



CHILD DEVELOPMENT LABORATORY

FAMILY HANDBOOK

The mission of the Associated Students Child Development Lab is to support parenting students in achieving their educational goals and maintaining access to higher education; to provide high-quality early education and care to the children and families we serve; and to serve as an effective teaching and learning laboratory for the University by operating model programs in early education and care.

The Associated Students Child Development Lab is committed to respecting and advancing the adopted organizational tenets of Associated Students, the University, and the Child Development Program.

CALIFORNIA STATE UNIVERSITY, CHICO

CHICO, CA 95929-0395

(530) 898-5865

Revised July 2026

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

TABLE OF CONTENTS

Page 1: Welcome & Program Overview

Page 3: Enrollment, Eligibility & Funding

Page 4: Family Fees & Financial Policies

Page 7: Attendance & Schedule Procedures

Page 9: Family & Community Partnerships

Page 10: Curriculum & Learning Environment

Page 11: Child Assessment & Program Improvement

Page 13: Positive Guidance & Behavior Support

Page 16: Daily Operations & Care

Page 17: Nutrition & Meals

Page 18: Health & Safety

Page 20: Confidentiality & Governance

Page 23: Appendix A CDE and CDSS Eligibility and Enrollment Requirements

1. WELCOME & PROGRAM OVERVIEW

Welcome to the ASCDL

Welcome to the Associated Students Child Development Laboratory (ASCDL). The ASCDL is a state-licensed early learning program that serves as both a high-quality early care and education program and an instructional laboratory for California State University, Chico students and faculty.

The ASCDL receives funding from Associated Students Activity Fees, the California Department of Social Services (CDSS), and the California Department of Education (CDE). The Child and Adult Care Food Program (CACFP) supports the program's meal services.

The ASCDL is licensed to serve children from eight weeks through five years of age. The program provides care and education for infants, toddlers, and preschool children, with class sizes intentionally designed to support an optimal learning environment.

Days and Hours of Operation

The ASCDL follows the CSU, Chico academic calendar.

The ASCDL operates:

- Monday through Thursday: 7:30 a.m. - 4:00 p.m.
- Friday: 7:30 a.m. - 2:00 p.m.

Program Philosophy

The ASCDL's philosophy is grounded in respect for the uniqueness of each child and family. Children come to ASCDL with diverse backgrounds, cultures, home languages, temperaments, and developmental experiences. In partnership, staff, students, faculty, and families work together to create an inclusive, safe, and nurturing environment that supports children's learning, well-being, and sense of belonging.

The ASCDL believes children learn best through active exploration and meaningful relationships. Children construct knowledge through their interactions with people, materials, and the environment. Infants and toddlers learn through responsive caregiving and sensory experiences, while preschool-age children learn through play, inquiry, and social interaction.

Teachers intentionally design environments, routines, and experiences that support development, encourage curiosity, and promote independence. The program is committed to equity and culturally responsive practice, honoring each child's identity, language, and family culture while fostering respect for diversity.

Ongoing observation and reflection guide instructional planning and ensure that learning experiences are responsive to each child's interests and developmental progress. These observations inform assessment, curriculum planning, and guidance practices.

This philosophy aligns with the California Desired Results for Children and Families, including that children are personally and socially competent, effective learners, demonstrate physical and motor competence, and are safe and healthy.

The ASCDL as a Laboratory Program

The ASCDL maintains an academic affiliation with the CSU, Chico Child Development Program and serves as a practicum, observation, and research site for Child Development and other university departments. University students may observe classrooms and participate in supervised, hands-on learning experiences as part of their coursework.

Staff and Classrooms

The ASCDL is staffed by administrative, teaching, family service, and nutrition staff dedicated to high-quality early learning and care.

Administrative Team

The administrative staff includes a Director, Assistant Director, and Office Operations Coordinator. Offices are located in Aymer J. Hamilton (AJH) 120. The main office can be reached at (530) 898-5865.

Teaching Team

Classrooms are staffed by two full-time, fully qualified teachers, part-time staff, student staff, and interns

Family Services

The ASCDL employs a full-time Teacher/Family Service Worker who supports families and is part of the infant/toddler teaching team.

