

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between Campbell County School District Number One, a Wyoming School District, with an address of 1000 W 8th St, Gillette, WY 82716 and Campbell County Detention Center, a division of Campbell County, Wyoming, with an address of 600 W Boxelder Rd, Gillette, WY 82718.

WHEREAS, the School District wants to create and fulfill a collaboration aligned with Title I, Part D of the Elementary and Secondary Education Act: The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk and which follows guidelines that adhere to ESSA SEC. 1425 Program Requirements for Correctional Facilities Receiving Funds Under this section.

Title I-D, Subpart 2 statutory requirements under ESSA, Section 1425:

- 1. Provide information on how the educational programs in the facility will coordinate with the student’s home school, particularly in relation to students with Individualized Education Programs (IEPs). (As in Part B of the Individuals with Disabilities Education Act (IDEA)):** The Applied Programs for Inmate Education (APIE) does collaborate with the home school of all students brought into the program. This communication begins with an Intake Introduction from the APIE staff to the Campbell County School District #1 (CCSD) Out of District Placement (ODP) coordinator (elementary/secondary SpEd coordinator, depending on the students grade level) who will coordinate with the students home school). A representative of the student’s home school will be notified by the CCSD ODP coordinator who will reach out to APIE staff. APIE staff will brief the student’s home school team on the successes of all students entering their juvenile corrections program and/or student’s current education plan at school. At such Intake Introduction, APIE Staff will be informed of students with IEPs and will collaborate with CCSD staff as to continue student’s IEP in adherence to Part B of (IDEA).

- 2. Provide information on how a child’s or youth’s local school will be made aware if he or she is identified as needing special education services while in the facility:** As per CCSD Policy 5071 Campbell County School District does implement an ongoing system to locate, identify and evaluate all children birth to 21 years of age residing within the school district who have disabilities and need early intervention under Part C or special education under Part B of Individuals with Disabilities Educational Act (IDEA or the Act). The District shall identify all children with disabilities regardless of the severity of their disability, including children who are Wards of the State. Education Staff located within the APIE program will communicate as needed first with the ODP coordinator, who will reach out to

the student's home school Behavior Intervention Team (BIT) to begin interventions, strategies, and possible testing to determine if the incarcerated student needs special education services while in the facility. The CCSD BIT team is composed of staff with knowledge of the student and based on staff expertise.

- 3. Include information on how the facility will provide transition assistance to help youth stay in school:** CCSD, in shared collaboration with the Campbell County Juvenile Detention Education Program, has a partnership based on the ideals of a safe and successful re-integration into public school. For students facing the difficulties associated with returning from the juvenile facility back to the public school environment the student will have a Re-entry Introduction back into their home school. This Re-entry coordination will consist of but is not limited to Family involvement, School Counseling Resources, How to use the School Counselor, Substance Abuse referral when needed, Tutoring Resources, Community Counseling Resources, Independent Living Resources, and an Advocacy or Mentorship Teacher.
- 4. Include information on the support programs which the facility will provide for children and youth who have dropped out to: A) Encourage them to reenter school once their enrollment at the facility is completed, OR B) Develop the skills necessary to gain employment, or gain a recognized equivalent of a high school diploma.** If a student enters APIE and is not enrolled in school, APIE staff will conference with student on what their educational goals look like. If a student is interested in options other than High School Education they are offered information from our local NWCCD Center for College and Career Readiness, formally known as the Adult Basic Education (ABE) program. This criteria will help prepare eligible adults and students for new career paths, getting into college and completing high school equivalency programs. The Center aids students in gaining necessary skills in reading, English language (for ESL students), high school equivalency test prep, and skill development for college and career, as well as work readiness promotion through resumes, cover letters, and job searches.
- 5. Include information on how the facility will work to ensure it is staffed with teachers and staff who are trained to work with children and youth with disabilities.** The education staff who work with our incarcerated students are At-Risk Certified General Education Teachers who ensures that the needs of students are met, including meeting the IEP needs for identified students.

- 6. Provide information on how the facility will ensure that the educational programs are comparable to the program offered in the district school:** The APIE curriculum mirrors that of the CCSD curriculum. Incarcerated students have access to computers where they will access their educational curriculum, along with teacher support and instruction.

- 7. Provide information on how the facility will use technology to help coordinate educational programs between the facility and the community school?** CCSD utilizes curriculum and units of instruction in Schoology for students to access content within the school setting as well as remote education outside of the classroom when students are not present in the classroom. Schoology builds collaboration between teacher, student and parent allowing teachers to create instructional materials to prevent learning loss. Performance Matters collects and analyzes student performance data from all assessments, allowing teachers and administration to identify learning loss and areas of focus. CCSD uses Odysseyware/ Edgenuity to provide opportunities for credit recovery at this secondary level.

- 8. Provide information on how the facility will involve parents, with a focus on improving the educational achievement of their children in participating in future delinquent activities:** When released, the student will be on probation and have a MDT team that will assist and educate families on the importance of their child's education and how decisions outside of school can impact educational success. An (MDT) or Multi-Disciplinary Team Meeting is a meeting held prior to a Court Hearing and gives an opportunity for all adults involved in a student's case to provide their input and recommendations. Examples of individuals that may be included in the MDT are school personnel, attorneys, parents, probation, diversion, and mental health counselors.

- 9. Provide information on how the facility will coordinate funds received under Title I-D, Subpart 2, with other available local, State, and Federal Funds. A) Such as funds made available under Title I of the Workforce and Innovation Act, and Career and Technical Education funds:** CCSD will work with Division of Vocational Rehabilitation (DVR) along with the CCSD transition specialist to coordinate career opportunities for students in the facility.

- 10. Provide information on how the facility will work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth:** Utilization of The Wyoming Department of Workforce Services and Division of

Vocational Rehabilitation works in partnership with CCSD and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities. DVR can come to the jail, along with the CCSD transition specialist to work with the students in developing work experiences for them.

- 11. Upon the child's or youth's entry into the facility, work with the district to ensure that the relevant and appropriate academic records and plans regarding the continuation of education services are shared jointly between the facility and district in order to facilitate the transition of the student between the district and the facility.** APIE education staff will communicate with CCSD ODP coordinator who will work with the appropriate home school of the students.
- 12. Consult with the district for a period that is jointly determined by the facility and district upon discharge from the facility, to coordinate educational services so as to minimize disruption to the student's achievement.** APIE staff will communicate with the CCSD ODP coordinator to notify school staff the student is transitioning from the facility and needs to be integrated into the placement that best fits the student's educational needs.
- 13. Each of the parties to this MOU are Wyoming governmental entities. By entering into the MOU, neither party waives any governmental immunity to which it is entitled and expressly reserves the right to assert governmental immunity to any claims arising hereunder. Neither party shall be liable to the other for any consequential losses or damages, whether arising in contract or tort or otherwise, arising from or in connection with any injury or damage related to this MOU.**