



FAMILY HANDBOOK

Part B

Ages three through five



Child Developmental Services of Fremont County

"Serving young children and their families in Fremont County"

Mailing address: P.O. Box 593 Lander, Wyoming 82520

(307) 332-5508/(307) 856-4337

Revised 8/16/2013

Welcome to the Child Development Services Part B Program

Child Development Services knows that you have hopes and dreams for your child's future. Sometimes, however, you may be receiving new and difficult information concerning your child that you never expected you would hear. You may have been worrying about your child's development for some time and are just now having your suspicions confirmed. Maybe your family has been told that your child may be at-risk for developmental delays.

This family handbook has been developed especially for you. We hope that it will be helpful to you as you begin learning about how early intervention services can support you in enhancing your child's learning and development. The Wyoming Part B Program can help your family explore options and resources available to you in your community and assist you in setting new directions for this unfamiliar and sometimes confusing journey.

Child Development Services understands that this is "your" child. Therefore, you will be making the decisions about what's best for you and your child. It is important to us that you share your observations and thoughts with the caring professionals who will be part of your team.

We know that it can be a difficult time right now. You may be feeling overwhelmed or wonder what the future may hold. Child Development Services can help link you with other families who have "been there" and understand some of the emotions you may be experiencing. They have no magic answers but are willing to listen and share their own experiences.

We encourage you to find and follow the dreams, hopes and wishes you have for your family. There will be many opportunities for learning and growth on the road ahead. We hope that this handbook will be of help to you and your family on your journey through early intervention.

Sincerely,
Lori Morrow, Director
Child Development Services of Fremont County



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I. General Information

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Mission Statement

The mission of Child Development Services of Fremont County, Inc. is to provide early childhood education and intervention services for families with infants and preschool children with developmental disabilities and delays.



Child Development Services of Fremont County

Serving young children and their families in Fremont County

CENTERS

MAIN OFFICE/Lander Center:

P.O. Box 593 (mail for all centers)

100 Pushroot Court

Lander, WY 82520

Phone: (307) 332-5508

Fax: (307) 332-7972

Riverton Center

1202 E. Jackson

Riverton, WY 82501

Phone: (307) 856-4337

Fax: (307) 856-0851

For Dubois and Hudson please call the Lander Center for information at (307) 332-5508.

For Shoshoni please call the Riverton Center for information at (307) 856-4337.

For all other outreach location please call one of the above location for more information.

DEPARTMENT OF FAMILY SERVICES (DFS) LICENSING

CDS is inspected by DFS at least two times a year and is provided with a license documenting compliance with all DFS Daycare licensing requirements. These licenses are posted in all CDS Centers. C.D.S. shall make all required inspection reports available for public inspection.



NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

In May of 2012, CDS became accredited by NAEYC. This accreditation is updated every five years. CDS staff have agreed to the following Statement of Commitment:

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principals of the NAEYC code of Ethical Conduct. To the best of my ability I will:

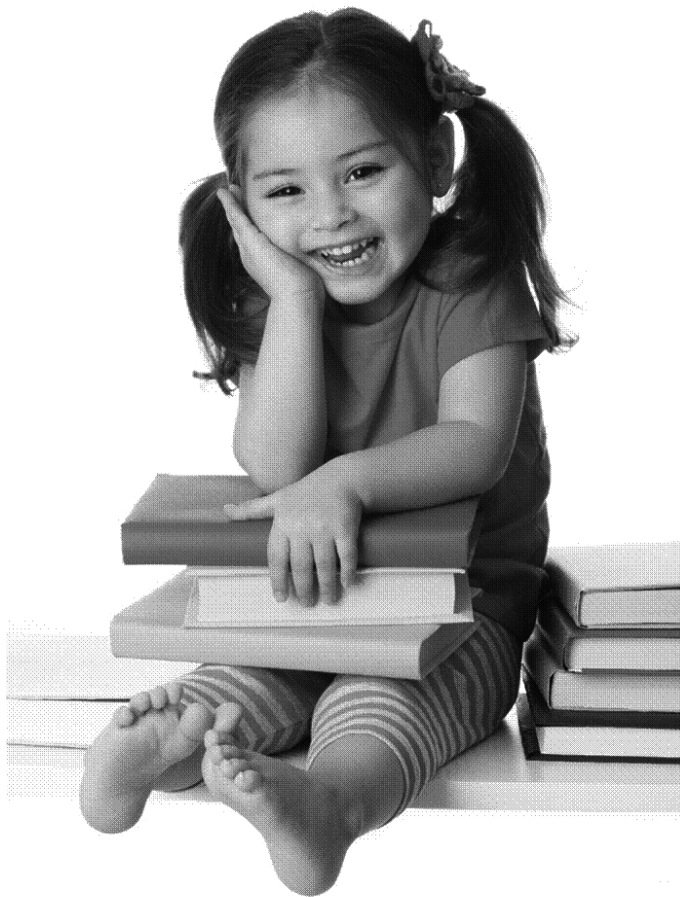
- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principals of the NAEYC Code of Ethical Conduct.

