



Infant and Toddler Family Handbook

Birth to Three Years Old



CDS Mission Statement

Our mission is to meet the educational and developmental needs of families and children through partnership and collaboration.

Lander Center (Dubois & Hudson)

100 Pushroot Court
Lander, WY 82520
Phone: (307)332-5508
Fax: (307)332-7972

Riverton Center (Shoshoni & Kinnear)

1202 E. Jackson
1205 E. Lincoln
Riverton, WY 82501
Phone: (307)856-4337
Fax: (307)856-4246



Welcome to the Child Development Services of Fremont County Infant and Toddler Family Programs!

Welcome to the CDSFC School Family! We are happy to have you in our infant and toddler family program. Child Development Services knows that you have hopes and dreams for your child's future and we are excited to be a part of that journey. At CDSFC we strive to provide the highest quality early learning experiences for families of all children- gifted, traditional, and developmentally delayed- in a natural setting, where families' and caregivers' needs are part of the services and supports.

We hope this handbook will help you and your family on your journey through early childhood education. We value open communication, so if you have any questions please reach out to a member of our team!

Sincerely,

Corey Holcomb, M.Ed.

Executive Director



Table of Contents

General Information.....	p. 5
• Licensure	
• Parent/ Guardian Rights	
• Program and Services	
• Staff Qualifications	
• Staff / Child Ratio Requirements	
• Who We Serve	
• Brightwheel app	
• Child Records	
• Parent/ Teacher Conferences	
• Anti-Bias Statement	
Early Intervention Information.....	p. 9
• Legal Basis for Early Intervention	
• Parental Rights	
• Referrals	
• Eligibility	
• Individualized Family Service Plan	
• Family Service Coordinator	
• Early Intervention Services	
• Due Process	
• Natural Environment	
• Bi-annual Progress	
• Transition to Part B	
• Child and Family Outcomes	
• IEP Team	
Policies and Procedures.....	p. 17
• Animals	
• Attendance	
• Discipline Policy	
• Emergency Care Plans	
• Emergency Procedures	
• Liability Insurance	
• Medication Administration/ Special Needs Care Plan	
• Nutrition/ USDA Nondiscrimination Statement	
• Outside Weather Temperature	
• Reporting Concerns	
• Student and Staff Sick Policy	
• Weapons Policy	
Handbook Receipt.....	p. 24
Family Resources.....	p. 25
Glossary/Acronyms.....	p. 26

General Information

Licensure

CDS is licensed under the Department of Family Services. Licenses are posted in all CDS buildings. All complaint and compliance information about CDS can be found at findchildcarewy.org.

Parent/Guardian Rights

In accordance with Wyoming Child Care Licensing Regulations, CDS is obligated to provide you with the following informational statements. Parent/Guardian(s) shall have:

- Unrestricted and immediate access to his/her child(ren) and any area of the facility where child care is located;
- The right to view inspection reports that can be found at findchildcarewy.org
- The right to view weekly menus; and
- All known and/or treated injuries that occur to his/her child while in care.
- Any situation that occurred during child care that caused concerns for the child's health or safety.

PROGRAMS AND SERVICES

CDS Office Hours: 8:00 am to 3:30 pm Mon. - Fri. (August-May)

Infant/Toddler/ Family Services By Appointment

Infant/Toddler Class times Full Day 7:45am-5pm (Monday-Friday)

Staff Qualifications

All CDS staff must meet the following requirements:

- First aid and infant/child/adult CPR certification
- Proof of initial and continuing education (Pre-service, staff orientation)
- TB risk assessment
- Central registry, DCI background, and national sex offender checks.

Staff/Child Ratio Requirements:

The following staff-to-child ratios shall be maintained at all times.

Ages of Children	Staff: Child Ratio	Maximum Group Size
Birth to 12 months	1:4; 2:8; 3:10	10
12 months to 24 months	1:5; 2:10; 3:12	12
24 months to 36 months	1:8; 2:16; 3:18	18
Mixed Infant/Toddler ages	2 in ea. age category	10

Who We Serve

CDS values the unique needs, interests, and capabilities of all children. CDS classrooms include both children with disabilities (Exceptional learners) and their typically developing peers (Pacesetters).

