



**Child Development Services
of Fremont County**

Preschool Program Handbook

Three through Five



CDS Mission Statement

Our mission is to partner with families, meeting the educational and developmental needs of children birth through five.

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 Preschool Program!

Welcome to the CDSFC School Family! CDS' mission is to partner with families, meeting the educational and developmental needs of children birth through five. 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 childhood education for all children- gifted, traditional, and developmentally delayed- in an inclusive setting, where individualized learning techniques enable every child to achieve their maximum potential.

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



Sincerely,

Corey Holcomb, M.Ed.

Executive Director

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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
Monday through Friday (Mid August-May)

Preschool Class times: AM Class 8:00 to 11:00 Mon. - Thurs.
PM Class 12:00 to 3:00 Mon. - Thurs.

Infant Room 7:45 to 5:00 Mon. - Fri.

Late Fees \$1/minute past our 5 minute grace period (11:05) or (3:05)

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
3-year-olds	1:10, 2:20, 3:24	24
4 and 5-year-olds	1:12, 2:24, 3:30	30

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

Pacesetters

3-5 Years Old

Monthly Fee for Half Day 2 days a week preschool \$200.00/month

Monthly Fee for Half Day 4 days a week preschool \$400.00/month

*Additional days \$100 per day a month

Late Fees \$1/minute past our 5 minute grace period (11:05) or (3:05)

Transportation

Transportation \$100/month

Infant/Toddler Room (Lander ONLY) 7:45am-5:00pm M-F

Monthly fee \$1,000/month

IFSP Discount added based on plan

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 unpaid after 30 days the account will be turned over to collections.
- Families have the option to pay on the Brightwheel app, Venmo, Check or Cash. *Paying through the brightwheel app does add a service charge.*

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.
- CDS offers income-based assistance to families who qualify through the TANF grant.
- CDS offers a scholarship for students who are nominated by CDS staff.

- CDS students exiting from IEP services will be required to pay full tuition once services have been discontinued. Payment will begin the month following their exit date. Exiting students can apply for tuition assistance when notified of a possible exit.
- Families are responsible for all tuition billed before the approval of applications for DFS/Tribal DFS/Scholarship.

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-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.

Special Education Information

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 B program and how it can help children and families.

Parental Rights

Any parent of a child who receives Part B services has certain rights and protections guaranteed by Part B 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:

- Prior Written Notice: 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 identification, evaluation, educational placement, or provision of services.
- Informed Parent Consent: CDS needs permission to take any actions that affect your child. Permission must be signed by the parent or guardian before we can move forward. It is also your right to decline or revoke permission or consent at any time. You will be asked to provide consent before each screening or evaluation is conducted and before support and services are provided.
- Revocation of Consent: Sometimes parents or guardians decide they do not want services and support for their child. This is your right as a parent. However, it does mean that the protections and considerations granted by IDEA no longer apply. If you decide to revoke services, CDS must send you a written notice as soon as the special education services have ended. If at a later date, you decide that you would like your child to continue to receive services under IDEA, you will have to go back through the referral and evaluation process to determine your child's eligibility.
- Access to All Educational 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>

- Confidentiality: Any information about your child cannot be released to anyone outside of CDS and Part B Service Partners (including school districts) without your written permission and consent.
- Independent Evaluations: CDS will perform evaluations to make an informed decision about your child's eligibility to receive special education and related services. If you do not agree with the findings of the evaluations conducted, you have the right to seek independent evaluations from an outside agency. These evaluations will be at your own cost.

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/childcares.

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 special education 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 60 days. CDS will gather information in a variety of ways, including parent input, formal testing, interviews, and observations.

In order to qualify for services, a student must have both a qualifying score from formal evaluations **and** demonstrate a proven educational need. Both have to be met in order for a child to be placed on an IEP.

Under Part B of IDEA, a child can receive special education and related services if they are found to be eligible under any of these categories defined by Chapter 7 rules developed by the Wyoming Department of Education:

- Autism Spectrum Disorder
- Cognitive Disability
- Deaf-Blindness

- Developmental Delay (through age 9 in Wyoming)
- Emotional Disability
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Each of these categories has its own set of eligibility criteria. 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.

Related Services

It is important to remember that a child's individual needs determine what services they will receive, not their disability. Services could include, but aren't limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training
- transportation



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.

