



**Associated Students**  
California State University Chico

## **CHILD DEVELOPMENT LABORATORY**

### **FAMILY HANDBOOK**

#### **MISSION STATEMENT**

. TO PROVIDE SUPPORT TO STUDENT-PARENTS IN ACHIEVING THEIR EDUCATIONAL GOALS. TO PROVIDE QUALITY CARE AND EARLY EDUCATION TO THE CHILDREN AND FAMILIES WE SERVE. TO SERVE AS AN EFFECTIVE TEACHING/LEARNING LABORATORY FOR THE UNIVERSITY BY OPERATING MODEL PROGRAMS FOR CARE AND EARLY EDUCATION WITH A COMMITMENT TO RESPECTING AND ADVANCING THE ADOPTED ORGANIZATIONAL TENETS OF THE AS, THE CHILD DEVELOPMENT PROGRAM AND UNIVERSITY.

**CALIFORNIA STATE UNIVERSITY, CHICO**

**CHICO, CA 95929-0395**

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**In accordance with Federal law, this institution does not discriminate on the basis of race, color, national origin, age, sex or disability**

## Welcome

**The ASCDL has an open-door policy. We invite families to be an engaged member of our learning community. We are partners in the growth, development and education of your child.**

Welcome to the Associated Students Child Development Laboratory (ASCDL), California State University, Chico. The ASCDL is a state licensed children's program that functions as an instructional facility for California State University, Chico students and faculty. While serving as a teaching learning laboratory, the program provides high quality childcare and early education services to the children of student parents. Our next priority are income qualifying community members and CSUC faculty / staff may be served on a space-available basis.

The Associated Students Activity Fees, California Department of Social Services, California Department of Education, and parent fees provide funding for the program. The Child and Adult Food and Nutrition Program through the California Department of Social Services, Nutritional Services Division, provides funding for our meal program.

The program maintains an academic affiliation with the Child Development Program and serves as a lab site wherein students from related classes may observe children as well as gain direct experience related to their course work.

The Child Development Lab is designed to meet the developmental needs of children between the ages of eight weeks and preschool children, up to five years of age. We are licensed to provide care for children between the ages of eight weeks and five years. The licensed capacity for children between the ages of two and five is eighty-five. However, we enroll up to sixteen infants, ages 2 months to 2 years and up to 34 preschoolers, eighteen children in each of our preschool classrooms for an optimum classroom experience.

**The goal of this handbook is to familiarize families with the philosophies, policies and procedures of the Associated Students Child Development Laboratory.**

**PLEASE take time to read it thoroughly and refer to it as needed.**

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## **CHILD FAMILY & COMMUNITY RESOURCES**

The ASCDL knows the value of supporting the families of our program in finding the resources they need to be successful within the community. Our program recognizes the significance of using the knowledge of the community and of the families we serve as an integral part of the curriculum and children's learning experiences. Additionally, we understand how important it is for program staff and families to work together to participate in and support community improvement and advocacy projects. We will make every effort to integrate the child, family and community as vital components of our program.

Initially, at enrollment staff provide an electronic copy of the Family Handbook including this page, which has web links to an extensive list of resources in Butte County. You can easily click on them and get the information you need. During the enrollment, orientation and parent- teacher conferences staff continue to check in with families to provide resources as requested.

For families who may have difficulty navigating computer access we are happy to walk them through the process and print any information they find valuable.

Being a member of the campus community, the ASCDL partners with several other resources to provide enriching developmentally appropriate experiences for children.

### **Family Support Resources in Our Area:**

A document is hanging on the parent board of each classroom, and information is emailed, along with our handbook, to families upon enrollment. Or you can go to the website and find what you need.

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Help Central 211 Butte County - <https://helpcentral.org/>

Chico Unified School District/Kindergarten - <https://www.chicousd.org/>

Gender& Sexuality Equity Coalition -

<https://www.csuchico.edu/mcgs/gsec/index.shtml>

Community Legal Information Center <https://www.csuchico.edu/clic/index.shtml>

Career Center <https://www.csuchico.edu/careers/>

Cross Cultural Leadership <https://www.csuchico.edu/cclc/>

Financial Aid Office <https://www.csuchico.edu/fa/>

## **PROGRAM PHILOSOPHY**

The Associated Students Child Development Laboratory's primary purpose is to serve as a teaching learning laboratory that provides high quality early care and education services to the children of CSU, Chico students; thus, providing individuals who are parents access to higher education. As a teaching learning laboratory, the ASCDL serves as an academic practicum, observation, and research site for Child Development as well as other CSU, Chico departments.

The Associated Students Child Development Lab philosophy is based on a respect for the uniqueness of each individual child, their family and culture. Children come to the program from varying backgrounds and bring with them their own family values, cultures and language. They also come with unique needs, personalities and temperaments and are at varying levels of development and maturation. In partnership, staff, students, faculty and families create an inclusive, safe and nurturing environment. This supports the California Desired Results that children are personally and socially competent, effective learners, demonstrate physical and motor competence, and are safe & healthy.

The ASCDL believes in forming individual relationships that give insight into how your child discovers the world. This learning informs how staff and students plan, organize and teach your child. Children's learning is a complex process that results from the interaction of a child's own thinking and their experiences in the external world. Children "learn by doing". Infants and Toddlers learn primarily in the context of relationships and through their senses such as tasting, physical exploration and grasping. Preschoolers learn by interacting with materials and people. As children mature, they acquire new skills that facilitate the learning process. Children construct their knowledge through their interactions with the social, as well as physical world. The role of the teacher is to intentionally create, organize, and sustain classroom environments and opportunities that support children's learning.

## **NON-DISCRIMINATION DISCLOSURE**

The Associated Students Child Development Lab is operated on a nondiscriminatory basis, according equal treatment and access to services without regard to race, color, gender, religion, national origin, or ancestry. Child Development services provided by the Associated Students Child Development Lab do not include religious instruction or worship.

## **EQUAL ACCESS-AMERICAN DISABILITIES ACT**

The Associated Students Child Development Lab follows and complies with the American Disabilities Act.

## **CONFIDENTIALITY**

All information concerning children, families and staff participating in the Child Development Lab is regarded as personal and confidential. Each child's Developmental History contains a disclaimer, which when signed by a parent or guardian, permits the sharing of this information with individuals working directly with the child. Children's records are stored in a locked file cabinet.

Information regarding a child's enrollment status shall not be released over the telephone; or, to any person other than the child's parent or guardian as identified on the application. No child shall be released to the custody of an adult other than the parent or guardian without written permission and proper identification. Adults other than parents, guardians, and staff authorized to take the child from the Child Development Lab must be listed on the child's emergency card. Requests for specific information from any individual or agency about a child must be made in writing. Written parental consent must be obtained before any information can be released. Parents may have copies of any written materials provided to an outside agency or individual and can also request summaries of discussions held.

The ASCDL files are subject to review for compliance by the California Department of Social Services and Education.

If it is necessary to contact a protective service agency, such a referral will be made and information concerning a child or family that is pertinent to an investigation will be provided. The parent or guardian of the child involved will be informed unless the safety and well-being of the child is jeopardized by doing so.

Strict professionalism and ethical behavior concerning the discussion of confidential information is required from all staff members, faculty, families, students and volunteers affiliated with the ASCDL. Discussion of information regarding individual children and their

families between career staff members and paid student aides will occur only when such discussion is conducive to meeting the needs of the child.

