



**Policy and Procedures Handbook**

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**This Handbook describes the NAU Child Development Center’s Policies and procedures. The Pandemic Appendix supersedes normal policy during the COVID-19 pandemic.**

INTRODUCTION

This policy and procedure manual is organized to correspond with the accreditation standards from the National Association for the Education of Young Children (NAEYC, 2015). Individual policies are coded to align with NAEYC criteria where relevant.  NAU Child Development Center (NAU ELDC) is a part of Northern Arizona University; therefore, many of our operating procedures are guided by NAU policy/procedure.

HISTORY

Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. As a university, we honor their past, present, and future generations, who have lived here for millennia and will forever call this place home. A member of the Association of Public and Land-grant Universities, NAU is one of the three universities governed by the Arizona Board of Regents and accredited by the Higher Learning Commission. The university is divided into eight colleges offering about 130 undergraduate degrees, 100 graduate programs, and various academic certificates. Students can take classes and conduct research in Flagstaff, online, and at more than 20 statewide locations. The university is classified among "R2: Doctoral Universities – High research activity" and ranked No. 191 in the National Science Foundation (NSF) national research rankings for fiscal year 2019. It is ranked No. 57 nationally among the most innovative schools in the 2021 U.S. News Best Colleges Ranking. NAU is a federally designated Hispanic Serving Institution, and its mission statement includes a strong commitment to Native Americans living in the region.

Under President Cruz in 2022, NAU moved forward with launching the Early Learning and Development Center (ELDC). The ELDC is a university-sponsored project in conjunction with the college of education. The ELDC will focus on modeling high-quality and innovative practices in early childhood education and early childhood special education. The center will include a pedagogical liaison, an inclusion model, authentic assessment, appropriate technology, teacher education, multidisciplinary service learning, and research. The ELDC opens spring 2023.

Vision and MISSION

Vision: The NAU ELDC exemplifies an inquiry approach to teaching and learning, improving inclusive early childhood pedagogy through education, research, and community engagement.

Mission: The mission of the NAU ELDC is to provide the highest quality care of young children, and demonstrate, observe, study, and teach exemplary and inclusionary practices in early childhood and early childhood special education. The NAU ELDC will accomplish this mission by addressing the following goals:

* Serve children of NAU students, faculty, staff, and community members by providing an environment that supports children holistically through a strengths-based lens.t. The NAU ELDC will engage in reciprocal relationships with families in order to connect their knowledge with the pedagogy of early childhood education.
* Serve as a site for teacher education, interdisciplinary collaborations, and professional development by providing a context for implementing best practices in the field of early childhood education.
* Extend knowledge and cultivate early childhood practices by providing opportunities for students, teachers, and faculty to engage in research within an early learning context.
* As a Hispanic Serving Institution and a school seeking to become a Native American Serving Institution the NAU ELDC will include and celebrate Hispanic and Native American voices and culture within the program.

PHILOSOPHY

The NAU ELC utilizes an inquiry approach to teaching and learning using an assets lens to view children and their families as collaborators in the learning process. We believe all children are capable and should be provided with the opportunity to engage in critical thinking and problem solving in real world contexts. The Project Approach is used as a framework to support authentic learning experiences aligned with early learning standards. Through the three phases of the Project Approach, children engage in inquiries across all content areas.

**Anti-Bias Commitment**

There has been and continues to be a presence of systemic discrimination and inequities embedded in early childhood education systems for historically marginalized children and families. The NAU ELDC commits to serving all families and children by respecting and embracing differences. To do this, we will actively work to implement the following practices:

* Develop a program that is inclusive of all individuals with a lens on diversity, equity, inclusion, and social justice
* Explore and review our practices to ensure that traditionally underserved populations are represented in a socially just manner
* Act and educate against bias and unfairness in a developmentally appropriate manner
1. RELATIONSHIPS

1.1 Parents as Partners

The NAU ELDC aims to develop strong partnerships between home and school, through open, collaborative communication about children’s home and school lives to provide the children and their families with a high-quality early childhood experience (10.A.01). The ELDC is aware that many children live with and/or are cared for by persons who are not their biological or adoptive parents, including stepparents, guardians and guardian’s ad litem, foster parents, spouses and partners of children’s parents, aunts, uncles, grandparents, etc., as such we use the terms “parent”, “children of”, and “family” interchangeably at the ELDC.

*New Family Orientation:* Prior to the first day of attendance each family will be invited to meet with ELDC administrator to discuss:

* Information in the ELDC Policies and Procedures Manual (philosophy, policies, routines, and procedures)
* Financial options (tuition payment guidelines)
* Individual child or family needs and considerations (health, language, learning, personal family situations, etc.)
* Curriculum and assessment
* General questions (10.B.08)

This Orientation will also be held ahead of the beginning of each school year or on an individual basis at the request of a family. This time will provide families with an opportunity to meet one another and discuss questions they may have ahead of the first day of school.

Prior to the first day, families will also receive a Classroom Welcome Packet. These forms help with communication about family values, culture, identity, home language, traditions, family structure, and the uniqueness of your child. This supports teachers in developing classroom environments that are welcoming and supportive of all families. Returning families will update this form annually (1.A.02; 7.A.02; 7.A.03; 7.A.09).

*Communication:* Ongoing communication between families, teachers, and staff to allow for multiple perspectives on children’s development and interests to enhance learning experiences (1.A.03; 7.A.06; 7.A.08; 7.A.09; 7.A.11). These include:

* NAU ELDC website
* Parent meetings and conferences
* Weekly electronic documentation
* E-mail communication
* Open door policy
* Daily informal conversations

Parents and families are an important part of the ELDC. It can be very stressful ‘leaving’ a child for the first time and spending a few minutes after dropping off and observing can relieve anxieties about separation and adjustments. NAU ELDC wants families to know as much as possible about their children's experiences during the day-families are welcome to drop in to visit their child any time. We ask that families do not visit during our nap time from 12:30-2:00 as it can be disruptive to the children. If you find that you feel you need to check on your child more frequently, we ask that you speak with the director about the need for this. Multiple calls and emails take away time from the ability for our staff to be working with children, and we strive to provide frequent communication based on the needs of your child.

*Home Languages*: All program documents and information can be translated upon request into a home language other than English through NAU. If an interpreter is needed for conferences, one will be provided upon request (4.E.05; 7.B.01; 7.B.02; 7.C.04).

*Meeting Family Needs:* The NAU ELDC works with families when circumstances arise that may necessitate adjustments to a child’s routine, attendance schedule, authorizations, etc.

*Respecting Diverse Family Structures and Traditions:* The NAU ELDC welcomes children and families with many diverse characteristics and traditions. The ELDC follows NAU policy and procedures regarding the need for accommodation.

*Concerns*:

We encourage families to share their feedback of the ELDC frequently.  Along with daily informal conversations, the ELDC will send out family surveys and will use teacher conferences twice a year for opportunities to solicit feedback.

Our program is designed to meet the needs of your child. If you should have a concern or wish to address a matter concerning your child, a staff member, a policy, or a procedure, you are encouraged to first discuss matters with your child’s teachers or the director directly. It is our hope this will help to expedite and clarify situations, so they do not linger and create further misunderstandings. Family events or changes of any kind can greatly affect a child’s demeanor and behavior at school, so timely communication assists school staff in responding effectively to the child's needs (1.A.01; 7.C.02; 10.B.20).

In alignment with our vision and mission, the ELDC requires families to use respectful communication in our program. We recommend asking questions, bringing up concerns by email or in person, or scheduling a meeting with the Director right away before any issue leads to an emotional reaction. Communication concerns may be documented with follow-up steps or an action plan. Any communication that violates the dignity of our employees or family/child participants that include, but are not limited to, intimidation, humiliation, degradation, bullying, or undesirable conduct will result in disenrollment.

1.2 Interaction Guidelines

All staff are required to read the ELDC Handbook and sign that they acknowledge all the statements and policies, including those in the guidance/discipline policy. (1B.9)

The NAU ELDC follows the National Association for the Education of Young Children (NAEYC) *Code of Ethics*. The following core principles laid out in this document serve as a guide for interactions between and among faculty, staff, children, and families.

* Recognize and respect the unique qualities and abilities of all individuals
* Create and maintain a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
* Whenever possible communicate with children using direct eye contact, at the child’s level
* Support the development of positive, trusting, and effective working relationships using open communication, collaboration, and cooperation.
* Engaging in meaningful conversation with children throughout the day, including sitting with children during snack and lunch time (3.D.07).
* Maintain a positive, professional attitude. Teachers do not yell, threaten, shame, belittle, or physically punish children.
* Approach conflict resolution proactively.
* Commit to supporting a school culture of inclusion that celebrates and supports differences, while building on commonalities.

ELDC staff members are training within the first 10 days of hire to use positive methods of child guidance including natural and logical consequences, redirection, anticipation, and elimination of potential problems, and the encouragement of cooperative behavior. Staff avoid the use of negative language (‘no’, ‘don’t’) as much as possible, and instead express expectations in terms of the desired behavior. For example, “Please use an inside voice” instead of “No yelling”, or “Feet on the floor” instead of “Don’t stand on that.” Teachers work to help children develop social, emotional, and problem-solving skills through facilitated guidance.

The NAU ELDC accepts children with special needs if a safe, supportive environment can be provided for the child consistent with the requirements of the Americans with Disabilities Act.

1.3 Positive Guidance and Discipline

All staff, volunteers, and internship students are required to sign the *Affidavit of Good Moral Character* and *Discipline Policy Statement* at the time of hire. Everyone working with children will attend orientations about the NAU ELDC and the NAU Discipline Policy through a course on Canvas. Our staff members use only positive methods of child guidance including natural and logical consequences, redirection, the anticipation of and elimination of potential problems, and the encouragement of cooperative behavior. Staff members are prohibited from using corporal punishment or humiliating, threatening, frightening, or shame-based disciplinary techniques (1.B.08; 1.B.09; 1.B.10). All staff members receive training in developmentally appropriate and child guidance procedures and are monitored on their implementation of those practices.

*Suspension, Expulsion, and Exclusion:*

The ELDC has a goal to limit or eliminate the use of suspension, expulsion and other exclusionary measures. All staff and families receive this statement in the Handbook and the Family Statement of Services. Staff obtain training on positive guidance in Canvas within the first 10 days of hire, as well as training on Suspension and Expulsion Prevention through the Department of Economic Security within the first 30 days of hire. (1B.7)

*Proactive approaches:*

All staff will receive training on positive guidance strategies. The ELDC uses the Pyramid Model, a framework that addresses the social-emotional needs of young children. Central to this model is the belief that teachers set up a foundation that promotes positive learning experiences and expectations and teaches social-emotional skills to young children. Staff are expected to implement classroom strategies to promote smooth routines and transitions, an awareness of classroom responsibilities and rights, and conflict-resolution. Children are involved in helping determine appropriate rules and expectations for each class and are taught how to use materials and equipment productively and appropriately.

*Appropriate interventions:*

Staff should utilize intervention strategies that promote desired behaviors. Below are some common strategies that are effective for young children.

1. Positive affirmation: staff will notice and point out when a child is demonstrating a desired behavior.
2. Redirection: staff will let the child know that a behavior is not appropriate, and provide a replacement behavior or different activity to engage in as an option
3. Provide choices: staff will provide an appropriate option or options for a child to choose from instead of the demonstrated behavior
4. First/then: staff will provide language around the sequence of actions that need to take place
5. Offer assistance: staff will provide options for helping a child through a situation, which can include calming down techniques, a space to discuss the situation, or conflict-resolution strategies

Children are not forced into a “time out”, but rather given options of where they would like to calm themselves. Children will have the opportunity to convey readiness to return to their group and activity. Teachers will work with children to promote self-regulation and problem-solving to support social-emotional development. If children are engaging in behavior that is harmful to themselves or others, staff may remove the child from an activity or classroom and take them to the administrative office to calm their body and regain control before rejoining the other children.

There are no circumstances when it is permissible for staff to use any form of physical punishment, psychological abuse, or coercion when disciplining a child. (1B.4; 1B.10) Examples of this include shaming a child publicly, not allowing a child to have a meal or snack, overtly strict and controlling routines, hitting, pinching, swearing, negative talk, put-downs, scolding, threatening, overt expression of anger, rejecting/excluding, or other forms of punishment. (1B.8) If a staff member finds that they are struggling with a child situation and need guidance or emotional support, they should reach out to the Director or their supervisor immediately.