Least Restrictive Environment

CDS is required by IDEA to attempt to place your child in the Least Restrictive Environment (LRE). This means an environment in which at least 51% of the students are pacesetters (see above definition). CDS may offer placement in an outside preschool or daycare before offering your child a position at CDS, depending on the number of available spots. CDS always strives to be an LRE, but at times, we cannot always meet the 51% criteria. If we place your child at an outside preschool, CDS is responsible for a portion of your child's tuition.

Kindergarten Transitions

Students who are still eligible for services under IDEA will transition to kindergarten with an IEP. CDS and local school districts will work together to ensure the transition is as smooth as possible. Parents will be an important part of the team. The following are estimated timelines and events:

- January: Parent-teacher conferences will be held to discuss the transition to kindergarten.
- February: Kindergarten Parent Information Meeting will be held in collaboration with local school districts.
- March: Transition meetings will be scheduled for April or May. Case managers will call and set up a date and time with the parents.
- April and May: Transition meetings.

Quarterly Progress

Progress notes will be sent home in October, January, March, and May. This will update you on how your child is doing on their current IEP goals.

IEP Team

By law, certain individuals must be involved in writing a child's Individualized Education Program. These are:

- The child (as appropriate) and their parents/guardians
- At least one of the child's special education teachers or providers
- At least one of the child's regular education teachers (if the student is, or may be, participating in the regular education environment)
- A representative of the school system
- An individual who can interpret the evaluation results
- Representatives of any other agencies that may be responsible for paying for or providing transition services
- Other individuals who have knowledge or special expertise about the child

Policies & Procedures

Animals

Any animal brought to CDS will need to be approved by the Executive Director or DFS Director prior to 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 promptly.

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.

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 the 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's 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. [Courtney](#)

[Hill](#) is this still the 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 IEP meeting or as soon as possible. For those of you who have children going on to kindergarten, the temperature is zero degrees to go outside.

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 childcare 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 childcare licenser, Layce 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.

Seclusion and Restraint Policy

It is the policy of CDSFC to regulate the use of seclusion and restraint with students pursuant to Chapter 42 of the Wyoming Department of Education Rules.

- I. **Definitions:** All definitions used in this policy shall be consistent with the definitions in the Chapter 42 rules. For the purpose of clarity, the following definitions are restated:
 - A. “Emergency” means a situation constituting an imminent risk to the health or safety of self or others.
 - B. “Imminent Risk” means an immediate and impending threat of a person causing substantial physical injury to self or others.
 - C. “Prohibited Practices” means that certain activities or objects are prohibited from being utilized with students under any circumstances. Prohibited elements include
 1. “Aversives” means an intervention that is intended to induce pain or discomfort in a student for the purpose of eliminating or reducing maladaptive behaviors.
 2. “Locked Seclusion” means a seclusion room with a locking device that is engaged by leverage of an inanimate object, key, or other mechanisms to keep the door closed without constant human contact. The term does not include a securing mechanism requiring constant human contact, which upon release immediately permits the door to be opened from the inside.
 3. “Mechanical Restraints” include devices or equipment designed or utilized to restrict the free movement of all or portions of a student’s body. The term does not include assistive or protective devices or equipment prescribed by an appropriately trained professional or professional team that are used for the specific and approved purposes for which such devices or equipment were designed and prescribed.
 4. “Prone Restraints” include holding a student in a face-down position or in any position that will.
 - a) Obstruct a student’s airway or otherwise impair the ability to breathe;
 - b) Obstruct staff members' view of a student’s face;
 - c) Restrict a student’s ability to communicate distress;
 - d) Place pressure on a student’s head, neck, or torso; or
 - e) Straddle a student’s torso.
 - D. “Restraint” means the use of physical force, with or without the use of any divide or material, to restrict the free movement of all or a portion of a student’s body. Restraint does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a

fight, or using an assistive or protective device prescribed by an appropriately trained professional or professional team. The term does not encompass any of the prohibited practices described in this rule.

