

ASSOCIATED STUDENTS

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

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REVISED February 2018

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 child care and early education services to the children of student parents. Our next priority are income qualifying community members and then CSUC faculty and staff may be served on a space-available basis.

Funding for the program is provided by the Associated Students Activity Fees, CSU Chico, California Department of Education, fundraising, and parent fees. Our meal program is provided by the Child and Adult Food and Nutrition Program through the California Department of Education, Nutritional Services Division.

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 16 children between the ages of 8 weeks and 2 years. The licensed capacity for children between the ages of 2 and 5 is 85. However we enroll up to 12 infants, 12 toddlers and 24 children in each of our preschool classrooms for an optimum classroom experience.

The Lab is open Tuesday through Friday 7:30am until 5:30pm and Mondays 7:30am until 5:15pm during the academic year. The program is further enriched through the participation of parents.

The goal of this manual is to familiarize parents 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 the 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 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 component of our program.

Initially at enrollment, staff provide a 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:

The complete document is hanging on the parent board of each classroom, and is emailed out with handbook upon enrollment. Or you can go to the website and find what your need.

www.helpcenteral.org

<http://www.chicousd.org/> Chico Unified School District/Kindergarten Information

A Closer Look at the Campus Community: the Gender and Sexuality Equity Center

<http://as.csuchico.edu/index.php/gender-sexuality-equity-center-gsec/about-gsec/> the Gender and Sexuality Equity Center

<http://as.csuchico.edu/index.php/legal-assistance-clc/about-legal-assistance-clc/> The Community Legal Information Center

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

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

<http://www.csuchico.edu/fa/index.shtml> financial aid office

PROGRAM PHILOSOPHY

The Associated Students Child Development Laboratory (formerly known as the Associated Students Children's Center) began operation in the early 1970's under the administration of the Associated Students. The Program was originally designed as a parent cooperative. The primary purpose of the Lab 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 students of CSU, Chico.

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 personalities and temperaments and are at varying levels of development and maturation. In partnership, staff, students, faculty and parents create a safe, 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.

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 the 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 in 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
- Families 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.

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.

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.

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 is a licensed facility and the California Department of Social Services Community Licensing Division may review family files to insure compliance with all licensing title 22 regulations. We also receive funding through the California Department of Education Early Learning and Support Division. They also review family files and assessment data to insure compliance of title 5 regulations.

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 is open every weekday when CSU, Chico classes are scheduled and during finals week.

Alternative Days of Operation-Preschool & Toddler

MONTH	TIMES AND NOTES
August ***See current calendar for dates ****	For orientation and part- day services open 7:30 -12:00. Total = 4 days
January	8:00 to 12:00 Total = 9 days
May	8:00 to 12:00 Total = 5 days

***** The regular attendance policy applies (see page 15-17)*****

*Attendance is part of the program.

*If your child is sick or you choose a Best Interest Day please follow the same protocol as reflected on pages 15-17 in this handbook. Call us if you have questions.

*The infant program will be closed these days, toddlers and preschool will be open.

***These days are part of our regularly scheduled days of attendance. An opportunity for your child's school readiness.**

ADMISSION PRIORITIES (Eligibility and Need Criteria)

Through funding provided by the California Department of Education (CDE) we can provide subsidized child development services. The Associated Students Child Development Lab provides subsidized child care services to eligible student families and community families. Priority is given to student families that meet the eligibility and need criteria. This section of the Parent Handbook provides guidance to families who are receiving subsidized care from the CDE.

Eligibility Criteria

1. Family is a public assistance recipient.
2. Family is income eligible. When the number of family members and the amount of family income have been determined, eligibility may be established by reference to the family fee schedule. Note: Foster children will be regarded as a family of one.
3. The family is homeless.
4. The family has a child who is at risk of abuse, neglect, or exploitation, or is receiving child protective services through the county welfare department.

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

After Children in the first priority are served, the following criteria shall apply:

1. Admission priority will be given to all four year old children above three year old children in our California State Preschool Program.
2. Children who are identified as limited English or non-English proficient.
3. Children who have exceptional needs whose IEP (Individual Education Plan) identifies our program as being an appropriate placement during all or part of their day.
4. Children from families whose special circumstances may diminish the children's opportunities for normal development.