Working as a team we can solve most problems. The NAU ELDC staff and administration work with families on discipline problems for each child. Although we encourage daily informal conversations between parents and staff, we may provide daily informal written reports and emails during the day to maintain communication if the teacher is not available at the time of pick-up. For persistent challenging behavior teachers, administrators, and families will work together to develop and implement a plan for teaching the child social and emotional skills and reduce the behavior challenges. We also encourage families to discuss concerns about the child’s social, emotional, or behavioral development to support problem-solving together towards a positive outcome. Teachers make environmental accommodations when appropriate to create conditions that promote positive classroom behaviors. If it is necessary for further assessment and intervention beyond that of the practices of the ELDC’s child guidance and discipline policy, teaching staff will collaborate with families and community partners to ensure the appropriate services are administered.

If there are any continued concerns about the health and safety of the child or the other children and staff, the family and the Director will meet to discuss how to best meet the needs of all parties involved that may include the following:

* The classroom staff will collect observations about the function of the undesirable behavior, specifically, what is happening before, during and after the behavior. The teacher and Director will share this information with the family to create a written plan of support. Please see the [ELDC Support Plan Template](https://nau0.sharepoint.com/%3Aw%3A/s/EarlyLearningDevelopmentCenterELDC/ER2BDwmydgBHqffiP_UF0WYBqfUlXbidcRA_-VHB9V31Cw?e=oKqjKR), which will be used for any meeting with a family.
* If requested, follow-through on our recommendation for referral of the child to The Arizona Early Intervention Program (AzEIP) or Child Find for developmental evaluation and subsequent delivery services.
* In-school parental time commitment if the child’s behaviors or needs require intensive individual attention that presents a significant challenge to our teachers for meeting the needs of other children in the class.
* Bringing in a professional through AZ STEPS in the area of concern to observe the child and provide recommendations
* Adjustment of the child’s attendance schedule if it is deemed beneficial or necessary to meet the needs of other children in the class.

If all options above have been exhausted and the family and staff are unable to ensure the well-being of the child or other children and staff, the director will work with all parties to support with resources, which could include recommendations for other preschool programming outside of the ELDC. (1E.1; 1B.10; 3B.2)

1.4 Transitions

NAU ELDC plans transitions carefully to support children’s independence, self-regulation, and engagement.

*Drop-Off and Pick-Up:* Staff are available to assist families in handling difficult separations during drop-off and pick-up times. This can include allowing the family to stay longer in the classroom with their child, providing comforting interactions and activities to support the child, and providing the family with updates about the child’s day after drop-off. (7A.1)

*Within-Day:* Transitions from one activity to another are announced to children in developmentally appropriate ways for every classroom. Classroom storage areas and centers are labeled and organized to facilitate children taking as much individual responsibility as possible.

*Staff*: Classroom teachers have primary responsibility for a single group of children. Additional full and part staff who work in classrooms, which may include federal-work study students, are scheduled as much as possible for one class group to support stability. Classroom clipboards are maintained to facilitate communication between all staff working in a classroom (10.B.13).

2. CURRICULUM

2.1 Academic Freedom

The College’s support for academic freedom guides our belief that as a laboratory and teacher educator program, our teaching staff has the responsibility to inquire and experiment with a developmentally appropriate curriculum (Copple & Bredekamp, 2009) and reflect current research literature on early childhood education. NAU ELDC encourages and supports our teachers’ roles as participants/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in an ongoing dialog about how the program philosophy translates into curriculum decision-making and daily learning experiences that demonstrate best practices and support children’s individual needs and interests (2.A.01; 2.A.02). The NAU ELDC utilizes Creative Curriculum to meet requirements while implementing Project Approach as our framework.

2.2 Curriculum Goals, Objectives, & Framework

*NAU ELDC Curriculum Goals:*

* Children are viewed from an asset lens, and curricular design will highlight the unique capabilities of each child. The curriculum is designed to support the needs of the whole child.
* Through inquiry-based learning, children will explore the world around them and their role in it.
* All children are valued as individuals and the unique perspectives and experiences of all children and families in our program are celebrated.

*NAU ELDC Program Objectives:* NAU ELDC uses several sets of applicable standards to inform program objectives:

* *Arizona Early Learning Standards*
* *COR Advantage Standards*

These standards and the use of the Project Approach serve as our guide for curriculum objectives and assessment of growth and development (2.A.03). The standards address *Approaches to Learning* which are discussed below.

Staff will be trained on the Project Approach through online and in-person trainings.

*Curriculum Framework* (2.A.01; 2.A.03):

The objectives through a Project Approach framework designate how our program is contextualized to achieve our program's vision/mission/ and philosophy. Curriculum content addresses the following areas:

*Social Studies:* Children’s awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, languages, and traditions of the families in the class. They learn about their immediate world with many field experts, excursions, experiences, and interactions with people and places within our community.

*Language Arts & Emergent Literacy:* Multimodal literacies develop through daily experiences and practice with many forms of communication. It is a literacy-rich process that involves communicating learning in a variety of ways (e.g., speaking, writing, drawing, graphics, painting, pretend play, 3-dimensional construction, music/movement, and digital photography). Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations, and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of or and written language to express original ideas. (2.D)

*Physical Development:* Physical development occurs both naturally through various types of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child’s body coordination, balance, agility, and spatial awareness.

*Creative Arts:* Creativity is important for the development of the whole child, to demonstrate learning, and express ideas. Children need exposure to a variety of materials that can be used in various ways. Exposure to a wide variety of visual arts, music, dramatic, and movement activities is imperative.

*Math:* Children acquire fundamental mathematical concepts, logical thinking, and problem-solving through the manipulation of materials and the application of skills and concepts to real-life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem-solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

*Science:* Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. The Project Approach offers a natural and meaningful exploration of how scientific principles are applied in daily life.

*Social/Emotional:* The learning environment should encourage the development of children’s positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. The children in the ELDC learn to respect others’ feelings, choices, and opinions.

*Health and Safety:* Through adult monitoring and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routines. Serving a healthy breakfast and snacks and encouraging parents to prepare balanced lunches to emphasize proper nutrition.

Teachers are responsible for integrating the standards into the Project Approach within their daily schedule. Along with the implementation of the Project Approach, teachers should include the following:

* Family language, culture, and traditions (2A.6, 2A.7, 2D.5, 2D.6)
* Changes to classroom materials for individual children and the whole class as their skill levels change (2A.2, 2A.3)
* Family involvement (does not need to be weekly)
* Use of community, neighborhood, and cultural resources (as needed)
* Use of artists or performances (as needed)

Each Classroom Teacher is responsible for the organization and condition of documentation panels within the classroom. Current child artifacts should be displayed to depict child learning through project work.

2.3 Planning (6A.7)

Classroom teachers have planning time outside the classroom for at least one hour a week (4.D.04). A designated teacher workspace is available in the lobby and in the break space. (6A.2) During this time teachers will meet with the director or instructional support coach to develop lesson plans that align with children’s needs. Teachers will have a half hour of planning daily, and an extended collaborative planning time on Fridays. Time should be used to share observations, make plans for the children, problem-solve classroom matters, and create professional development plans. Collaboration is key! We work as a team, focusing on how to support each and every child. Position and title should not matter in the planning process. Modeling collaborative efforts for student workers, practicum, and student teachers are critical, and help develop a positive work climate. (6A.6)

Planning supports the program philosophy and includes a focus on integrating assessment information for individualized learning. Planning is also expected to include responsiveness to family home values and perspectives, beliefs, experiences, and language (2.A.04; 2.A.06; 2.D.05). Assessment information should be used to support lesson planning. Plans will include domains and standards and will provide a variety of learning experiences designed to allow children to engage with content in multiple ways. Teachers will review lesson plans for the week with any practicum students who are working in the classroom.

Lesson planning:

Mentor Teachers will use Kaymbu to input their lesson plans weekly. The lesson plan template follows the routine of the day. Teachers are responsible for inputting changes to the environment, materials needed, and the steps needed to implement the plan. Teachers may change their plans based on the interests of the children, or any extenuating circumstances that may require modifications.

2.4 Field Trips & Supplemental Activities

NAU supports field trips and field experts as an integral part of the curriculum. Field trips and experts support the cognitive and social development of young children and are expected to be planned for several purposes (a) as fieldwork to support inquiry-based project investigations, (b) as cultural enrichment experiences, (c) to facilitate or support collaborations with children and teachers from other programs or schools. Informal visitors will come in throughout the year dependent on children’s projects as a part of the curriculum, involving parents, NAU Faculty and Staff, and the local community whenever possible and appropriate. Families are regularly invited to chaperone and attend field trips and other activities (8.B.01, 8.B02; 8.B.03; 8.B.04).

The ELDC will only engage in walking field trips, or field trips that can be held inside the center. Families will be given advance notice of planned field trips and must sign a permission slip for their child to participate. Information about the location, agenda, and staff and children attending will be included. A staff member will have a roster of the attending children and will take attendance and sign off at the beginning of the trip, upon arrival at the location, and once every hour on the trip. Once the class is back on site, the teachers do a final count and document with a signature. At that time, a second teacher counts and signs off as well (10.D.08).

The Arizona Department of Health Services requires children to wear, in plain view, a written identification stating the facility name, address and telephone number. Each child should wear their written name out of plain view. Staff will bring copies of the Emergency Cards, Immunization Records, and water for all children on field trips. Permission slips will be kept at the facility for 12 months.

3. TEACHING

3.1 Learning Environment

NAU’s ELDC philosophy respects our understanding of the environment as additional classroom teachers. All staff are expected to work together collaboratively to plan, implement, and maintain a learning environment that supports the philosophy/ vision/ mission of the program and helps children manage their behavior and transitions (3.A.05). Teachers' choices should reflect an understanding of children’s developmental characteristics, individual needs, and interests (3.A.01). The environment should be safe, stimulating, predictable, and organized. Children’s work is regularly displayed (at child eye level when possible) and used to revisit and extend their learning (3.A.02-04, 3.A.06-07, 3.D.05). Teachers will carefully curate the documentation displays on the wall to represent children’s learning in the classroom.

3.2 Caring Communities

Respect for each child’s needs, abilities, and interests is of utmost priority. The teaching staff is expected to create and maintain a setting in which children of differing abilities, home, and community contexts, and values are respected and integrated to form a cohesive community of learners. Teachers are expected to create, offer, and scaffold opportunities for children to participate in classroom decision-making and develop independence, empathy, and mutual respect. Teachers are expected to individualize behavior management and learning plans and involve parents in decision-making on behalf of each child (3.B.12, 3.F.03).

3.3 Classroom and Playground Supervision

*Adult/Child Ratios:* We meet or exceed the required NAEYC staff/child ratios indoors and outdoors (10.B.12; 10B.22). Ratios are lowered when warranted due to an individual or special needs, especially on field trips depending on destination, expected crowd conditions, the extent to which destination space is open/confined, etc. Teachers take a cell phone, emergency contact information, and a first aid kit on all field trips (3.C.02-05).

|  |  |  |  |
| --- | --- | --- | --- |
| Group (Max Size) | 2’s | 3’s | 4/5’s |
| ADHS (Arizona Department of Health Services) | 1:8 (16) | 1:13 (26) | 1:15 (30) |
| NAEYC | 1:6 (12) | 1:10 (10) | 1:10 (20) |
| ELDC Classroom/ Playground             | 1:6 (12) | 1:10 (10) | 1:10 (20) |

At any time when children are present in the school, there are at least two adults present, at least one of whom is a teacher or administrator. During nap, one teacher may be present in the room, and additional teachers and administrators will remain in the building and readily available for any need that may arise. Student workers trained as assistant teachers are available to help maintain ratios when a staff member is out of the classroom or out for the day. Please contact the Director should an issue arise with meeting ratios. (10B.22)

Classroom space is designed so that there is an area where children can go to be alone, but not completely out of sight/sound (3.C.02). Each classroom has a child restroom with a door for child privacy (3.C.04).