Fee Structure

Infants/Toddlers

0-2.8 Years Old

Monthly Fee for Infant/Toddler Room	\$1,000.00
Monthly Fee for Infant/Toddler Room for IFSP minutes	Price determined by service

Payment: CDSFC will issue bills through Brightwheel on the 1st of each month. Payment is due on the 15th of the month.

- The fee pays for the child's enrollment and is not based on attendance.
- If your account goes unpaid, you will receive a letter indicating you have ten days to pay the balance in full before your child will be exited from preschool. If the bill is still not paid after 30 days the account will be turned over to collections.

Tuition Assistance

- CDS accepts DFS and Tribal DFS subsidies to help offset the cost of preschool tuition. The Case Managers can assist families in enrolling in this program at the beginning of each school year. It is the family's responsibility to apply for assistance.
- Families are responsible for all tuition billed before the approval of applications for DFS/Tribal DFS/Tuition Assistance.

Brightwheel App

We require all families to sign up for the app as it is the primary means of communication for CDS. Brightwheel will be used for the following:

- Billing
- Attendance
- Transportation
- School & Community Information and Events
- Nutrition
- Incident Reporting
- Communication with the teachers and therapists
- Medication Administration
- School Closures and Emergencies

Child Records:

The following documents are required to be on file before a child's first day at CDS.

- Completed Child Record;
- Birth Certificate;
- Current Immunization record or valid Immunization Waiver;
- Health Care Plan (if necessary);
- Written authorization from parent(s) or guardian(s) for the following:
 - Emergency medical care;
 - Participation in field trips or excursions, whether walking or riding;
 - Permission to transport; and
 - Over the Over-the-counter medication form (if necessary).

Parent-Teacher Conferences

Parent-Teacher Conferences are held in January each year. If parents have any concerns, the staff is happy to set up additional conference times as needed.

Anti-Bias Statement

Anti-bias education work in early childhood is shaped by a deep-seated belief in the importance of justice, the dream of each child being able to achieve all he or she is capable of, and the knowledge that together human beings can make a difference.

Early Intervention

Legal Basis for Early Intervention

The Individuals with Disabilities Education Act (IDEA) is the federal law that governs special education services. There are four different parts of IDEA. Part A, B, C, and D. Part A lays out the basic foundation and covers general provisions and Part D covers national activities to improve education for children with disabilities. Part C applies specifically to infants and toddlers, ages birth through age 2, while Part B is for children ages 3 to 21 years of age. In this handbook, we are going to discuss aspects of the Part C program and how it can help children and families.

Parental Rights

Any parent of a child who receives Part C services has certain rights and protections guaranteed by Part C of IDEA. These rights and protections, also called procedural safeguards, will be provided to you in writing, reviewed at each meeting, and you have the right to request additional copies or an explanation at any time. The procedural safeguards include:

- The right to a timely, multidisciplinary evaluation and assessment with the development of an Individualized Family Service Plan within 45 days of referral by the Part C Program
- The opportunity to receive evaluation, assessment, IFSP development, service coordination, and procedural safeguards at public expense
- The opportunity to receive Early Intervention Services for you and your child at no cost.
- The right to refuse evaluations, assessments or services at any time
- The right to participate in all eligibility and IFSP meetings
- The right to receive Prior Written Notice before changes are proposed or refused. This is your written notice of the information about evaluations, services, or other actions affecting your child. This must be provided to you in a reasonable amount of time before CDS initiates evaluations or services, or changes the evaluation, location of services, or provision of services.
- The right to receive services in your natural environment
- The right to confidentiality. Your information will not be shared outside of the team without your written consent
- The right to review all of your child's records. CDS must provide a parent with an opportunity to review his or her child's educational records within 45 days

following the request. Family Educational Rights and Privacy Act (FERPA) gives custodial and noncustodial parents certain rights with respect to their children's educational records unless CDS is provided with evidence that there is a court order or State law that specifically states otherwise. Learn more at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

- The right to a timely resolution of complaints
- The right to use mediation to resolve disagreements
- The right to an impartial due process hearing to resolve parent/provider disagreements
- The right to file an administrative complaint

Referrals

CDS receives recommendations for screenings from parents, public health nurses, physicians, the Department of Family Services (DFS), Women, Infants, and Children (WIC), and public and private preschools/child care facilities.