DOCUMENTATION REQUIRED TO DETERMINE ELIGIBILITY FOR STATE FUNDED CHILD DEVELOPMENT PROGRAMS

A. Requirements for Working Status

- Child care 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.)
- If the parent (or other adult counted in the family size) has employment in the home or on the property that includes the family's home, the parent must provide justification for requesting subsidized child care and development services. This justification must include these points:
 1. How the work does not allow for the child to be supervised based on the type of work being done and its requirements
 2. The age of the family's child for whom services are sought

Based on the justification provided, ASCDL administrative staff will determine if the work precludes the supervision of the family's children. For example, family child care providers and exempt child care providers can supervise their own children while working and will not be approved for child care during those hours.

B. Requirements for Student/Training Status

Child care 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; they rule of thumb is generally, but not always, two (2) hours of study time for the lecture portion of a class). The ASCDL will not provide child care services for classes that were covered in previous semesters or to resolve an incomplete.

- All families determined to be eligible for subsidized services because of student/training status must provide a computer print out of the class schedule 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 annual 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 student will be allowed one more quarter, semester, or training period to show adequate progress as described above. The parent is placed on academic probation and must demonstrate that they are in good standing by the end of the next training period. In the event that satisfactory progress is not maintained the family will be disenrolled. If the parent has not exhausted their time for student status, they can return to student status in six months.

Student: 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.

Student: 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 12 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 or both parents may use incapacitated status when state funds are involved. Only the second parent may use incapacitated status when federal funds are involved.)

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.

Child care 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 child care 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.**

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.

Re-Enrolling after Termination

If a family is terminated from the ASCDL because of failure to follow the policies, there is a waiting period before re-enrollment is possible. The family can be entered on the eligibility/waiting list after being terminated from the program, but that family will not be considered for an opening until one (1) year from the effective date of termination.

Eligibility for Re-Certification

After initial certification and enrollment, the contractor shall verify eligibility and need and re-certify each family once each contract period at intervals not less than 12 months.

Fraud Policy

The California Department of Education requires the Associated Students Child Development Lab (ASCDL) to inform all families receiving STATE or FEDERAL child care assistance that if child care assistance is obtained by providing fraudulent or incomplete information, The ASCDL shall actively pursue recovery of the funds due for child care 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

NEW 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." Any parents wishing their child to be exempt from currently required vaccines will need a written statement from a licensed physician. Please see the ASCDL Medical Exemption Form in our office.

In the event of a temporary outbreak of a disease for which vaccines are given, an under immunized child may be excluded from care.

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

A schedule documenting course registrations, study hours as well as hours worked must be provided prior to the Intake Interview.

TERMINATION OF SERVICES

When a family chooses to terminate their child's enrollment we request that they provide two (2) week notice.

Parents receiving subsidized child care services will receive a termination notice for the following reasons:

1. Failure to provide correct information at the time of the enrollment or re-certification.
2. Failure to return training verification, grades, and other required documents when due.
3. Failure to report an increase in income (which puts family above the 85% SMI) within 30 days.
4. Delinquency in payment of family fees.
5. Failure to use the contracted hours of care.
6. Failure to accurately and thoroughly complete a child's sign-in sheet by the tenth (10th) of each month.
7. More than five (5) unexcused absences within a fiscal year.
8. Three (3) pick-ups after closing (See Policy on Late Pick Ups).
9. Failure to pay parent fees within specified time frame.
10. The child reaches the maximum age for the program.
11. Failure to arrange or attend a re-certification appointment (Intake Interview) when notice to do so has been received.
12. The family no longer has need for care as outlined in the Parent Policies and Title 5 regulations.
13. Parent or guardian does not comply with any of the regulations set forth in these policies.

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. In addition, the administrative office must be notified within five days if there is a change in one of the following areas:

- Class or work schedule
- Hours of child care needed

Failure to notify the administrative office of any changes may result in termination of services.

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. There shall be a maximum of five (5) unexcused absences, without parent notification, the Child Development Lab will issue a "Notice of Action" for termination based on the assumption that there is no longer a need for care.
5. When your child returns to the Child Development Lab following an absence, you must write the reason for the absence on his/her attendance sheet.