## **DAYS OF OPERATION**

The Associated Students Child Development Laboratory currently operates 173 days a year. We follow the CSU, Chico academic calendar, with the exception of our alternative days shown below.

**August of 2023 the Associated Students Child Development Lab will begin new hours of operation, The new hours will be as follows.**

**Monday-Thursday-7:30-4:00      Friday- 7:30-2:00**

**We recognize that this may present a hardship for some of our families, and in an effort to support these families here are some community resources:**

**Valley Oak Children's Services (530) 895-3572**

**<https://www.valleyoakchildren.org/>**

**Kids Park (530) 894-6800**

**<https://www.kidspark.com/chico/>**

**Care.com**

**<https://www.care.com/>**

**Basic Needs Project**

**<https://www.csuchico.edu/basic-needs/>**

**Chico Community Children's Center (530) 891-5363**

## **PROGRAM ADMISSION PRIORITIES (Eligibility and Need Criteria)**

Through funding provided by the California Department of Education (CDE) and the California Department of Social Services (CDSS), the Associated Students Child Development Lab provides subsidized childcare services to eligible student families and community families. Priority is given to student families that meet the eligibility and need criteria.

### **ELIGIBILITY CSPP**

Three- and four-year-old children may be eligible for part-day or full-day CSPP if the child or family meets one of the following:

- The family is a current aid recipient
- The family is income eligible
- The family is experiencing homelessness
- The child is a recipient of child protective services, or has been identified as being abused, neglected, or exploited, or at-risk of being abused, neglected or exploited
- The child has a disability; only the children in the family with a disability may enroll under this eligibility category
- Families who have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by the department, will be categorically eligible. The CDE has determined that CalWORKs is a means-tested government program that families can use also under this provision to get categorical eligibility.

The following are two additional circumstances in which children can now be enrolled in part-day and full-day CSPP:

- The family has an income that is no more than 15 percent above the income eligibility threshold; this allowance is limited to 10 percent of the total contract.
- Three- and four-year-old children can access CSPP Neighborhood School eligibility based on neighboring school FRPM status pursuant to *EC* section 8217.

### **Enrollment Priorities CSPP**

#### **Enrollment Priorities for 7% of funded enrollment:**

7% of CSPP funded enrollment is reserved for Children with Exceptional Needs. To extent possible, enroll in income ranking order. If 2 or more families have the same ranking, enroll the family with earliest application date first.

**Note:** Only child in family who has exceptional needs may be enrolled under this eligibility criteria

**Enrollment Priorities for 93% of funded enrollment:**

**First:** The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or local social service agency.

**Second:** Once the set aside for children with exceptional needs is filled, the second priority for services shall be given to all three- and four-year-old children with exceptional needs from families with incomes below the income eligibility threshold. This priority is for children with exceptional needs that are enrolling in CSPP after the percent of funded enrollment set aside

**Third:** Eligible three- or- four-year old not enrolled in Transitional Kindergarten. Within each income ranking prioritize as follows:

- Dual-language learner
- Earliest application date

**Fourth:** Eligible two-year-old child and family meets need criteria. Prioritize children with the lowest income ranking first. Two or more children within the same ranking prioritize as follows:

- Dual Language learner
- Earliest application date

**Fifth:** Family income is not more than 15% above income threshold and family meets need criteria "limited to 10% of funded enrollment". Prioritize as follows:

1. Exceptional needs child in income ranking order.
2. Three and four-year-old children in income ranking order.

**Sixth:** Family meets eligibility criteria but does not meet need criteria. Prioritize children with the lowest income ranking first. If two or more children are within the same income ranking prioritize three and four-year-olds before two-year-olds.

**Seventh:** A CSPP site operating within the attendance boundaries of a qualified free and reduced-price meals school, in accordance with *EC* Section 8217, may enroll any three- and four-year-old children whose families reside within the attendance boundary of the qualified elementary school. Prioritize based on income ranking order. Enroll three and four-year olds before two-year-olds.

**Note:** If two or more children are within the same ranking, admit the child with the earliest application date.

## **ADMISSIONS PRIORITY CDSS**

**First:** Child is recipient of Child Protective Services or At-Risk of being neglected, abused, or exploited.

**Second:** Eligible family that meets need criteria. Within each income ranking prioritized as follows:

3. Exceptional needs child
4. Dual-language learner
5. Earliest waitlist date

## **Eligibility Criteria CDSS**

A family is eligible for childcare and development services because the parent(s) is:

1. A current aid recipient,
2. Income eligible
3. Experiencing homeless,
4. One who has a member of the household, counted in the family size, is certified to receive benefits from any one of the following means-tested government programs:
  - a. Medi-Cal,
  - b. CalFresh,
  - c. The California Food Assistance Program,
  - d. The California Special Supplemental Nutrition Program for Women, Infants and Children (*WIC*),
  - e. The Federal Food Distribution Program on Indian Reservations,
  - f. Head Start, Early Head Start,
  - g. CalWORKs child only cash aid, or
  - h. Any other designated means-tested government program, as determined by the department.
5. One whose child(ren) are recipients of protective services, or whose child(ren) have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited.

## **Need Criteria**

1. Child Protective Services or at risk of abuse, neglect, or exploitation
2. The parent or guardians are any of the following:
  - Employed
  - Seeking employment
  - In vocational training/schooling towards a recognized profession
  - Family is homeless and seeking permanent housing for family stability
  - Parent or guardian is incapacitated

## **DOCUMENTATION REQUIRED TO CONFIRM ELIGIBILITY FOR STATE FUNDED CHILD DEVELOPMENT PROGRAMS**

### **A. Requirements for Working Status**

- Childcare schedules will be set up to cover work time and transportation time to and from work. State preschool schedules will be set up for state preschool hours.
- If a parent needs to work hours that are outside of their regularly scheduled work hour the administrative office must be notified and documentation will be required (i.e. trainings, covering for other staff, etc.)

### **B. Requirements for Student/Training Status**

- Childcare hours will be determined by the Administrative Staff and will cover parent's class/training schedule, travel to and from the class site and study time (when appropriate; the rule of thumb is generally, but not always, two (2) hours of study time for the lecture portion of a class).
- All families determined to be eligible for subsidized services because of student/training status must provide a computer printout of the class schedule and verifications of enrollment at the time of certification/recertification/change in hours of care.

#### **Student: Adequate Progress**

Ongoing eligibility for services based on vocational training is contingent upon making adequate progress. At recertification, the parent shall provide documentation of the adequate progress from the most recently completed quarter, semester, or training period.

To make adequate progress the parent shall obtain in the college classes, technical school, or apprenticeship for which subsidized care is provided:

1. In a grade programs, earn a 2.0 grade point average for the term; or
2. In a non-graded program, pass the program's requirements in at least 50 percent of the classes or meet the training institution's standard for making adequate progress.

If adequate progress is not being made (A&B above), the parent may be re-certified and continue to receive on-going services. At the conclusion of the eligibility period, the parent shall have made adequate progress in order to recertify for services based on vocational training. If the parent has not made adequate progress the parent shall be dis-enrolled and services based on vocational training are only available to the parent after 6 months from the date of disenrollment.

### **Increase in childcare needs**

At any time between the initial certification or recertification period a parent may voluntarily request an increase to their certified childcare schedule based on provided documentation of employment or training.

### **Other types of Classes**

On-line or televised instructional classes that are unit bearing classes from an accredited training institution shall be counted as class time at one (1) hour a week per unit. In addition, two hours of study type per unit will be allowed. The accrediting body of the training institution must be among those recognized by the United States Department of Education.

