

# PROFESSIONAL VITA

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## EDUCATION:

University of Wyoming, Certificate in School Principalship  
Minot State University, Education Specialist in School Psychology  
Minot State University, General College

## CERTIFICATION:

Wyoming Certified Administrator  
Wyoming Certified School Psychologist  
NASP Nationally Certified School Psychologist

## PROFESSIONAL EXPERIENCE:

*2016-present Region V BOCES*

Oversees the successful operation of four schools for disabled and emotionally impaired students. Responsible for all staff, students, organizational and financial operations. Hired by and reports to Region V BOCES Executive Board of Directors. Approximately 90 staff in organization. Program and education components are therapeutic in nature, utilizing DBT based approaches. Facility is licensed by Division of Family Services and accredited through AdvancEd/Wyoming Department of Education and offers a standard high school diploma.

- Residential school, C – V Ranch School, Wilson, WY
- Day school, Roosevelt Learning Center, Rock Springs, WY
- Day school, Sunrise School, Hudson, WY
- Day school, Hayden Peak Academy, Evanston, WY

## ESSENTIAL FUNCTIONS:

1. Board Interface
  - a. Member District Boards: Schedules annual visit with each member district to present Mill Fund Report, Student outcomes Report and Request for Mill Contribution.

- b. Region V BOCES Executive Board: Responsible for Agenda, Board Packet and minutes. Prepares information in Board Docs each month. Plans with input from Board Chair.
- 2. Financial Oversight/Mill funds. Works closely with Business Manager:
  - a. Build the Annual budget
  - b. Report earnings and expenses on a monthly basis
  - c. Contracting, Fee Schedule and Billing
- 3. Program Oversight and Direction. Works closely with Program Directors:
  - a. Short term and long range planning
  - b. Support for established therapies, Love and Logic, Handle With Care, Collaborative Problem Solving, DBT and Trauma
  - c. Interface with WDE for accreditation
  - d. Interface with DFS for licensing
  - e. WDE/WASEA/WASA liason
- 4. Personnel Management for Organization. Works closely with HR:
  - a. Determines and approves staffing ratio and hiring of new staff
  - b. Advertising and hiring process
  - c. Employee benefits
  - d. Responsible for meeting the DFS personnel requirements for each staff member
  - e. Evaluation system and ensuring each employee is evaluated each year
  - f. Annual compensation package for employees
  - g. Ensures compliance with relevant federal and state personnel statutes
- 5. Building, Grounds, Maintenance and Transportation Oversight. Works closely with Maintenance Director:
  - a. Responsible for oversight of facilities, repair, replacement, renovation
  - b. Responsible for condition of the grounds
  - c. Interface with the John Dodge Association, Jackson Hole Therapeutic Riding Association and the Wyoming Land Trust
  - d. Responsible for oversight of the fleet, its condition and repair and number of vehicles

*2012-2016 Uinta County School District #1 – Director of Special Services*

**SUPERVISORY RESPONSIBILITIES:** Administers the operations of the Special Services Department. In concert with other appropriate District personnel, takes major responsibility for the recruiting, screening, hiring, training, supervising and evaluating of the Special Services staff. In concert with other appropriate District personnel, recommends the removal of a professional staff member whose work is unsatisfactory. Supervises the maintenance of accurate records regarding disabled students, in such a way as to ensure maximum confidentiality. Conducts meetings and in-service training of the Special Services staff as necessary for the proper functioning of the department. Ensures that all activities of the District regarding disabled students are carried out in accordance with State and Federal law and Board policy. Supervises the development and implementation of a District Special Education Resource Center.

**FISCAL RESPONSIBILITIES:** Administers the Special Services Department's budgeted allocations. Reports to the appropriate central office personnel regarding the needs of the Special Services Department with respect to personnel, equipment, supplies and curriculum. Supervises the management and preparation of the Special Services Department budget. Oversees and coordinates the purchase of supplies, equipment, and materials for disabled students in order to maintain maximum cost effectiveness.

**COORDINATION RESPONSIBILITIES:** Advises appropriate central office personnel on activities in the Special Services Department and supervises the preparation of required reports, except financial. Acts as liaison between the Special Services Department, the District, and the community interpreting activities and policies of the District with respect to disabled children. Coordinates, within the District, referrals and services in cases of suspected child abuse and neglect. Coordinates the District Special Services programs with other state programs through the State Department of Education.

**PLANNING RESPONSIBILITIES:** Maintains an awareness of factors inside and outside the District, which impact on the Special Services program. Studies the Special Education needs of the community and develops plans for meeting them. Makes application for Federal and State grants appropriate to disabled students. In concert with the District in-service coordinator, supervises the development of programs to educate all staff in exceptionality in accordance with Federal and State law and Board policy.