Excused Absences

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

- Illness
- Court ordered visitation.
- Family Emergencies:
 1. Illness of parent or sibling
 2. Immediate need for treatment of anyone in the family unit by a physician/dentist, or health professional
 3. Death of a family member
 4. 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 child care.
 5. Transportation problems.
- An absence that is clearly in a child's best interest. Such absences include:
 - Time with relatives or special friends
 - Time with immediate family
 - Vacation or out of town

There is no limit to the number of excused absences because of illness. There is a limit of ten "in-the-best-interest-of" 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"

There shall be a maximum of five (5) unexcused absences before a child's enrollment is terminated. Termination shall be for the duration of the academic year. A child whose enrollment has been terminated may be placed on the waiting list for the next year at the request of his/her parents.

Exceptions

Any exceptions to this policy may be made at the discretion of the ASCDL Director.

Non-Enrollment Days - A non-enrollment day is defined as a non-contracted day and/or a day when the parent is not scheduled to work because the employer cancelled work, or the parent is not attending because the school is closed.

Sign In & Sign Out

- Each day when you arrive you will need to sign your child in. 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 your 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. At this time, you should also check your parent mailbox 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 or the daily pick-up sheet 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. Please read the lab policy on excused and unexcused absences carefully.

Permanent Change in Enrollment

Parents wishing to permanently change their child(ren)'s days 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 licensed capacity 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 of enrollment must submit a Temporary Change in Enrollment Request Form to the ASCDL Administrative Office

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

Within 30 calendar days after the receipt of your appeal, the ELCD will issue a written decision to you and the agency. *If your appeal is denied, the agency will stop providing child care and development services immediately upon receipt of CDE's decision letter.*

Uniform Complaint

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 Program Director.

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

Family Fees are paid accordingly:

- Invoices will be e-mailed on the 15th of month.
- Fees will be due on the 1st of each month.
- Fees are determined late after the seventh.
- 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/Subsidized Fees

Certified families, whose income is above forty percent (40%) of the State Medium, as specified by the California Department of Education, pay a subsidized fee for services (family fees). The parent fee is based on family size, family gross monthly income, and the hours of services provided in a month. Part-time family fee is defined as 129 hours or less. Full-time family is defined as 130 hours or more. Subsidized fee are determined at enrollment and re-certification annually.

Family Monthly Fee Schedule

California Department of Education – Effective: July 1, 2020

State enrollment cutoff = 85% of 2018 State Median Income (SMI) from California Department of Finance (2018 American Community Survey Data), as