**This statement of commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.*

II. Programs and Description of Services

A. Admission to Special Services Program, page 9

B. Programs and Services, page 13



ADMISSION TO SPECIAL SERVICES PROGRAM

Child Development Services (CDS) receives referrals from parents, public health nurses, physicians, Department of Family Services (DFS) and Women, Infant and Children (WIC). In addition, referrals come from on-going preschool screenings which are conducted throughout the county.

Child Development Services uses screening instruments which have been standardized. Children's abilities in the areas of gross and fine motor, self-help, social, language and cognitive are screened. If a child displays difficulty in any one of the areas screened a re-screening or evaluation is completed. The child's performance on the evaluations must indicate a developmental condition for the child to be eligible for special services. The results of the evaluations will then be discussed with the family. An education plan including goals and objectives will be written. At the Individual Education Plan (IEP) meeting the parents along with Child Development Services staff choose the most appropriate place for the child to receive the help outlined in the IEP. The education plans are reviewed on a regular basis.

The following special services are available through C.D.S.:

1. Audiology

- a. identification of children with hearing loss
- b. determination of the range, nature and degree of hearing loss, including referral for medical or other professional attention for the rehabilitation of hearing;
- c. provision of rehabilitative activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation and speech conversation;
- d. creation and administration of programs for prevention of hearing loss;
- e. counseling and guidance of children, parents and teachers regarding hearing loss; and
- f. determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification;

2. Counseling Services means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.

3. Early identification and assessment means the implementation of a formal plan for identifying a disability that results in the child's need for special education and related services.

4. Medical Services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

5. **Occupational Therapy (OT)** means services provided by qualified occupational therapy staff that include:
 - a. improving, developing or restoring functions impaired or lost through illness, injury or deprivation;
 - b. improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - c. preventing, through early intervention, initial or further impairment or loss of function.
6. **Orientation and mobility services** refer to services provided to blind or visually impaired children by qualified personnel to enable those children to attain systematic orientation and safe movement within their environments in school, home and community; and includes teaching children the following, as appropriate:
 - a. spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - b. to use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
 - c. to understand and use remaining vision and distance low vision aids; and
 - d. other concepts, techniques and tools.
7. **Parent counseling and training** means assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
8. **Physical therapy (PT)** means services provided by qualified physical therapy staff that include:
 - a. improving, developing or restoring functions impaired or lost through illness, injury or deprivation;
 - b. improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - c. preventing, through early intervention, initial or further impairment or loss of function.
9. **Psychological services** includes:
 - a. administering psychological and educational tests and other assessment procedures;
 - b. interpreting assessment results; obtaining, integrating and interpreting information about the child's behavior and conditions relating to learning;
 - c. consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews and behavioral evaluations;
 - d. planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - e. assisting in developing positive behavioral intervention strategies.

10. **Recreation** includes:
 - a. assessment of leisure function;
 - b. therapeutic recreation services;
 - c. recreation programs in school and community agencies; and leisure education.
11. **Rehabilitation counseling services** means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence and integration in the workplace and community of a child with disability. The term also includes vocational rehabilitation services provided to a child with disabilities by vocational rehabilitation programs funded under Rehabilitation Act of 1973.
12. **School Health Services** means services provided by a qualified school nurse or other person.
13. **Social work services** includes preparing a social or developmental history on a child with a disability; group and individual counseling with the child and family; working in partnership with parents and others on those problems in a child's school and community; resources to enable the child to learn as effectively as possible in his or her educational program; and assisting in developing positive behavioral intervention strategies.
14. **Speech-Language pathology services** means services provided by qualified speech therapy staff that includes:
 - a. identification of children with speech or language impairments;
 - b. diagnosis and appraisal of specific speech or language impairments;
 - c. referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - d. provision of speech and language services for the habilitation of prevention of communicative impairments; and
 - e. counseling and guidance of parents, children and teachers regarding speech and language impairments.
15. **Special Transportation** includes:
 - a. travel to and from school and between schools;
 - b. travel in and around school buildings; and
 - c. specialized equipment (such as special or adapted buses, lifts and ramps), if required to provide special transportation for a child with a disability.
16. **Special Education** means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. The term includes speech pathology, vocational education or any related services, if the services consist of specially designed instruction.