General Education Development (GED) OR English language acquisition classes are appropriate if such courses support the attainment of the parent's vocational goal.

### **C. Requirements for Job-Seek Status**

If the basis of need as stated on the application for services is seeking employment, the parent's period of eligibility for childcare and development services is for not less than 24 months. Services shall occur no more than five days a week and no more than 30 hours per week. Documentation of seeking employment shall include a written parental declaration signed under penalty of perjury stating that the parent is seeking employment. The declaration shall include the parents plan to secure, change, or increase employment and shall identify a general description of when services will be necessary.

### **D. Requirements for Incapacitation Status**

One or both parents may use incapacitated status when the parent(s) or guardian(s) are medically or psychiatrically incapacitated to the extent that they are incapable of caring for the child for some part of the day. In order to be eligible for this status the parent or guardian must provide the Associated Students Child Development Lab with a Statement of Incapacity (CD9606) completed by a professional legally qualified to make such an opinion. Incapacitation status may not be combined with any other status without verification to support special circumstances. The family must also be income eligible.

The parent must sign the top section form authorizing the professional signing the incapacity form to disclose information necessary to establish that the parent meets the definition of incapacity and that services are needed.

Childcare hours must be approved and will be limited to fifty (50) hours per week maximum.

## **E. Requirements for Homeless Status**

Families who are homeless and seeking permanent housing for family stability may be referred by an agency that document need or may self-declare. The family must also be income eligible.

### **A FAMILY BECOMES INELIGIBLE FOR CARE**

The parent or guardian will be responsible for paying the Associated Students Child Development Lab for any childcare provided during a period of ineligibility. **Note: Periods of ineligibility are created when a parent does not report complete and accurate information at the time of enrollment or re-certification. Ineligibility may also result from failure to report that their income exceeds the 85% SMI (CDSS) or 100% SMI (CDE)**

### **When you are no longer a student at CSU Chico**

Your child's continued enrollment is determined by your family's specific situation as it relates to our program guidelines and meeting the criteria set forth by Title V, the state of California and Associated Students. If you are enrolled and in good standing in a post graduate program you will be able to continue to receive services to its completion.

### **Eligibility for Re-Certification**

After initial certification and enrollment, the contractor shall verify eligibility and need and recertify each family once each contract period at intervals not less than 24 months.

### **Fraud Policy**

The California Department of Education requires the Associated Students Child Development Lab (ASCDL) to inform all families receiving STATE or FEDERAL childcare assistance that if childcare assistance is obtained by providing fraudulent or incomplete information, The ASCDL shall actively pursue recovery of the funds due for childcare services. Fraudulent, false, deceitful or misleading information provided to the ASCDL regarding employment status, income, status as a student, enrollment in a training program, or eligibility relating to medical incapacitation, will be grounds for termination. Should you have any questions regarding reportable income, please don't hesitate to ask our office staff. We are happy to provide clarification and guidance.

## **ENROLLMENT PROCEDURES**

Parents will be required to attend a mandatory meeting for both initial enrollment/certification and subsequent recertification. This is an opportunity to complete enrollment paperwork along with information on ASCDL policies and procedures.

### **Required Documents Include:**

#### **A. Documentation of Children—Birth Record**

For the purposes of determining the family size, birth record documentation for children counted in the family size will be required. Such documentation may include birth certificates, baptismal records, school or medical records, court orders regarding custody, adoption documents, records of foster care placements, county welfare department records, other reliable documentation indicating the relationship of the child to the parent.

#### **B. Verification of all Income**

Documentation may include wage check stubs, SSA award letter (SSI/SSP not counted), and TANF verification from the County Welfare Department, social security award letter, unemployment award letter or monthly ledgers and end of the year tax statements from a parent who is self or seasonally-employed. An authorization to contact your employer is required. The ASCDL may contact the employer at any time to verify income and hours worked.

#### **C. Complete and Current Immunizations Records**

**LAW SB277.** “As of January 2016, parents or guardians of student in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. As of January 1, 2021, medical exemptions are only issued through the California Immunization Registry.

#### **D. Child’s Preadmission Health History—Physicians Report (LIC 701)**

This is required for all children and must be in the child’s file within 30 (thirty) days of enrollment) or the child must be excluded from school.

#### **E. Identification and Emergency Information**

An Identification and Emergency Information form including names of emergency contacts must be completed. A schedule documenting times and locations of classes, study hours as well as work hours and location must be provided prior to a child’s beginning enrollment.

#### **F. Documentation of Class Schedule and/or Hours of Employment**

Course schedule, enrollment verification, study hours as well as hours worked must be provided prior to the Intake Interview

## ATTENDANCE AND ABSENCES

### Attendance/Contracted Hours

- 1) Each family will be given a Notice of Action upon enrollment. The Notice of Action will designate the hours reserved for your child and the cost of services. You must not extend these hours without prior approval or requesting a change in your child's contracted hours.
- 2) It is the expectation of the Child Development Lab that children attend the program according to the contacted days and hours of enrollment determined by your documented need for care. All changes to the contract must be approved and documented on a "Notice of Action" through the Child Development Lab office.
- 3) Reason for all absences must be recorded. When a child is absent, the parent must call the office with the reason of the absence. If a child will not attend the center on a day scheduled the parent should notify the teacher or office in advance.
- 4) When your child returns to the Child Development Lab following an absence, you must write the reason for the absence on the attendance sheet.

### Excused Absences

Shall be defined as written verification that a child has been absent because of:

**\*\*Illness**

**\*\*Court ordered visitation.**

**\*\*Family Emergencies, such as:**

- Illness of parent or sibling
- Immediate need for treatment of anyone in the family unit by a physician/dentist, or health professional
  - \_ Attending care places an undo burden financial or otherwise
  - Death of a family member
  - Any incident such as theft, fire, flood, or any situation which results in the family having their normal schedule disrupted to the extent that the family of the children is temporarily dislocated, and/or the parent cannot accompany their child safely to childcare
  - Transportation problems.
  - Shelter in place due to the COVID-19 pandemic, including quarantine

**\*\*An absence that is clearly in a child's best interest.** Such absences include: Time with relatives, vacation, out of town

There is no limit to the number of excused absences because of illness. **There is a limit of ten best interest absences per academic year.**

### Unexcused Absences

Include:

- \*\*No written verification of reason for absence.**
- \*\*Written excuses that do not fit within the definition of an excused absence**
- \*\*After the child has been absent 10 times "in-the-best-interest-of"**

### **Abandonment of Care:**

When a family has not been in communication with the provider the contractor will use the contact information in the file to attempt to contact the family through a variety of communication methods. Methods to contact family will include phone calls, email and texting. We will keep all documentation of all communication attempts, including a copy of written communications in the family data file. We will inform the parent in these communications that failure to communicate with the contractor may result in termination of early learning and care services.

We will issue a notice of action to dis-enroll the family based on abandonment of care when there has been no communication for a total of 30 consecutive calendar days.