Monthly Part-time Fee	Monthly Full-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more
\$32	\$64	2,542	2,825	3,243	3,762	4,281	4,378	4,476
\$39	\$78	2,607	2,897	3,326	3,859	4,391	4,491	4,590
\$47	\$94	2,672	2,970	3,409	3,955	4,501	4,603	4,705
\$55	\$109	2,737	3,042	3,493	4,051	4,611	4,715	4,820
\$70	\$140	2,803	3,115	3,576	4,148	4,720	4,827	4,935
\$79	\$158	2,868	3,187	3,659	4,244	4,830	4,940	5,049
\$88	\$176	2,933	3,260	3,742	4,341	4,940	5,052	5,164
\$98	\$195	2,998	3,332	3,825	4,437	5,050	5,164	5,279
\$107	\$214	3,063	3,405	3,908	4,534	5,160	5,276	5,394
\$118	\$235	3,128	3,477	3,992	4,630	5,269	5,389	5,508
\$128	\$255	3,194	3,549	4,075	4,727	5,379	5,501	5,623
\$139	\$277	3,259	3,622	4,158	4,823	5,489	5,613	5,738
\$150	\$299	3,324	3,694	4,241	4,920	5,599	5,725	5,853
\$161	\$322	3,389	3,767	4,324	5,016	5,708	5,838	5,967
\$164	\$328	3,454	3,839	4,407	5,113	5,818	5,950	6,082
\$167	\$334	3,519	3,912	4,491	5,209	5,928	6,062	6,197
\$171	\$341	3,585	3,984	4,574	5,306	6,038	6,175	6,312
\$174	\$347	3,650	4,056	4,657	5,402	6,148	6,287	6,426
\$184	\$368	3,715	4,129	4,740	5,498	6,257	6,399	6,541
\$187	\$374	3,780	4,201	4,823	5,595	6,367	6,511	6,656
\$191	\$381	3,845	4,274	4,906	5,691	6,477	6,624	6,771
\$194	\$387	3,911	4,346	4,990	5,788	6,587	6,736	6,886
\$197	\$394	3,976	4,419	5,073	5,884	6,696	6,848	7,000
\$200	\$400	4,041	4,491	5,156	5,981	6,806	6,960	7,115
\$204	\$407	4,106	4,564	5,239	6,077	6,916	7,073	7,230
\$207	\$413	4,171	4,636	5,322	6,174	7,026	7,185	7,345
\$210	\$419	4,236	4,708	5,405	6,270	7,136	7,297	7,459
\$213	\$426	4,302	4,781	5,488	6,367	7,245	7,409	7,574
\$216	\$432	4,367	4,853	5,572	6,463	7,355	7,522	7,689
\$220	\$439	4,432	4,926	5,655	6,560	7,465	7,634	7,804
\$223	\$445	4,497	4,998	5,738	6,656	7,575	7,746	7,918
\$226	\$452	4,562	5,071	5,821	6,752	7,684	7,858	8,033
\$229	\$458	4,627	5,143	5,904	6,849	7,794	7,971	8,148
\$236	\$471	4,758	5,288	6,071	7,042	8,014	8,195	8,377
\$242	\$484	4,888	5,433	6,237	7,235	8,233	8,420	8,607
\$249	\$497	5,019	5,578	6,403	7,428	8,453	8,644	8,836
\$255	\$510	5,149	5,722	6,570	7,621	8,672	8,869	9,066
\$262	\$523	5,279	5,867	6,736	7,814	8,892	9,093	9,295
\$268	\$536	5,410	6,012	6,902	8,006	9,112	9,318	9,525
\$274	\$548	5,540	6,157	7,069	8,199	9,330	9,542	9,755
\$281	\$561	5,670	6,302	7,235	8,392	9,551	9,767	9,984
\$287	\$574	5,801	6,447	7,401	8,585	9,770	9,991	10,214
\$294	\$587	5,931	6,592	7,567	8,778	9,990	10,216	10,443
\$300	\$600	6,061	6,737	7,734	8,971	10,209	10,441	10,673
\$307	\$613	6,192	6,881	7,900	9,164	10,429	10,665	10,902
\$313	\$626	6,322	7,026	8,066	9,357	10,648	10,890	11,132
\$320	\$639	6,452	7,171	8,233	9,550	10,868	11,114	11,361
\$323	\$645	6,518	7,244	8,316	9,646	10,978	11,226	11,476

Information provided by California Department of Finance, March 2020
Based on 2018 American Community Survey (2018 ACS)

Noncertified Families/Non-Subsidized Fees

Noncertified families with income over seventy-five (70%) of State Medium, as specified by the California Department of Education will be required to pay full fees for each child enrolled in the program. Parents must pay the monthly-contracted fee (Monday-Friday) regardless of absence or University closure. It should be noted that the non-subsidized rates reflect your spot in the room and you may come and go as you need during your contracted hours at regular arrival and departure times.

FAMILY FEE SCHEDULE**Student Fee Schedule**

Non-Subsidized Family Fees are paid on a monthly contracted basis regardless of absence. In the event of University closure your fee will be adjusted to a daily rate.

Please note: non-subsidized rates assures your child's "spot" in the classroom and you may come and go as you please during your contracted hours at a regular arrival and departure time.

Your fees are due on the first of each month and are considered delinquent on the 5th of each month and may be subject to late fees.

Age Group	Daily Rate	Daily Rate	Monthly Rate
	<u>Half Day</u>	<u>Full Day</u>	<u>Full Time</u>
	Under 5 hrs. per day	5 hrs. or more per day	5 days over 5 hrs. per day
Infants Willow Room	\$28.00	\$42.00	\$910.00
Toddlers Maple Room	\$25.50	\$39.50	\$800.00
Preschool Lilac & Magnolia Rooms	\$23.00	\$38.00	\$740.00

Parent engagement is a vital component of our program. We believe that by having parents participate in the operation of the Child Development Lab, a sense connection and continuity between home and school is fostered.

Parent Contract

Each parent will sign a parent contract and admissions agreement specifying that they have been informed of Lab policies and understand and agree to meet their participation commitments.