Infant/Toddler Classrooms

Willow Room (AJH 110) – (530) 898-4549

Maple Room (AJH 121) – (530) 898-5197

Preschool Classrooms

Lilac Room (AJH 119) – (530) 898-4174

Magnolia Room (MODOC 131) – (530) 898-6439

Nutrition Staff

Meal services are supported by a Kitchen Coordinator in partnership with AS Dining Services

2. ENROLLMENT, ELIGIBILITY & FUNDING

Enrollment Priorities

The ASCDL provides subsidized early learning and care services in accordance with regulations established by the California Department of Education (CDE), the California Department of Social Services (CDSS), and Associated Students of CSU, Chico.

Enrollment priority is given in the following order:

1. Parenting students who meet eligibility and need criteria.
2. Associated Students staff who meet eligibility and need criteria.
3. CSU, Chico faculty and staff who meet eligibility and need criteria.
4. Community members who meet eligibility and need criteria.

All enrollment is subject to funding availability, eligibility requirements, and space.

Eligibility and Need Criteria

Eligibility for subsidized services is determined in accordance with regulations established by the California Department of Education (CDE) and the California Department of Social Services (CDSS). Families may qualify based on income, participation in approved government assistance programs, homelessness, child protective services involvement or at-risk status, disability or exceptional needs, and documented need criteria such as employment, education, training, or incapacity.

Families must provide documentation verifying eligibility and need at the time of enrollment and recertification.

Detailed eligibility criteria and documentation requirements are provided in Appendix A.

Required Documentation

Families are required to submit the following documentation prior to enrollment and recertification

- Family size (e.g., birth certificates or other legal documentation)
- Income (e.g., pay stubs, public assistance documentation such as CalWORKs, or other income verification)

- Need for services (e.g., employment, education or training, job search, or other qualifying need)
 - Current immunization records
 - Physician's report or current health examination
 - Current IFSP or IEP, if applicable
 - Proof of residency (e.g., utility bill, lease agreement, or official correspondence)
 - Required emergency forms
-

Enrollment and Recertification

Parents or guardians are required to attend a mandatory enrollment meeting at initial certification and at recertification

Loss of Eligibility

A family may become ineligible for services if complete and accurate information is not reported at the time of enrollment or recertification. Ineligibility may also result from failure to report income that exceeds program limits.

Families are responsible for payment of childcare services provided during any period of ineligibility.

Fraud Policy

In accordance with CDE and CDSS requirements, the ASCDL will actively pursue recovery of funds if childcare assistance is obtained through fraudulent or incomplete information. Providing false, deceitful, or misleading information regarding income, employment, student status, or eligibility may result in termination of services.

3. FAMILY FEES & FINANCIAL POLICIES

Family Fees

Family fees are assessed in accordance with applicable state regulations and program guidelines. The current fee schedule is available on the ASCDL website.

Invoices are emailed on the 15th of each month. Payment is due on the 1st of the following month.

Fees are paid directly to the ASCDL administrative office.

Financial Concerns

Families experiencing extenuating circumstances are encouraged to contact the ASCDL administrative office as soon as possible to discuss the situation

Delinquent Fees

Fees are considered delinquent seven (7) calendar days after the due date.

If fees remain unpaid, the ASCDL will issue a Notice of Action informing the family of:

- The total amount of unpaid fees
- The applicable fee rate
- The period of delinquency
- The intent to terminate services if delinquent fees are not paid

Services will be terminated two (2) weeks from the date of the Notice of Action unless all delinquent fees are paid or a reasonable repayment plan is established and followed.

The ASCDL will accept a reasonable plan for payment of delinquent fees. Services will continue as long as current fees are paid and the family complies with the repayment plan.

Families have the right to appeal a Notice of Action in accordance with the Fair Hearing procedures outlined later in this handbook.

4. ATTENDANCE & SCHEDULE PROCEDURES

Attendance and Contracted Hours

Children enrolled in the program are required to attend a minimum of 25 hours per week unless otherwise approved by ASCDL administrative staff. Consistent attendance supports relationship building, participation in daily routines, and continuity of learning.

Children are expected to attend according to their contracted schedule.