CDS performs these developmental screenings as part of the Child Find program for Fremont County. These screenings can lead to a referral for further evaluations to determine if a child needs Early Intervention and related services.



Eligibility

If a child is suspected of having a disability, CDS will complete a “permission to evaluate” with a request for parent consent. Once the consent is signed, CDS must complete the comprehensive evaluation process within 45 days. CDS will gather information in a variety of ways, including parent input, formal testing, interviews, and observations.

Under Part C of IDEA, a child can receive Early Intervention and related services if they are found to be eligible under any of these categories defined by Chapter 8 rules developed by the Wyoming Department of Education:

- Developmental delay of 25% or more in at least one of the following areas of development:
 - Cognitive Development
 - Physical development (gross or fine motor)
 - Communication development
 - Social and Emotional development

- Adaptive development
- The child has a medical or mental condition that has a high probability of causing a developmental delay, such as vision or hearing loss, Down Syndrome, Cerebral Palsy, etc.
- Informed clinical opinion by qualified staff shall be used to determine eligibility for children under Part C. Using clinical opinion is especially important in determining whether or not a child is eligible for the Wyoming Part C Program if it is not possible to establish eligibility using standardized measures.

The CDS team and parents will decide which category best describes the child's needs based on the results of the evaluations. Medical information and diagnosis from medical professionals might also play a part in determining a child's eligibility.

Individualized Family Service Plan (IFSP)

CDSFC will work as a team with you to develop a plan called the Individualized Family Service Plan, or IFSP. The IFSP team includes you, the Family Service Coordinator, and other professionals, including teachers, therapists, doctors, and any family or friend you would like to include. As a team, you will decide:

- What developmental disabilities or delays require early intervention services?
- What would you like to see improve for your child and family as a result of early intervention (these changes are referred to as "outcomes")?
- What will need to happen to help make these changes occur? — This will be a description of the people who will interact with your child and family and the activities that will be worked into your routines to help make these changes happen. As well as where these services will take place, either in your home or your child's care center.
- What kinds of early intervention services will be provided to help you and others in your child's life make the identified changes happen?

Family Service Coordinator

The Family Service Coordinator (FSC) helps each family navigate through the early intervention process. Your Family Service Coordinator is available to:

- Help you understand the information given to you;
- Inform you of your rights within the Wyoming Part C Program;
- Help you get the evaluations and assessments that your child needs;
- Let you know what services are available and how to get them;
- Coordinate and assist in the development and review of the Individualized Family Service Plan (IFSP);

- Make sure that you receive the services that are on your IFSP;
- Help you access support services, such as parent groups;
- Assist in the development and implementation of a transition plan to the Part B Program (three through five), if necessary, after early intervention;
- Refer you to other services, such as child care, health or family support services; and
- Help you to become your child's advocate.



Early Intervention Services

Early Intervention services are free and can include any of the following:

1. **Special Instruction/Early Childhood Early Intervention** - the design of and consultation on developmentally appropriate activities that families and caregivers can include in the child's typical day and may include activities within all developmental areas.
2. **Family Training, Counseling, and Home Visiting** - by social workers, counselors, and other qualified personnel to assist a family in understanding their child's behavior and improve child and family interaction and other parenting skills.
3. **Occupational Therapy** - helping children gain skills needed for play and daily living activities, designing and providing adaptive and assistive devices, as well as addressing the sensory-motor and fine motor needs of the child.
4. **Physical Therapy** - helping families and caregivers to enhance the child's movement abilities (including crawling, standing, walking, and balancing) through therapeutic activities, appropriate positioning, and with adaptive and assistive devices that can be incorporated into the child's typical day.
5. **Social-Emotional Development**- counseling, psychological and developmental analysis, and interpretation and support for a child's behavior.
6. **Service Coordination** - assisting families through the intake, evaluation, and eligibility determination process and facilitating the IFSP process. Family Service Coordinators also provide information about and make referrals to other community resources and coordinate and ensure the delivery of services.
7. **Social Work Services** - assessing a child within the family setting, counseling, and developing social skills-building activities for a child.
8. **Speech-Language Pathology and Audiology Services**—helping families and caregivers enhance the child's understanding of language and develop communication skills, which may include speech, signs,

and gestures.