17. **Specially-designed instruction** means adapting, as appropriate to the needs of an eligible child under these rules, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the school district or agency that apply to all children.
18. **Summer school** means a program during summer, which provides supplementary services not, required on the child's IEP. (this is not the same as extended school year (ESY) services).
19. **Supplementary aids and services** means aids, services and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.
20. **Transition services** means a coordinated set of activities for a child with a disability that:
- a. is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;
 - b. is based on the individual child's needs, taking into account the child's preferences and interests;
 - c. includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and is appropriate, acquisition of daily living skills and functional vocational evaluation; and
 - d. transition services for children with disabilities may be special education, is provided as specially designed instruction, or related services, if required to assist a child with a disability to benefit from special education.
21. **Travel training** means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work and in the community).
22. **Vocational Training** means organized educational programs that are directly related to the preparation of individuals for paid and unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

PROGRAMS AND SERVICES

Children from age three through age five (Part B) are eligible to receive services in the centers, daycare and preschool. Daily activities are provided to all children who attend class in five developmental areas:

- **Motor:** Gross and fine muscle movement, such as sitting, walking, jumping, stacking blocks, stringing beads and drawing.
- **Self Help:** Feeding, dressing and brushing their teeth.
- **Social:** Getting along with others, sharing and cooperative play.
- **Language:** Expressive, making ideas and wishes known through talking; receptive, understanding what is being said; articulation, speech sounds, how clearly words are pronounced.
- **Cognitive:** Reasoning and thinking.

Goals for all children who participate in Child Development Services are:

1. Develop a positive self-image
2. Enhance social and emotional development
3. Expand early concepts, encourage independent thinking, and develop problem solving skills
4. Improve all communication skills
5. Stimulate interest in the natural world
6. Increase the child's capability for self-discipline
7. Advance the development of fundamental motor skills and abilities
8. Identify special, individual, mental, social, emotional or physical needs.
9. Further the development of respect for human dignity and for the rights of others
10. Promote aesthetic appreciation and expression
11. Encourage creativity
12. Give and receive sincere affection.

Extended School Year (ESY) services are determined on an individual basis with the child's IEP team (which includes parents) making the final decision.

**There is no charge for special education and related services provided by
Child Development Services of Fremont County.**

III. Policies

- A. Attendance, page 15**
- B. Safe Place Locations, page 15**
- C. School Closures, page 15**
- D. Snacks, page 16**
- E. Transportation, page 16**
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- G. H.Dispensing Medications, page 19**
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- L. Reporting Concerns, page 20**



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, 856-4337 or 455-3341. If no one is available leave a message on the answering machine. If your child is absent from school and the center has not been notified then a C.D.S. staff member will contact you.

Parents and families are requested to respect class and therapy schedules. The teachers' and therapists' schedules are tight and it is very important to bring and pick up your child on time to allow C.D.S. staff to provide services to all children. C.D.S. staff will be committed to keeping appointment times, also. Our goal is to be on time always. Please call the office if your arrival will be delayed. C.D.S. 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 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.**

SAFE PLACE LOCATIONS

Lander

1. Westward Heights Nursing Home
2. Wyoming Life Resource Center (WSTS)
3. Baldwin Creek Elementary (West)

Riverton

1. Twelfth Street Medical Building
2. Aspen Park Elementary School
3. Riverton Middle School

SCHOOL CLOSURES

School and therapy may be cancelled due to bad weather. Closures will be announced on all local radio stations. Please call the office if you have any questions concerning school closure.

SNACKS

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



In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

**To file a complaint of discrimination, write:
USDA, Director, Office of Civil Rights
1400 Independence Avenue, SW
Washington, DC 20250-9410
Or call 800-795-3272 (voice)
or 202-720-6382 (TTY).
The USDA is an equal opportunity provider
and employer.**

***A doctors note will be required for any special
food requirements.***

TRANSPORTATION

It is helpful for parents to provide transportation for children coming to the center for preschool class or therapy. Other arrangements can be made for parents who find it impossible to bring their children. Parents who are experiencing difficulty with transportation should contact the C.D.S. center staff, their child's teacher or therapist.

Children who are transported in C.D.S. vehicles are generally accompanied by a C.D.S. aide as well as the driver. Regular routes and schedules are developed and followed by C.D.S. personnel. We request that your child be ready when the bus arrives, C.D.S. **staff can only wait momentarily. C.D.S. personnel are unable to walk children to your doorstep due to tight bus schedules.**

*Parents who are in need of transportation services from CDS must abide by the
bus/transportation policy that follows:*

Bus/Transportation Policy

1. Transportation is available for children who are currently on an Individualized Education Plan (IEP) and who live within 2 miles of the Riverton city limits, one mile of the Lander city limits and within the Hudson city limits. (Some transportation is available en route between Lander and Hudson, check with the Lander office).

2. If you provide transportation for your child who is on an IEP, contact CDS to see if you are eligible for reimbursement. For liability purposes, proof of insurance will be required of parents requesting reimbursement.
3. CDS requires parents or guardians to identify who is authorized to receive your child. For safety reasons, CDS will not release children to individuals who have not been authorized by parents or guardians. Parents must notify CDS if a new individual will be receiving their child off the bus or at the center.
4. Morning pick-up of children begins at approximately 7:30 a.m. Drop off begins at approximately 11:00 a.m. Plan to be at the drop off location between 11:00 and 11:45 for the return of your child.
5. Afternoon pick-up of children begins at approximately 11:30 a.m. The buses will leave CDS at 3:00 p.m. for the afternoon drop off. Plan to be at the drop-off location between 3:00 and 3:45 for the return of your child.
6. For morning classes, call CDS prior to 7:30 a.m. if your child does not need to be transported or if there is a change in location. (You can call the night before and leave messages on CDS voice mail). Call before 10:30 with any changes for the drop-off. Phone numbers to call: Riverton 856-4337 or Lander 332-5508.
7. For afternoon classes, call CDS no later than 10:30 a.m. if your child does not need to be transported or if there is a change in location. Call before 2:30 p.m. with any changes for the drop-off.

