

# FAMILY/STUDENT HANDBOOK



## Part B Program

### Three through Five Early Intervention Program

**Child Developmental Services of Fremont County**  
*"Serving young children and their families in Fremont County"*

Riverton: 307-856-4337  
Lander: 307-332-5508



# ***Child Development Services of Fremont County***

*Serving young children and their families in Fremont County*

## **Lander Center**

P.O. Box 593 (mail for both centers)  
100 Pushroot Court  
Lander, WY 82520  
Phone: (307)332-5508  
Fax: (307)332-7972

## **Riverton Center**

1202 E. Jackson  
1205 E. Lincoln  
Riverton, WY 82501  
Phone: (307)856-4337  
Fax: (307)856-0851

For Dubois and Hudson please call the Lander Center for information.  
For Shoshoni and Kinnear please call the Riverton Center for information.  
For all other outreach locations, please call either center!

## **CDS 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.

\*Updated 6/22/21

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

We hope that this handbook will help you and your family on your journey through early intervention.

Sincerely,

CDS STAFF



# Table of Contents

Programs and Services .....page 5

- Referrals
- Legal Basis for Early Intervention
- Eligibility
- Related Services
- Parental Rights
- Due Process
- Team Membership & Roles
- Regular Preschoolers
- Department of Family Services (DFS) Licensing
- Curriculum
- Kindergarten Transitions

Preschool Policies.....page 12

- Attendance
- Safe Place Locations
- School Closures
- Nutrition
- Transportation
- Outside Weather Temper
- Health Care
- Dispensing of Medications
- Weapons Policy
- Discipline Policy
- Suspension/Expulsion Policy
- Seclusion and Restraint Policy

Family Resources.....page 19

Glossary/Acronyms.....page 20

# PROGRAMS AND SERVICES

CDS Center Hours: 7:45 am to 3:45 pm  
Monday through Friday (August - May)  
Summer hours vary

Preschool Class times: AM Class 8:30 to 11:00  
PM Class 12:30 to 3:00

\*Classes meet Monday through Thursday unless otherwise arranged.

## Referrals

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 public screenings which are conducted throughout the county.

## Legal Basis for Early Intervention

The Individuals with Disabilities Education Act (IDEA) is the federal law that governs special education services. There are actually 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 of 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 the handbook, we are going to discuss aspects of the Part B program and how it can help children and families.



## Eligibility

If a child is suspected to have a disability found through a screening, parental concerns, doctor referral or other means, then CDS will complete a "permission to evaluate" or consent. This is signed by the parents or guardians. Before an

evaluation can take place, this has to be signed by parents otherwise evaluations can not be completed. Once the consent is signed, CDS must complete the evaluation process within a reasonable amount of time. For Part B, this means within 60 days from when the permission was signed. CDS will gather information in a variety of ways including formal testing, interviews, and observations. Parent input is not only required but very important in this process.

In order to qualify for services, a student must have a qualifying score from formal evaluations and demonstrate that the disability is affecting their education. There has to be an education need. Both prongs 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 have its own set of eligibility criteria. The team including parents will decide which category best describes the child's needs based on the results of 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
- early identification and assessment of disabilities in children
- 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



## Parental Rights

As a parent of a child who may receive Part B services because of a disability, you have certain rights and protections guaranteed by Part B of IDEA. These rights and protections, also called procedural safeguards, include:

Procedural Safeguards: Parents are provided a written copy of their procedural safeguards at initial and annual IEPs. Parents can ask for a copy at any time and ask to have someone review their rights with them.

Prior Written Notice: This is advance written information about evaluations, services or other actions affecting your child. This must be provided to you in a reasonable amount of time before CDS proposes, refuses to initiate, 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, evaluation and assessment 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 protection 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

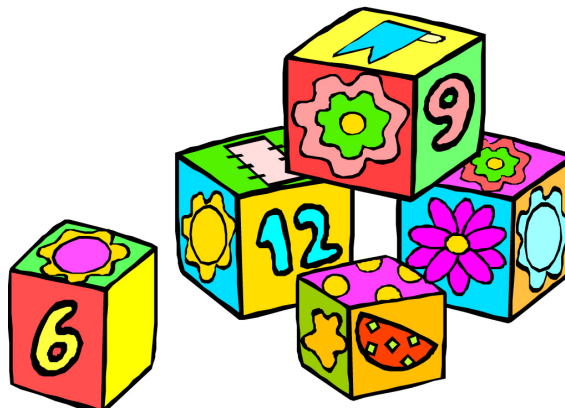
back through the referral and evaluation process to determine your child's eligibility.