9. **Assistive Technology** - equipment, devices, and/or products, including those acquired commercially, modified, or customized, that increase the functional abilities of children with developmental delays (such as a communication device or seating chair).

Due Process

If you and CDS do not agree on plans or services, every attempt should be made to resolve differences. If an agreement cannot be reached, there are procedures for resolving these concerns quickly. You may request mediation or a due process hearing. You may also choose to file an individual complaint. For more information on these, call the Early Intervention and Education Program Manager at the Wyoming Department of Health at (307) 777-6972.

Natural Environment

All services will be provided in the natural environment. The natural environment includes:

- Home
- Child care
- Community setting
- Public setting
- Or other settings where typically developing infants and toddlers participate

Bi-annual Progress

Progress towards child and family outcomes will be assessed at least every six months and documented in the IFSP.

Transition to Part B

A child is eligible for Part C services up until their 3rd birthday. At that time, the team has to determine if they continue to be eligible for services under the Part B guidelines of IDEA.

A transition planning conference will take place at least 90 days before the child turns three years of age. This meeting will include the Family Services Coordinator and a representative from the Part B program. The purpose of this meeting is to discuss options and what will happen during the transition process.

Items discussed in the transition meeting include:

- Timeline and Evaluations
- 60-day placement
- Classroom Visit and Least Restrictive Environment
- Start date of services
- Possible therapy eligibility or needs
- Transportation,
- The future IEP meeting and what it will entail. The FSC will make sure that the parent receives information on the IEP process.

Approximately 75-90 days before the child's third birthday, CDS will initiate the (Part B) Prior Written Notice and Consent for Evaluation and give it to the FSC for the parent's signature. The Part B case manager will call parents and set up evaluations and placement if appropriate.

Child and Family Outcomes

Under the federal IDEA 2004, states are required to measure the effectiveness of early intervention services provided under the Part C Program.

Child Outcomes - Children will be measured in three categories when they begin receiving Part C early intervention services and then again when they exit or transition out of the Part C Program.

These three categories are:

- The child's ability to demonstrate positive social-emotional skills, including social relationships;
- The child's ability to acquire and use knowledge and skills, including early language and communication, and
- The child's ability to use appropriate actions to meet their needs.

Family Outcomes – Are measured through the Part C Family Survey. This helps measure how well Wyoming Part C Programs have helped families:

- In their ability to effectively communicate their children's needs;
- Help their children develop and learn; and
- know their rights under the Part C Program.

Policies & Procedures

Animals

Any animal brought to CDS will need to be approved by the Executive Director or DFS Director before being allowed on the premises. All animals must have proof of vaccination. Any animal with a history of demonstrating aggressive behaviors will not be allowed on site.

Attendance

If a child or parent cannot keep an appointment or if the child will be absent from school, the parents should notify Child Development Services at 332-5508 or 856-4337. If no one is available, leave a message on the answering machine.

Excessive Absences: If your child misses two weeks of school they will be exited from the program. An exit notification will be sent via phone and a certified letter will be mailed with the date of exit. At any time you can contact CDS to restart the screening and qualification process.

Timely Services: Our goal is to provide on-time services for all students and families. Please call the office if your arrival will be delayed. We request that therapy and class schedules are respected. CDS will follow Wyoming Department of Family Services (DFS) guidelines for children who are not picked up in a timely manner.

DFS guidelines are as follows:

1. If a child is not picked up within 15 minutes of posted dismissal times, emergency contacts on the Child Record Form will be contacted.
2. If a child is not picked up within 30 minutes of posted dismissal time by a parent or an emergency contact person, the child will be taken to DFS, and/or the local law enforcement agency will be called to come and pick up your child.