**DIRECT SERVICE RESPONSIBILITIES:** Provides leadership in crisis intervention with individual students and their families, as necessary. Provides direct and consultative services, on a need basis, to disabled students, their parents, and their teachers. Acts as an advocate for disabled students and ensures that theirs and their parent's rights are provided for in all Special Services activities and programs.

*2008-2012 Uinta County School District #4 – Director of Special Services/Psychologist*

- Responsible for the administration of the operations of the Special Services Department of the school district. Responsible for the recruiting, screening, hiring, training, supervising, and evaluating of the special services staff. Supervision of the maintenance of accurate records regarding disabled students to ensure compliance with Wyoming Chapter 7 Rules and Regulations and Federal IDEA 2004 guidelines. Conduct meetings and training for the special services staff. Supervision of the purchase of supplies, equipment, and materials for disabled students in order to maintain productive student programming. Responsible for the application of Federal and State grants available for disabled students.

*2002-2008 Converse County School District #1 – School Psychologist*

- Responsible for coordinating the identification, diagnostic assessment, and prescriptive recommendations for children with learning and/or behavioral problems. Responsible for facilitating all meetings concerning a child with a disability with regard to program and

placement, and to assure appropriate IEP development. Serve as a leader of the multi-disciplinary assessment and IEP Team for the purpose of determining appropriate identification, programming, and placement.

*2009-present Western Wyoming College – Adjunct Professor*

- Currently teaching an online general survey of psychology through lecture, discussion, and assigned readings. Major topics included: a brief history of the science of psychology, the scientific method as applied to psychology, and the physiological and psychological bases of behavior.

*2004-2008 Eastern Wyoming College – Adjunct Professor*

- Taught a general survey of psychology through lecture, discussion, and assigned readings. Major topics included: a brief history of the science of psychology, the scientific method as applied to psychology, and the physiological and psychological bases of behavior.

*2001-2002 Trinity Mental Health - Psychometrist*

- Training in Mental Health facility with individual supervision provided by licensed psychologists. Responsible for conducting intellectual, academic, emotional, and behavioral assessments; reviewing academic files; consulting with parents and teachers; conducting classroom observations; attending team meetings; writing behavioral assessments.

*2001-2002 Families and Schools Together (FAST) - Mental Health Professional*

- Conduct in home and face-to-face visits to recruit identified families. Responsible for completion and collection of parent pre and post program evaluation instruments. Provide follow-up home visits with parents regarding issues, assessments, referrals or advocacy as needed or requested. Co-facilitate the parent group, with the parent partner, and jointly teach special play.

#### **LEADERSHIP EXPERIENCE:**

*2008-present Wyoming Association of Special Education Administrator's – President/Region Rep.*

- The goals of this organization are to promote and provide administrative leadership within the area of special education. To foster a communication network at regional/state/local levels with other professional organizations involved in services for students. To support workshops, in-service training and the state conferences that facilitates professional development. To ease a systematic approach to special education management. To work toward the continued improvement of and funding for equitable quality services for all students with disabilities.

*2010-2014 National Association of School Psychology – Wyoming State Delegate*

- As a NASP Delegate, I represent and support school psychology through leadership to enhance the mental health and educational competence of all children. Provide leadership, information about the profession, and endorsement of professional

competency, including the acquisition and maintenance of the Nationally Certified School Psychologist (NCSP) credential. Notify/liaise with state leadership regarding available leadership training at Convention, regional meetings, at the state level through NASP Speakers' Bureau.

2008 *Wyoming Department of Education – IEP Forms, Chapter 7 Rules and Regulations*

- The WASEA Executive collaborated on the revision of a guidance document that will provide a foundation, rationale and framework for RTI in Wyoming. In addition, we will develop a strategic action plan that identifies technical assistance and professional development to support schools as they implement RTI.

2007-2011.1 *Wyoming School Psychology Association – President*

- The purpose of this organization is to serve the mental health and educational needs of all children and youth. To inform the public about the services and practices of psychology in the schools, and to provide leadership in the development of effective mental health programs, guidance services, and special education programs. To encourage and provide opportunities for the professional growth of individual members. To promote and adhere to the highest standards of ethics in the profession of school psychology.

2002-2008 *Converse County School District #1 – School Psychologist*

- Coordinated the collecting of local norming data for CCSD #1 with the *Dynamic Indicators of Basic Early Reading Skills (DIBELS)*. This data was used to help determine possible placement in remedial reading programs and possible referral to special education.

2006-2008 *Converse County School District #1 – Sub-principal*

- Assumed the responsibility for day-to-day building administration and the safety and welfare of students, staff, and activities. Ensures a safe, pleasant, and effective educational atmosphere, provides discipline as necessary, and enforces school policy.