### **Sign In & Sign Out**

- Each day when you arrive, you will need to sign your child in using your first and last name and indicate the time. You are welcome to remain in the classroom as long as you wish. Please check in with the Head Teacher or your child's primary caregiver and be sure that he or she has greeted you prior to you leaving. In the Infant room we invite and encourage parents to bring their child into the classroom once your child is signed in.
- Before picking your child up, you will need to sign him/her out with your full name and time. At this time, you should also check your child's cubby for messages and the bulletin boards for important announcements or general information. Be sure to inform the Head Teacher or Teacher that you are taking your child. Only those individuals whose names appear on the emergency card will be allowed to take a child from the classroom. **Anyone picking a child up should be prepared to present identification.**
- Parents will be notified if their child's attendance sheet is incomplete. Any information missing on the attendance sheet will be highlighted.
- 

### **Permanent Change in Enrollment**

Parents wishing to permanently change their child(ren)'s days or times of enrollment must submit a Permanent Change of Enrollment Form to the ASCDL Administrative Office. Requests for increased hours of enrollment will only be authorized if there is a documentation of need and if the staffing ratios of an individual classroom will not be compromised.

### **Temporary Change in Enrollment**

Parents wishing to make a temporary change in their child(ren)'s days or times of enrollment must submit a Temporary Change in Enrollment Request Form to the ASCDL Administrative Office. Documentation of need may be required.

**Fair Hearing:**

If you do not agree with the agency's action as stated in the Notice of Action (NOA), you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step on the NOA. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned.

Within ten (10) calendar days following the agency's receipt of your appeal request, the agency will notify you of the time and place of the hearing. You or your authorized representative are required to attend the hearing. If you or your representative do not attend the hearing, you abandon your rights to an appeal, and the action of the agency will be implemented. Within ten (10) calendar days following the hearing, the agency shall mail or deliver to you a written decision.

**If you disagree with the written decision of the agency, you have 14 calendar days in which to appeal to the Early Learning and Care Division (ELCD). Your appeal to the ELCD must include the following documents and information: (1) a written statement specifying the reasons you believe the agency's decision was incorrect, (2) a copy of the agency's decision letter, and (3) a copy of both sides of this notice. You may either fax your appeal to 916-323-6853, or mail your appeal to the following address:**

California Department of Education Early Learning and Care Division 1430 N Street, Suite 3410 Sacramento, CA 95814-5901 Attn: Appeals Coordinator Phone: 916-322- 6233

California Department of Social Services Childcare and Development Division Attn: Appeals Coordinator 744 P Street, MS 9-8-351 Sacramento, CA 95814 Phone: 1-833-559-2420 Fax: 916-654-1048 Email: CCDDAppeals@dss.ca.gov

Within 30 calendar days after the receipt of your appeal, the ELCD/CCDD will issue a written decision to you and the agency. *If your appeal is denied, the agency will stop providing childcare and development services immediately upon receipt of CDE's decision/California Department of Social Services' decision*

**Uniform Complaint/Grievance**

Any individual, public agency, or organization may file a written complaint against the Associated Students Child Development Lab alleging unlawful discrimination or failure to comply with the law. Complaints should be sent to the Associated Students Director of Programs. If a family has questions about your child, ask the head teacher or child's primary caregiver.

Any questions or concerns, please talk with your child's head teacher or teacher, the director or assistant director. Questions or comments about the ASCDL policies or procedures, please talk to the director, the assistant director or come a PAC meeting and share you questions or concerns.

### **Omission or Misrepresentation of Information**

If the ASCDL suspects that the parent has provided incomplete or inaccurate information to establish or maintain eligibility and/or need for the program, the District Attorney's Office will be contacted to investigate. The family will be sent a termination notice and billed for ineligible care (see section below). If the ASCDL determines that the parent provided incomplete or inaccurate information to effect family fees, family fees will be re-calculated and billed retroactively based on the accurate information.

### **FAMILY FEES**

To view the full Fees Schedule, please visit our website [here](#). Family Fees are paid accordingly:

- Invoices will be e-mailed on the 15<sup>th</sup> of month.
- Fees will be due on the 1<sup>st</sup> of each month.
- Fees are determined late after the fifth.
- Fees are paid directly to the ASCDL office by credit/debit card, check, cash or money order.
- Special Circumstances will need to be addressed with the administration staff.

If you have not arranged for an alternative payment a Notice of Action (NOA) terminating enrollment will be generated.

### **Delinquent Fees**

When no special circumstances regarding delinquent fee are discussed with the administration, a Notice of Action to terminate services will be mailed or given to the family by the ASCDL administrative staff. If fees are not paid the family will be dropped from care. If a parent is eligible for ASCDL care in the future, delinquent fees will be paid before services begin.

### **Certified Families**

No family fees may be charged or assessed for families whose adjusted monthly family income falls below 75% of the State Median Income (SMI), and further caps family fees at 1 percent of a family's monthly income for all other families.

## **FAMILY ENGAGEMENT**

Family engagement is a vital component of our program. We believe that having family/school connection creates continuity between home and school.

### **Family Involvement**

Parents have the option of working directly with children or selecting an alternative participation that is more in keeping with their skills, comfort and talents. Each semester individual classrooms coordinate family participation. The ASCDL offers occasional pop-ups and events where families are invited to attend.

### **Family/Child Orientation**

Prior to the first day of class parents and children are strongly encouraged to attend an orientation session. The first few days of school can be difficult for both you and your child. The orientation is designed to help children and families become familiar and adjust to the classroom, play yard and teachers. It also helps children who have attended the lab in previous semesters to reacquaint themselves with the environment. This session also provides parents with an opportunity to spend some time with their child in the classroom and to experience together what a typical school day is like. In addition, it provides an opportunity for teachers and parents to talk about the child in relationship to the program.

### **Program-Family Communication**

ASCDL program staff participate in establishing intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time. We use a variety of formal and informal methods to become acquainted with you and your family structure; values, your preferred child-rearing practices as well as information you wish to share about your linguistic, racial, religious, culture and socioeconomic. In an effort to consistently communicate with families the ASCDL staff use several ways to share and gain information. Including at arrival and pick-up times, by text/phone applications and via e-mail. Important general information may be posted on bulletin boards, classroom doors or on sign-in sheet clipboards.

### **Family Survey**

An Annual Family Survey is emailed. This is a family's opportunity to give feedback to the program. The information is synthesized and analyzed and used as part of continuous program improvement.

### **Parent Advisory Committee (PAC)/EHS Parent Center Committee**

Plan and suggest activities for the ASCDL. Provide feedback related to program operations. Participate in parent education activities.

Make recommendations regarding policies and procedures throughout the school year. Parents are elected at the first PAC/EHS PCC meeting each program year to serve as the organizing officers. The Parent Advisory Committee/EHS PCC meets monthly and all parents are invited to attend.

### **CURRICULUM**

The ASCDL uses the evidence-based Creative Curriculum© model that supports children's inquiries, experiences and opportunities to learn. This learning occurs through a variety of modalities (visual, auditory, sensory). The Lab offers children a variety of teacher-planned and child-initiated opportunities to learn. Using the Creative Curriculum©, the environment is divided into interest areas. Each area is designed to support a learning focus. Planning for children's learning is based upon teacher's observations and reflections on the interests, individual needs, and developing skills of the children. Children's learning and development are assessed using the California Department of Education, Child Development Division, Desired Results Developmental Profiles. The curriculum supports the state of California learning foundations which include: social/emotional development; language & literacy; math; science; visual and performing arts; physical development and health; social studies; and English language development.

A focus of Creative Curriculum© is the importance of relationship with the families. The ASCDL is committed to creating partnerships with families and engaging them in the process of children's learning. This will support California Desired Results for families and their children

In order to foster and develop, resilient, capable, and competent children, the ASCDL has specific outcomes for children and families. These desired outcomes include:

Children are personally and socially competent

Children are effective learners

Children show physical and motor competence

Children are safe and healthy

Family's support their child's learning and development

Families achieve their goals

The Desired Results system implemented by the California Department of Education is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

## **ASSESSMENT**

The ASCDL recognizes child assessment as an important and integral piece to providing high-quality early education and care. The ASCDL, in part, is funded by the California Department of Education (CDE), Early Education and Support Division. Under the CDE Title 5 Funding conditions, the Creative Curriculum System© and developmentally appropriate practice motivates the ASCDL to ensure **all** children's growth and learning is assessed using a naturalistic approach.