*Supervision Skills and Methods:* Our approach to supervision includes the following components:

* **Awareness** requires knowledge of children, including knowing each child’s range of skills, interests, ability to interact with others, and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children’s positive behavior. When a child is upset, the adult immediately investigates the cause of the problem.
* **Positioning** requires being able to see all children. Staff position themselves to be aware of the entire classroom and to see as many children as possible. All children are always monitored by sight or sound. When a child needs attention, teachers do not talk across the room but move to where the child is.
* **Scanning** involves regularly glancing around the classroom and playground to see children’s involvement and what is happening and maintaining accurate mental headcounts.
* **Redirection** is a pre-emptive means for preventing undesirable or unsafe behavior from occurring. Children are redirected to other areas/activities when undesirable behavior is imminent or occurs. This technique helps ensure the safety of all children.

Supervision for all children in areas that are near equipment where injury may occur requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision in the office.

*Toddler Supervision (2’s)*

* The teaching staff supervises 2’s by sight and sound at all times.
* At least one staff member will be able to see children at all times, including during nap/rest times.
* Staff are aware of the entire room and rotate positions as needed.
* A teacher accompanies a child into the bathroom if necessary and/or monitors children at all times while toileting (3.C.09; 3C.11).

*Preschool & Kindergarten Supervision*

* Teaching staff supervise children primarily by sight and are aware of where children are at all times. Supervision by sound alone occurs for no more than two minutes.
* Teachers scan the entire classroom to observe what is happening. Teachers position themselves to see the entire classroom.
* Teachers are aware of each child to maintain a safe environment.
* Teaching staff check on those children if they do not return quickly from the task (within 10 minutes) (3.C.12; 3C.14).

*Playground Supervision:* The playground has physical barriers that divide it into two zones, the number of adults available on the playground dictates the maximum number of areas available for use (i.e., one adult, one area open; two adults, two areas open). Staff may restrict children to fewer zones so that more adults per child are available to supervise.

* Staff position themselves near large equipment
* Staff supervision focus is interaction with children and promoting safe play; informal visiting among staff is not permitted
* Sand toys and trucks are limited to the sandbox area
* Children will bring out water bottles to have access to water on the playground
* Children needing to use the bathroom will be monitored by the staff
* After outside time toys are returned to the sandbox and bikes are placed along the wall, along with any other gross motor play equipment
* The playground is continually monitored for trash and debris

The playground gate is *kept locked when not in* use. The gate should be closed at all times when children are present.

If children can’t play outside, the gym or classroom is used, and indoor classroom supervision rules apply (3.D.01, 9.D.03).

* Inclement weather
* An environmental or safety alert has been issued

*Fire Drills:* During monthly fire drills, Staff will practice fire drills once a month. A log will be on the postings board, indicating the time and date that the fire drill took place. Staff will practice using the posted fire drill evacuation plan and will bring the daily attendance roster with the emergency card binder. Staff will verify the attendance of the children during each fire drill. Please see the ELDC Emergency Handbook for more detailed information.

3.4 Rest/Nap Time Supervision

A rest/nap time should be offered to the children daily, as required by the Arizona Department of Health Services. Each child should have access to a cot/mat, sheet, and blanket (blanket provided by the family).

The teaching staff position themselves so they can hear and see sleeping children.

* At least one staff member is present when children of any age are napping.
* At least one teacher or administrator is in the building to assist with any difficulties that may occur during nap/rest time.
* Sleeping children of any age will not have their heads covered.
* Teachers position themselves so that all children can be monitored.
* Teachers use appropriate strategies to assist children (e.g., rubbing backs, talking softly, dimming lights, playing soft music, etc.)
* Children who wake up early or do not sleep are supervised and provided with quiet activities.

Teachers provide parents with information about any issues that interfere with children’s ability to rest and will work with the families on any recommendations to support the child in resting (3.C.03).

3.5 Daily Schedules & Routines

Administrators and teachers develop a daily schedule for each class group that allows for a balance of indoor/outdoor, quiet/active, small-group/ large-group/ individual, and child-initiated/ teacher-directed activities (3.D.01). Teachers use routines to create a sense of security, predictability and promote social interaction (3.D.02). A Daily Schedule is posted inside each classroom. Schedules are flexible and adapted to respond to unanticipated or spontaneous learning opportunities (3.D.09). Teachers use classroom routines, transitions, and rules to provide children opportunities to participate and develop responsibility and citizenship (3.D.08, 3.D.09). Teachers should provide a visual schedule that is at a child’s eye level as a tool for developing routines.

4. ASSESSMENT

4.1 Assessment Purpose

NAU ELDC’s *Assessment Plan* (4.A.01) is consistent with the program’s philosophy and goals. The assessment is comprehensive and intended to provide information across all developmental domains (4.B.02). Assessments are conducted in settings that are familiar and comfortable for children and conducted by adults they know and trust (4.A.01). Staff will be trained in assessment practices through Kaymbu within the first month of hire (4E.4). The purposes of our assessment system are to:

* Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
* Describe each child’s development and learning
* Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for external diagnostic evaluation
* Identify children’s interests and needs
* Make appropriate instructional decisions and adaptations for each child
* Use assessment results for program improvement (4.A.02)
* Communicate effectively with parents as partners in their child’s early childhood education (4.E.04)

Primary methods of assessment include:

* Observation
* Anecdotal records
* Skills checklists
* Developmental screening
* Family surveys
* Interest inventories
* Performance assessments
* Work sampling
* Informal & written communication
* Developmental narratives (4.A.01)

When warranted, additional formal and/ or informal methods that may be used include:

* Running records
* Behavior checklists
* Time/event sampling
* Video/audio recording
* Standardized testing and/or specific instruments authorized by families as requested by resource/ referral agencies or specialists for extended diagnostic

Additional information about assessment and tracking children’s development:

* *Developmental screening:* The ELDC provides vision and hearing screenings through NAU services.  These are provided on-site during normal operations*. (4C.2) If families do not want your child to receive one of these screenings, please notify the director in writing.*
* The teachers use the Ages and Stages Questionnaire (ASQ3) to check for typical and atypical development.  This is done by observing your child at the center for interactions with other children, listening to their language, observing for motor skills, and providing some activities for your child to complete (such as stacking three blocks).  This is done within the first two months of your child’s attendance. (4C.3)
*
* *Observation:* The teachers will collect information about your child’s growth and learning by observing.  Teachers will take notes, photos, and videos of your child to document what your child does, what growth is taking place, and where there might be opportunities to further their learning.  Photos and videos for this purpose are not shared outside of the center unless a family signs the photo/video release waiver.
*
* *Work Samples:* The teachers will collect samples of what a child does in the classroom.  These can be pieces of art, writing samples, or photos of a project or task they completed.
*
* *Kaymbu:* The staff use a program called Kaymbu that documents learning in the classroom.  Along with the items above, the staff will link the learning to a developmental checklist called COR Advantage.  COR Advantage has learning standards that show where a child is in the domains of social-emotional, cognitive, and physical development.  This is like a report card but shows the growth of each child instead of a letter grade.
*
* All assessment information is shared with families on an ongoing basis and is also provided through our Kaymbu app. Families are asked to participate in two family-teacher conferences a year.  Information about these conferences will be out a month in advance.   We ask families to provide questions or concerns about the assessments at any time throughout the year, but also specifically at conferences. Staff also use the family and child questionnaires collected at enrollment to provide information about your child’s development and goals for growth. (4E.1; 4E.04)

4.2 Assessment Timelines

Assessment begins prior to the child’s initial enrollment with parent survey/ intake forms and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The classroom teachers conduct formal parent/ teacher conferences in the fall and spring (4.E.02) and maintain close, informal contact with families throughout the year. At enrollment and re-enrollment, NAU ELDC distributes to families the *Assessment Plan Timeline* (see appendix) that provides an overview of the entire process including timelines, procedures/methods, instruments, products, and follow-up (4.A.02, 4.B.06, 7.B.03).

4.3 Confidentiality, Release of Media, & Artifacts (4.E.07)

The NAU ELDC is a laboratory/teacher educator school, therefore there are students and members of the NAU community visiting the ELDC doing observations, and field experience coursework. During these activities, strict family confidentiality is preserved. Children are identified to observers by their first name only. Individual child files and assessment portfolios may only be accessed by:

* Program Director
* Program Coordinator
* Classroom Teachers
* Support Teachers
* Final Interns (when applicable)
* Administrative Specialist
* Authorized personnel of state ADHS licensing agency or local county childcare licensing, if applicable
* Authorized personnel from the NAEYC accreditation team
* Health officials with specific authorization from parents
* The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Hourly or Federal Work Study students). Information that classroom teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use, with the *Media Release* form.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a teacher educator program, NAU ELDC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children’s work and learning that is presented in hallway displays. Parents are given the opportunity annually to sign a release permitting the *routine* use of children’s photographs and/or work for these purposes.

*Specific* written permission will be requested before any release of images or child artifacts for purposes of community media.

All our staff are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren) but of all other children and families. We encourage open, honest, informal, and frequent communication among staff and parents. However convenient; hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child’s teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For requests of NAU ELDC for information regarding children, we use signed releases from parents. For student employee records, NAU ELDC complies with all federal confidentiality requirements as outlined by the college’s policies for compliance with the *Family Educational Rights and Privacy Act* per federal law.

*Cell Phone Usage*

***No cell phones can be used during drop-off, pick-up, or volunteer time.*** Many parents enjoy photographing their child at the ELDC, and many times other children end up in the photograph. Pictures taken within the ELDC fall under strict confidentiality. Therefore, photos cannot be disseminated without written consent. Staff must refrain from using a cell phone for personal use while in classrooms or visible spaces within the ELDC. **Disciplinary action will be taken for staff using their phones in the classroom or for posting ELDC content on social media.**

All staff and families are reminded that no identifying information about NAU ELDC children, families, or activities may be posted on personal social networking sites.

Child and staff files are kept locked in the administrative office. NAU ELDC complies with NAU, licensing, and Early Learning Coalition policies for record retention, destruction, and archiving.

4.4 Identification of Children with Special Needs

Children are accepted for enrollment assuming that (a) the child can benefit from the NAU ELDC program, (b) the child’s behavior does not pose a significant threat to the health and/or safety of themselves or the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child’s individual needs. At entry, our collaboration with each family begins as we ask them to share concerns and information about their child in our enrollment and welcome packets. If concerns arise teachers and families may complete the *Ages and Stages Questionnaire* (2009, 3rd Edition), a developmental screening tool that is normed and standardized across diverse populations and widely used in early childhood programs. This tool may be re-administered subsequently (as well as its companion version, the *ASQ Social-Emotional*) if observational or anecdotal information indicates existing, possible, or emerging special needs (4.C.01).

In Arizona, public schools meet the requirements of the legislation for preschool children through Arizona Early Intervention Program (AzEIP birth-3) and Child Find (3-5) processes. If an enrolling child has already been identified with special needs, NAU ELDC staff meet with the family and external professional resources available to review the IFSP, IEP, or 504 plan. If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation of children not previously identified with special needs, we will request that parents initiate the *Child Find* process and we will make every effort to aid/ facilitate the process (7.B.04, 7.C.03). If a child is receiving private services, NAU ELDC requires that any relevant information needed to meet the child’s needs be provided to us so that we can make physical and instructional accommodations.

* Please see the section on conditional enrollment to read about our expectations of families.

4.5 Developmental Delays and Diagnostics

When a child displays signs of a developmental delay or other special need the program will take the following steps:

* The classroom teacher will document behaviors that lead to concern about development or needs
* The classroom teacher will conduct the appropriate assessments for initial screening to assess the need for school-based intervention or referral to outside services. This information will be shared with the director and families to discuss the next steps.
* Based on children’s needs interventions will be designed and the appropriate referrals will be made to the coordination agencies.
* If this process has been followed and we have determined that we cannot meet a child’s specific needs, the ELDC has the right to refer the child to another program (7.B.03).

4.6 Communicating Assessment Information

*Staff-Staff:* Classroom teachers meet at least once weekly with the Director, Coordinator, or Instructional Support Coach to plan, and maintain ongoing communication about children’s learning experiences, needs, interests, and ongoing adaptations to the curriculum that are informed by the assessment process (3.A.01, 4.D.02).