Family Participation

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. Parents electing to participate in the classroom environment are required by law to have a current T.B. clearance on file, sign a statement stating that they are in good health, and attend an introductory orientation.

Parent/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.

Family Inclusion

- Each semester individual classrooms coordinate family participation.
- We have a family end of the year potluck in May.
- Each April, we facilitate a show of children's artwork at the BMU.

Parent Advisory Committee (PAC)/EHS Parent Center Committee

Meets monthly to:

- Plan and suggest activities for the ASCDL.
 - Provide feedback related to program operations.
 - Participate in fundraising.
 - To participate in parent education activities.
 - Make recommendations regarding policies and procedures throughout the school year.
- Four to seven 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.

Program-Parent 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 phone, through children's individual journals, parent cubby, and via e-mail. The individual journal is a great place to post information about your child's health and/or development that is important for the staff to know. Parent cubbies or journals are also places that teachers will provide any information relevant to your child. This information could include notes on health issues, a difficulty the child may be experiencing, or special milestones your child, or just a report of a "good day". Important general information may be posted on bulletin boards, classroom doors or on sign-in sheet clipboards or on the ASCDL website or face Book page.

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. The Desired Results, the Creative Curriculum System® and developmentally appropriate practice motivate the ASCDL to ensure **all** children's growth and learning is assessed using a naturalistic approach. Assessment 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, communication, and to aid continuous program improvement. Teachers and staff in collaboration with families begin at enrollment and orientation to collect purposeful information to create an ongoing representation of each child's development. After the first sixty days of enrollment; teachers use the Desired Results Developmental Profile assessment instrument to capture and record a snapshot of each child's development. Each child's ratings are entered into a data system, and results are used to inform curriculum, instruction, and individualization. Information is shared with families during formal conferences in fall and spring.

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. As parents and the expert on your child, you are asked to use the ASQ-3/ASQ-SE to give staff a "bench mark" in your child's development. The completed documents are returned at orientation. The Site Supervisor reviews, scores and notifies all families whose children scored above the monitoring zone. If a child scores in the monitoring zone, the Site Supervisor and teacher discuss it, and the teacher then meets with you. If the parent and teacher are not concerned the teacher shares the activity sheets, and the teacher then observes and documents child's progress in collaboration with you. If your child scores below the monitoring zone the Site Supervisor and teacher discuss the scores, and the teacher meets with you. If you have concerns the teacher assists your family in referring to appropriate agency for further assessment. If at any time you have concerns you are encouraged to discuss this with staff and we will assist you in a referral to the appropriate outside agency.

Parent-Teacher Conferences- See COVID Guidance for current details

As a component of our program, information about your child's growth and development is collected throughout the year. This information includes anecdotal notes, samples of children's work, and photographs of children participating in activities, developmental assessments such as the Desired Results Developmental Profile (DRDP 2015). Upon requests, parents can have access and explanations to any and all assessments used at the ASCDL. Additionally, it is important to note that all teachers are trained in all assessment procedures. Conferences are scheduled in the fall and spring to share this information with parents. Please note that the ASCDL is not open for services on conference days, but if needed, we do provide child care during your conference. At the first conference each year this information is outlined in a written Summary of Your Child's Development and shared with parents. At the subsequent conference a more formal written Developmental Profile is discussed. At each of the conferences, we ask parents to participate in setting goals for their child's growth and development. Parents may set up a meeting with the teacher, and/or the lab director at any time they feel one is warranted.

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.
- **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.

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 anti-social behaviors.

Initially:

When a child exhibits ongoing difficult, aggressive and/or violent behaviors, the following actions may be taken as appropriate or required:

1. At the time of the behavior the child will be separated from other children to assure the safety for all, while continuing to be within visual supervision of staff.
2. In the event of biting, immediate attention and first aid will be given the person who has been bit. We are required to notify Community Care Licensing if the skin is broken.
3. If anti-social behaviors persist 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 in an effort to determine the cause of the behavior while noting situations, proximity of others, levels of stimulation in the classroom etc.