Furthermore, assessment at the ASCDL is implemented through an on-going process of collecting, synthesizing, and interpreting information to support teaching and curriculum planning, capture child interests and individualization, describing the developmental progress and learning of children, improve classroom environment, bolster family engagement and communication, and to aid continuous program improvement.

### **Confidentiality**

As a general policy, all information concerning children, families and staff participating in the Child Development Lab is regarded as personal and confidential. Each child's Developmental History contains a disclaimer, which when signed by a parent or guardian, permits the sharing of this information with individuals working directly with the child. Children's records are to be stored in individual files in the Lab office. The information contained in these files is to be locked and accessible to administrative staff only.

### **Parent Communication**

Formal Parent-teacher conferences are held in November and May, and anytime upon parent requests. At the conference, the teacher and parent will review the child's Desired Results Developmental Profile, go over the child's strengths, and create educational goals.

### **ASCDL ASSESSMENT TOOLS:**

Desired Results Developmental Profile 2015 (DRDP-15)

Ages and Stages Questionnaires (ASQ)

Ages and Stages Questionnaire Social-Emotional (ASQ: SE)

Environmental Rating Scales (ERS)

Classroom Assessment Scoring System (CLASS)

Child Portfolios

### **ASCDL ASSESSMENT TIMELINES AND PROCEDURES:**

#### **Developmental Screeners-Within the first 30 days of enrollment**

The ASQ-3 & ASQ-SE is a valid and reliable tool used to screen all children in order to identify any possible developmental delays and need for a referral for further assessment. The ASQ-3/ASQ-SE, are included in each family's initial intake packet, and each program year thereafter, the family completes the ASQ & ASQ-SE and returns them at family orientation. The Head Teachers are responsible for ensuring that screeners are reviewed, scored, and filed. Families of children who score within range are notified via email that there are no concerns. Families of children who

score in the monitoring range are provided with activity sheets. Classroom teachers use the ASQ & ASQ-SE results to inform curriculum including, planned activities, intentional interactions, routines, environmental adjustments. Teachers continue to observe and document the child's progress in collaboration with the family. If a child scores outside the monitoring range the head teacher connects with administration, and the teacher and an administrator (as needed) meet with the family to discuss the concerns and recommend that the family self-references to the appropriate agency for further assessment.

***Teachers may also use this tool at any time they or parent is expressing a possible concern.***

**Child Developmental Portfolio- begins the first day and is an ongoing authentic assessment**

Teachers in collaboration with families collect Purposeful information to create a representation of each child's development. Observation notes, conversational notes, pictures, writing samples, and art samples are collected and organized to capture the child's developmental progress in eight domains: approaches to learning—self regulation, social and emotional development, language and literacy development, English language development, cognition: math, cognition: science, physical development—health, history and social science, and visual and performing arts. This method of assessment is designed for teachers to observe, document, and reflect on the learning, development, and progress of the children, and use the portfolio to drive reflective curriculum planning and individualization. Additionally, this informal and authentic method of assessment is used as evidence to complete the Desired Results Developmental Profile (2015).

**Desired Results Developmental Profile 2015-within the first sixty days of enrollment and again after 6 months**

The Desired Results Developmental Profile (DRDP) assessment instrument is for teachers to observe, document, and reflect on the interests and needs, learning, development, and progress of children in eight domains: approaches to learning—self regulation, social and emotional development, language and literacy development, English language development, cognition: math, cognition: science, physical development—health, history and social science, and visual and performing arts. The Ongoing child Portfolio is referenced and used as evidence for where the child is assessed to be on the developmental continuum. Children are assessed using the instrument after the first sixty days of enrollment, and again after 6 months.

**Environmental Rating Scale Assessment & Classroom Assessment Scoring System**

The Environmental Rating Scales (ERS) and Classroom Assessment Scoring System are used to measure the quality of the program environment and instruction including: teacher-child interactions, children interactions, activities, use of language, health and safety practices, space, and materials. These assessments occur once a year, and the findings are used for each classroom to monitor quality and create a plan for continuous improvement.

**PROGRAM SELF EVALUATION**

The California Department of Education and the California Department of Social Services require that state funded programs submit an annual Program Self-Evaluation. The program self-evaluation process is an opportunity for us to strive for continuous program improvement through

identifying effective practices, assessing internal control procedures, pinpointing areas that need improvement, and developing an action to carry out the work. The process includes:

- Completed Environment Rating Scales Environment Rating Scale Classroom/Agency Summary of Findings
- Desired Results Parent Survey results and Summary of Findings DRDP Classroom/Site/Agency Summary of Findings
- An assessment of the program by staff and board members as evidenced by written documentation
- Documentation from the self-evaluation process used to develop a written list of tasks needed to modify the program to address all areas that need improvement

## **POSITIVE GUIDANCE POLICY**

The ASCDL recognizes social and emotional development is a significant part of early learning. As such, we embed specific developmentally appropriate practices into our curriculum to support social and emotional growth. The approaches we use vary by age group, but have the following elements in common:

**Adults model positive behavior.** We show that we can accept, control and express feelings in direct and non-aggressive ways; we let children know that we are not afraid of their intense emotions and will not punish, threaten or withdraw from them. Staff will never use physical punishment such as, shaking, hitting, spanking, slapping, kicking, and biting. Staff will never use psychological abuse such as, shaming, name calling, ridiculing, humiliation and sarcasm. Staff will never use coercion such as, rough handling, forcing a child to sit down, lie down or stay down.

**Teachers design the physical environment to minimize conflict.** We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.

**Teachers maintain age-appropriate expectations for children's behavior.** We attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted time during which to make their own activity choices.

**Teachers establish simple rules, or expectations, for the classroom community.** Older preschool children participate in this process early in the school year. When issues arise, adults and children can reference the "Be safe, Be kind, Be respectful" guidelines as reminders about what kinds of behavior facilitate life in a group setting.

**Adults closely observe and supervise children's activities and social interactions.** With our high ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.

**Adults help children verbalize their feelings, frustrations and concerns.** The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Even babies will hear their caregivers describing actions, problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful, productive approaches to interacting with peers.

**Children whose behavior endangers others will be supervised away from other children.** This is not the same as the practice of using a "time out" (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure.

### **ASCDL Policy on Suspension and Explosion**

Except in specific circumstances listed below in the "Directives for Implementation" section, per *Education Code (EC) Section 8489.1(a) and (b)*, WIC 10491.1 a program must not:

1. Suspend a child due to a child's behavior.
2. Encourage or persuade a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.
3. Expel or unenroll a child because of a child's behavior.
4. Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

### **Behavior Support Procedures**

Our goal at the ASCDL is to ensure a classroom environment that maximizes the inclusion of all children while safeguarding the Personal Rights of all children and staff. We understand that young children are learning social skills and how to express their needs and often times will act out to communicate their needs. Below are possible policies and procedures for supporting both children and families in response to persistent and serious behaviors. These behaviors may include, but are not limited to physical aggression, property destruction, and self-injury. This policy complies with federal and state civil rights laws.