Access to All Educational Records: CDS must provide a parent with an opportunity to inspect and review his or her child's education records within 45 days following its receipt or a request. CDS is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records. A case in point would be a situation in which the parent does not live within commuting distance of the school. A school is not generally required by FERPA to provide a parent with access to school calendars or general notices such as announcements of parent-teacher meetings or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record. FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both custodial and noncustodial parents have the right to access their child's education records, the right to seek to have the records amended, the right to consent to disclosure of personally identifiable information from records (except in certain circumstances specified in the FERPA regulations. Learn more at [www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html)

Confidentiality: Any information about your child cannot be released to anyone outside of CDS without your written permission and consent. All records are confidential and kept private at CDS.

## Due Process

If you and CDS do not agree on plans or services, every attempt should be made to resolve differences. If we can't, 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 WY Department of Health at (307)-777-6972.





## Team Membership and Roles

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

- the child's parents
- 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
- the student, as appropriate
- other individuals who have knowledge or special expertise about the child

## Quarterly Progress

Progress notes will be sent home 4 times a year. This will update you on how your child is doing on their current IEP goals.

## 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 assure the transition is as smooth as possible. Parents will be an important part of the team. The following are estimated timelines and events:

- January: Permission will be sent home to exchange information with the appropriate school district.
- February: CDS will host a kindergarten Parent Information Meeting
- March: Transition meetings will be scheduled for April or May. Case managers will call and set up a date and time with parents.
- April and May: Scheduled Transition meetings.

## Regular Preschoolers

**Preschool Fees:** To be arranged with office personnel for those children who DO NOT qualify for special education.

Current Rate:        2 days a week is \$125 a month

                             4 days a week is \$225 a month

Scholarships are available for families who qualify. Please ask office personnel for an application.

Payment for preschool is due on the fifteenth 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 to the bottom of the waiting list once your account is paid in full. Your child will not be able to return to class and will not be eligible to return until an opening becomes available again. If the bill is still not paid the account will be turned over to collections. **These fees apply only to children who do not qualify for special services on an IEP.**

## 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 both CDS Preschool Centers. CDS shall make required inspection reports available for public inspection.

## Curriculum

Our curriculum is developed to meet the needs of individual students and is aligned with the Division of Early Childhood Recommended practices (DEC) and the Wyoming Early Learning Foundations. CDS using Creative Curriculum incorporated with Heggerty Phonemic Awareness, Story Champs, and units built to address the following areas of development and learning: social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and english language acquisition. *Gold*

*Teaching Standards* are used to assess progress and are reported on 3 times a year for current present levels.

## Parent Teacher Conferences

Parent Teacher Conferences are held once a year in the Month of January. If parents have any concerns, the staff is happy to set up additional conference times if needed.





## PRESCHOOL POLICIES

### 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 at extension 10.

**Qualifying students** (students on an IEP): If your child misses two weeks of school without you notifying us the exit process will start as follows:

- Beginning with your teacher notifying you by phone.
- If they are unable to reach you by phone they will send you a letter.
- If after two weeks they still do not hear from you, they will send you a certified letter with a date your child will be exited from the program. At any time you can contact CDS and resume services as long as your child continues to qualify.

**Regular Preschoolers:** If your child is not in attendance for ten calendar days, and you have not notified us why, your child's position will be terminated and opened up for another child.

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. 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 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.

## **Safe Place Locations**

Incase of an evacuation. Children and staff will gather at the following locations.

### **Lander**

1. Westward Heights Nursing Home
2. Wyoming Life Resource Center
3. Baldwin Creek Elementary

### **Riverton**

1. Twelfth Street Medical Building
2. Aspen Park Elementary
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, County 10, and CDS Facebook Page. Please call the office if you have any questions concerning school closure. We try to follow the local school districts lead for closures.

## **Nutrition**

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.

USDA Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights and regulations and policies, the USDA, its agencies offices, and employees and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they apply for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339. Additional, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), 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:

- (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) Fax: (202)690-7442;  
or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

CDS is an equal opportunity provider.

## Transportation

1. Transportation is available for children who currently have it written into their Individualized Education Program (IEP). This is determined at their IEP meeting based on individual needs.
2. Transportation will be provided to regular preschools if there is availability. However, qualifying students have first precedent.
3. 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. **\*Parents/guardians must change/add individuals authorized to receive a child on the record form in person. We will not do this over the phone or text.**
4. It is very important that parents/guardians call CDS if your child does not need transportation (sick, vacation, schedule change, etc.) or if there is a change in location, parents need to notify CDS according to the following schedule.

**Morning preschool call prior to 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.**

CDS will not allow changes to pick-up and drop off locations if it is after the designated time above. You can call the centers even the night prior



to and leave a message on the CDS voice mail of the change: Riverton 856-4337 ext. 18 or Lander 332- 5508 ext. 13.