If behavior persists:

1. Classroom staff will include parents and administrative staff in developing the 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.
 - 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

Time lines:

When intervention is warranted, a plan will be developed within two (2) working days of the staff report through the SST. Any outside resources identified in the plan will be contacted and an effort will be made to schedule assistance within two (2) weeks of such request. The supervisor will review the initial plan with the staff within two (2) weeks of its implementation to determine its effectiveness and possible modification. After receipt of any outside resource assessment, a final intervention plan will be implemented within six (6) weeks of the initial staff request.

Parents will be called to pick up children from the center when a child's aggressive or violent behavior cannot be redirected if agreed upon by staff and parents and documented SST plan. Parents will be kept regularly informed of the status of their children's behavior, ensuring communication is confidential.

If the aggressive behavior continues despite all attempts to change or diminish the behavior the child will be dis-enrolled with the approval of the ASCDL Director.

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.

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, and if so, please feel free to call and check-in about your child's day and well-being. Staff are happy to share how your child's day is going.

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. However, we do encourage parents to send any special object to school (for example: "binkey", blanket, stuffed animal, "lovie") that helps your child to feel comfortable in a new situation. Please let staff know if your child has such an object.

Tooth brushing- See COVID Guidance for current details

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. Keep clothing

“child friendly” so that children who are using the toilet can manage their own toileting needs with a minimum of adult intervention.

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.

Preschool children are expected to take care of their own toileting needs including wiping themselves after a bowel movement. Be sure to discuss your child’s toileting habits with staff.

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. Although, smocks are provided and encouraged, it is not mandatory that they be worn. 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.

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 and values, 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, audiotope, 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, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

1. Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

2. Fax: (202) 690-7442; or

3. Email: Email: 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 2:30. 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 our Cook, 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 Site Supervisor. 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 does not offer solid foods to infants younger than six months of age, unless a parent wants to provide solid foods prepared at home for use by their child.
- 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.

FREQUENTLY ASKED QUESTIONS

WHO ARE THE STAFF?

The ASCDL administrative staff and support staff consists of the director, site supervisor, clerical assistant and cook. 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. In additions, another full-time certificated teacher is employed to serve in a support capacity substituting when a regular certificated staff member is absent or scheduled off-floor to complete other duties.

CAREER STAFF

Administrative Staff (530 898-5865)

- Director Jackie Hansen
- Assistant Director Ember Funk
- Clerical Support Janice Stryker

TEACHING STAFF

Willow Room Staff (530 898-4549)

- Head Teacher Kayla Rumiano
- Teacher TBD
- Teacher/FSW Patricia Lopez

Maple Room (530 898-5197)

- Head Teacher Kathryn Runyan
- Teacher Katie Conklin
- Teacher/FSW Patricia Lopez

Lilac Room (530 898-4174)

- Head Teacher Veronica Galarneau
- Teacher Sarah Shilling

Magnolia Room (530 898-6439)

- Head Teacher Kristin Whitmore
- Teacher Adam Davidoff

HOW STAFF CAN HELP YOU?

- Questions about what your child did today? Ask the Head Teacher, Teacher or your child's primary care provider
- Questions or concerns? Talk with your child's head teacher or teacher, the director, site supervisor.
- Questions or comments about ASCDL policies or procedures? Talk to the director, the site supervisor or come to a Parent Advisory or Program Advisory Committee Meeting.
- In need of information about problems with children or a referral to other kinds of assistance? Ask the Director, Site Supervisor or Teachers for readings from the parent library or for consultation.

WHAT ABOUT THE OBSERVATION ROOMS?- See COVID Guidance for current details

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 and pagers must be turned off.
- ✓ 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.

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- See COVID Guidance for current details

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 skin 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 and Insect Repellent

Purpose: To promote the health and safety of young children by protecting them from the damaging effects of the sun and adverse reaction to insect bites 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 with in 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 manufacture.

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

A copy of the Child Development Lab Exclusion Guidelines is posted in each classroom and included in the Parent Handbook.

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

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.
Fever	Exclude with an axially 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.
Mild Diarrhea	Exclude until symptoms resolve. May return (two or more incidents of diarrhea) after 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.
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.