If persistent and serious behaviors are displayed, staff will develop a Behavior Chart to document details of child's behavior. Observations of the child will be completed by the Teacher or other staff. Once adequate documentation is developed it will be assessed to identify cause of behavior, proximity of others, levels of stimulation in the classroom etc. Once Classroom staff will include parents and administrative staff in developing a support plan and identify available resources as necessary using the Student Study Team (SST) for the child that may include:

- Identifying physical or verbal cues that the behavior is likely to reoccur
- Redirection strategies to prevent or lessen the behavior.
- Strategies to use in the home as well as in the classroom.
- Appointing a Support Staff to "shadow" the child.
- Group or individual training for classroom staff, supervisors or those providing support.
- Assistance from outside organizations (special education referrals, mental health, etc.).
- Increased time for staff to meet regularly.

- Parent observing the child in the childcare setting.
- Other measures as determined to be appropriate.

Classroom staff will meet regularly to discuss classroom schedules, set up, activities and supervision to ensure that the physical environment and/or classroom practices are not contributing to the child's aggressive behaviors.

If the ASCDL has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determine, in consultation with the parents or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the federal Individuals with Disabilities Education Act ([20 U.S.C. Sec. 1400 et seq.](#)), that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, we will refer the parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement. The program may then unenroll the child.

In the event the ASCDL suspends or expels a child, we will issue the child's parent or guardian a written "Notice of Action, Recipient of Services," as described in [Section 17783 of Title 5 of the California Code of Regulations](#), with the exception that the effective date of the action may be no less than 24 hours after service of the notice. The ASCDL at the same time, inform the parent or guardian in writing of their right to file an appeal of the action directly with the department no later than 14 calendar days after receipt of the notice. Because the action to suspend or expel a child involves persistent and serious behaviors that impact the safety of children, the action shall not be stayed during the pendency of any appeal.

## **GENERAL INFORMATION**

### **Parking**

LIMITED 20-minute parking for dropping off and picking up children is available in the circle between Modoc Hall and the Aymer J. Hamilton (AJH) building. Parking for periods longer than 20 minutes may result in a citation. We strongly discourage idling vehicles (buses, family automobile) in the parking area, except if vehicles to idle in extreme heat or cold to maintain interior or engine temperatures.

### **Visiting the Child Development Lab / Coming and Going Times**

The ASCDL has an Open-Door Policy and parents are welcome to drop by the Lab at any time to see how their child is doing or just to visit. Please consider, if you think that you're coming and going will upset your child, please feel free to call/text and check-in about your child's day and well-being. Staff are happy to share how your child's day is going.

## **Building Security and Access**

We maintain a safe building by limiting key and card access to our buildings. During operational hours the ASCDL asks that all visitors sign in at the office.

## **Emergency Response Plans**

In the case of an emergency the ASCDL follows all campus guidelines and procedures.

<https://www.csuchico.edu/emergencyprep/assets/documents/emergency-response-guide-2018.pdf>

## **Photography / Video recording**

During enrollment, each parent signs a release form indicating an understanding that as part of participation in a teaching and learning lab your child may be photographed and/or video recorded for educational purposes. These will be used for educational purposes only.

## **Toys**

It is Child Development Lab policy **not** to allow children to bring toys from home. Our policy prevents loss, breakage, and unnecessary competition. There are many activities available at school.

## **Tooth brushing-**

Children will be provided the opportunity for tooth brushing once a day.

## **Toilet Learning**

Each child must have an adequate supply of clothing and diapers (if used) on hand. These items as well as wipes or other toileting supplies are to be provided by the parent or guardian.

\*We encourage correct labeling of all body parts including genitalia. The staff accepts the natural curiosity of children and will answer children's questions regarding body parts and functions as sensitively and honestly as possible. Children's bathrooms are unisex.

## **Diaper and Wipes Policy**

The ASCDL will provide diapers and unscented wipes for our infant and toddler classrooms. If a parent requests another type of diaper or wipe, we reserve the right to decline the request. We will not be able to provide diapers or wipes for our two preschool classrooms. Board Approval available upon request

## **Clothing**

Each child must have a complete change of clothing in his or her cubby. The problem of lost clothing is best avoided by labeling. It is recommended that your child dress in casual clothing, as messy projects are often available. Please send a bathing suit for your child's use when the weather is warm. Shoes with rubber soles are the safest and most appropriate. Slick bottom shoes such as cowboy boots and patent leather shoes are strongly discouraged for safety reasons.

**Walks**

Classrooms often go on walks around the University campus. The Admissions Agreement gives your child permission to participate in the walks when accompanied by adults.

**Nap/Quiet Time**

All children should bring a crib-sized blanket, clearly labeled with their name. A separate sleeping area is available in the infant classroom so that these children may sleep on their own schedule. Children two and older are provided a nap/rest time after lunch. Quiet activities will be made available for those children who do not sleep.

**Holiday Celebrations**

Out of respect for all beliefs values and economics, holidays are not celebrated at the Child Development Lab.

**Home Language**

It is important to the ASCDL that all families are given the opportunity to fully understand, interpret, and become involved with their child's assessment and goals. The ASCDL will make every effort provide an interpreter for any family that needs and makes a request.

## **FOOD AND NUTRITION**

The Child Development Laboratory participates in the Child and Adult Care Program CACFP through the State of California Department of Education and U.S. Department of Agriculture. In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights 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, disability, age, 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 applied 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. Additionally, 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;  
**Fax:** (202) 690-7442; or  
**Email:** Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

**This institution is an equal opportunity provider.**

The Child Development Laboratory provides breakfast at 8:30, lunch at 11:30, and afternoon snack at 2:00. Infant needs and meals are provided for according to their individual plan created in collaboration with family. Meals contain whole grains and no added sugar, preservatives or salt. Meals are prepared on site by AS Dining Services, and served family style. The ASCDL does not serve juice or sweetened beverages. Children must be seated while eating for safety reasons.

Children are encouraged, but not required, to eat or taste everything on their plate. Special dietary needs are accommodated. In certain cases, this will require documentation from a physician. Families of a child with food allergies will be asked to give consent for posting about that child's food allergies. Families may choose to decline to participate in the ASCDL Food Program by completing a Decline to Participate form. Families choosing this option are declining all meals and agree to provide for their child's nutritional needs while at school. In addition, any food brought from home shall meet USDA's CACFP guidelines and will be dated and labeled with the child's name. Any special eating or dietary plans must be developed in consultation with the Director or Assistant Director. For Infants and Children with special feeding needs, staff document the type and quantity of food the child consumes, and provides this information to the child's family. This includes any foods brought from home.

### **Menus**

Weekly menus are posted in each classroom, and has copies available for families. Menus are kept on file and are reviewed by the CACFP for compliance.

### **Breastfeeding**

The program supports breastfeeding:

- accepting, storing, and serving expressed human milk for feedings;
- accepting human milk in ready-to-feed sanitary containers labeled with the infant's name and date and storing it in a refrigerator for no longer than 72 hours from the time of collection (or no more than 24 hours if the breast milk was previously frozen) or in a freezer at 0 degrees Fahrenheit or below for no longer than three months;
- ensuring that staff gently mix, not shake, the milk before feeding to preserve special infection-fighting and nutritional components in human milk; and providing a comfortable place for breastfeeding and coordinating feedings with the infant's mother.

### **Infants/Toddler**

The ASCDL provides and serves iron fortified formula in accordance with the CACFP guidelines. \*\*Teaching staff do not offer solid foods to infants younger than six months, unless that practice is recommended by the child's health care provider and approved by the family.