Discipline Policy

Praise and positive reinforcement are effective methods of behavior management for children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem-solving abilities, and self-discipline. Based on this belief, CDS uses a positive approach to discipline and practices the following discipline and behavior management techniques.

WE DO

- Communicate to children using positive statements
- Communicate with children on their level
- Talk with children in a calm quiet manner
- Explain unacceptable behavior
- Give attention to children for positive behavior
- Praise and encourage children
- Reason with and set limits for children
- Apply rules consistently
- Model appropriate behavior
- Set up the classroom environment to prevent problems
- Provide alternatives and redirect children to acceptable activities
- Give children opportunities to make choices and solve problems
- Help children talk out problems and think of solutions
- Listen to children and respect the child's needs, desires and feelings
- Provide appropriate words to help solve conflicts
- Use storybooks and discussions to work through common conflicts

WE DO NOT

- Use any strategy that hurts, shames or belittles a child
- Use any strategy that threatens, intimidates or forces a child
- Withhold items or activities as a form of punishment

Emergency Care Plans

Any child with food or other allergies shall have an Emergency Care Plan in place. This plan shall provide detailed instructions about which foods or other substances your child is allergic to and what to do if an allergic reaction occurs. The plan will include the name, dose, and methods of administration for any medications that your child should receive in the event of an allergic reaction. The plan will also detail specific symptoms that would indicate the need to administer one or more medications. Any staff that comes in contact with your child will be trained on the emergency care plan and how to implement the emergency procedures if needed.

Infant/Toddler - Sleep Plan

Sleeping children under the age of 12 months will only be placed on their back, on a firm flat surface with nothing in the sleep space (i.e., blankets, stuffed toys, pacifier attachments). Swaddling for infant sleep is prohibited unless a licensed health care provider signs a statement that includes instructions and a time frame. Sleeping children should also be in a room with enough light to see their color and check on their

breathing every few minutes.

Emergency Procedures

Evacuation Locations

In case of an evacuation, staff and children will be evacuated. Once everyone is safe, parents will be contacted through Brightwheel with next steps for picking up their children. Children and staff will gather at the following locations.

Lander

1. Westward Heights Nursing Home
2. Wyoming Life Resource Center
3. Gannett Peak Elementary

Riverton

1. Wind River Cares Building
2. Aspen Early Learning Center
3. Riverton Middle School

School Closures

School and therapy may be canceled due to inclement weather. Closures will be announced on County 10 and CDS Facebook Page. A mass message will be sent through the Brightwheel App to all families. We will follow the local school districts' lead regarding closures.

Liability Insurance

CDS carries Liability Insurance through Philadelphia Insurance Company.

Medication Administration/Special Needs Care Plan

Medications will only be given when necessary and the following procedures will be followed:

1. Medications must be prescribed by a licensed healthcare professional for which a medications consent form has been given to the center by the parent or legal guardian. Any deviation from the recommended dosage on the label must be accompanied by a physician's written instructions;
2. Medications must bear their original prescription label and will be stored in a child-safe location, transported, and stored safely with regard to temperature, light, and other physical storage requirements.

Child Development Services staff are trained in administering medications and will keep a written record of all medications administered to each child.

Care Plans will be created for any child with specific health needs.

- Any child with special health care needs such as asthma, seizures, diabetes, etc. who requires scheduled daily medications or medications to be given on an emergency basis shall have a care plan.
- Care plans shall have clearly stated parameters, directions, and symptoms for giving the medications.
- Care plans shall be updated yearly or as needed.
- All staff that come in contact with your child shall be trained on the care plan, how to administer the medication, and how to implement the emergency procedures outlined within the plan.

Nutrition

Child Development Services participates in the Child and Adult Food Care Program. Well-balanced, nutritious snacks and meals will be provided to all children who attend the preschool classes. Parents are welcome to bring pre-packaged snacks for special occasions and should make arrangements with the individual classroom teachers.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf> from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA.

The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

program.intake@usda.gov

This institution is an equal opportunity provider.