II. Emergency (definition)

- A. "Seclusion" means removing a student from a classroom or other school activity and isolating the student in a separate area. Seclusion occurs when a student is placed in a room or location by school personnel, purposefully separated from peers, and prevented from leaving that location. Separation in an area where the student is prevented from leaving is always considered seclusion. There are two distinct categories:
 - 1. "Seclusion from the Learning Environment" means visually or auditorily isolating the student from the classroom or other school activities, away from peers in an area that obstructs the student's ability to participate in the regular classroom or school activities. The student is prevented from rejoining the learning environment or school activity until directed by staff.
 - 2. "Isolation Room" means purposefully placing the student in an enclosed room built in compliance with relevant health and safety codes and in compliance with the Wyoming Department of Education Physical Space Requirements for Isolation Rooms. The student is not released from the Isolation Room and is not permitted to rejoin the learning environment or school activity until directed by staff. **An Isolation Room is prohibited in all Child Development Centers.**
 - 3. The term "Isolation Room" does not include a student's requested break or other appropriate disciplinary measures.
 - 4. "Time-Out" is a behavior management technique that provides the student with a brief opportunity to regain self-control in a setting that does not physically remove the student from peers or the learning environment, and the student is not physically prevented from leaving the "time out" area. Time-out must only be used in conjunction with an array of positive behavior intervention programs (IEP) and/or a behavior intervention plan (BIP). It is utilized on a recurrent basis to increase or decrease a targeted behavior, and must not be implemented in a fashion that precludes the ability of a child to be involved in and progress in the general curriculum and advances appropriately toward attaining the annual goals specified in the child's IEP.

III. Staff Training

- A. Annual training on positive behavior management will be required of all staff to include documentation of such training to the EIEP.
- B. All staff shall receive training in the prevention of physical restraint and seclusion including skills training related to positive behavior supports, safe physical escort, conflict prevention, de-escalation, and conflict management. CDS of Fremont County will use **Handle With Care**. Professional development in this area is ongoing.

- C. A core group of staff shall be certified consistent with the chosen model for safe and appropriate physical restraint. The core group of staff should be determined by CDSFC.
- D. This core group of staff shall be recertified according to the **Handle With Care** requirements.
 - 1. The initial training for each staff member shall be completed in accordance with the minimum amount of training necessary to obtain certification by **Handle With Care**.
 - 2. The ongoing training shall be completed in accordance with **Handle With Care**.
- E. In addition to the ongoing training for all staff referred to above, all staff shall also annually receive training regarding the implementation of this policy, including information regarding the staff members assigned to a core group of staff in paragraph III.C above.

IV. Seclusion and Restraint Procedures

A. Restraint Procedures

- 1. Non-emergency situations: only trained, certified staff pursuant to paragraph III.B above shall be permitted to utilize restraint as part of planned behavior intervention.
- 2. Emergency situations: Any staff member may intervene for the purpose of restoring safety in a bona fide emergency constituting an imminent risk to the health or safety of students, staff, or others. A staff member shall notify a trained staff member as soon as reasonably possible.
- 3. Durational guidelines: The following durational guidelines are to be followed when implementing a restraint:
 - a) The minimum amount of time necessary to de-escalate the student's conduct necessitating the restraint will always be used.
 - b) The duration of the initial restraint and any additional restraint needed thereafter to de-escalate the situation shall be determined by **Handle With Care** guidelines.
- 4. Administrative Review: If implementation of the restraint exceeds the durational guides of **Handle With Care**, an administrator or administrative designee shall immediately be contacted and review the following elements to determine if and under what conditions the restraint may continue:
 - a) The reason for the restraint, including the likely harm to the student or others;
 - b) The type of restraint being used;
 - c) The conduct necessitating restraint, if known;
 - d) Other options available to eliminate the risk of harm or safety to students and others;
 - e) The likelihood that continued restraint will prevent harm to the student or others.

5. Debriefing: After restraint has been implemented, the following debriefing procedures will be utilized:
 - a) A conference will be held involving the parents, all staff present and/or involved with the restraint, as well as the responsible administrator. The debriefing will include:
 - (1) Time and the duration of the restraint;
 - (2) Student's response to the restraint;
 - (3) Injuries to the student, if any;
 - (4) Administrative review, if necessary;
 - (5) A review of the behavior plan or other plan, if one exists, for dealing with the behaviors of the student;
 - (6) A review of training received by staff involved with the restraint procedure and a determination of whether such restraint was used in compliance with this policy;
 - (7) A discussion of changes that could be made or implemented that might assist in preventing student conduct or eliminating the need for restraint.
6. Documentation: The completion of an incident report as referenced below is required for each restraint. A copy of the completed incident report shall be provided to the Part B/619 Coordinator and DFS licensing agent within 3 business days. Every instance of restraint must be documented via the Early Intervention and Education database in the student's file.