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



Also, unless your child has a special transportation need (e.g. one on one aide, wheelchair) according to the Individuals with Disabilities Education Act of 2004, CDS reserves the right to discontinue transportation services to your child if the drop off and pick up policies mentioned above are not followed for 3 times during a school year.

HEALTH CARE

All children who come to one of the centers to receive services must have a completed immunization record and child record form. Children are not allowed to attend Child Development Services when they have the following symptoms:

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 skins
6. Sore throat with fever of over 101°F or severe coughing
7. Untreated head lice
8. Untreated scabies
9. Children suspected of being in contagious stages of Hepatitis A, chicken pox, whooping cough, measles, mumps, rubella or diphtheria.
10. 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 preschool:
 - 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 for over 24 hours
 - d. Blood in urine
 - e. Purulent conjunctivitis (pink eye)
 - f. Mouth sores associated with drooling
 - g. Other conditions as determined by the provider on an individual basis.
11. The parent shall be notified immediately when a child has symptoms requiring exclusion from care. CDS will provide adequate separation and direct supervision of an ill child until they can be removed from the facility.
12. Non serious accidents that occur will be documented and parents will receive a copy of this document. Parents will be contacted immediately of serious accidents and staff will follow emergency procedures.



DISPENSING OF MEDICATIONS

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

1. Medications are prescribed by a licensed health care 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 safety locked container, transported and stored safely with regard to temperature, light and other physical storage requirements.
3. A medication consent must be completed by the child's parent or legal guardian and include specific instructions for the date and time to be administered and dosage.

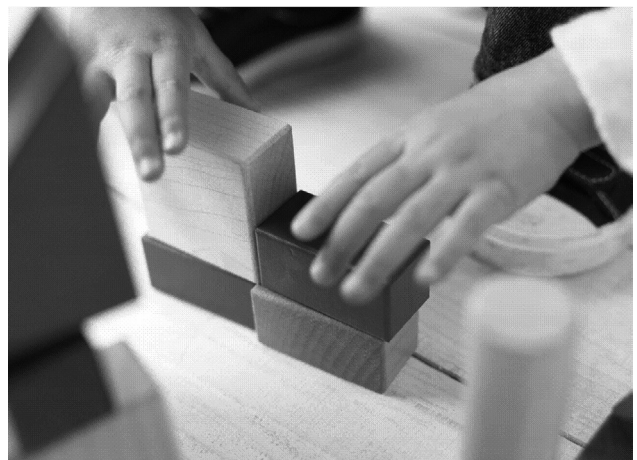
Child Development Services staff are trained in administering medications and will keep a written record of all medications administered to each child.

DISCIPLINE

Caring about children and their development includes helping children learn to control their behavior and become socially appropriate individuals. Children need limitations established for acceptable behaviors and understand the consequences for not staying within the limits set. Classroom rules are established and reviewed with the children on a regular basis. Consequences for not following classroom rules will be carried out consistently. Consequences will include:

1. Redirection (suggesting changing activity and thus changing behavior).
2. Substitution (teacher changes activities for child).
3. Time out (removal from activity until the child indicated he/she is ready to return to the activity and act appropriately).

Children will be praised and reinforced for positive changes made in behavior that lead to self-control.



HAZARDOUS SERVICE LOCATIONS

The CDS Executive Director requires that staff provide services in a safe location. CDS reserves the right to deliver services at an alternate location if the current service location is considered unsafe and staff feel their safety is in jeopardy. Unsafe conditions include, but is not limited to: aggressive pets, poor sanitation, hazardous road travel, fear of bodily injury.

Any unsafe conditions will be reported to the Executive Director immediately. While unsafe conditions persist, therapy will take place at an alternate location or at the CDS facility. Once the hazardous situation is gone, services may resume in the previous location.

If parents have concerns with the hazardous service location policy, they should contact the Executive Director.

REPORTING CONCERNS

Open communication will be promoted by using written notes as well as informal communications.

1. Child Development Services of Fremont County

- It is our mutual responsibility to communicate on a regular basis. This includes any concerns you may have with us (CDS) or the care your child is receiving.
- If after contacting CDS you still have concerns please notify the appropriate agency for your concern. The Division of Behavioral Health of Wyoming or Wyoming Department of Education.

Please refer to your Parental Safeguards (parent rights).

2. Department of Family Services

- Please contact your local licensing office or child care licensing officer;
- In case of suspected child abuse or neglect, contact the Department of Family Services or your local law enforcement agency.