Illnesses	Exclusion Guidelines
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 then return if they are nit-free and parents provide proof of treatment either by bringing in the bottle or box from medication.
Herpes Simplex (cold sores)	Isolate and exclude children with open, oozing sores that cannot be covered. Exclude until blisters are completely crusted over.
Otitis Media	Earaches are non-contagious. There is no need to isolate child. They may return to school as soon as they are able to participate in the daily activities.
Fifth's Disease	Exclude until able to participate in daily activities.
Hand Foot And Mouth	Exclude until able to participate in daily activities.
Giardia	Exclude until diarrhea is gone & clearance from health professional.
Influenza	Exclude until symptomatically able to tolerate general activity.
Rash with Fever or	Exclude until a health-care provider

Behavior	determines Change that the condition is non-infectious.
Respiratory Infections, (upper respiratory infections, participate in general activities colds, bronchitis)	Exclude only if child has fever or is unable to
Scarlet Fever	Exclude until child has been on medication 24 hours and is and is symptom free.
Mouth Sores with Drooling	Exclude until a health care provider determines that the condition is non-infectious.

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 and 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.

1. 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.
2. 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.
3. The Child Development Laboratory Director shall notify the ASPGA Director and A.S. Human Resources of the allegation.
4. 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.
5. The Director will document activities and conversations pertaining to the investigation during the period of the investigation.
6. 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

1. Suggestions for policy change may be made at any time.
2. Contact should first be made with the Parent Advisory Committee describing the change recommended.
3. The Parent Advisory Committee will discuss and to determine a decision.

ACCOMMODATIONS

Please talk with the Director, Site Supervisor, 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.

**ASSOCIATED STUDENTS CHILD DEVELOPMENT LABORATORY
POLICY ON LATE ARRIVALS/DROP OFF**

Children are to arrive between **7:30 and 8:30** each morning. The ASCDL has implemented COVID-19 specific safety measures that require additional staff for morning health checks and transitions into the classroom. When children arrive outside the drop off window, there will not be a staff member available to complete a health check and transition your child into the classroom.

If you are going to arrive late, it is imperative that you **call the office**. At that time, your arrival will be at the discretion of the administrative staff.

Procedures if you do not call:

- 1st Late Arrival: Staff will document the date, time and details.
- 2nd Late Arrival: Staff will give the parent a verbal warning and document the date, time and details
- 3rd Late Arrival: The administrative staff will provide the family with written notification if chronic late arrivals continue.

Requests for Exception to Arrival and Departure Times:

- Any on-going request for exceptions to the arrival times must be made in writing and are subject to the approval of the director.

Drop Off Window
7:30-8:30

Acknowledgement of Receipt of ASCDL Policy on Late Arrivals

I, _____ the parent or legal guardian of _____

Acknowledge that I have read and been provided a copy of the Associated Students Child Development

Lab Policy on Late Arrivals.

Parent Signature

Date

**ASSOCIATED STUDENTS CHILD DEVELOPMENT LABORATORY
POLICY ON LATE DEPARTURES/PICK-UPS**

The ASCDL **closes PROMPTLY at 2:00 p.m. on Monday – Thursday and 12:00 p.m. Fridays.** Closing at these times allows for mandated additional cleaning and provides teachers necessary office time. Children will be picked up within the **Monday - Thursday 1:30 - 2:00 and Friday 11:30 – 12:00** window, this allows for safe and social distancing departure. If you are going to arrive outside the window to pick up your child you must call the office prior to arriving at the ASCDL. If your child is not picked up on time a staff member will call the authorized individuals mentioned on your emergency card.

Procedures if you are late:

- 1st Late Pick Up: Staff will give parent a verbal warning and will document the date, time and details.
- 2nd Late Pick Up: Staff member will issue a written warning stating 2nd offense, documenting date, time, details. This will be accompanied by the AS Child Development Lab policy on late pick up. Parent will sign documenting that they have received the written warning and a copy of the policy. Documents will be placed in the child's file.
- 3rd Late Pick Up: A notice of termination of enrollment will be issued. All documentation will be in the child's file.

I have been informed of the ASCDL on Late Pick Ups. In addition, I understand that I must adhere to the contracted hours specified by the Notice of Action and noted on my child's sign in and out sheet.

Pick Up Window

**Monday - Thursday 1:30-
2:00**

Fridays: 11:30 – 12:00

Acknowledgement of Receipt of ASCDL Policy on Late Pick-Ups

I, _____ the parent or legal guardian of _____

Acknowledge that I have read and been provided a copy of the Associated Students Child Development Lab Policy on Late Pick-Ups.

Parent Signature