*Staff-Families:* Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual progress. Specific information about the assessment system is provided at new family orientation sessions and conferences. At NAU ELDC, group learning is mainly communicated through electronic communication and visual documentation displays in the classroom. Teachers conduct conferences with each family once per semester (fall and spring), at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report are shared and discussed, along with portfolio artifacts (7.B.03, 7.C.01, 7.C.02). Teachers or families may request additional conferences as needed.

*Staff-Families-External Resources Professionals:* When families are working with external specialists, the program administration is responsible for coordinating meetings, providing observations, assessment activities, and follow-up as needed. The program provides support to assist families in advocating and decision-making on behalf of their children. The administration also ensures that external specialists who provide in-school therapies or who have a direct contract with a child over an extended period must provide the required documentation and receive the required level of orientation information about the program and routines (7.C.03, 7.C.01).

*NAU ELDC-Other Schools:* When assessment information is formally requested by other schools or programs, it is provided with the written permission of families (7.C.08)

5. HEALTH & SAFETY

*All staff will receive training on health and safety practices through Canvas and through the DES training on the AZ Workforce Registry.*

5.1 Child Health Records

Prior to enrollment, parents must provide complete, dated, and signed:

* *Arizona Health Record* (updated annually, contact information for 3 persons authorized to act on parents’ behalf in event of an emergency, health and emergency provider, instructions, and information about special health needs).
* *Record on Immunization (EIIRC)*- Evidence of current immunizations according to the immunization schedule as laid out by the Centers for Disease Control, a form provided by the physician’s office. If a child does not have immunizations or is under immunized, families are required to complete the Immunization Exemption form from ADHS. (5A.13)

Children’s files are kept in the administrative office. Access to files is for administration, educators who have consent from the legal guardian, or regulatory authorities. Families with legal guardianship can access files as needed upon request. (10.D.06)

NAU ELDC requires these forms to be kept current and monitors expiration dates, providing reminders one month before the expiration date. If updated forms are not returned in a timely fashion, parents are notified in writing of child exclusion from the program pending the return of the current immunization form. As per licensing requirements, parents are informed at the time of enrollment that some of the children in care may not be immunized.

5.2 CPR & First Aid Training

All full-time staff of NAU ELDC have been trained in Pediatric First Aid (including rescue breathing and management of blocked airway) and CPR. The ELDC provides training as needed, and if a staff member does not attend the training session provided, they must secure certification at their own expense. One staff member will be present with CPR and First Aid Training per class. Documentation of CPR and First Aid certification will be kept in the staff files and on the DHS posting board. (5A.15)

5.3 Sickness/Illness (5.A.04)

NAU ELDC follows the ADHS guidelines for exclusion from care in the event of illness and annually distributes these guidelines.

*Sick child notification and exclusion:* NAU ELDC does not have facilities or staff to provide sick care for children. If a child becomes ill, they are removed from the classroom to the office, kept comfortable, and parents are notified to pick them up within 30 minutes. The NAU ELDC *Illness Release* form is sent home with the child and returned signed and dated by the parent or authorized family member when the child is well enough to return. A child with fever may not return until fever-free (without fever-reducing medication) or symptom-free for 24 hours.

Parents will be called if a child

* vomits
* has uncontrolled diarrhea more than once
* has a fever over 100.4° F
* has any condition or discomfort which keeps him or her from actively participating in the activities
* shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04).

The NAU ELDC will communicate information about common communicable diseases present in the classroom verbally or through classroom-level email correspondence. If an unusual disease emerges or a common disease, such as strep throat appears in multiple classrooms, NAU ELDC issues an email and a posted *Health Alert* that includes information and links to online or print resources about signs, symptoms, transmission, period of communicability, and any control measures being implemented. NAU ELDC forwards any community-wide health alerts to all families that are received either from the college, state, or local ADHS office (5.A.05). Families may be asked to provide a note from a medical professional clearing their child to return to the ELDC if they have a communicable disease. This policy applies to adult staff as well as children.

Staff who experience the following symptoms should report their illness to the director and remain home until symptoms are gone for 24 hours or until released by a doctor to return to work:

* Fever over 100.7 degrees Fahrenheit
* Vomits once or has uncontrollable diarrhea twice or more
* Shows symptoms of highly contagious conditions, such as conjunctivitis (pink eye)
* Any condition or discomfort which prevents the staff member from being able to fulfill the basic duties included in their job description (6A.8).

If a vaccine-preventable disease occurs in the program, staff or children who are under immunized or who have an immunization exemption may be asked to stay home for a minimum of three days. The CDC or a licensed medical professional will provide guidance on when it is safe for under immunized populations can return to the ELDC (5A.14)

5.4 Indoor/Outdoor Play

Daily schedules include a minimum of two outdoor play periods per day (AM, before/after lunch, PM), weather and environmental safety conditions permitting (at least 30 minutes per period). Children may have limited outdoor time based on weather conditions. NAU ELDC monitors local weather and air quality conditions daily and follows any/all directives issued by NAU campus authorities or the National Weather Service (5.A.06).

Parents are expected to provide:

* seasonally and size-appropriate clothing with at least one complete spare set (replaced as needed)
* ONLY closed-toe shoes are allowed on the playground
* written permission to apply sunscreen/sun block (SPF 15 or higher) as needed (5.A.07)

Only commercial water tables and sprinklers are used for water play. Water is changed between groups of children and no child with sores or ailments is allowed to participate in communal water play. Water tables and wading pools are drained and sanitized daily and kept covered when not in use (5.A.10).

5.5 Diapering & Toileting (5.A.08)

*Diapering:* We assume many children entering the two’s class will be in diapers. Children entering the 3’s class, however, are expected to be in the process of toilet-training unless parents provide a written medical justification for continuing diapering. Parents are expected to provide all diapering supplies including disposable diapers, creams/ointments, wipes, and extra sets of clothing. *Cloth diapers are only permitted with a signed medical statement from the child’s licensed medical practitioner,* and if used, must include an outer covering for each diaper that completely secures diaper leakage and is changed as a single unit. Each classroom will have a diaper changing table used exclusively by that class. (5A.18)

To enroll in the preschool classroom, children must be fully toilet-trained. For classrooms that do not allow diapering for children without a medical exemption (such as the preschool room), we require that children are able to complete the toileting steps on their own, wear underwear daily, and do not have more than one accident per day. We expect accidents to happen and will work with the child on reminding them to go or try on a more regular schedule. If a child has an accident five days in a row, or multiple accidents per day over three days, we will meet with the parent to discuss options. Enrolling a child in the preschool room without the child being toilet-trained may result in disenrollment in the preschool classroom.

Staff that diaper children are expected to adhere to the following procedures:

* Change diaper only in the designated diaper changing area
* Diaper changing area must contain a nonabsorbent, sanitizable diaper changing surface that is seamless and smooth and kept clear of items not required for diaper changing
* Assemble needed supplies before putting a child on the changing table
* Always keep one hand on the child if changing in an elevated location
* Wear new disposable gloves
* Remove wet diaper, fold and secure with soiled side inside, and place in a disposal container
* Dispose of diapers in a waterproof lined, sanitizable container with a tight-fitting lid
* Thoroughly clean the child with disposable wipes provided by parents and apply any provided cream/ointments per instructions
* Re-dress the child (with clean clothes if necessary). Wet/soiled clothes are placed in a plastic bag, tied, and sent home daily
* Sanitize the diapering surface thoroughly using appropriate disinfectant solutions and paper towels
* Dispose of gloves and paper towels in a trash receptacle
* Wash hands using proper procedure (wash child’s hands if any contact is made with urine or feces)

Children are to be checked and changed as needed

* Every two hours during normal activity times
* Before and after nap (5A.17)
* When visibly wet or soiled

*Toileting:* For children training or able to use the toilet independently, staff members adhere to the following procedures:

* Encourage/permit children to use the toilet when requested, providing signs that it is needed, and at logical times (before and after rest, outside play, field trips, etc.)
* Adult help is provided for removing/redressing and wiping if needed
* Children are taught the proper hand washing procedure and monitoring for consistent use (5.A.09)
* Hands are washed after toileting
* Staff wash hands after assisting any individual child

NAU ELDC can provide resource information for parents whose children are toilet-training and supports training procedures being used at home but does not assume primary responsibility for toilet training.

5.6 Hand Washing (5.A.09; 5A.19)

Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing techniques as part of their daily routines. Staff assist children with hand washing when needed and monitor for ongoing compliance. Chemical hand sanitizers are not used at NAU ELDC as a substitute for handwashing.

*Frequency:* Staff and children wash hands:

* On arrival
* Before and after meals/snacks
* After toilet training
* After returning from outside
* After handling or touching body fluids
* After touching any pets or animals
* After water play with two or more people

Staff washes hands additionally:

* After handling garbage or trash
* After assisting a child with toilet training or diapering
* Before/after feeding children

*Procedure:*

* Use warm water (86°F- 110° F)
* Wet hands
* Apply liquid soap and wash thoroughly for at least 20 seconds (back of hands, in-between fingers, nail beds
* Rinse well
* Dry with a paper towel
* Use a paper towel to turn off the water
* Discard paper towels in a hand-free trash receptacle

5.7 Medication (5.A.21) (10D.10)

The NAU ELDC does **not** administer medication except for rescue medications such as inhalers and epi-pens. If a child needs another type of medication during the day, the parent is responsible for administration to the child. For any standing medications needed, staff will be provided with training on how to use the medication by a Child Care Health Consultant and will always be present when the child is present. Emergency rescue medications will be stored in a locked cabinet and contain the following information:

a. The name of the enrolled child;

b. The name and amount of medication administered and the prescription number, if any;

c. The date and time the medication was administered; and

d. The signature of the staff member who administered the medication to the enrolled child

Additional policies around medication administration will be provided as needed.

5.8 Meals & Snacks

Families are responsible for providing meals and snacks. Families will bring a healthy snack that has two food components per snack for the morning and afternoon snacks, as well as lunch. These should include a variety of food groups and should be nutritious in nature. We encourage families to provide milk or 100% juice (no more than twice a week) with lunch in a container. Soda or candy is not permitted in snacks or lunches. A refillable water container is also required. We encourage families to buy reusable containers that can be packed up and sent home for wash and reuse. If families need ideas for healthy snacks and lunches the NAU ELDC will provide resources with ideas. (5B.2.)

*Peanut-Free Zones:* The NAU ELDC does permit children to bring peanut-based products to school. However, each classroom will provide a peanut-free table to meet the needs of any student with a peanut allergy. Other children with a peanut-free lunch will be placed at the table as well to assure a child is sitting with peers. (5.B.05).

*Special Health Needs:* Parents of any child with special food-related or dietary health needs must provide a written individualized care plan prepared in consultation with the child’s health care provider that specifies needs or prohibitions. This information is added to the *NAU ELDC Child Health Advisory List* and posted in the kitchen, administrative offices, and Director’s office. If needed, a daily log is maintained for the child documenting the type and quantity of food consumed (5.B.04, 5.B.05).

Food allergies should be noted on the allergy form in the enrollment paperwork. Allergy information is posted in each classroom. Families are responsible for providing an epi-pen to the ELDC for allergies that can create an emergency response.

*Lunch:* Parents are required to provide their child with an appropriate lunch box, or a leak-proof receptacle clearly labeled with the child’s name. Our staff is expected to spend snack/mealtimes at the tables interacting with children; the time needed to heat lunches prevents them from being able to do that. Therefore, *we do not heat leftovers or pre-packaged meals or snacks* (5.B.9), so cold or hot packs must be used if food needs to be kept warm or cold. *Parents are responsible for providing a healthy lunch for their child*. Please provide milk or juice with lunch. The NAU ELDC can recommend healthy food resources to parents (5.B.02).

*Breakfast and Snack:* Breakfast is served between 8:00-9:00 am and afternoon snack following rest time (after 2:30 pm). Families are responsible for sending breakfast and afternoon snacks daily, which should include two different food groups. Toddlers/twos do not carry bottles, sippy cups, or regular cups with them while walking or crawling. Children 3-5 do not carry liquids in any type of cup while walking around the center. Children are encouraged to use the water fountain for liquid consumption or refill their water bottles from a pitcher in the classroom (5.B.01, 5.B.14, 5.B.16).