Names of children and their relatives are confidential to the public. All facts about children and their relatives shall be treated as confidential to the public.

Personal information of the CDS director and staff, such as but not limited to social security numbers, date of birth, background check results and physician's statements are confidential to the public.

CONCLUSION

The Board of Directors and staff of Child Development Services are pleased to be able to offer quality educational services for young children and their families in Fremont County. We encourage parents to offer suggestions to improve our program. Please contact the Executive Director if you have any questions or concerns at 332-5508.



IV. Center and Curriculum Information

- A. Basic information, age, fees, parking, illness, etc., page 23**
- B. Curriculum, page 24**
- C. Philosophy statement, page 25**



BASIC INFORMATION

C.D.S. Center office hours: 7:30 a.m. to 4:00 p.m.
Monday through Friday

Preschool class times:	Lander	8:30 to 11:00	12:30 to 3:00
	Riverton	8:30 to 11:00	12:30 to 3:00
	Dubois	Through the Dubois school system	
	Shoshoni	Through Shoshoni school system	

* Lander and Riverton classes meet Monday through Thursday.

Preschool age: Three through five years

Preschool fees: To be arranged with office personnel for those children who DO NOT qualify for special services.

Payment: Payment for preschool is due on the tenth of the month unless other arrangements have been made in advance. No credit will be given when a child is absent nor may days be made up. The fee pays for the child's enrollment position, not his attendance. No preschool account can go unpaid for more than two month. If your account goes unpaid, you will receive a letter indicating you have ten days before your child will be exited from preschool. Once this happens your child will go the bottom of the waiting list once your account is paid in full. Your child will not be able to return to class until an opening becomes available again. **These fees apply only to children who do not qualify for special services.**

Parking: All parents are requested to park in the CDS parking lot or in the street in front of the center. When bringing your child, please park courteously. Please do not park in the driveway or in the "No Parking" areas.

Pick-up: Please call CDS if your child will be late, absent, picked-up late or if someone new will be picking up your child. (See attendance for late pick-up guidelines)

Note* If someone new/different will be picking up your child, Child Development Services staff can only release them to persons on the Child Record Form. Please make all necessary changes as they arise.

No child will be allowed to attend classes until CDS has a current Immunization record, Child Record (updated yearly), and Nutrition form (updated yearly).

Illness: You will be called if your child becomes ill during the day. You will need to make arrangements to pick up your child. **Please do not bring your child to preschool if he/she has an unexplained rash, fever, vomiting, diarrhea, or a contagious illness.** In the case of sudden illness or accident you have given us authorization to seek emergency care for your child. We will make every effort to contact the parents. If this is not possible, or time does not allow, parents will be responsible for payment of the care given.

Parties: We have several parties in connection with holidays. Families who wish to help with treats should contact the child's teacher.

Personal belongings: Personal belongings are not encouraged except on show and tell days. CDS Preschool will not be responsible for any toys broken or lost that your child brings to school. Please label all show and tell items. Please ask if you have any questions. Any weapons, or toys that look like weapons, are not allowed at CDS. This may include but is not limited to knives, swords, guns, and axes. If children bring these toys to the center they will be confiscated immediately and kept until the child is returned to the parent and a note will be given to the parent.

Clothing: Children should always dress appropriately for the weather. When weather permits, we will play outside. Parents need to provide diapers and a change of clothing for your child. **Put child's name inside coats, jackets, etc.**

Activities include: Circle time, weather

Free play

Snack

Group activity

Outdoor play

Time spent on each area will vary depending on age and developmental level of the children involved.

Monthly newsletters with special information, such as field trips, parties, special presentation, and notification of vacation and teacher work days may be available from the child's teacher.

CDS is licensed by Wyoming Department of Family Services. We are required to follow City and State of Wyoming rules and regulations for preschool facilities.

CURRICULUM

The "We Can" Curriculum, "Creative Curriculum" Assessment and Zoophonics are implemented in all Child Development Services classrooms. Our curriculum provides activities to meet the following content areas: Literacy (including pre-reading and writing), math, science, social studies, art and technology.

PHILOSOPHY STATEMENT

Child Development Services agrees with the National Association for the Education of Young Children (NAEYC) belief that "a high quality" early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families.

I. Good programs for children birth to age three are distinctly different from all other types of programs. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interest and skills outside the normal developmental range.

- Provide a rich variety of activities and materials from which to choose. *Such variety increases the likelihood of a child's prolonged or satisfied attention and increases independence and opportunity for making decisions.*
- Offer children the choice to participate in a small group or in a solitary activity.
- Assist and guide children who are not yet able to participate and enjoy child-choice activity periods.
- Provide opportunities for child-initiated, child-directed practice of skills as a self-chosen activity. *Children need opportunities to repeat acquired skills to fully assimilate their learning. Repetition that is initiated and directed by the child, not adult directed drill and practice, is most valuable for assimilation.*
- Outdoor experiences should be provided for children of all ages.
- Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children and materials.
- Adults respond quickly and directly to children's needs, desires and messages and adapt their responses to children's differing styles and abilities.
- Adults provide a balance of rest and active movement for children throughout the program day.