\*\*Infants unable to sit are held for bottle-feeding. All others sit or are held to be fed. Infants and toddlers/twos do not have bottles while in a crib or bed and do not eat from propped bottles at any time.

\*\*Toddlers/twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking.

\*\*Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.

\*\*The center staff work with families (who are informed by their child's health care provider) to ensure that the food is based on the infants' individual nutritional needs and developmental stage.

\*\*Except for human milk, staff serve only infant fortified formula and infant food that comes to the facility in factory sealed containers (e.g., ready-to-feed powder or concentrate iron fortified formulas and baby food jars) prepared according to the manufacturer's instructions. Bottle feedings do not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for this practice.

\*\*Staff discard after one hour any formula or human milk that is served but not completely consumed or is not refrigerated.

\*\*If staff warm formula or human milk, the milk is warmed in water at no more than 120 degrees Fahrenheit for no more than five minutes.

\*\*No milk, including human milk, and no foods are warmed in a microwave oven.

\*\*We feed whole or reduced fat cow's milk to children ages 12-24 months. We do not feed cow's milk to children younger than 12 months. A request to differ from the latter policy would require a Special Dietary Statement from the child's health care provider.

#### **Choking Hazards**

The Center does not serve the following foods and/or to children younger than four years at any time: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonful of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for infants and 1/2-inch square for toddlers/twos, according to each child's chewing and swallowing capability.

## **ASCDL STAFF**

The ASCDL administrative staff and support staff consists of the director, assistant director, office operation coordinator and kitchen coordinator. The administrative and support staff offices are located in AJH 120. Each classroom is staffed by two full-time certificated teachers, paid student staff and child development practicum students.

## **CAREER STAFF**

### **Administrative Staff (530 898-5865)**

- Director Jackie Hansen
- Assistant Director Ember Funk
- Office Operation Coordinator Janice Stryker

## **TEACHING STAFF**

### **Willow Room Staff (530 898-4549)**

- Head Teacher
- Teacher
- Teacher/FSW

### **Maple Room (530 898-5197)**

- Head Teacher
- Teacher
- Teacher/FSW

### **Lilac Room (530 898-4174)**

- Head Teacher
- Teacher

### **Magnolia Room (530 898-6439)**

- Head Teacher
- Teacher
- Three Part-Time Teachers

## **OBSERVATION ROOMS**

All of our classroom environments are designed to allow unobtrusive observation of children, including microphones, video cameras and one-way observation windows. These observation rooms allow adults to observe and hear children's play without disrupting the children's environment.

Modoc Room parents are welcome to observe their child from the two-way mirrored observation room (Modoc 127) at any time. The observation room is three doors down from the classroom entrance and is identified with a sign on the door. Infant and toddler Room parents are invited to observe on closed circuit TV. The Infant and Toddler Room Observation Booth is located adjacent to the infant room in AJH 110. In order to track use of the observation booth, we ask that you sign in on the sheet provided each time you use the booth.

University students will often be in the observation room, observing children for their class work. While observing or working with children, it is crucial that students and ASCDSL parents alike follow rules of courtesy and ethical behavior.

\*\* All matters are confidential. What you see and hear in the ASCDL stays there.

\*\* If you need to talk, please move outside of the children's environment and observation areas.

\*\* Do nothing that may disturb the children.

\*\* Cell phones must be silenced.

\*\* No smoking, eating, or drinking.

\*\* Do not make comments or observations about anyone's behavior.

\*\* Sign in on the clipboard when you enter the observation room or the classroom— staff needs to keep track of facility use for research.

\*\* If seeing or hearing becomes a problem, move around. If you are completing an observation assignment in the Modoc observation room, you may exit the building and go around to the chain link fence located on the east side of the grass area to hear the children outside.

## **Conflict Resolution**

The ASCDL recognizes the importance of family input on practice and policy. In an effort to promote collaboration, we strive to maintain open communication. If a conflict should arise between families and program staff, we first try to resolve through problem solving and negotiation. If further conflict should arise, please refer to your Parents Rights and Responsibilities Lic6131.

## **WHAT REGULATIONS AND POLICIES GOVERN THE ASCDL?**

As part of the University and as a requirement of our funding agencies the ASCDL IS GOVERNED BY STATE REQUIREMENTS, INCLUDING Title V of the California Education Code. The program is licensed by the State Department of Social Services under Title 22.

## **HEALTH AND SAFETY PROCEDURES-**

### **Outdoor Safety**

To protect against cold, heat, sun injury, and insect-borne disease, the ASCDL ensures that:

\*\*Children wear clothing that is dry and layered for warmth in cold weather.

\*\*Children have the opportunity to play in the shade. When in the sun, they wear sun protective clothing, applied ski protection, or both. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin with written parental permission.

\*\*When it becomes necessary to use insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are applied only on children older than two months. Staff apply insect repellent no more than once a day and only with written parental permission.

### **Administration of Sunscreen, Insect Repellent, Hand Lotion and Nonmedical Diaper Cream**

Purpose: To promote the health and safety of young children by protecting them from the damaging effects of the sun, adverse reaction to insect bites, reduce diaper rash and to encourage life-long health habits for children and families. The ASCDL encourages families to provide children with light weight long sleeved shirts, pants, skirts and wide brimmed hats to protect from the damaging effects of the sun. As another preventive measure the ASCDL provides sunscreen within the below mentioned procedure. Sunscreen will NOT be applied to children younger than six months and insect repellent will not be applied to children younger than 2 months as recommended by the manufacturer.

**NOTE:** In an effort to assure that children are safe from the effects of the sun the ASCDL provides shade on our play yards April through September or any other time necessary to shade from the sun.

*Procedure:*

Each classroom is equipped with a bottle of sunscreen, hand lotion, diaper cream and insect repellent. The sunscreen specifies "for use with children", includes the words "broad-spectrum" on the label and contains a sun protection factor of at least 15. Prior to applying sunscreen or insect repellent on a child the following steps will be taken:

\*\* Parents interested in having classroom sunscreen or insect repellent used by their child will apply a small amount of sunscreen or insect repellent on their child's back as a "reaction test" prior to taking their child home.

\*\* A certified staff member witnessing the application will note an "A" next to the child's name on a Tracking Sheet labeled "Sunscreen/Insect Repellent Reaction Test."

\*\* The next time the child returns to school the certified staff member greeting the child will check with the parent to see if there has been a reaction. If not, "NR" or "no reaction" will be noted next to the "A" on the "Sunscreen Reaction/Insect Repellent Test."

\*\* If there are no reaction and the parents wish to have the classroom sunscreen or insect repellent applied they will sign a "Policy on Administering Sunscreen and Repellent" form.

\*\* The permission slip authorizing the administration of sunscreen and insect repellent will be attached to the child's emergency card.

\*\* Staff will wash their hands after applying sunscreen or insect repellent to a child. Parents will also have the option of furnishing their own sunscreen or insect repellent. If they choose this option, a Child Development Lab "Permission to Give Medication" form must be completed and signed by the parent before the sunscreen may be administered.

## **Health**

### **Illness Exclusion Guidelines**

It is important that you evaluate your child's health before arriving at the Lab. If you do not wish your child to participate fully in the day's activities (including going outside in cold weather) he/she should be kept at home.

In accordance with licensing regulations, the ASCDL staff is responsible for ensuring that children with obvious symptoms including, but not limited to, fever or vomiting are not accepted. It is important that you familiarize yourself with the ASCDL Exclusion Guidelines contained in this handbook.