If a child does not attend on a scheduled day, families must notify the ASCDL of the reason for the absence in advance or on the day of the absence. Upon the child's return, a parent or guardian must document the reason on the attendance sheet and provide a full signature.

Excused Absences

Including but not limited to

- Child or family member illness including medical dental and mental health and appointments
 - Court-ordered visitation
 - Family emergencies, including situations that disrupt a family's normal schedule and result in a hardship for attending care.
 - Observance of a religious holiday or celebration
 - Absence necessary to accommodate the needs of a child with a disability
 - Shelter-in-place or quarantine requirements
 - An absence determined to be in the child's best interest (e.g., time with relatives, vacation, or travel. Limited to 10 per program year.
-

- **Unexcused Absences**

- Written excuses that do not meet the definition of an excused absence
 - Absences exceeding the ten "best interest" days allowed per academic year
 - Unexcused absences are limited to 10 per program year
-

Disenrollment Due to Unexcused Absences

If a child is absent from care and the family has not communicated with the ASCDL, staff will make reasonable attempts to contact the family. All attempts at communication will be documented in the family file.

If a child has more than 10 unexcused absences in a program year the contractor may unenroll the child, the ASCDL will issue a Notice of Action and follow due process requirements

Sign-In and Sign-Out Procedures

Sign-in and sign-out sheets must be completed at arrival and departure and must include a full signature. Absences must also be documented on the attendance sheet.

Families may be notified if their child's attendance record is incomplete and are expected to provide any missing information.

Release of Children

Children will only be released to their parents/guardians and individuals listed on the child's emergency card. Anyone picking up a child must be prepared to present valid identification.

Visitor Procedures

All visitors must sign in at the ASCDL administrative office upon arrival and may be required to present valid identification.

Visitors are required to follow program procedures and may only enter classroom areas with staff approval.

Children may receive services from outside agencies while enrolled in the program. Representatives from outside agencies must have written authorization on file and are required to sign in at the ASCDL administrative office upon arrival. These individuals must also follow all program procedures while on site.

Late Pick-Up

Children must be picked up no later than their contracted end time and before the ASCDL closes for the day.

Late pick-ups are not tolerated. Parents or guardians are responsible for ensuring timely pick-up. Repeated late pick-ups may result in a meeting with administrative staff, and possible termination of services.

If a child is not picked up by closing time, the ASCDL will attempt to contact parents or guardians, and the authorized emergency contacts listed on the child's emergency card. If authorized contacts cannot be reached, the ASCDL will contact appropriate authorities as required.

Changes in Enrollment Schedule

Permanent Changes

Families wishing to permanently change their child's days or times of enrollment must submit a Permanent Change of Enrollment Form to the ASCDL Administrative Office. Requests for increased hours require documentation of need and must not compromise classroom staffing ratios.

Temporary Changes

Families wishing to make a temporary change to their child's days or times of enrollment must submit a Temporary Change of Enrollment Request Form to the ASCDL Administrative Office.

Documentation of need may be required.

5. FAMILY & COMMUNITY PARTNERSHIPS

Family Engagement and Community Partnerships

As a program affiliated with California State University, Chico, the ASCDL partners with university departments and community organizations to connect families with campus-based supports, community services, and educational opportunities that support educational success, access to services, and overall well-being.

Family engagement at the ASCDL includes shared decision-making opportunities, participation in program activities, and structured ways for families to provide feedback.

The sections that follow describe the ways families are welcomed, involved, and supported throughout their participation.

Family Needs Assessment

During initial enrollment, the ASCDL completes a Family Needs Assessment with each family to identify support needs. The assessment may be revisited periodically to ensure families remain connected to appropriate services.