*Special Occasions:* We make exceptions for other special occasions and parents are welcome to send in treats at these times. These items must be commercially prepared rather than home-cooked (5.B.02).

*Choking Hazards:* Per Arizona Child Care Licensing foods that are associated with young children’s choking incidents may not be served to children under 3 years old. This includes, but is not limited to, whole/round hotdogs, popcorn, chips, pretzel nuggets, whole grapes, nuts, uncut cheese cubes/sticks, and any food that is of similar shape and size to the trachea/windpipe. Food should be cut into pieces ½ inch or smaller.

*Food Safety: Families* should take care to wash fruits and vegetables before sending them to school. Please do not send food that needs to be microwaved, as the ELDC cannot microwave any food. Staff are responsible for sanitizing tables before and after meals. (5B.8; 5B.9; 5B.7)

5.9 Cleaning & Sanitation

NAU uses a contracted cleaning company through Flagstaff Unified School District to clean the premises according to the *NAEYC Cleaning and Sanitation* guidelines. Staff will clean tables and contaminated surfaces as needed throughout the day. Contaminated toys will be placed in a “contaminated toy bin” to be cleaned and sanitized by the end of the day. All areas of the building are mechanically ventilated with proper disinfectant and cleaning solutions and procedures used to ensure standard precautions against contamination and/or the spread of infectious disease (5.C.01-03). Staff may not use candles, air fresheners or other sprays to control ventilation. (5C.4)

Our classrooms may contain pets. All visiting pets are cleared for immunizations before visiting classrooms and properly supervised while interacting with children. Children with animal allergies are not exposed to visiting pets. Animal allergies should be noted on the allergy form included in the enrollment paperwork.

The school district will post a notice of pesticide applications 48 hours in advance that contains the date/time of application and statement of written pesticide information.

5.10 Emergency Plan

NAU ELDC has a written comprehensive [*Emergency Plan*](https://nau0.sharepoint.com/sites/EarlyLearningDevelopmentCenterELDC/_layouts/Doc.aspx?sourcedoc=%7B04CE61C9-2664-432E-A75B-6CBC19DD95AA%7D&file=NAU%20ELDC%20FLIP%20CHART%20-%20Emergency%20Response%20Procedures%20DRAFT.doc&action=default&mobileredirect=true) for (a) medical emergencies, (b) evacuations, and (c) risk management/preparedness. The plan is reviewed/revised at least annually and as needed to be consistent with and inclusive of all NAU Emergency Policy and Procedures, ADHS requirements, and NAEYC standards. A copy of the plan is in the Director’s office and administrative office and is available for review at any time. Evacuation routes are posted in all classrooms and several other locations throughout the building.

Staff are trained in the implementation of the emergency plan at the time of hire or whenever there is a change of procedure. NAU security monitors the security system and provides important crime bulletins. NAU Security conducts practice drills and monitors alarms and extinguishers.

NAU ELDC is part of the NAU Alert System, NAU Safe App. In the event the campus declares an emergency closing, families MUST pick their children up within 45 minutes of notification.

5.11 Medical Emergency Notification

In the event of a medical emergency:

1. Staff will call 911 to obtain emergency personnel, as well as campus security. This may include an ambulance and other medical teams.
2. A CPR-trained staff member will perform emergency procedures as needed/recommended.
3. Staff will utilize authorized emergency contacts including relatives and medical personnel listed on the child’s Enrollment form. It is the responsibility of the parent to keep these files up to date. It is the responsibility of the parent to keep these files up to date.
4. A child may be transported to a hospital emergency room to receive all necessary treatment. Staff will alert emergency responders of the family’s physician/hospital preferences as indicated on the Enrollment forms; however, emergency services may dictate where children are transported. If a family member has not yet arrived, a staff member will accompany the child to the hospital.
5. Staff will continue to attempt to reach a family member or authorized adult until someone is reached who can then assume responsibility for the child’s care. If all options have been exhausted, the Director may call the Department of Child Services or Flagstaff Police for assistance.
6. Any medical emergencies or injuries that require medical care should be reported to the Director who will complete the NAU Third Party Report of Injury. The link to report can be found here: <https://in.nau.edu/risk-management/third-party-report-of-injury/>

5.12 Child Abuse & Neglect

All staff, long-term volunteers, and students are required to process child abuse clearances through the ADHS Central Registry before the first day in the classroom. Any adult working in the classroom is required to have a valid DHS Fingerprint Clearance card. Teachers are encouraged and required to report any suspicion of child abuse. Teachers are to report to the director to inform them of the report made so the director can support the teacher as needed (6A.10).

The ELDC follows NAU’s [Supervision of Non-Student Minors Policy](https://nau.edu/wp-content/uploads/sites/26/Supervision-of-Non-Student-Minors.pdf):

I. Duty to Report and Protect Arizona law (A.R.S. § 13-3620) requires that University personnel and other persons, including Authorized Adults, who have responsibility for the care or treatment of a minor who reasonably believe that the minor has General Administration / Supervision of Non-Student Minors Page 4 of 8 been abused or neglected shall immediately report or cause a report to be made of this information to a sworn peace officer. The NAU Police may be contacted for this purpose by calling 928-523-3611, or a report may be made by calling 911 in an emergency. The NAU Police will be responsible for parental or legal guardian notification in such circumstances. An Authorized Adult making such a report will concurrently notify the Program Administrator, who in the case of Non-University Programs, will immediately notify the program’s University coordinator. Any Authorized Adult who reasonably suspects or becomes aware of a credible threat to the health, safety, or wellbeing of a Non-Student Minor will take immediate action to protect the Non-Student Minor from the perceived threat. Further, the program will prohibit an Authorized Adult who may reasonably be considered to pose a threat to the safety, security, or welfare of Non-Student Minors from having further contact with Non-Student Minors in the context of their program, unless and until the matter is properly resolved by the appropriate authority.

Process for reporting suspected child abuse:

1. The adult who witnessed or heard testimonial about the suspected child abuse or neglect should notify the Director of the ELDC or supervisor on site immediately.
2. The adult will complete the Abuse Neglect Documentation form.
3. The adult will call the Arizona Child Abuse Hotline at 1-888-767-2445. Please note the name and number of the person spoken to at the hotline on the Abuse and Neglect Documentation form.
4. The adult will call BOTH Flagstaff PD and NAU PD. Both phone numbers can be found in the emergency plan posted by the doors.
5. The director will call AZDHS if the report involves a staff member or an incident on-site at the ELDC.
6. The report will be kept in the child’s file and with appropriate NAU departments for a minimum of 12 months.

Other procedures to follow:

* You do not need to share information with the family about making a report. Reports are confidential.
* The adult witnessing or hearing the testimonial should be the person making the phone calls. The director or supervisor can support in making this call.
* Only report exactly what you heard or saw. Do not make judgement calls or share opinions during the reporting.
* Let the director or supervisor know what supports you need emotionally. Making a report can be stressful, and we will do everything we can to support you.

Staff who report suspicions of child abuse or neglect are immune from discharge, retailiation or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm. (10D.5) Any allegation of abuse or neglect on the part of an NAU ELDC staff member will result in immediate removal from the classroom and temporary suspension without pay until an investigation is completed and a determination is made on the disposition of the incident. During this time the employee’s privacy and strict confidentiality will be maintained per NAU policies. Arizona provides an online search database of current information and addresses for registered sex offenders. All staff is required by Arizona law to follow reporting procedures for suspected child abuse or neglect by others (6A.10).

5.13 Drop-Off & Pick-Up

Transitioning from home to school or school to home can be stressful. The ELDC works to support families and children in doing the following:

* Staff are available to greet the family and child every day, and share information about what is happening with the child.
* The lobby has a comfortable seating area with children’s books. Families are welcome to read a book or talk with their child prior to entering the classroom.
* Families are welcome to establish a ritual that is completed every day during a transition. This could be a song, special hug or handshake, or specific phrase (“later alligator, see you while crocodile”).
* Staff can follow up with families after drop-off to let them know how their child is doing. (10D.7)

*Parking & Entrances:* Doors open at 7:30 am. An adult must escort children into and out of the NAU ELDC. When parents are in the building, they are legally responsible for their children. No child may be left unattended.

* Parents and children must enter through the front door with their specialized pin number (assigned once enrolled) and sign their child in at the front. (10B.20). Your pin should not be shared. Emergency contacts who are picking up your child should ring the doorbell and should ask for assistance in signing in and out from a staff member.
* Families must make sure to have contact with staff when dropping children off or picking them up.  Staff are able to assist families in handling difficult separations during drop-off and pick-up times. (7A.1)
* The ELDC closes at 5:00 pm. Parents must be *in the building and signing out their child by this time*. If for unforeseen circumstances parents are late, they must notify the front office. *Late pick-up* will result in a warning for the first incident, and a late fee assessment of​ ​ $5 per minute for following late pick-ups.
* If no one shows up to pick up your child by 5:05, we will call down the child’s contact list until we are able to find someone to pick up your child. If we are unable to reach anyone on the list or no one is able to pick up your child, we will notify Flagstaff Police Department.
* Families who do not adhere to our drop-off or pick-up policies consistently will be disenrolled.

*Sign-In/Out*: Parents will sign their child in and out each day in the attendance book at the kiosk in the lobby. Teachers will sign children in and out of the classroom on the attendance clipboards as children enter and leave school. It is the responsibility of the parent to sign in AND out daily, as ADHS and NAEYC require accurate attendance records.

*Authorized Pick-Up:* Only a parent, official guardian, or someone previously designated by the parent/guardian on the Emergency Card may pick the child up. Photo identification will be requested until the staff is familiar with authorized pick-up persons by sight.  **Staff may never release a child to anyone not on the pick-up or drop off list.**

Families should avoid leaving their car idling in our parking areas, unless there is extreme heat or cold to maintain interior or engine temperatures. (5B.2)

The enrolling parent(s) provide a list of names of those people authorized to pick up their child from the center on the *NAU Enrollment Form*. Written changes to this list may be made at any time by parent(s). *No one else* is allowed to pick up the child without prior written authorization (note or email). The designated person will be asked to show a photo ID, and the name matched to the authorized list in the child’s file. If there is an unexpected emergency, a parent may call and speak directly to the Director or Coordinator to let them know the name of the person coming that day. *A court order must be provided (a copy will be kept in the child’s file) documenting any immediate family member who specifically does not have the authority to pick up a child.* (10.D.09).

If a parent arrives who is intoxicated or otherwise incapable of taking the child home safely or if a noncustodial parent attempts to claim the child without the consent of the custodial parent, campus security and/or local police will be called by the Director, Coordinator, or whoever is the designated person in charge in the event the Director is offsite.

## 5.14 Empower Pack

The ELDC is enrolled in Empower Pack.  Empower is a supplemental set of standards that supports healthy development in child care centers.

Here is a list of the policies we have adopted:

1) We are a breastfeeding-friendly facility.  We have a private space for breastfeeding and have a sign in our lobby notifying families of this.  We are also able to provide literature on breastfeeding as requested.

2) We promote sun safety by asking families to provide sunscreen for their child, with permission for their child or a staff member to help them apply it.  We encourage families to bring hats and sunglasses as needed and will monitor sun exposure during the summer months.

3) We promote physical activity by having gross motor activities outdoors for a minimum of 60 minutes daily.  We do not have sedentary screen time and incorporate movement into our daily routines.  We are also able to provide information to families on how to stay active.

4) We are currently not able to participate in the CACFP; however, we provide information on healthy meal options for families, request that they provide milk or juice (no more than twice a week) in their child's lunch, and create a family-style meal atmosphere during our snack and mealtimes.  This means sitting with children while they eat, encouraging them to make choices about what and how much they eat, and promoting conversations.

5) Families can provide toothbrushes and toothpaste for their child to brush after meals.  We invite oral health training into the facility a minimum of twice a year.

6) We incorporate topics on Empower into our annual training.  Please see the "other training resources" section in Canvas for a link to these training courses.

7) The ELDC is a smoke-free environment, with postings on this policy.  We are also able to provide information on the dangers of smoking to enrolled families, with resources on how to quit.

