve the district's system-wide delivery of services. WDE worked closely with the LEA on ensuring steps taken for the students placed out-of-district were in compliance and benefited the students' education.

Indicator 13 (Transition) Support: Following the review, WDE identified specific non-compliant transition goals and mandated training on "Planning Transition Services" via the WDE Canvas website to correct these issues. WDE worked with the LEA to correct files.

General Availability and Communication

WDE staff were available for virtual meetings requested by the district to provide support regarding IDEA questions and clarifications. Throughout various monitoring activities, WDE consultants provided ongoing access for inquiries related to directions and documentation requirements.

Fiscal Support

From February to October 2025, the Special Education Fiscal Team collaborated extensively with Fremont County School District #21 to develop a Corrective Action Plan (CAP). This process included at least 13 unique meeting dates, which comprised both Google Meet sessions and in-person gatherings. Throughout the school year, there were frequent email exchanges and phone calls, often occurring on a weekly basis. The scheduled meetings alone accounted for over 15 hours of dedicated time.

Correspondence took place in February, March, April, July, August, September, and October. The primary focus of these discussions was the fiscal CAP for Fremont #21's IDEA Grant. Key compliance topics addressed included Maintenance of Effort (MOE), Allowable Use of Funds, Timely Expenditure of Federal Funds and cash requests, as well as required Policies and Procedures (including Time and Effort, Travel, and Fiscal Record Retention). Detailed discussions also covered findings and recommendations from fiscal monitoring, reviewing

expenditures for allowability, and addressing amendments and application submissions for the IDEA Part B grant.

Additionally, during the 2025 academic year, fiscal team members participated in multiple Google Meetings and met in person several times with the Fremont #21 team to support the expenditure of IDEA grant funds, assist with grant objectives, and plan activities and budgets for grant applications on October 21, 22, and November 4. Over five months, from February to June 2025, a series of meetings and training sessions were conducted. This included an initial meeting on February 6, 2025, an "Allowable Use of Funds" training on February 11, and bi-monthly meetings held on Wednesdays at 3 p.m.

Most sessions were conducted via Google Meet. The main topics related to the fiscal CAP included a review of the CAP, Allowable Use of Funds, MOE, Timely Expenditure of Federal Funds, the development of a Timeline Tool, and Policies and Procedures (including Time and Effort and Fiscal Record Retention). Additional discussions covered cost principles, procurement inventory, inventory management, cash management, the STAR Conference, and fiscal monitoring findings and recommendations.

During September of this school year, the fiscal team conducted Google Meetings on three different dates to assist with the IDEA grant application, focusing on objectives, planned activities, areas in need of improvement, budget considerations, and guidance on navigating the eGMS grant system.

The fiscal team met individually with Fremont #21 on one occasion to discuss school-based enterprises and program income using IDEA grant funds, supplemented by additional phone calls and emails. Numerous emails, reminders, and reports on IDEA Fiscal Monitoring findings were sent to districts, along with in-person professional development sessions.

In October 2025, a two-day training session on policies and procedures and IDEA Fiscal Monitoring was held, involving both Fremont #21 and #38. Another training session on fiscal policies, procedures, and the grant monitoring process is scheduled for next week, with staff from six different districts in Fremont County expected to attend.

Deaf and Hard of Hearing (DHH) Outreach

This update highlights the ongoing initiatives and support efforts by the WDE aimed at enhancing the educational experiences of Deaf and Hard of Hearing (DHH) students across various schools.

Educational & DHH Support

School Support: The WDE team has actively engaged with DHH students and staff through school visits and discussions with administration. Recent efforts included coordinating a team to provide on-site support at a school, offering observations, recommendations, and troubleshooting assistance.

Referrals and Resources: WDE has shared valuable contacts of audiology professionals specifically for the Fort Washakie School, along with useful resources for students and their families. Information regarding Wyoming Hands & Voices and the Wyoming Early Intervention Initiative (WEII) has also been disseminated to aid families in accessing support services.

Student Engagement: WDE successfully organized monthly Student Virtual Meet Ups, which have seen participation from students at the Wind River Indian Reservation (WRIR). These events foster community and connection among participants.

WYHI Planning: In collaboration with the DHH Outreach team, WDE is planning the upcoming Wyoming Hands & Voices Initiative (WYHI). This event aims to bring together students and their families for a day of networking and support.

Teacher and Staff Outreach: WDE maintains steady communication with educators at Wyoming Indian Elementary School (Fremont County School District #14), inviting them to various informational meetings, including the IMET meeting held in August 2025.

Individualized Support: WDE is committed to addressing the unique needs of DHH students, providing tailored support at Fort Washakie School for students with specific requirements.


Professional Development: The WDE has provided training sessions on technology usage, troubleshooting hearing devices, and the importance of consistent amplification for special education classroom assistants at Fort Washakie School.

Fremont #25 Support: WDE's involvement in district monitoring for Fremont #25, in collaboration with other cross-agency teams, has included multiple visits over the past 18 months. The Teacher of the Deaf (TOD) from Fremont #25 has reached out for support regarding assessments, behavior, and transition needs. Staff members from Fremont #25 have actively participated in various forums and the SVM.

Early Childhood Collaboration: WDE recently participated in the Early Childhood Collaborative Conference, representing the department and connecting with several childcare providers from the reservation to foster early intervention partnerships.

Fremont #1 Support: WDE has conducted three visits to Fremont #1, where team members observed students and collaborated with their educational teams to share support information. A student from Fremont #1 has also participated in the SVM, promoting engagement within these initiatives.

Independent Living Services: Through involvement with the Statewide Independent Living Council (SILC), support the Wyoming Services for Independent Living (WSIL), which serves the WRIR. This includes objectives such as providing access to assistive technology in libraries on the reservation.



Wyoming Early Intervention Initiative (WEII): Through involvement with the Wyoming Early Intervention Initiative (WEII), supported the work that the WEII is doing on the Wind River Indian Reservation. This includes objectives such as providing support to teams working with families of DHH children.

Student and Staff Participation: DHH activities that include students and staff from the reservation, such as Monthly Student Virtual Meet-Ups, Monthly Teacher of the Deaf/Interpreter forums, and Annual WYHI Events, have had participation from students and staff.