5. Upon arrival of the pick-up and drop off locations, CDS will "**only**" wait two minutes and honk three times to notify that the bus has arrived. After two minutes, the bus will travel to the next destination. We will only attempt to pick up each child one time.
6. If transportation needs 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 following Wyoming Department of Family Services guidelines for children who are not picked up in a timely manner. See attendance.

## 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 appropriate 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.

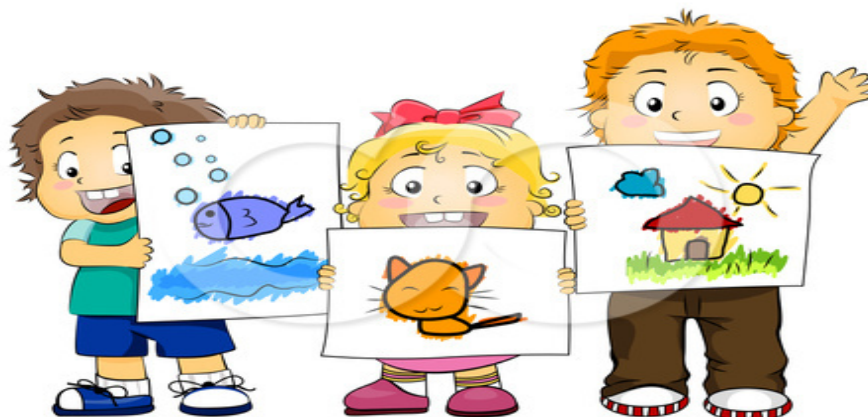
## Health Care

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 with an "Ouch Report" and parents will receive a copy of this document that day.. Parents will be contacted immediately of serious accidents and staff will follow emergency procedures.

\*Any child who has been in attendance at CDS with a communicable disease will be required to follow the CDS sickness policy requirements prior to returning to school. CDS will notify parents of the occurrence along with information about the disease and appropriate actions will be taken to disinfect the facility or other measures as required.





## **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 child safe location, 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.

## **Weapons Policy**

Those who access and/or utilize any CDS property shall not possess, handle, transmit or conceal any object that could be used as a weapon or cause harm to another person.

## **Discipline Policy**

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, nonviolent, 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
- Without items or activities as a form of punishment

## 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.



## Seclusion and Restraint Policy

It is the policy of CDSFC to regulate the use of seclusion and restraint with students pursuant to [W.S. §21-2-202\(a\) \(xxxii\)](#), [W.S. §21-3-110\(a\) \(xxx\)](#) and 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 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 to 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 mechanism 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 breath;
    - b) Obstruct a 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 activity, away from peers in an area that obstructs the student’s ability to participate in 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 Wyoming Department of Education Physical Space Requirements for Isolation Rooms. The student is not released from the Isolation Room and 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 requested break or other appropriate disciplinary measure.
4. “Time-Out” is a behavior management technique which 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 advance 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*** and ***The Pyramid Model Consortium: Supporting Early Childhood PBIS***. Professional development in this area will be ongoing.
- C. A core group of classified and non-classified staff shall be certified consistent with the chosen model for the 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 ***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 as 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 a planned behavior intervention.
2. Emergency situations: Any staff member may intervene for the purpose of restoring safety in a bona fide emergency situation constituting an imminent risk to health or safety of students, staff or others. Such 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: In the event that 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 student 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 the 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 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 Wyoming Department of Education reporting.

**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 have 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. Parent 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 alternative 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, interview witnesses, and gather information regarding the event being in question.
  - b) The administrator in his/her discretion may elect to have a meeting involving the complainant and the staff involved, or may rely solely up 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 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, alternatively, 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. Review of this policy can be found in all student handbooks. In addition to a behavioral intervention plan, IEP, or other behavioral document 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.

## **FAMILY RESOURCES**

### **Parent Information Center (PIC)**

500 W Lott St Suite A

Buffalo, WY 82834

307-684-2277

[www.wpic.org](http://www.wpic.org)

### **Wyoming Depart of Health**

**Behavioral Health Division-Developmental Disabilities Section**

307-777-7115

Part C Coordinator

307-777-5246

Part B Coordinator

307-777-8672

[www.health.wyo.gov](http://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](http://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 in order 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 judgement 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 making a decision or discovering 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 ability to move, communicate, think, see, hear, and play with toys or other people.

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

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

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

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

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

**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 that includes Part C for infants and toddlers ages 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 right to be educated with his or her 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 for children ages 3 to 21 who have disabilities or developmental delays.

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

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

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

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

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

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

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

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

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

**Speech and Language Services:** activities or materials designed to improve a child's ability to understand and express thoughts and information.

**Strategies:** agreed upon activity to help achieve outcomes and goals.

**Transition:** moving from one service provider to another.