6. TEACHERS

6.1 Code of Conduct (6.A.01; 6B.2)

All teaching and program staff are expected to know and use the *NAEYC Code of Professional Conduct;* all the staff members receive this information during orientation and sign the *Statement of Commitment* at the time of hire. NAU ELDC employees also adhere to the NAU Ethics Policy. To work at the ELDC teachers, and student employees must maintain USF’s Teacher Dispositions:

* The belief that all students can learn
* Value and respect for difference
* Value of positive human interaction
* Intellectual curiosity and willingness to learn new knowledge
* A commitment to inquiry, reflection, and self-assessment
* Value of responsible, collaborative, and cooperative work
* Sensitivity to community and cultural context
* Responsible and ethical practice

6.2 Babysitting Policy

From time to time, we receive inquiries from ELDC parents and families requesting contact information and/or referrals of our interns and teachers for private babysitting and/or nannying positions. This is understandable, given the high standards and screening processes we maintain. However, we believe this practice is not in keeping with the College Ethics and liability guidelines, nor the *NAEYC Code of Conduct, P-2.11,* which states: *“we shall not engage in or support the exploitation of families. We shall not use our relationship with a family for private advantage or personal gain or enter into relationships with family members that might impair our effective working with their children.” (p.4) (6B.2)*

Therefore, our policy is:

* The NAU ELDC program does not *facilitate or assist with* private arrangements between families and staff/ student members. We neither maintain a contact list for this purpose nor do we give out personal contact information for any employee.

The College *does not allow* parents to list any staff member, outside of immediate family, (including students) as a “pick-up” person for their child or decide with a staff member to be responsible for a child either immediately before or after the program day.

6.3 Teacher Qualifications

The core of the NAU teaching staff consists of 2 Classroom Teachers (Mentor Teachers) and a full-time Assistant Teacher (Co-Teacher). All teaching staff must meet the qualifications required by ADHS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, professional development, etc.) (6.A.05, 6.A.06). Full-time staff are provided with health, retirement, paid leave, tuition assistance and other benefits. (6A.11-14)

6.4 Job Descriptions

NAU classifies teachers into two main categories:

*Mentor Teacher:*

This position requires at least a bachelor's degree and at least one to three years of prior related work experience.

The Mentor Teacher at the NAU ELDC is a full-time, non-exempt employee with full benefits at Northern Arizona University, contracted on a 12-month contract. The Preschool Teacher reports to the Program Director.

Each Mentor Teacher is assigned responsibility for a particular group of children, also known as a primary care group, (10B.21) and works 40 hours per week including lunch and daily planning time (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, child assessment, documentation, inquiry, and/or professional development. A Teacher may need to monitor or supervise naps during this time if other coverage is unavailable (10.B.11, 10.B.13).

Job duties:

* Implements the program by meeting quality early childhood criteria by the NAU Child Development- Teaching Labs policies and philosophies established to meet accreditation standards.
* Plans, develops, and implements appropriate curriculum to meet the needs of each individual child by accreditation standards.
* Screens and assesses children to determine developmental and educational needs and develops and implements individual educational plans to meet all collaborative agency standards. Documents children’s progress utilizing a portfolio.
* Communicates with families through parent conferences and written correspondences.
* Attends meetings and conferences of professional organizations appropriate for early childhood education.
* Attends and participates in all staff meetings and required training for ongoing educational growth and development.
* Complies with local, state, and national regulations as well NAEYC Code of Ethics.
* Collaborates with others in the community demonstrating Best Practices for the Teacher Educator Lab School.
* Performs other similar and related duties as required.

The NAU ELDC teachers are expected to support the program's vision, mission, and philosophy. Teachers are expected to be an integral part of the decision-making, policy, and procedure setting. The input and collaboration of the Teacher are essential to the success of the NAU ELDC.

The probation period for an assistant teacher is 90 days. Assistant teachers are formally evaluated each year dependent upon the hire date (10.E.05).Preschool Teachers are reviewed annually and set professional goals for the following year. After the evaluation conference with the Program Director, a summary letter is written, signed by the Preschool Teacher and the Program Director, and kept on file in the office (6.B.01).

The Mentor Teacher must meet annual ADHS and NAEYC requirements for continuing education/training. The school may close in order for the faculty to attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, continue coursework in the field, engage in research, and be active in community endeavors.

*Co-Teacher:*

This position requires at least a High School diploma or GED equivalent and at least one year of prior related work experience.

The Co-Teacher position at the ELDC is a full-time, non-exempt employee with full benefits at NAU, contracted on a 12-month contract. The Co-Teacher reports to the Program Director.

Each Co-Teacher is assigned responsibility for a particular group of children ( 10B.21)and works 40 hours per week including a lunch break and daily prep time.  Co Teachers will meet with Mentor Teachers for professional tasks such as curriculum development, lesson planning and preparation, child assessment, documentation, inquiry, and/or professional development.

Job Duties:

* Implements the child-care program by the policies and philosophy of the center.
* Addresses the needs of individual children with concerns for their interests, challenges, special talents, and individual learning styles.
* Assists in maintaining the ordered arrangement, décor, and learning environment of the Center.
* Prepares for and conducts parent-teacher conferences.
* Attends staff meetings and conferences. Offers ideas for programs.
* Troubleshoots problems and offers recommendations for resolutions.
* Works with other members of the team to always maintain a professional environment.
* Performs other similar and related duties as required.

The probation period for a Co-Teacher is 90 days. Co-Teachers are formally evaluated each year dependent upon the hire date. Co-Teachers are reviewed annually and set professional goals for the following year. After the evaluation conference with the Program Director, a summary letter is written, signed by the Co-Teacher and Program Director, and kept on file in the office (6.B.01).

Director of the Early Learning and Development Center:

Provides leadership for the childcare center/preschool and carries out the vision and mission of the program.  Responsible for and provides oversight of grants and/or funded projects.  Ensures that the childcare center/preschool accomplishes the goals of demonstrating innovative early childhood education practices and providing a sound educational setting for young children; educating and preparing teachers of young children; and serving as an active center of child study and research.

Minimum qualifications include a masters in early childhood education, and 5-7 years of experience in education and program administration

**Essential Position Responsibilities**

* Works collaboratively with College of Education faculty to support the mission and philosophy of the childcare center/preschool to serve as research and teacher education center for pre-service educators.
* Provides effective instructional vision, leadership, and direction to the childcare center/preschool.
* Provides structured staff support and professional development to guide instructional planning and implementation of learning strategies and approaches.
* Maintains effective and reciprocal communication and relationships with families.
* Maintains compliance with licensure and accreditation requirements, laws, rules, regulations, and policies.
* Participates in community and professional organizations.
* Develops and maintains appropriate policies, handbooks, and website information to support the childcare center/preschool.
* Plans and monitors the staffing, budget, provision of classroom materials, maintenance, and safety needs.
* Oversees the student application, selection, and admissions processes.
* Seeks appropriate grants to support the childcare center/preschool or educator preparation; serves as Principal Investigator (PI) or co-PI on grant(s).

Pedagogical Liaison:

*Hourly and Federal Work Study:*

Job Duties:

* Assisting in the implementation of curriculum
* Assisting with classroom management and discipline
* Assisting with routines and housekeeping duties
* Monitoring rest times and child behavior
* Assisting with completion of daily/weekly reports as needed
* Establishing and maintaining positive relationships with children and families
* Adhering to DCG regulations, NAEYC accreditation standards, and NAU ELDC policies and procedures
* Office duties as needed for the administration

6.5 Staff Dress Code

All staff, including student assistants, should be dressed appropriately, professionally, and responsibly to work with toddlers and preschool children. Staff should not dress in short skirts or dresses without shorts underneath or dress in clothes that are ripped, show exposed midriff, breast cleavage, or backside area and/or undergarments. The appropriately dressed employee should wear clothing that is loose fitting, clean, and free of holes or tears. A collared, polo-type shirt or NAU T-shirt and pants or capris without holes or rips. Fingernails should be clean and short enough not to injure a child.

6.6 Staff Health and Safety (10D.1)

* Teachers are expected to wear closed-toed shoes to reduce the risk of injury outside.
* Teachers must keep materials off the floor of their classrooms that could cause them to slip and fall.
* Staff should wash their hands before and after using cleaning supplies. Staff may wear latex gloves or wear a fitted mask to reduce exposure to chemicals. (10D.2)
* If any staff member is injured while performing work-related duties at the ELDC they are asked to notify the Director immediately so that they can be supported in receiving proper care.
* NAU’s Employee Assistance Program (EAP) is designed to assist employees with personal, family, or workplace concerns or issues. Service information can be found at https://in.nau.edu/eaw(6A.9).
* Staff is provided a 15-minute break for every 4 hours worked during the day, as well as a 30-minute unpaid break if working over 6 hours. Staff may request temporary relief when they are unable to perform their duties (6A.15).
* If a staff member is feeling overly stressed and needs support with the classroom, the staff member should talk to the Director immediately. A short break or coaching may be available.

6.7 Professional Development Plan

*Orientation:* At the time of hire, all employees and volunteers receive a copy of the handbook, NAEYC Code of Conduct, and participate in an initial orientation that covers program-wide ideals and routines.

* Program philosophy, vision, mission, values, and goals
* Specific job duties and responsibilities
* Expectations for conduct
* NAEYC Program Standards
* Arizona Department of Health Services (ADHS) regulations
* Initial and ongoing training/ professional development
* Ethical Issues.
* Program policies and procedures
* Program curriculum & assessment system
* Daily activities and routines
* Health, safety, and emergency procedures
* Meeting the needs of individual children
* Accepting guidance and classroom management techniques
* Child abuse and neglect reporting procedures (6.A.07, 6.A.08, 6.A.10, 6.A.11, 6.A.12, 7.A.01).

*Training:* At the beginning of each semester, Classroom Teachers and/or Director will hold classroom-level meetings with internship students to discuss and demonstrate routines, daily schedules, planning and documentation processes, and information that is needed to meet the needs and support interests of individual children (6.A.03, 6.A.04).

Teachers all receive a handbook and training to share how professional development is conducted at the center. Teachers will also have a direct plan put in place every year for their evaluations. These goals are reassessed every year and altered as needed (6.D.14)

The director of the program observes in the classroom a few times a year and provides coaching and mentoring to teachers. The Pedagogical Liaison also provides training, mentoring, and feedback several times throughout the year (6.D.1).

*Continuing professional development*: All teachers will engage in professional development throughout the school year through multiple mediums. Each year teachers have goals set for the school year and their professional development goals are aligned with their goals.:Teachers and the Director must complete 16 clock hours of training per calendar year to meet ADHS requirements. Each member of staff will have a Professional Development Plan document so that they can track their training and professional goals.

*Macro level*: All teachers participate in PD through state and national agencies at least once a year. Twice a year teachers will have in-house professional development provided by NAU on topics relevant to the ELDC. Teachers also have access to NAU courses about early childhood education. They also have access to a variety of training provided online through the Workforce Registry. Annual topics and training topics readily available in Canvas include issues on ethics, cultural competency, the Project Approach, communication and collaboration, age-specific development, and specific populations of children and families. (6D.6-6D.10)

*Micro level*: Teachers will have personalized PD based on their goals and needs. This will include completing a self-evaluation and using observations and coaching throughout the school year. Teachers will engage in ongoing PD in connection with their goals for practice, curricular goals, and school-wide goals. Teachers also meet weekly with the director and instructional coach for planning, which is an additional professional development opportunity (6D.11).

Teachers choose their professional development plan based on the needs of their current classroom. This is done through teacher inquiry, or training by early childhood experts. (6D.10)

Based on the goals identified using the *Early Childhood Coaching Tool*, completed by the Director and Classroom Teachers as part of their annual performance review, the Director and Teachers identify potential sources for workshops, hourly and/or conference sessions that provide support for the plan. ELDC encourages Teachers to obtain the highest quality professional development possible and may occasionally close the program to enable teachers to attend multi-day or national conferences.

Undergraduate and graduate coursework opportunities are available as an employee benefit through NAU for those on permanent contracts. The College also offers many free training opportunities for all employees through different venues.