No child shall be accepted without contact between teaching staff and the person bringing the child to the ASCDL. The person bringing the child shall remain until a staff member has completed a visible inspection of the child and determined the child to be without obvious signs of illness. **The final decision as to whether or not a child is well enough to attend school will be made by the Career Staff. It is important for you to plan in advance for those times your child will be unable to attend school because of illness.**

**If your child experiences any of the following illnesses or symptoms, she/he should remain home until ready to participate fully in the daily activities; is symptom free; has been off fever reducing medication for 24 hours or has written clearance to return to school from a health practitioner.**

--Fever	--Foot & Mouth
--Diarrhea & Fever	--Giardia
--Mild Diarrhea (two or more incidents)	--Influenza
--Pin worms	--Scabies
--Chicken Pox	--Strep Throat
--Conjunctivitis (Pink Eye)	--Impetigo
--Rash with fever or behavior change	--Scarlet Fever
--Head Lice	--Respiratory Infections
--Herpes Simplex (cold sores)	--Mouth sores with drooling

Staff will immediately notify the child's family if the child becomes ill or sustains an injury more serious than a minor cut or scratch, or exhibits any unusual behavior. In case of an illness severe enough to require isolation of the child, the child will be made comfortable on a cot away from other children or in the office. The family will be contacted to pick up the child from the ASCDL. If we are unable to contact you, we will telephone the individuals you have specified on your child's emergency card.

If your child is diagnosed with a contagious illness, please notify staff so that we may alert other parents to the possible exposure of their child to a communicable disease.

#### **A.S. Child Development Laboratory EXCLUSION GUIDELINES**

Any under immunized child will be promptly excluded if a vaccine preventable diseases to which children are susceptible occurs in the program.

Appropriate reasons to exclude mildly ill children are:

\*\* Children's diseases are highly communicable and previously unexposed, susceptible children might be exposed.  
\*\* The sick child often does not feel well enough to participate in general activities.  
\*\* The staff is often not able to adequately meet the needs of a sick child. Decisions must be made on a case by case basis. **The basic question is, "Can the child participate with reasonable comfort and receive adequate, appropriate care without interfering with the care of other children?"\***

**The final decision as to whether or not a child is well enough to stay at school rests with Child Development Laboratory staff.**

The following is a list of common childhood illnesses and exclusion guidelines. \*Excerpted from Healthy Young Children, A Manual for Programs

Illness	Exclusion Guidelines
Any illness that prevents the child from participating comfortably in program activities.	Exclude until able to tolerate general activities.
Covid 19 (positive test)	Follow Public Health Guidance
Fever	Exclude with an axillary temperature of 100°. Must be fever-free for 24 hours without the use of medication or fever reducers before returning to school.
Diarrhea & Fever	Isolate & Exclude until treated and fever and diarrhea are gone.
Vomiting and/or Diarrhea	Exclude until symptoms resolve. May return (two or more incidents of vomiting and/or diarrhea) after vomiting/diarrhea is gone.
Pin Worms	Exclude until treated.
Chicken Pox	Exclude until 6 days after onset of rash & until all sores have dried and crusted.
Strep Throat	Exclude until 24 hours after treatment initiated and cessation of fever.
Ringworm	No need to exclude once treatment has started.
Conjunctivitis (pink eye) Bacterial -white/yellow discharge	Isolate & exclude until 24 hours after effective therapy
Conjunctivitis Viral	Exclude until symptoms resolve
Scabies	Isolate & exclude until 24 hours after treatment
Head Lice	Isolate and exclude until 24 hours after treatment. Children may return when parent & staff determine treatment has happened
Herpes Simplex (cold sores)	Isolate & exclude children with open oozing sores that cannot be covered. Exclude until blisters are completely crusted over

Otitis Media (Earache)	Earaches are not contagious. No need to isolate. They may return to school when able to participate in daily activities
Influenza	Exclude until able participate in daily activities
Scarlet Fever	Exclude until on medication 24 hrs and symptom free
Rash	Exclude until health professional determines non-infectious
Respiratory Infections/colds	Exclude only if child has fever or unable to participate in daily activities
Giardia	Exclude until diarrhea resolves & cleared by health professional
Mouth Sores w/drooling	Exclude until health professional determines non-infectious
Fifth's Disease	Exclude until able to participate in daily activities
Hand, Foot & Mouth	Exclude until able to participate in daily activities
Impetigo	Children and staff do not need to be sent home in the middle of the day if a suspected impetigo is noticed. Wash a child's rash area with soap and water and cover it loosely with gauze, bandage or clothing. Notify the parent upon pick up and tell them to check with health care provider. Exclude until 24 hours after treatment initiated.

## **Medication**

It is the policy of the Child Development Lab that we **DO NOT** administer medication with the exception of non-prescription preventatives such as sunscreen, insect repellent, not- medical diaper cream, lotion, lip balm which are not considered medications and only require a parental/guardian consent.

## **In Case of Medical or Dental Emergency**

In the event of a medical or dental emergency occurring at the ASCDL parents/guardian has an emergency release form on file giving staff permission to call 911 to dispatch the appropriate medical or dental emergency responders. Immediately or simultaneously the parent/guardian would be contacted and informed of the situation. The child/adult would be taken to Enloe Hospital, unless parent/staff have otherwise specified.

At enrollment, and as needed for a child or staff an individual emergency care plan is developed with the parent/guardian or staff member. Children/staff with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems and other chronic conditions; conditions that require regular medication or technology support) will be treated as the plan on file specifies.

Career staff are trained and certified basic first aid and CPR to provide support and care to the victim until emergency responders arrive.

## **PHYSICAL MENTAL OR SEXUAL ABUSE ALLEGATION Policies and Procedures**

There will be zero tolerance for physical or sexual abuse.

- In the event of an allegation of physical or sexual abuse against an individual associated with the Child Development Laboratory staff will file the appropriate report with Children's Services and with Community Care Licensing, unless the individual is already under investigation.
- The individual whom the allegation concerns shall be removed from all duties with children as required by Title 22 and shall be placed on leave until the investigation is completed.
- The Child Development Laboratory Director shall notify the ASPGA Director and A.S. Human Resources of the allegation.
- The Child Development Laboratory Policy on Confidentiality shall be strictly enforced; board members and staff shall take all steps necessary to preserve the integrity of the investigation. Information regarding the alleged abuse will be shared strictly on a need-to-know basis.
- The Director will document activities and conversations pertaining to the investigation during the period of the investigation.
- Should the investigation prove the allegation unfounded the individual will be allowed to return to their position and duties.

## **CHILD ABUSE REPORTING**

Please be aware that as early childhood professionals, each individual working with young children is a mandated reporter. This means that they are legally required to report suspected child abuse and neglect to appropriate protective authorities.

The staff members are trained annually to recognize and respond to signs of physical, emotional and sexual abuse and neglect.

## **PROCEDURES FOR CHANGES IN POLICY**

- Suggestions for policy change may be made at any time.
- Contact should first be made with the Parent Advisory Committee describing the change recommended.
- The Parent Advisory Committee will discuss and to determine a decision.
- All policies that require board approval will be brought to the governing body.

## **ACCOMMODATIONS**

Please talk with the Director, Assistant Director, or one of the Head Teachers if you will need us to make any disability related accommodations for you.

## **THANK YOU**

Please remember that we value you and your child and the contributions you make to the program through your participation. Should you have any questions or concerns, please be sure to share them with us.