CIVIL RIGHTS COMPLAINTS INVOLVING USDA PROGRAMS

USDA provides federal financial assistance for many food security and hunger reduction programs such as the Supplemental Nutrition Assistance Program (SNAP), the Food Distribution Program on Indian Reservations (FDPIR), and others.

To file a program complaint of discrimination, complete the Program Discrimination Complaint Form, (AD-3027) found online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf> and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail:

Food and Nutrition Service, USDA
1320 Braddock Place, Room 334, Alexandria, VA 22314; or

fax:

(833) 256-1665 or (202) 690-7442; or
phone: (833) 620-1071; or

email:

FNSCIVILRIGHTSCOMPLAINTS@usda.gov.

For any other information regarding SNAP issues, persons should either contact the USDA SNAP hotline number at (800) 221-5689, which is also in Spanish or call the state information/hotline numbers (click the link for a listing of hotline numbers by state); found online at SNAP hotline.

Outside Weather Temperature

CDS will follow the outside weather temperature chart developed by Child Care Weather Watch of Iowa (Iowa Department of Health). This is the document suggested by the Department of Family Services (DFS) for use by all licensed childcare facilities in Fremont County as well as several national organizations.

CDS children in preschool will go outside if the temperature is 10 degrees above zero including wind-chill. Parents are asked to dress children appropriately for the weather.

The Child Care Weather Watch document will be posted in all classrooms and at the front desk. CDS is a “well”-child facility and according to DFS if children are too sick to play outside parents need to keep them home until they are well.

If your child has special health considerations, please let CDS know that at the IFSP meeting or as soon as possible.

Reporting Concerns

Open communication between CDS and families is crucial for your child(ren)s success. CDS will strive to communicate with you on a regular basis about the events of your child’s day as well as topics of concern that arise. We appreciate any and all feedback from families to help continue our growth and success as a child care provider. If at any time you have a question or concern please:

- Speak with your child’s teacher regarding classroom concerns and objectives;
- If concerns cannot be resolved with the child’s teacher contact the Executive Director: Courtney Hill at chill@cdsfc.org or Building Coordinator/DFS Director: Meagan Jones at mjones@cdsfc.org or call the Lander center at 307-332-5508 or Riverton center at 307-856-4337.
- In addition, please feel free to contact the local child care licenser, Laice Deyo at 307- 857-9282 to report any concerns.

All providers/staff are required by the Child Protective Services rules to report cases of suspected child abuse or neglect. Licensed child care complaints and compliance history can be found at findchildcarewy.org or by contacting the local child care licensing official.

Student and Staff Sick Policy

Any child or staff who cannot participate in the regular CDS day-to-day activities due to discomfort, injury or other symptoms of illness may be sent home. Children and staff will not be allowed to stay at school if they are demonstrating any of the illnesses or symptoms of illnesses listed below:

1. Diarrhea
2. Severe pain or discomfort
3. Two or more episodes of acute vomiting within a period of 24 hours
4. Difficult or rapid breathing
5. Yellowish eyes or skin
6. Sore throat with a fever of over 101°F or severe coughing
7. Untreated head lice or nits
8. Untreated scabies

Children suspected of being in contagious stages of chicken pox, whooping cough, measles, mumps, strep, pink, COVID 19, rubella or diphtheria must obtain a return to

school notification from the doctor.

Children with the following symptoms should be excluded from school unless they are under the care of a physician and the physician has approved (in writing) their return to school:

- a. skin rashes, excluding diaper rash, lasting more than one-day
- b. swollen joints or visibly enlarged lymph nodes
- c. elevated oral temperature of 101° F or over for
- d. Blood in urine
- e. Mouth sores associated with drooling
- f. Having a communicable disease or being a carrier of such, as listed on the Wyoming Department of Health (WDH) Reportable Disease and Condition List.

The parent shall be notified immediately when a child has symptoms requiring exclusion from care. The child will be kept isolated from other children until the child is removed from the facility.

Non-serious accidents that occur will be documented and parents will receive a Brightwheel message describing the incident. Parents will be contacted immediately of serious accidents and staff will follow emergency procedures. Any serious injuries will be reported to DFS within 48 hours of the occurrence.