6.8 Teacher Orientation

All teachers upon hire attend the NAU orientation to understand NAU policy and procedures. Additionally, all teachers are provided with an NAU ELDC handbook with program policy and procedures. The teachers will learn more about the handbook policy by completing training that will be provided either via an online course on Canvas (6D.16).

All new employees will participate in training that details policy and procedure from the handbook. Once the orientation is complete the new employee will be placed in a classroom with experienced teachers. The new employee will be with an experienced person for up to 2 weeks before working alone in a classroom (10E.01).

Teachers are provided with information about, the Project Approach. New teachers will be coached to gain a deeper understanding of both the curriculum and framework (6D.17).

The NAU ELDC is a diverse school with families from a wide array of backgrounds. During orientation, teachers are provided information about working with diverse families, dual language learners, and culturally responsive/relevant teaching practices (7A.2).

All part-time substitutes, interns, volunteers, and support staff are provided with paperwork on health and safety requirements for the job. They are also provided with a handbook and are required to do the online orientation that all new employees are required to do (10E.2). Support staff and volunteers do not work alone with children, and must be with regularly scheduled staff members at all times. (10E.3)

6.9 Performance Evaluation

Employees are evaluated in the following manner (6.B.01):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff Category | Evaluator | Instrument | Timing | Follow-up |
| Director | AS Dean | NAU Performance Evaluation | July | Conference, summary letter; signed by Director & Dean |
| Lead Preschool Teacher | DirectorSelf | NAU Performance EvaluationEarly Childhood Coaching Tool | Dependent on hire date | Conference, summary letter; signed by CDAII & Director |
| Assistant Preschool Teacher | Director Self | NAU Performance EvaluationEarly Childhood Coaching Tool | Dependent on hire date | Conference, summary letter; signed by CDA & Director |

1. FAMILIES

## 7.0 Anti-Bias Practices

In alignment with best practices in anti-bias early childhood education, the ELDC does not celebrate holidays, including birthdays, in the center. Holidays can present challenges to ensure all children, families, and staff feel respected, and the beliefs and traditions of each family can differ. We do invite families to come in and share traditions, talents, and knowledge to increase our own awareness and understanding of our uniqueness. For more information about anti-bias practices and holidays, we encourage you to research this topic. You can also view this [helpful resource from the National Associate for the Education of Young Children.](https://www.naeyc.org/resources/blog/anti-bias-and-holidays)

Staff are provided with training in anti-bias practices and celebratory holidays in their orientation.

Please review the [ELDC Family Statement](https://nau0.sharepoint.com/sites/EarlyLearningDevelopmentCenterELDC/Shared%20Documents/General/General%20Documents/ELDC%20Family%20Statement%20of%20Services.docx) of Services for information on enrollment, items to bring to school, drop-off and pick-up, and other topics related to family enrollment.

7.1 Waiting List

NAU ELDC enrollment is primarily intended for, but not restricted to the NAU community. We maintain a waiting list according to the following priorities:

1. Siblings of current and previously enrolled children
2. Children of NAU students
3. Children of NAU faculty or staff
4. Children from the general community

Our waiting list is maintained for each age group in order of application date and priority. *We use the waiting list to make enrollment offers but reserve the right to structure class groups to support appropriate diversity, gender distribution, and accommodations for children with special needs.* The waitlist applications are kept active until either the parents request removal from the list, or the child becomes age ineligible for admission. Applications are accepted throughout the year. Registration for summer sessions and the next academic year occurs in the Spring. Once enrolled, it is not necessary to re-apply.

NAU ELDC is open to all children three through five years of age (as of September 1). The child’s age on September 1 determines initial class placement in the three-, and four-year-old class.

Enrollment offers are made and registrations are confirmed each year in Spring for the following August. Class sizes are determined by the needs of individual children in each group and may be lowered when there are children whose needs require additional attention. Interim vacancies are filled on a case/case basis.

7.2 Conditional Enrollment

The ELDC strives to meet the needs of every family and child enrolled, knowing that children come with a wide array of skills and abilities. To be successful, the ELDC requests that families provide the most information they can about the child prior to enrollment to determine how we can best meet their needs.

Children are accepted for enrollment assuming that (a) the child can benefit from the NAU ELDC program, (b) the child’s behavior does not pose a significant threat to the health and safety of the child or other children or staff, and (c) parents abide by our policies and cooperate with the support our efforts to meet their child’s individual needs*.* Conditional enrollment requirements may include, but are not limited to:

* Upon enrollment, the family will provide truthful and accurate information about their child. This can include the following items: an Individualized Education Plan (IEP), specialized health plans, developmental or health screenings.
* The family will tour the center with the child prior to their first day. The family will meet with the Director prior to enrollment to discuss and agree on any potential preparations needed to ensure the child and existing children enrolled have a healthy and safe environment. This meeting will include a list of services that the ELDC can provide, the adjustments they can provide, and what adjustments they will not be able to provide.
* If enrollment is the best option for the child, the family will be enrolled for one week to monitor and test the child’s success at the center.
* The staff will monitor how the child is adjusting to the center and provide ongoing information to the family about their experience. The Director may schedule additional meetings to check on services, adjust the preparations, or adjust the enrollment of the child.
* Should the child not be a good fit for the ELDC, the Director will work with the family to find additional programs and services that can better support the child.

Working as a team we can solve most problems. The NAU ELDC staff and administration work with families on discipline problems for each child. Although we encourage daily informal conversations between parents and staff, we may provide daily informal written reports and emails during the day to maintain communication if the teacher is not available at the time of pick-up. For persistent challenging behavior teachers, administrators, and families will work together to develop and implement a plan for teaching the child social and emotional skills and reduce the behavior challenges. We also encourage families to discuss concerns about the child’s social, emotional, or behavioral development to support problem-solving together towards a positive outcome. Teachers make environmental accommodations when appropriate to create conditions that promote positive classroom behaviors. If it is necessary for further assessment and intervention beyond that of the practices of the ELDC’s child guidance and discipline policy, teaching staff will collaborate with families and community partners to ensure the appropriate services are administered.

If there are any continued concerns about the development or health and safety of the child, or the other children and staff, the family and the Director will meet to discuss how to best meet the needs of all parties involved that may include the following:

* If requested, follow-through on our recommendation for referral of the child to The Arizona Early Intervention Program (AzEIP) or Child Find for developmental evaluation and subsequent delivery services.
* In-school parental time commitment if the child’s behaviors or needs require intensive individual attention that presents a significant challenge to our teachers for meeting the needs of other children in the class.
* Bringing in a professional from AZ STEPS around concerns to observe the child and provide recommendations.
* Adjustment of the child’s attendance schedule if it is deemed beneficial or necessary to meet the needs of other children in the class.

If all options above have been exhausted and the family and staff are unable to ensure the well-being of the child or other children and staff, the director will support with resources that could include recommendations for other preschool programming outside of the ELDC.

7.3 Open Door & Observing

Parents and other family members are encouraged to visit and observe. Parents and families are an important part of the ELDC. Parents are welcome to observe through the windows during operating hours. It can be very stressful ‘leaving’ a child for the first time and spending a few minutes after dropping off and observing can relieve anxieties about separation and adjustments. NAU ELDC wants families to know as much as possible about their children's experiences during the day-families are welcome to drop in to visit their child any time. We ask that families do not visit during our nap time from 12:30-2:00 as it can be disruptive to the children.

7.4 PTO

For the 2023-2024 academic year the NAU ELDC will be kicking off its Parent Teacher Organization. Through the PTO the home-school partnership is deepened through the coordination and implementation of special events, fundraising, family events, and teacher appreciation. PTOs allow schools to support connections between home and school, build school community, and enhance school objectives. All families are encouraged to join the PTO and be an active member in building up our school community.

7.5 Parental Support

*Parent Information Meetings:* Parent information nights are scheduled several times a year to address topics relevant to parents’ interests and needs.

Typical events include:

* Parent Orientation (Information about curriculum, policy, routines, teaching staff, family involvement, and environment)
* Transitions Panel (Information on local schools) (7.C.06, 7.C.07)
* NAU ELDC Accreditation & Assessment system (7.B.03)
* Parent Education of Interest Areas and Social Events (7A.6)

We encourage families to share their feedback of the ELDC frequently. Along with daily informal conversations, the ELDC will send out family surveys twice a year and will use teacher conferences for opportunities to solicit feedback.

If families have a concern or complaint, they are encouraged to first speak with the person directly involved in the complaint. If the situation is not resolved, the family members are encouraged to reach out to the Director. The Director will help to resolve the matter as they see appropriate. . If the concern is not resolved, the family should share it with the Director and/or the Pedagogical Liaison. Either or both individuals will schedule a meeting with the family to discuss the concern and identify a plan for resolution. In all situations, NAU may be able to provide a liaison as a neutral third party to assist in mediation.

If the situation is still not resolved, the director will reach out to the Pedagogical Liaison or Associate Dean for assistance in resolving the issue (10.B.20).

*Resource Information:* (7.A.05, 8.A.01): NAU ELDC has resources available for families with information in multiple formats (e.g., resource list, website, print, emails) on topics relevant to their needs and issues. These include, but are not limited to:

* Health and Safety
* ADHS regulations and NAEYC accreditation information
* Curriculum & development topics
* Early childhood education research & publications
* Community events
* Cultural opportunities
* Summer/break alternative program care or options
* Elementary public/charter/private school options
* Social service, medical, mental health, screenings, and family support services

7.6 Child Care Access Means Parents In Schools (CCAMPIS) Grant

In 2022 NAU received the CCAMPIS Grant from the Department of Education. This grant allows the ELDC to offset tuition for qualifying families.

To qualify to receive CCAMPIS support families must meet the following requirements:

* Enrolled in 6 or more credits per semester at NAU
* Pell-eligible
* 2.5 GPA or higher and in good academic standing

Families who receive grant funds agree to:

* Attend parent-teacher conferences in the fall and spring
* Participate in ELDC events
* Meet with the Director once per semester

\*Families are provided with a Statement of Service Document in addition to this Handbook and are required to sign off as an acknowledgement of the policies and procedures outlined.

8. COMMUNITY RELATIONSHIPS

8.1 Associate in Science Programs, Ybor City Campus

NAU ELDC is part of the NAU College of Education. The Director attends requested meetings, requested committees, and functions. ELDC collaborates with faculty from many different departments throughout the university and seeks opportunities to build interdisciplinary connections. The ELDC works with various partners to provide observation, practicum, and research opportunities. (8.A.02, 8.A.07).

8.2 Campus-Wide

As a part of the NAU, NAU ELDC follows all college policies and procedures, reporting lines, and processes. NAU ELDC regularly seeks opportunities to support campus and service programs and to keep the campus informed of ELDC activities and opportunities ().

8.3 Community Partnerships

Part of the ELDC’s mission is to focus on providing a teacher education/laboratory program by serving as a site for teacher education*,* interdisciplinary collaboration, and professional development while providing a context for implementing best practices in the field of early childhood education. This program does this through (a) formal and informal partnerships, (b) involvement in local, state, and national professional organizations, and (c) welcoming visitors from other programs, schools, and agencies (2.D.06, 8.A.02, 8.A.06).

8.6 Professional Memberships

Teachers and administrators are expected to be active members of NAEYC and AZAEYC and the program maintains membership with the National Coalition for Campus Children’s Centers (NCCCC). Staff members are encouraged to participate or belong to other groups that advocate for or promote high-quality early childhood and early childhood teacher education. Political activities are not permitted on site (8.C.2).

8.7 Advocacy

NAU ELDC values the importance of child advocacy. The ELDC Director is expected to represent the program and actively participate in local, regional, and national advocacy activities. All teaching and program staff are encouraged to seek out, support, and participate in activities sponsored or co-sponsored by the ELDC on behalf of young children. The Director is expected to attend local, state, and national conferences (8.B.05, 8.C.01, 8.C.02, 8.C.03, 8.C.04, 8.C.05, 8.C.06).

9. PHYSICAL ENVIRONMENT

9.1 The Building

*Capacity:* ELDC’s licensed capacity is 78 children for the 4 classrooms, based on square feet of 35 per child and ADHS ratios. The actual enrollment is less than 50 (twos: 12, three’s: 10, four’s: 20) to maintain lower NAEYC teacher/child ratios and accommodate children with special needs (9.C.01).