B. Seclusion

1. There are two regulated seclusion categories: Seclusion from the Learning Environment or Isolation Room.
2. The use of an isolation room is prohibited in all Child Development Center facilities.
3. School staff must be able to see and hear the student in seclusion at all times. Separation in an area where the student is prevented from leaving is always considered seclusion.
4. Seclusion from the Learning Environment. The following requirements apply.
 - a) Durational guidelines: These durational guidelines are to be followed when implementing a Seclusion from the Learning Environment. Seclusion should not be used any longer than necessary to allow a student to regain control of his/her behavior. Initial Seclusion from the Learning Environment and any additional exclusion shall be in accordance with the training and recommended durational guidelines of ***Handle With Care***.
 - b) All instances of Seclusion from the Learning Environment must be reported to the parent
 - c) Every instance of removal from the learning environment must be documented via the Early Intervention and Education database in

the student's file. All data on seclusion is reported to the Office of Special Education Programs via the Wyoming Department of Education reporting.

- d) All instances of removal from the learning environment must be reported to the DFS licensing agent within 24 hours of the incident.

C. Parent Notification: Parents shall be notified of each use of regulated seclusion or restraint procedure according to the following schedule:

- 1. An attempt shall be made to contact the parent by phone as soon as reasonably possible after the event.
- 2. Written notification of the regulated procedure should be sent to the parent within twenty-four hours of the regulated procedure unless the parent or school has agreed to an alternative time frame.

V. Enforcement Procedures

A. Compliant Process: The following process for the receipt of complaints from any individual or entity regarding the use of restraint or seclusion shall be utilized:

- 1. Parents shall be directed to provide written notice of their complaint to the Executive Director, specifically including the following:
 - a) The conduct complained of;
 - b) A statement as to whether or not they felt the conduct violated this seclusion and restraint policy and, if so, how;
 - c) A statement of other options or alternatives that the complainant believes should have been utilized in lieu of the restraint or seclusion procedure used, and
 - d) A statement as to the remedial action being requested.
- 2. Subsequent to receipt of the written complaint, the investigation process shall be initiated by the Executive Director. The investigation process shall include the following requirements:
 - a) The Executive Director or his/her administrator designee shall immediately conduct an investigation, including meeting with the complainant and with all staff involved separately, interviewing witnesses, and gathering information regarding the event in question.
 - b) The administrator at his/her discretion may elect to have a meeting involving the complainant and the staff involved or may rely solely on his/her investigation.
 - c) After the investigation is complete, and after meeting with the parties collectively, the administrator shall provide a written determination of any actions recommended to be taken pursuant to the investigation. If the administrator determines corrective or disciplinary action against a staff member involved in the seclusion or restraint, such information is confidential by law and cannot be included in the administrator's written determination required herein.

- d) A copy of the decision shall be provided to the complainant, the staff involved, and the Part B/619 Coordinator.
3. In the event the complainant is not satisfied with the decision of the responsible administrator, the complainant may appeal that determination to the Part B/619 Coordinator, who in his/her sole discretion, may elect to conduct an additional investigation or review the information provided by the complainant, the staff involved, and the investigating administrator to either affirm, reverse, or modify the decision. The determination of the Part B/619 Coordinator shall be submitted in writing to the complainant, the staff involved, and the original investigating administrator.
4. In the event the complainant is not satisfied with the decision of the Part B/619 Coordinator, the complainant may appeal the decision to the Wyoming Department of Education's Dispute Resolution Coordinator.

VI. Data Reporting Requirements

- A. All occurrences of seclusion and restraint shall be reported to the Part B/619 Coordinator via BHD data system within three business days of the occurrence.
- B. A copy of the Incident Report and any subsequent complaints will be uploaded into the data system.
- C. All staff training relative to seclusion and restraint shall be maintained by CDSFC and available to EIEP upon request.

VII. Publication

CDSFC policy shall be adopted in the regular course of policy adoption for the Part B/619 Program. All students and parents shall be given notice that CDSFC has a seclusion and restraint policy. A review of this policy can be found in all student handbooks. In addition to a behavioral intervention plan, IEP, or other behavioral documents applicable to any student where the possibility of utilizing a restraint or seclusion procedure, the parent/guardian shall be given a copy of the policy for review.