Weapons Policy

There are no firearms, ammunition, archery equipment, explosives, or other devices, instruments, materials, or substances capable of producing death or serious bodily injury allowed on the CDS premises. Persons, other than law enforcement, will not be allowed to bring weapons onto the premises or carry weapons into the facility.

By signing below you acknowledge you have read all items in this document.

Child's Name: _____ Teacher: _____

Parent's Signature _____ Date _____

Parent's Name: _____

FAMILY RESOURCES

Parent Information Center (PIC)

500 W Lott St Suite A

Buffalo, WY 82834

307-684-2277

www.wpic.org

Wyoming Depart of Health

Behavioral Health Division-Developmental Disabilities Section

307-777-7115

Part C Coordinator

307-777-5246

Part B Coordinator

307-777-8672

www.health.wyo.gov

Wyoming Department of Health

Children's Special Health Program

1-800-438-5795

307-777-8225

www.health.wyo.gov/familyhealth/csh/index.html

Wyoming Department of Education

Special Education 307-857-9253

Services for Hearing Impaired 307-777-6376

Services for Visually Impaired 307-857-9267

<http://edu.wyoming.gov/>

Child Development Services of WY

307-752-0687

<http://www.cdswy.org>



Glossary of Terms/Acronyms

Advocate: a person who speaks up for themselves or others to make things better

Assessment: collecting and bringing together information about a child's learning needs. It is a process using observation and standardized testing materials to determine an individual's strengths and needs to plan his or her educational services.

Assistive Technology: devices or services that allow or improve independence in daily activities (examples: a curved spoon for eating, wheelchair, communication board)

Confidential: private, cannot be shared without your permission

Cognitive: a term that describes the processes people use for remembering, reasoning, understanding, and using judgment and learning concepts

Consent: the approval that you give for someone to do something that they could not otherwise do; consent is always voluntary and may be canceled at any time

Counseling: advice or help given by someone qualified to give such advice to help

Determination: the act of deciding something while not a legal term, this language is used during screenings and/or evaluations about whether or not a child is eligible to receive early intervention services under IDEA

Development: the process of learning or mastering new skills over time; includes the ability to move, communicate, think, see, hear, and play with toys or other people

Developmental Delay: when a child's growth or skill development is slower than that of most other children of the same age

Disability: a condition that limits or slows down one or more kinds of development: IDEA defines "disability" as a degree of mental disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, a traumatic brain injury, another health impairment, a specific learning disability deaf-blindness, or multiple disabilities that result in an individual's need for special education or related services; disability also means a developmental delay for children from birth through age 9

Due Process Procedure: an action that protects a person's rights; in special education, this applies to action taken to protect the educational rights of students with disabilities

ECSE (Early Childhood Special Educator): A therapist that works with your child's special education, cognitive, adaptive, and social-emotional concerns

Evaluation: the process used to find out if a child qualifies or continues to qualify for early intervention or special education services; the process includes finding out the status of the child in several developmental areas

FSC (Family Service Coordinator): A staff member who is the single point of contact for families to coordinate the IFSP services for children ages birth through three while working in partnership with the family and providers

IDEA (Individual with Disabilities Education (Improvement) Act): a federal law that guarantees certain educational rights for children from birth to age 21 (in Wyoming) who have developmental disabilities or delays that includes Part C for infants and toddlers aged birth to 3 years old and Part B for children ages 3 to 21 years old

IEP (Individualized Education Program): a written education plan for children ages 3 to 21 years old that is developed by a team of professionals and the child's parents outlining specialized instruction, accommodations, modifications, and related services which enable the child to participate in the benefit from the general education program

IFSP (Individualized Family Service Plan): a written plan describing what goals parents have for their child and family, the services and supports used to reach those goals, as well as where and when services will take place

Lead Agency: the agency within a state or area in charge of overseeing and coordinating early childhood programs and services; in Wyoming, the state lead agency is the Behavior Health Division - Developmental Disabilities Section within the WY Department of Health

LEA (Local Education Agency): for Part C, the local/regional developmental center is considered the LEA and after children turn 6, the LEA is the local school district

MDT (Multidisciplinary Team): team members from all the areas that have evaluated your child

Multidisciplinary Evaluation: having professionals with different kinds of training assess a child's abilities or needs

Natural Environments: places where a child normally spends time living, learning, and playing (home, child care center, library, park, etc)

OT (Occupational Therapy or Therapist): activities designed to improve fine motor skills (finger, hand, and arm movements), oral-motor abilities (eating, imitation), and visual-motor and sensory processing (how a child relates to the world around him or her).