Community Resources

- Help Central 211 Butte County (information and referrals for community services)
<https://helpcentral.org/>
- Chico Unified School District / Kindergarten (local school enrollment and transition information)
<https://www.chicousd.org/>
- CSU, Chico CARE Team (support for students experiencing personal or academic challenges)
<https://www.csuchico.edu/care/>
- CSU, Chico Pregnancy and Related Conditions (Title IX support for pregnant and parenting students)
<https://www.csuchico.edu/title-ix/pregnant-and-parenting.shtml>
- CSU, Chico Center for Healthy Communities (health education and community wellness programs)
<https://www.csuchico.edu/chc/>

- CSU, Chico Gender & Sexuality Equity Coalition (LGBTQ+ support, advocacy, and resources)
<https://www.csuchico.edu/mcgs/gsec/index.shtml>
 - CSU, Chico Community Legal Information Center (free legal information and assistance)
<https://www.csuchico.edu/clc/index.shtml>
 - CSU, Chico Career Center (career planning, job search, and student employment support)
<https://www.csuchico.edu/careers/>
 - CSU, Chico Cross Cultural Leadership Center (cultural programs, support, and student engagement)
<https://www.csuchico.edu/cclc/>
 - CSU, Chico Financial Aid Office (financial aid, grants, and student financial support)
<https://www.csuchico.edu/fa/>
 - Far Northern Regional Center (early intervention and services for children with developmental delays and disabilities)
<https://www.farnorthernrc.org/>
-

Home Language

The ASCDL values and respects each family's home language. The ASCDL strives to ensure families can fully understand and participate in their child's learning, assessment, and goal-setting process and will make reasonable efforts to communicate in accessible and supportive ways

Family/Child Orientation

Orientation provides an opportunity for families and teachers to share important information and begin building a strong family-school partnership.

Prior to the first day of class, families and children are required to attend a scheduled orientation. This supports a smooth transition into the program by allowing children and families to become familiar with the classroom environment, daily routines, and teaching staff

Family Survey

An annual Family Survey is distributed to gather feedback about families' experiences in the program. The information collected is reviewed and analyzed to inform ongoing program improvement.

Parent Advisory Committee (PAC) / Parent Center Committee (PCC)

The Parent Advisory Committee (PAC) / Parent Center Committee (PCC) provides families with an opportunity to actively participate in program planning and decision-making.

The committee may plan and suggest activities and parent education opportunities, provide feedback regarding program operations, and make recommendations related to program policies and procedures.

The PAC/PCC meets throughout the program year, and all families are invited to attend.

Concerns and Conflict Resolution

The ASCDL is committed to working in partnership with families to address concerns in a timely and respectful manner.

Families may share concerns through a variety of methods, including:

- In-person conversations
- Scheduling a meeting
- Email communication
- Phone calls
- Messages through the Remind application

Step 1: Communicate with the Head Teacher

Families are encouraged to communicate directly with their child's Head Teacher regarding questions or concerns related to the classroom.

Step 2: Contact Administrative Staff

Families may contact administrative staff for further review and support. Administrative staff will work with families and classroom staff to address the concern and determine appropriate next steps.

Licensing and Fair Hearing

Families always have the right to contact the appropriate Community Care Licensing office.

Families also have the right to request a Fair Hearing in accordance with program policy. The full Fair Hearing process and appeal procedures are outlined later in this handbook

6. CURRICULUM & LEARNING ENVIRONMENT

Curriculum

The ASCDL uses The Creative Curriculum®, a research-based, play-based framework, in conjunction with an understanding of the dynamic needs of children and families and current best practices in early childhood education. This approach guides educators in planning and implementing learning experiences that intentionally support children's development across all domains.

Educators design environments, routines, and activities that promote physical development through active play, movement, and health practices. Social and emotional development is supported through positive guidance strategies, relationship-building, and opportunities for children to develop self-regulation and problem-solving skills. Cognitive development is fostered through exploration, inquiry, and hands-on learning experiences across content areas.

The curriculum also reflects a commitment to diversity, cultural awareness, and identity development, with learning experiences that honor each child's background, language, and family culture while promoting respect for others and a strong sense of belonging.

Ongoing observation, documentation, and reflection guide instructional planning, ensuring that learning experiences are responsive to each child's developmental level, interests, and strengths.

Holiday Celebrations

Out of respect for the diverse beliefs, values, and economic backgrounds of the families served, holidays are not celebrated at the ASCDL. Diversity is honored through inclusive learning experiences that recognize and respect individual family traditions.

Observation Rooms

The ASCDL classrooms are designed to allow unobtrusive observation through one-way windows, audio systems, and video equipment. These practices support student learning while minimizing disruption to children's experiences.