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 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 (Children can return to school after being fever free for 24 hours WITHOUT medication)
- 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 severe accidents and staff will follow emergency procedures. Any serious injuries will be reported to DFS within 48 hours of the occurrence.

Suspension/Expulsion Policy

At Child Development Services of Fremont County, we strive to make every child's experience a positive and nurturing environment. However, sometimes behavioral issues may arise that create a difficult learning environment for children. If we find your child is continually exhibiting inappropriate and disruptive behaviors we will share our concerns as well as our intervention methods with you through written documentation, phone calls, and/or conferences. Every effort will be made to connect staff and families with local and national resources that address challenging behaviors. All suspensions and Expulsions are reported annually to the Wyoming Department of Education.

Transportation

CDS provides transportation to and from school for students for \$100/month. A child record form and all registration forms are required prior to a child being allowed to ride a CDS bus. CDS bus stop locations are determined yearly based on the number of students wanting transportation. Information will be provided in August of each year.

Children will be checked in and out of the bus using the Brightwheel App. CDS follows Federal Motor Vehicle Safety Standards for child restraint systems. Direct staff supervision will be maintained at all times and physical boundaries will be identified for children.

1. CDS requires parents or guardians to identify who is authorized to receive their child. For safety reasons, CDS will not release children to individuals who have not been listed on the child record form by parents or guardians. Parents must notify CDS if a new individual will be receiving their child off the bus or at the center.
2. Parents/guardians must call CDS or notify us using the Brightwheel app if their child does not need transportation (sick, vacation, schedule change, etc.) or if there is a location change, parents need to notify CDS according to the following schedule.
3. Morning preschool call before 7:15 for pick-up and 10:30 for drop-off. Afternoon preschool call prior to 10:30 for pick-up and 2:30 for drop-off. CDS will adhere strictly to these times noted.
4. Upon arrival at the pick-up and drop-off locations, CDS will “only” wait two minutes and honk three times to notify you that the bus has arrived. After two minutes, the bus will travel to the next destination. We will only attempt to pick up and drop off each child one time. If no one comes to receive the child off the bus, they will be transported back to CDS to be picked up after the route has been finished.
5. If transportation needs to change, Parents/guardians need to fill out a new transportation form ASAP.

IMPORTANT: If an authorized person is not at the drop-off location when we attempt to drop off a child, then the child will be brought back to the Center where someone who is authorized may pick them up. CDS will follow the Wyoming Department of Family Services guidelines for children who are not picked up in a timely manner.

Notifying the Public of Rights under Title VI

- The Wyoming Department of Transportation operates its programs and services without regard to race, color, and national origin in accordance with Title VI of the Civil Rights Act. Any person who believes she or he has been

aggrieved by any unlawful discriminatory practice under Title VI may file a complaint with The Wyoming Department of Transportation.

- For more information on the Wyoming Department of Transportation's civil rights program, and the procedures to file a complaint, please call (307) 777-4457, email: lisa.fresquez@wyo.gov; or visit our administrative offices at 5300 Bishop Blvd. Cheyenne, WY 82009. For more information, visit http://www.dot.state.wy.us/home/business_with_wydot/civil_rights.html.
- A complainant may file a complaint directly with the Federal Transit Administration (FTA), Office of Civil Rights, Attention: FTA Region VIII Title VI Program Coordinator, The Byron Building, 1961 Stout St, Suite 13301 Denver, CO 80294; Telephone: (303) 362-2393.
- If information is needed in another language, please contact 1-800-554-0936 or (505) 827-1774.

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 Department 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 actions 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; **FAPE (Free Appropriate Public Education):** One of the key principles of IDEA: FAPE ensures that special education and related services (1) be provided at no cost to the parent or child (2) be under public supervision and direction, (3) meet the standards of the state education agency, (4) include preschool, elementary and secondary school education in the state, and (5) are provided in conformity with an Individualized Education Program.

FERPA: The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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 including 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.

LRE (Least Restrictive Environment): a legal term meaning that each child with a disability has the right to be educated with his or her non-disabled peers when appropriate and should remain in a regular education setting unless it is not appropriate to do so.

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 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 children 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: the 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 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): Wyoming SEA is the Wyoming Department of Education.

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

Special Education: Specifically 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 activities to help achieve outcomes and goals.

Transition: moving from one service provider to another or one program to another.

**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