2007-2008 *Wyoming Department of Education – Response to Intervention Task Force*

- A stakeholder task force was created to collaborate on the development of a guidance document that will provide a foundation, rationale and framework for RTI in Wyoming. In addition, we will develop a strategic action plan that identifies technical assistance and professional development to support schools as they implement RTI.

2003-2007 *Summer School Co-coordinator*

- Coordinate and lead discussion of summer school research and best practices to provide recommendations to school administration team about possible changes to upcoming summer school session. Assumed the responsibility for day-to-day building administration and the safety and welfare of students, staff, and activities. Ensures a safe, pleasant, and effective educational atmosphere, provides discipline as necessary, and enforces school policy.

### **SELECTED CLINICAL EXPERIENCE:**

- Responsible for working with children with Asperger's Syndrome to develop new strategies and interventions for him in the school and residential setting.
- NASP Assistance to States Committee Member. We conduct ongoing assessment of state association needs for assistance from NASP, coordinates training for state leaders related to association management and professional issues, provides continued information to state associations regarding NASP resources, and facilitates communication among state associations through state association Listservs.
- Coordinated program of a remedial reading student; responsibilities included initial assessment, establishing goals, program planning, implementation, monitoring progress, and conducting a final parent/child meeting.
- Worked with several children with Autism to develop an appropriate educational setting, an individualized curriculum, and positive behavioral interventions.
- Co-taught a six-week social skills training group of five adolescences in a residential treatment facility for identifying their feelings, dealing with anger, and managing their own behavior.
- Responsible for working with a child with Oppositional and Defiant Children to develop new strategies and interventions for him in the school and residential setting.

### **SELECTED PRESENTATIONS:**

#### *18th Annual WYAPSE Conference in Sheridan, Wyoming*

- Presented on Autism Spectrum Disorder and how it affects the individual in future vocations. The emphasis was what the practitioner needs to do to guide the autistic individual to be successful in the workforce. The presentation used a combination of PowerPoint lecture, real-life stories, and hands on experience to engage audience members.

#### *Uinta #4 Parent Training*

- A monthly presentation that was open to parents of special education children regarding current issues and trends in special education and special education law.

#### *DIBELS AND ERDA TRAINING*

- An exercise for staff in the correct administrative techniques using DIBELS & ERDA, interpretation of DIBELS & ERDA data, and remediation techniques/interventions based on DIBELS & ERDA data.

#### *Special Topics in Special Education*

- A monthly presentation that was open to special education teachers and paraprofessionals about current issues and trends in special education.

## **SELECTED ADDITIONAL TRAINING:**

- *School Neuropsychology Training Program: An Integrated Developmental Neuroeducational Model for Diagnosis, Prevention, and Intervention in the Schools* by Dr. Philip A. De Fina & Co-sponsored by the International Brain Research Foundation and Neuroeducational Training Associates.
- *Legal Issues of Educating Individuals with Disabilities* conference by LRP's National Institute.
- *Bringing Wyoming Special Education Law into Focus* conference by Professional Development Network.
- *ADHD Beyond the Label: Assessment, Treatment, and Educational Interventions* training by Emily Stevens, M.Ed., LPC through the Professional Development Network.
- *Managing Defiant and Angry Student Behaviors* training by Dr. Robert Harrington through the Professional Development Network.
- Attended several Curriculum-Based Measurement and DIBELS trainings on assessment practices and scoring procedures, which included assisting in collecting local norming data for two regional schools in grades K – 8.
- *Response to Intervention: Why is it here...what is it...and how is it done?* by Dr. Lillenstein. Dr. Lillenstein provided an in-depth overview of RtI, review a multi-year road map for implementing an RtI model, and describes the role for school psychologists and other educators in an RtI model. He reviewed how RtI may serve as an alternative model for determining eligibility for special education, but more importantly how RtI may serve as a prevention-oriented framework for creating academic, social, and emotional success for all students.

## **FISCAL RESPONSIBILITIES:**

### *Consolidated Grant*

- The consolidated grant is the means to which public school districts in Wyoming apply for Federal entitlement and formula funding. The federal programs that are included in the consolidated grant are: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; Title V, Part A; Carl D. Perkins Vocational and Technical Education; IDEA Part B 611 Funds; IDEA Part B 619 Preschool. This process requires districts and schools to think in an integrated fashion about the ways in which they utilize Federal funds to supplement other resources.

### *Individuals with Disabilities Grant-Part B*

- This grant was to the Wyoming Department of Education (WDE), it supports the funding for the school district or public agency in providing for the education of children with disabilities within its jurisdiction. The school district or public agency must have in effect policies, procedures, and programs that are consistent with WDE policies and procedures established to address these rules.

*Wyoming Bridges Summer School Grant Program*

- This funding of this grant was targeted to summer school and extended day interventions. It supports a summer school program to provide our district with a science-based remedial reading, math, and writing curriculum that is consistent across teachers and grade levels during the summer months.