Families are welcome to use designated observation areas. All individuals using these spaces are expected to maintain confidentiality, minimize disruptions, and follow posted guidelines while observing.

Observation rooms are located in Aymer J. Hamilton (AJH 110C) and Modoc Hall (MODOC 127)

7. CHILD ASSESSMENT & PROGRAM IMPROVEMENT

Child Assessment

Assessment at the ASCDL is an ongoing process used to understand and document each child's development. Observations, documentation, and family input guide curriculum planning, individualization, and responsive teaching practices.

The program uses the following child assessment tools:

- Desired Results Developmental Profile (DRDP) 2025
- Ages and Stages Questionnaire (ASQ-3)
- Ages and Stages Questionnaire: Social-Emotional (ASQ:SE)
- Ongoing Child Development Portfolios

Developmental Screenings (ASQ)

Prior to Child/Family Orientation and the first day of care, families complete the ASQ-3 and ASQ:SE. These screening tools help identify children's strengths and determine whether additional support may be beneficial. Screenings may also be completed at any time if a developmental concern arises.

Ongoing Assessment (DRDP)

Teachers maintain a developmental portfolio for each child and use this documentation, along with input from families, to complete the Desired Results Developmental Profile (DRDP) 2025 within the first 60 days of enrollment and again later in the program year.

The DRDP is based on a developmental continuum recognizing that children grow and learn at their own pace across multiple domains. It supports individualized planning and family collaboration.

The DRDP measures progress toward the California Desired Results for Children and Families:

- Children are personally and socially competent
 - Children are effective learners
 - Children show physical and motor competence
 - Children are safe and healthy
 - Families support their child's learning and development
 - Families achieve their goals
-

Conferences

Conferences are held each semester to review each child's progress as reflected in the DRDP. Teachers share assessment information, invite family input, and collaborate on individualized goals.

Additional conferences may be scheduled upon request.

Program Evaluation and Continuous Improvement

The ASCDL uses assessment data to evaluate program effectiveness and guide improvement.

Tools used to assess classroom and program quality include:

- Desired Results Developmental Profile (DRDP) 2025
- Desired Results Parent Survey
- Environmental Rating Scales (ERS)
- Classroom Assessment Scoring System (CLASS)

Aggregate data, including DRDP results and parent survey feedback, along with other evaluation measures, are reviewed to identify strengths and areas for growth.

An annual self-evaluation is conducted in accordance with state requirements.

8. SOCIAL-EMOTIONAL DEVELOPMENT, POSITIVE GUIDANCE & BEHAVIOR SUPPORT

Social-emotional development is foundational to early learning at the ASCDL.

Positive Guidance Policy

Positive guidance practices are embedded throughout daily routines and support children's social-emotional development and learning through developmentally appropriate practice. Examples of these practices include:

Modeling Respectful Behavior

Adults model calm, respectful behavior and support children in expressing their feelings in safe and appropriate ways. Physical punishment, psychological abuse, or coercive practices are never permitted.

Supportive Environments

Teachers design classroom environments to reduce conflict by providing clear expectations, defined learning areas, consistent routines, and sufficient materials for children to use and share.

Developmentally Appropriate Expectations

Teachers maintain age-appropriate expectations for behavior and provide meaningful opportunities for child-directed play. Classroom guidelines such as “Be Safe, Be Kind, Be Respectful” support a positive and respectful community.

Active Supervision and Problem Solving

Adults closely supervise children and guide them in identifying feelings, solving problems, and understanding the impact of their actions.

Supporting Emotional Regulation

If a child’s behavior becomes unsafe, staff provide close supervision and support away from the group as needed. An adult remains nearby to help the child regain composure and return successfully to the classroom community.

Behavior Support Procedures

The ASCDL addresses persistent or serious behaviors through structured, developmentally appropriate interventions. These behaviors may include, but are not limited to, physical aggression, property destruction, or self-injury. All procedures are implemented in accordance with federal and state civil rights laws.

Documentation and Assessment

When serious behaviors occur, staff document observations to identify patterns, context, and contributing factors, including classroom environment, routines, peer interactions, and levels of stimulation. Documentation supports thoughtful, individualized planning rather than reactive discipline.