II. Developmentally appropriate curriculum provides for all areas of a child's development: communication, physical, emotional, social and cognitive through an integrated approach.

- Child-initiated, child-directed, teacher supported play is an essential component of developmentally appropriate practice.

- Learning activities and materials should be concrete, real and relevant to the lives of young children.
- Infants and toddlers learn through their own experiences, trial and error, repetition, imitation and identification. *Programs should invite play, active exploration and movement.*
- Children's play is a primary vehicle for and indicator of their mental growth.
- Children feel successful when they engage in a task they have defined for themselves.
- Routines are imbedded in the curriculum
- Recognize that this age group has spurts of rapid growth.
- Adults should be patient and caring.
- Adults should provide many varied opportunities for children to communicate.
- Teachers are alert to signs of undue stress in children's behavior and aware of appropriate stress-reducing activities and techniques.
- Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity and verbal encouragement. Adults recognize that children learn from trial and error and that children's misconceptions reflect their developing thoughts.
- Adults provide opportunities for children to choose from among a variety of activities, materials and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking.
- Adults are responsible for all children under their supervision at all times and for having a plan for increasing independence as children acquire skills.
- Adults facilitate the development of self-control in children. *Children learn self-control when adults treat them with dignity and use discipline techniques such as:*
 1. *Guiding children by setting clear, consistent, fair limits for classroom behavior, or in the case of older children, helping them to set their own limits.*
 2. *Valuing mistakes as learning experiences.*
 3. *Redirecting children to more acceptable behavior or activity.*
 4. *Listening when children talk about their feelings and frustrations.*
 5. *Guiding children to resolve conflicts and modeling skills.*
 6. *Patiently reminding children of rules and their rationale.*

III. Partnerships:

CDS and staff must work in partnership with families and communicate regularly with children's parents to achieve individually appropriate programs.

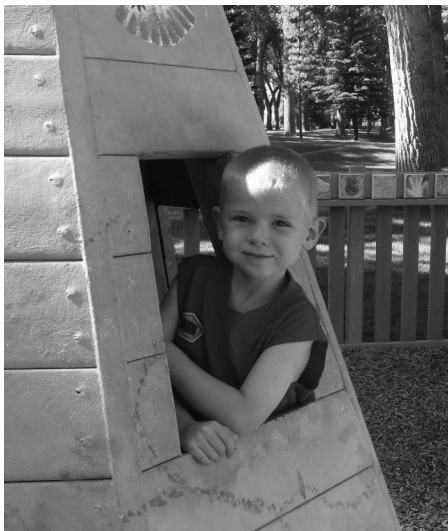
- Parents have both the right and responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Staff members are responsible for establishing and maintaining frequent contact with families.
- Program staff should communicate with parents by reinforcing understanding of their vital role and providing parents with better tools to help the child's social, emotional, physical and intellectual development.
- CDS staff, parents, agencies, programs and consultants who may have educational responsibility for the child at different times, should, with family participation, share developmental information about children as they pass from one level or program to another.
- CDS staff share child development knowledge, insights and resources as part of regular communication with family members.

IV. Conclusions:

- The program should ensure the individual appropriateness of the curriculum as well as:
 - Enhance each child's self-concept and self-esteem
 - Support the integrity of the child's family
 - Enhance the child's learning process in both the home and the early childhood program by strengthening ties
 - Extend experiences of children and their families to include knowledge of the community
 - Enrich the lives of all participants with respectful acceptance and appreciation of differences and similarities among them.

Excerpted from:

Developmentally Appropriate Practice in Early Childhood Programs.
Serving Children from Birth Through Age Eight, Expanded Edition
Sue Bredekamp, Editor
National Association for the Education of Young Children (NAEYC)