Part B: A section of IDEA, the special education law, that provides supports and services to for children ages 3 to 21 who have disabilities or developmental delays

Part C: A section of IDEA, the special education law, that provides supports and services to child with disabilities or developmental disabilities, ages birth to 3 years old

PT (Physical Therapy or Therapist): activities designed to improve and prevent loss of gross motor skills (leg, back, or whole body movements)

Placement: the setting or place where early intervention services are delivered

Procedural Safeguards Notice: requirement that CDS provides a full and easily understood explanation of specific procedures that describe a parent's legal right to an independent educational evaluation, to examine records, to request mediation and due process under IDEA.

Related Services: services that a child with disabilities requires in order to benefit from special education; examples of related services include: audiology, psychological services, physical or occupational therapy, recreation, counseling services, interpreters, parent counseling and education, and medical services for diagnostic and evaluation

Screening: the process of quickly looking at a child's development to find out if there are any developmental areas of concern

SEA (State Education Agency): in Wyoming, theSEA is the Wyoming Department of Education

SLP (Speech/Language Pathologist): works children on listening, speech and language skills, along with oral motor issues such as feeding or swallowing

Special Education: especially designed instruction offered at no cost to families for children with disabilities who require such services to benefit from general education

Speech and Language Services: activities or materials designed to improve a

child's ability to understand and express thoughts and information

Strategies: agreed upon activity to help achieve outcomes and goals

Transition: moving from one service provider to another

Caring for Our Children: National Health and Safety Performance Standards

Appendix

CARE PLAN FOR CHILDREN WITH SPECIAL HEALTH NEEDS -To be completed by a Health Care Provider

			Today's Date	
Child's Full Name			Date of Birth	
Parent's/Guardian's Name			Telephone No. ()	
Primary Health Care Provider			Telephone No. ()	
Specialty Provider			Telephone No. ()	
Specialty Provider			Telephone No. ()	
Diagnosis(es)				
Allergies				
ROUTINE CARE				
Medication To Be Given at Child Care	Schedule/Dose (When and How Much?)	Route (How?)	Reason Prescribed	Possible Side Effects

List medications given at home:				
NEEDED ACCOMMODATION(S)				
Describe any needed accommodation(s) the child needs in daily activities and why: Diet or Feeding: _____ Classroom Activities: _____ Naptime/Sleeping: _____ Toileting: _____ Outdoor or Field Trips: _____ Transportation: _____ Other: _____ Additional comments: _____				

Caring for Our Children: National Health and Safety Performance Standards Appendix O

CARE PLAN FOR CHILDREN WITH SPECIAL HEALTH NEEDS Continued

SPECIAL EQUIPMENT / MEDICAL SUPPLIES
1. 2. 3.
EMERGENCY CARE
CALL PARENTS/GUARDIANS if the following symptoms are present:

CALL 911 (EMERGENCY MEDICAL SERVICES) if the following symptoms are present, as well as contacting the parents/guardians:	
TAKE THESE MEASURES while waiting for parents or medical help to arrive:	
SUGGESTED SPECIAL TRAINING FOR STAFF	
Health Care Provider Signature	Date

PARENT NOTES (OPTIONAL)	
_____ _____ _____ <i>I hereby give consent for my child's health care provider or specialist to communicate with my child's child care provider or school nurse to discuss any of the information contained in this care plan.</i>	
Parent/Guardian Signature	Date

Important: *In order to ensure the health and safety of your child, it is vital that any person involved in the care of your child be aware of your child's special health needs, medication your child is taking, or needs in case of a health care emergency, and the special actions to take regarding your child's special health needs.*
Wyoming adaptation 3/2022