Family Collaboration

Families and administrative staff are actively involved in developing a plan to support the child. The ASCDL values family insight and works collaboratively to establish consistent strategies across home and school environments.

Individualized Supports

- Identifying physical or verbal cues that signal the behavior may reoccur
- Redirection strategies to prevent or reduce challenging behaviors
- Coordinated strategies for use at home and in the classroom
- Additional staff support for closer supervision, when appropriate
- Professional development or targeted training for staff
- Collaboration with outside agencies or specialists (e.g., special education or mental health services), when appropriate
- Additional staff planning and collaboration time

- Opportunities for parents or guardians to observe in the classroom setting
- Other individualized supports as appropriate

If a child's behavior presents a risk to their own safety or the safety of others, the ASCDL will take immediate and appropriate steps to ensure supervision and safety while continuing to implement supportive interventions.

Unenrollment is considered only after expeditiously pursuing and documenting reasonable steps to maintain the child's safe participation.

Suspension and Expulsion Policy

The ASCDL is committed to supporting children's social-emotional development through its Positive Guidance and Behavior Support procedures. In accordance with applicable state laws and regulations, the ASCDL does not suspend or expel children due to behavior, nor encourage families to withdraw from the program for behavioral reasons.

Except in the limited circumstances outlined in this policy, the ASCDL shall not:

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

If the ASCDL has expeditiously pursued and documented reasonable steps to maintain the child's safe participation in the program and determines, in consultation with the parents or guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the Individuals with Disabilities Education Act (IDEA), that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the ASCDL will refer the parents or guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral services available in the community.

The program may then unenroll the child.

In the event of unenrollment, the ASCDL will issue a written Notice of Action in accordance with applicable regulations. Families retain the right to appeal in accordance with the Fair Hearing procedures outlined later in this handbook. Because unenrollment under this policy involves persistent and serious behaviors affecting safety, services will not continue during the appeal process.

9. DAILY OPERATIONS & CARE

Toys from Home

The ASCDL strongly discourages children from bringing toys from home. The ASCDL is not responsible for lost or broken items.

Clothing

Each child is required to always have a complete change of clothing. All items must be clearly labeled.

Diapers and Wipes

The ASCDL provides diapers and wipes for children enrolled in the infant and toddler classrooms.

Families of preschool children are responsible for providing diapers, wipes, and pull-ups as needed.

This requirement is based on a written program policy approved by the ASCDL governing board with input from the Parent Advisory Committee

Toilet Learning

Families are responsible for providing necessary toileting supplies and extra clothing.

Staff support children's independence in toileting in a respectful and developmentally appropriate manner.

Children's restrooms are unisex.

Nap and Quiet Time

Children over one year of age should bring a labeled blanket. Preschool children are offered rest time, and quiet activities are available for those who do not sleep. Infants and toddlers nap on demand in designated sleeping areas.

Tooth Brushing

Infant/toddler classrooms provide children with a daily opportunity for toothbrushing.

10. NUTRITION & MEALS

California Adult and Child Food Program (CACFP)

The ASCDL provides breakfast, lunch, and an afternoon snack in accordance with Child and Adult Care Food Program (CACFP) guidelines.

Special dietary needs may be accommodated in consultation with the Director or Assistant Director and may require documentation. Families who decline participation in the food program are responsible for providing all meals and snacks.

Breastfeeding and Infant Feeding

The ASCDL supports breastfeeding and accepts expressed human milk for feedings. All breast milk must be labeled with the child's full name and the date expressed. Milk is stored according to health and safety guidelines, and the oldest milk is used first.

Infants are always held during bottle feedings. Bottles are never propped. Unfinished formula is discarded after one hour. Unfinished breast milk is discarded after two hours. Microwaves are not used to warm bottles or food.

The ASCDL supports breastfeeding families and can assist in locating lactation spaces on the CSU, Chico campus. The ASCDL Lactation room is available in Aymer J. Hamilton (AJH 113). Additional information about campus lactation spaces is available at:

<https://www.csuchico.edu/title-ix/resources/lactation-rooms.shtml>

CACFP Civil Rights Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a [Form AD-3027, USDA Program Discrimination Complaint Form](#) which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by

calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

11. HEALTH & SAFETY

Illness and Exclusion Policy

Children enrolled at the ASCDL must be fully immunized for their age in accordance with California law.