V. Wyoming Information

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Preschools, Page 30**

C. Helpful Links, page 31

P. Acronyms and Terms, page 32



WYOMING RESOURCES

Wyoming Department of Health

Division of Behavioral Health

(307) 777-7115

Part B Coordinator

(307) 777- 8762

www.health.wyo.gov

Child Development Services of Wyoming

P.O. Box 62

Story, WY 82842

307-683-3281

www.cdswy.org

Parent Information Center

5 N. Lobban

Buffalo, WY 8283

(307) 684-2277 or toll free 1-800-660-9742

www.wpic.org

Wyoming Department of Health

Children's Special Health Program

1-800-438-5795

(307) 777-8225

www.health.wyo.gov

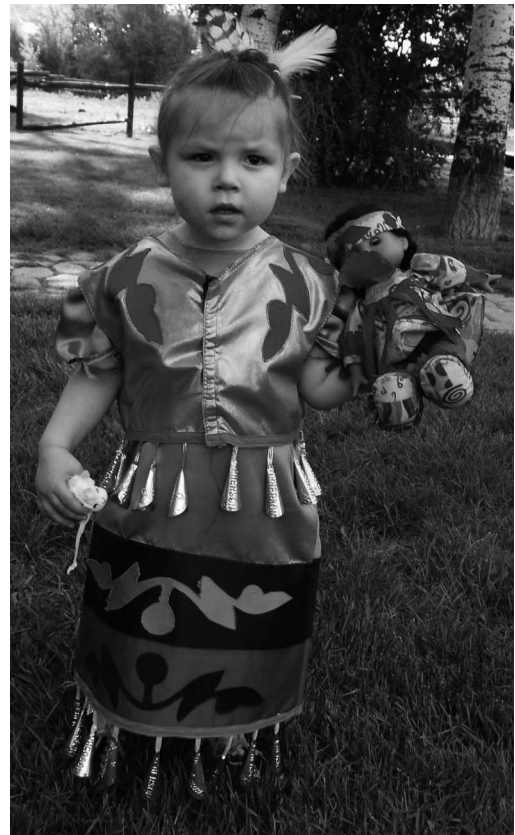
Wyoming Department of Education

Special Education (307) 857-9253

Services for Hearing Impaired (307) 777-6376

Services for Visually Impaired (307) 857-9268

www.k12.wy.us



WYOMING DEVELOPMENTAL PRESCHOOL REGIONS

Region 1—Children’s Resource Center

(serves Park, Hot Springs, Big Horn & Washakie Counties)

1302 Beck Avenue, Suite E.

Cody, WY 82414

307.587.1331

<http://www.crcregion1.org>

Region 2—Child Development Center

(Serves Sheridan and Johnson Counties)

345 South Linden Avenue

Sheridan, WY 82801

307.742.6374

<http://www.cdcregion2.org>

Region 3—Weston County Children’s Center

(serves Weston and Crook Counties)

2020 East 12th Street

Newcastle, WY 82701

307.746.4560

Westoncountychildrenscenter.com

Region 4—Children’s Learning Center

(serves Teton and Sublette Counties)

P.O. Box 4100

Jackson, WY 83001

307.733.1616

<http://learningcenterwy.org>

Region 5—Lincoln-Unita Child Development Association

(serves Lincoln and Unita Counties)

P.O. Box 570

Mountain View, WY 82939

307.782.6602

<http://www.lucds.org>

Region 6—Child Development Services of Fremont County

(serves Fremont County)

P.O. Box 593

Lander, WY 82520

307.332.5508

lmorrow@wyoming.com

Region 7—Sweetwater County Child Development Center

(serves Sweetwater County)

500 Wilkes, #14

Green River, WY 82935

307.875.0268

sweetwatercdcw.org

Region 8—Project Reach Developmental Preschool

(Serves Carbon County)

715 Shields Street

Laramie, WY 82072

307.672.9271

projectreach@hotmail.com

Region 9—Child Development Center of Natrona County

(Serves Natrona County)

104 Stampede

Casper, WY 82601

307.235.5097

<http://www.cdccasper.com>

Region 10—Wyoming Child and Family Development

(serves Converse, Niobrara, Platte and Goshen Counties)

P.O. Box 100

Guernsey, WY 82214

307.836.2751

wyomingchild.org

Region 11—The Developmental Preschool and Day Care Center

(serves Albany County)

715 Shields Street

Laramie, WY 82072

307.742.6374

projectreach@hotmail.com

Region 12—Stride Learning Center

(serves Laramie County)

326 Parsley

Cheyenne, WY 82007

307.632.2991

<http://www.stridekids.com>

Region 13—Children’s Developmental Services of Campbell County

(serves Campbell County)

1801 4-J Road

Gillette, WY 82718

307.682.2392

<http://www.ccgov.net/departments/cds/>

Region 14—Shoshoni and Arapahoe Early Intervention Program

(services Wind River Reservation)

P.O. Box 610

Ft. Washakie, WY 82514

307.332.3516

saeip@qwestoffice.net

HELPFUL LINKS

- ★ **Center for Dispute Solutions, Inc. www.c4dsi.org**
Provides educational seminars around the state on issues relating to co-parenting due to divorce or separation.
- ★ **Mountain Plains Regional Resource Center www.rrfcnetwork.org/mprrc**
A U.S. Department of Education, Office of Special Education Program funded project that helps build the capacity of State Education Agencies and Lead Agencies in improving programs and services for infants, toddlers, children and youth with disabilities.
- ★ **Parents as Teachers <http://www.parentsasteachers.org>**
Develops curriculum, trains and certifies parent educators to work with parents to provide them with parenting support and information on their developing child.
- ★ **Protection and Advocacy www.wypanda.com**
Provides protection of the rights of persons with disabilities through legal based advocacy for special education and other civil rights.
- ★ **Regional Service Providers of Wyoming www.rsp@wyoming.com**
Provides services to adults with disabilities
- ★ **UPLIFT www.upliftwy.org**
Provides information for families of children with emotional, behavioral and mental disorders on a statewide basis
- ★ **Wyoming Advisory Panel for Students with Disabilities (WAPSD) www.wpic.org/WAPSD/**
Advises the Wyoming Department of Education in ways that promote services for children and youth with disabilities.
- ★ **Wyoming Children's Action Alliance www.wykids.com**
Provides education, advocacy and leadership that will improve and promote the well being of Wyoming's children and families.
- ★ **Wyoming Department of Education edu.wyoming.gov**
- ★ **Wyoming Department of Health, Children's Special Health Program health.wyo.gov/familyhealth/csh/index.html**
A program for income-eligible families of children with special health care needs.
- ★ **Wyoming Department of Health, Behavioral Health Division www.wyo.gov**
Provides funding and guidance responsive to the needs of Wyoming people with developmental disabilities; children and adult community waiver programs, early intervention and educational services, and the Life Resource Center.
- ★ **Wyoming Downs Syndrome Association www.wydsa.org**
Provides education, information and networking opportunities to families and caregivers of people with Downs Syndrome.
- ★ **The Wyoming Healthy Marriage Initiative www.WYOFAMs.org**
WYHMI believes that strong and healthy marriages and families are our state's most important asset. They work to strengthen communities and families by offering marriage enrichment and parenting classes that teach skills necessary for strong relationships.
- ★ **Wyoming Registry of Interpreter for the Deaf www.wyrid.org**

Acronyms and Terms You May Be Hearing

F.S.C-Family Services Coordinator, Person that is assigned to your child. Your main point of contact. Person you need to contact with information, questions or concerns you have regarding your child or the services they are or will be receiving.

PROCEDURAL SAFEGUARDS (Rights)-As a parent of a child who may receive early intervention services, you have certain rights which are guaranteed by federal law. These are your rights, and should be explained and offered to you at and before every meeting and before any new evaluations.

I.F.S.P. -Individualized Family Service Plan, Your child's individual plan that lays out the services that he/she will receive and how, what, when and where they will be provided. For children birth to three years of age.

I.E.P. - Individualized Educational Plan, Plan your child goes on after they turn three years old. More educationally based than family based.

I.F.S.P. Team- Will always consist of Parent/guardian and Family Services Coordinator. May also include teachers, therapists, counselors, waiver personnel, Public Health Nurses, Doctors, etc. anyone else that you or another member of the team feel are necessary to best serve your child.

I.F.S.P. Meeting-The meeting in which all team members (parents/ guardians are a part of this team) sit down and write the I.F.S.P. This meeting should happen annually, with another meeting happening on or before six months to review progress.

M.D.T.- Multidisciplinary Team, team members from all the areas that have evaluated your child.

L.R.E.-Least Restrictive Environment, Your child has the right to receive services in the least restrictive environment. The IFSP team (remember you are a part of that team) will make that decision at your child's IFSP meeting, this could be at home, day care, in center, at grand-parent house, etc.

S.L.P. -Speech/Language Pathologist, works with your child's listening, speech and language skills, along with oral motor issues such as swallowing.

E.C.S.E.Teacher-Early Childhood Special Education Teacher works with your child's special education, cognitive, adaptive, and social emotional concerns.

Early Interventionist-Is a person who can provide services to your child under the direction of a teacher or therapist.

P.T. -Physical Therapist, works with your child's gross motor (large muscles) skills along with sensory motor issues.

P.T.A.-Physical Therapy Assistant, provides gross motor services under the direction of the P.T.

O.T.-Occupational Therapist, works with your child's fine (small muscles) motor, visual perceptive and sensory motor skills.

C.O.T.A.-Certified Occupational Therapy Assistant, provides fine motor services under the direction of the O.T.

COGNITIVE- How your child learns, solves problems and his/her thinking skills.

ADAPTIVE- How your child functions with daily living activities such as eating, toileting, dressing, etc.

SOCIAL-EMOTIONAL-How your child understands his/her feelings, how he/she relates to other people in his environments and how he/she sees himself/herself in that world.

RECEPTIVE LANGUAGE-How well a child understands what is said to him/her.

EXPRESSIVE LANGUAGE-How well a child can form sentences, use words or gestures and signs.

ARTICULATION-How the child uses speech sounds, how clearly he/she can pronounce words.

GROSS MOTOR-How your child uses his/her large muscle groups, such as hopping, jumping, skipping, etc.

FINE MOTOR-How your child uses his/her small muscle groups (cutting, pre-writing skills, eating, etc.) how they visually take something in, how their mind processes it and tells their hands what to do.



PART C PROGRAM- The program under which we receive our funding to provide early intervention services for children birth to three years of age.

PART B PROGRAM- The program under which we receive our funding to provide special education services for children ages three to six years of age.

TRANSITION- The process that takes place when your child moves from the Part C program to the Part B program. You will start hearing a lot about this shortly after your child turns two.

TRANSITION PLANNING CONFERENCE- The plan that you, F.S.C. and service provider make to help your child transition from a family based program into an educational based program. A representative from the Part B program should be in attendance.