Children showing signs of illness will be excluded from care.

Children who are unable to participate comfortably in daily activities, including outdoor play may be excluded from care.

Children whose condition may pose a risk to others may be excluded from care.

Children must be symptom-free, able to participate in daily routines and activities, and off fever-reducing medication for at least 24 hours before returning to care.

The required exclusion period may vary depending on the nature of the illness and current public health guidance.

If a child becomes ill during the day, parents or guardians will be notified and expected to pick up their child promptly.

Medication Policy

The ASCDL does not administer prescription or over-the-counter medication.

The only exceptions are non-prescription preventative products such as sunscreen, insect repellent, non-medicated diaper cream, lotion, or lip balm. These products are not considered medication and require written consent from parents or guardians prior to use.

Sun and Insect Protection

The ASCDL provides sunscreen and insect repellent with written consent.

Families who prefer to provide their own sunscreen or insect repellent must complete the required documentation prior to use.

Shade is provided during the hottest months.

Medical and Dental Emergencies

In the event of a medical or dental emergency, the ASCDL will call 911 and request appropriate emergency responders. Parents or guardians will be notified as soon as possible.

Children requiring further medical care will be transported to the appropriate medical facility.

Individual emergency care plans are developed for children with identified medical needs requiring special consideration. Emergency procedures will follow the care plan on file.

At all times, at least one staff member certified in CPR and First Aid is present on site.

Child Abuse Prevention and Reporting

All staff are mandated reporters under California law and are legally required to report suspected child abuse or neglect to the appropriate authorities.

Emergency Response

In the event of an emergency, the ASCDL follows established campus emergency procedures, including evacuation, shelter-in-place, and lockdown protocols as applicable. Additional information regarding California State University, Chico emergency procedures is available at <https://www.csuchico.edu/emergency/>.

Parking

Vehicles should not idle in parking areas except during extreme heat or cold when necessary to maintain a safe interior or engine temperature

12. CONFIDENTIALITY & GOVERNANCE

Confidentiality

All information concerning children and families participating in the ASCDL is considered personal and confidential. Access to child records is limited to authorized individuals, and records are stored securely.

Information regarding a child's enrollment status will not be released by phone or to anyone other than a parent or guardian, or an authorized individual.

Children will only be released to individuals listed on the child's emergency card with written authorization and proper identification.

Written consent from parents or guardians is required prior to releasing information.

Program records are subject to review by the California Department of Social Services and the California Department of Education for compliance.

If a report to a protective services agency is required, relevant information will be provided as permitted by law. Parents or guardians will be informed unless doing so would compromise the child's safety.

All staff; faculty, students, volunteers, and families affiliated with the ASCDL are expected to uphold strict standards of professionalism and confidentiality.

Governing Regulations

As part of California State University, Chico and in accordance with funding requirements, the ASCDL operates under applicable state regulations, including Title 5 of the California Code of Regulations.

The ASCDL is licensed by the California Department of Social Services and operates in compliance with Title 22 licensing requirement

Equal Access – Americans with Disabilities Act (ADA)

The ASCDL complies with the Americans with Disabilities Act (ADA) and provides equal access to services.

Non-Discrimination Disclosure

The ASCDL operates on a nondiscriminatory basis, providing equal treatment and access to services without regard to race, color, national origin, age, sex, disability, gender identity, gender expression, religion, or ancestry.

Child development services provided by the ASCDL do not include religious instruction or worship.

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 fourteen (14) calendar days to appeal to the Early Learning and Care Division (ELCD). Your appeal must include:

1. A written statement specifying the reasons you believe the agency's decision was incorrect.
2. A copy of the agency's decision letter
3. A copy of both sides of the Notice of Action

You may fax your appeal to 916-323-6853 or mail your appeal to:

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
Child Care 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 thirty (30) calendar days after receipt of your appeal, ELCD or 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 the decision.

APPENDIX A

CDE AND CDSS ELIGIBILITY AND ENROLLMENT REQUIREMENTS

The following eligibility and enrollment requirements are provided in accordance with regulations established by the California Department of Education (CDE) and the California Department of Social Services (CDSS). The language below reflects state requirements governing subsidized early learning and care programs.

A. ELIGIBILITY – CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

Two-, three-, and four-year-old children may be eligible for the California State Preschool Program (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 child in the family with a disability may enroll under this eligibility category
- Families who have a member of the 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 (WIC), 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 under this provision to establish categorical eligibility
- The family has an income that is no more than 15 percent above the income eligibility threshold
- The family lives in a neighborhood where the school has a Free or Reduced-Price Meal Program

B. ENROLLMENT PRIORITIES – CDE

7% of Funded Enrollment – Children with Exceptional Needs

Seven percent (7%) of CSPP funded enrollment is reserved (set aside) for children with exceptional needs. These children will be enrolled in income ranking order. If two or more families have the same ranking, the family with the earliest application date will be admitted first.

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

93% of Funded Enrollment – Enrollment Priorities

First: Three- 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, priority shall be given to all three- and four-year-old children with exceptional needs from families with incomes below the income eligibility threshold.

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

1. Dual-language learner
2. Earliest application date

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

1. Dual-language learner
2. Earliest application date

Fifth: Family income is not more than 15% above the 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 Education Code 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.

C. ELIGIBILITY – CALIFORNIA DEPARTMENT OF SOCIAL SERVICES (CDSS)

A family is eligible for childcare and development services 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
- Families who have a member of the 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 (WIC), 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 CDSS has determined that CalWORKs is a means-tested government program that families can use under this provision to establish categorical eligibility
- 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

D. ENROLLMENT PRIORITY – CDSS

First: Child is a recipient of Child Protective Services or at-risk of being neglected, abused, or exploited.

Second: Eligible family that meets need criteria. Prioritize children with the lowest income ranking first. If two or more children are within the same ranking, prioritize as follows:

1. Exceptional needs child
2. Dual-language learner
3. Earliest waitlist date

E. FAMILY NEED – CDE AND CDSS

1. Child Protective Services or at risk of abuse, neglect, or exploitation
2. The parent or guardian is any of the following:
 - Employed
 - Seeking employment

- In Education or vocational training
 - Homeless and seeking housing
 - Incapacitated
-

F. REQUIRED ELIGIBILITY DOCUMENTATION FOR CDE AND CDSS

A. Requirements for Working Status

- Childcare schedules will be set up to cover work time and transportation time to and from work.
 - If a parent or guardian needs to work hours outside of their regularly scheduled work hours, administrative staff must be notified and documentation will be required (e.g., training, covering other staff, etc.).
-

B. Requirements for Education/Vocational Status

- Childcare hours will cover the parent's class or vocational schedule, travel to and from the class site, and study time.
- Families determined to be eligible for subsidized services based on education or vocational status and must provide a class schedule and enrollment verification of at the time of certification, recertification.
- General Education Development (GED) or English Language Acquisition classes are appropriate if such courses support the attainment of the parent's vocational goal.

Student: Adequate Progress

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

To make adequate progress, the parent or guardian shall:

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

If adequate progress is not made, the parent or guardian may be re-certified for one additional certification period. At the conclusion of that period, adequate progress must be demonstrated to continue services. If not, the child will be unenrolled. Services based on vocational training will be available again after six months from the date of unenrollment.

C. Requirements for Seeking Employment Status

- Documentation shall include a written declaration signed under penalty of perjury stating that the parent or guardian is seeking employment and outlining the plan to secure, change, or increase employment.
 - Services will be provided no more than five days per week and no more than 29 hours per week.
 - The eligibility period for seeking employment is 24 months.
-

D. Requirements for Incapacitation Status

- Incapacitation may be used when the parent or guardian is medically or psychiatrically incapacitated to the extent they are incapable of caring for the child for part of the day.
 - A Statement of Incapacity (LIC 9606) completed by a legally qualified professional must be provided.
 - Incapacitation status may not be combined with any other status without verification supporting special circumstances.
 - The family must be income eligible.
 - Childcare is limited to a maximum of fifty hours per week.
-

E. Requirements for Homeless Status

- Families who are homeless and seeking permanent housing
 - May be referred by an agency or self-declared
 - The family must also be income eligible
-

END OF APPENDIX A