*Maintenance:* The NAU ELDC is repaired and maintained by NAU Facilities and outside contractors for matters related to physical systems, building, grounds, and pest control. Routine problems and maintenance needs are requested and documented through the NAU School Dude system. Emergencies are handled by phone. Routine inspections and maintenance schedules are established through NAU and outside contractors. Teachers are expected to inspect rooms and outside surroundings daily for minor hazards and report any needed repairs to the Director (9.C.08, 9.D.01, 9.D.02, 9.D.08).

*Custodial Services:* A contracted company provides professional custodial services. Staff is responsible for maintaining a clean working space in classrooms and the kitchen throughout the day. The building is cleaned nightly. The custodial company and staff have been notified of the NAEYC *Cleaning and Sanitation Frequency Chart* (9.C.06).

9.2 ADA Compliance

The NAU ELDC building, entrances, and playground are to be maintained in compliance with ADA regulations. Teachers must plan classroom design, equipment, materials, and activities to accommodate children with special needs (9.C.03).

9.3 The Playground

The ELDC has an outside playground designed for the use of all children. For safety purposes, outside schedules will be coordinated so that no more than two classes are on the playground at a given time. In the afternoon, multiple classrooms may be outside, but ratios should be maintained and not exceed the numbers associated with two classrooms (9.B.04).

*Maintenance:* The grounds are always maintained in good order and inspected daily for needed repairs and maintenance. The playground is always secured in such a way that unauthorized access is prevented. The playground supervision policy is outlined in section 3.3. The PTO may assist periodically with playground beautification and maintenance projects (9.B.07).

9.4 Equipment & Furnishings

The NAU ELDC seeks to create an environment that is home-like, aesthetically pleasing, and orderly. Each Classroom Teacher is responsible for (a) classroom arrangement, (b) good care of materials and equipment, (c) monitoring condition, (d) ensuring that children learn respect for the environment and materials, and (e) training student staff to promote a high-quality environment (9.A.13).

We try to discourage the use of fluorescent lighting and encourage the use of natural light, and secondary lighting supplemented with floor, table, and/or hung lamps. We encourage the use of natural elements and colors. Classroom arrangements include areas for small groups, large groups, and individual activities. Each classroom must contain soft seating elements and an area where a child can go to be alone when needed or desired.

NAU ELDC believes children need an orderly environment and careful placement of materials to develop responsibility and independence. Centers should be well organized with a balance of age-appropriate commercial and real-world materials. Each teacher should devise a system that helps children understand how many children a center can accommodate comfortably. Duplicate materials should be purchased when developmentally warranted. Teachers are encouraged to label materials, centers, and classroom features in languages represented among the children in the class. Materials are to be periodically rotated and kept clean and in good repair according to the *NAEYC Cleaning and Sanitation Schedule.*

*Teacher Workspace:* All staff including students, are responsible for keeping materials organized in the teacher workroom. This is a shared space for ongoing work. Staff must be mindful and respectful of this shared workplace. Staff belongings in the classroom should be well organized and stored in the proper place, in the same manner that children store their belongings in the proper places.

Each classroom is equipped with a fully stocked First Aid Kit. At least one extra kit is kept in the kitchen with additional supplies (9.C.10).

9.5 Transportation

NAU ELDC does not provide transportation. If a family needs resources for transportation, please let the Director know so we can find the most appropriate resource.

9.6 Environmental Health

NAU ELDC follows regulations and guidelines regarding environmental health and safety established by the Arizona Department of Environmental Quality. In addition, NAU policy does not permit smoking or vaping in any area of the building or grounds at any time. Signs are posted around the building to assure this area of campus is smoke-free. (9.D.06)

Smoking, including e-cigarettes and vaping, is prohibited on the premises.

10. LEADERSHIP & MANAGEMENT

10.1 Licensing

NAU ELDC is licensed through the Arizona Department of Health and Services as a child-care facility for up to 25 children. Our license is posted in the lobby and is renewed every year in April. The license is posted in the administrative office (10.B.04).

10.2 Accreditation

NAU ELDC is undergoing accreditation through the National Association for the Education of Young Children (NAEYC). The accreditation certificate will be posted in the administrative office.

10.3 Governance & Organizational Climate (10.A.03; 10.A.07)

The program is part of the NAU College of Education. The desired organizational culture is collaborative, inclusive, and team focused.

*Staff Meetings:* The Director asks staff if they would like anything added to the agenda at least 24 hours before the meeting and distributes an agenda at the beginning of the staff meetings with a follow-up report within 24 hours of the meeting's conclusion.

Meetings are scheduled as follows:

* Director and Pedagogical Liaison: weekly, or as needed
* Director & ELDC Advisory Committee: at least once a semester
* Director & Teachers: weekly for planning meetings
* Staff: Director, Teachers, & Administrative Specialist: monthly, or as needed
* Internship Students & Director: before the beginning of the fall and spring semesters, and as needed
* Hourly/FWS & Director: before beginning the fall and spring semesters and as needed for specific training

10.4 Program Director

This is a twelve-month position, with full benefits, reporting to the Dean of the College of Education, the Associate Dean, and the Pedagogical Liaison. A master's in early childhood education, administrative experience, and a minimum of three years of early childhood teaching experience are required. The Director’s primary responsibility is to support and facilitate the accomplishment of the ELDC mission and vision. The Director’s responsibilities include setting and implementing administrative policies, managing day-to-day operations of the center, staff management, ensuring continued high-quality educational experiences for children, maintaining licensing, NAEYC accreditation standards, currency in the field of early childhood education, coordinating field experiences for NAU students, developing and maintaining positive relationships with the NAU programs, families, NAU community, and the early childhood community.

10.5 Pedagogical Liaison

This is a faculty member of the NAU early childhood program that reports to the faculty chair of the department. The liaison will hold a Ph.D. in early childhood education or a related field. The Pedagogical Liaison will support the director in the facilitation of the vision/mission, research, grant, accreditation, and practicum experiences of NAU students.

10.6 Lead Teacher

10.7 Assistant Teacher

10.8 Hiring Documentation

At the time of hire, each teaching or administrative staff employee (and long-term volunteers) must complete or provide documentation that includes:

* NAU Application form
* Resume or Vita
* Background Screening/ Arizona Fingerprint Clearance Card
* 18 years of age
* Educational qualifications required for the position
* Health Screening
* Proof of negative TB test
* Two personal references
* Proof of ability to work in the U.S.
* W-2

In addition, all new staff is given:

* Written job description with performance evaluation criteria for the position
* Orientation packet
* NAU ELDC Policy and Procedure Handbook

At the time of hire, each employee signs:

* NAU ELDC Discipline Policy
* NAU ELDC Confidentiality Policy
* Job Description
* NAEYC Statement of Commitment (Ethical Code of Conduct)

Employees in full-time positions receive an extensive orientation with Human Resources that includes information about the college, payroll procedures, benefits, retirement, sick and personal leave, and other personnel policies (10.E.06).

10.8 Personnel Policies & Procedures (10.E.01)

NAU ELDC Director, Coordinator, other Administrators, Teachers, OPS, and FWS are hired through Human Resources.

NAU ELDC follows all personnel policies for employees at NAU:

* Benefits
* Compensation Policy for classified employees
* Families & Medical Leave Policy
* Leave Benefits Policy
* Hours of Work Policy
* Holiday Schedule
* Temporary Employment Policy
* Resignation, termination, and grievance procedures for NAU can be found at <https://hr.nau.edu/> (10E.6)

10.9 Accident & Liability Coverage

All adult staff members are included under the NAU insurance umbrella. NAU ELDC contracts annually for accident and liability insurance for the children enrolled (10.B.02).

10.10 Financial Policies (10.C.01-03)

As part of NAU, all the program financial operations and reporting are accessible through the multi-portal NAU Peoplesoft system through the password-protected website and coordinated through various campus departments.

*NAU ELDC Tuition*

*Please see the* [*ELDC Family Statement of Services*](https://nau0.sharepoint.com/sites/EarlyLearningDevelopmentCenterELDC/_layouts/15/Doc.aspx?sourcedoc=%7BBF5DB982-1BF9-4C1C-BF31-4F5ACE574B78%7D&file=ELDC%20Family%20Statement%20of%20Services.docx&action=default&mobileredirect=true) *for more detailed information.*

Parents sign a financial agreement annually that describes policy and collection procedures if warranted by NAU.

Families are guaranteed the rate/schedule approved at the time of annual registration.

Continuous registration, including payment of a non-refundable deposit, is necessary from one academic year to the next to maintain reservation enrollment spaces at the ELDC. No refunds are given due to days missed for illnesses or other missed days.

NAU does not provide annual printouts for tax purposes. It is your responsibility to save your copy of your payment receipts for the total amount paid for childcare on your tax forms. NAU’s Tax ID number can be provided upon request.

The operating hours of the ELDC are 7:30 am-5:00 pm starting September 5th. It is the parent/guardian’s responsibility to escort the child to the classroom on arrival and pick up the child within this time frame. (See 5.13)

Families are responsible for the timely payment of tuition according to the current fee scale. ***Payments are due on the fifth each month.*** Payments are made online through Procare. ***No billing statements will be issued.***

*Supplemental Activity Fees:* We provide additional field trips and excursions during the school day occasionally as a part of our curriculum. These offerings may vary from year to year. Therefore, minimal additional funds may be requested to cover admission fees, etc.

10.11 Purchasing

All purchasing is done in compliance with state law and NAU procedures through the Office of Procurement. The Director and Pedagogical Liaison are authorized for institutional credit cards with purchase authorization. The ELDC is randomly audited for record-keeping accuracy and adherence to purchasing regulations. The university maintains vendor contracts for copying equipment and office supplies. Most classroom materials, equipment, and supplies are ordered through reputable early childhood catalog vendors.

10.12 Program Monitoring, Evaluation, & Strategic Planning

On-going program evaluation and long-term planning activities include input from families, staff, and other university and community stakeholders. Regular activities include:

* NAU Strategic Planning
* Completion of the *NAEYC Annual Report*
* Completion of the *NAU Annual Report*

Completion of an annual *Action Plan* (reporting of prioritized goals, and needed resources)

APPENDIX: ASSESSMENT PLAN TIMELINE

|  |  |
| --- | --- |
| Work Sampling | September-November |
| Parent Conference | November-December |
| Work Sampling | January-March |
| Parent Conference | April-May |
| ASQ | **\*\***Parent Intake/ As needed |

APPENDIX: PANDEMIC POLICIES AND PROCEDURES

* 1. Preventing the Spread
		+ Sick children and staff will stay home. Children or staff who become ill while on the premises will be isolated (with supervision) until they are picked up or leave the building.
	2. Cleaning and Disinfecting
		+ The ELDC will continue regular cleaning and sanitizing as recommended by the ELDC and NAEYC.
		+ We will continue to use sanitizing wipes and spray to wipe surfaces and sanitize materials.
		+ Cleaning and sanitization of mouthed toys will take place immediately. All mouth toys will be removed from play and placed in a to be cleaned bucket if the teacher cannot clean it right away.
		+ Children’s nap bags, water bottles, and lunch boxes must go home daily for cleaning.
		+ Outdoor equipment will be sanitized throughout the day.
	3. COVID-19 Case Exposure at the ELDC
		+ If a child or adult tests positive for COVID they must stay home for DAYS to quarantine.
		+ Families will be notified of any confirmed cases at the ELDC.
	4. Meal Service at the ELDC
		+ Families will pack lunch and 2 snacks for children every day. Meal service will not be provided by the ELDC.
		+ All containers and water bottles should have your child’s name on them.
		+ Please be sure to pack silverware in your child’s lunch if needed.
		+ All water bottles and food containers will be sent home daily to be cleaned.
	5. Daily Drop-Off and Pick-Up
		+ Hours of operation will be 7:30-4:30.
		+ One family member will enter the building for drop-off and pick-up.
		+ If a child appears ill, they will be sent home (in alignment with the illness policy) for a minimum of 24 hours.
	6. Home to School Connections
		+ Teachers will send weekly storyboards to document children’s learning.
		+ Teachers will send photographs throughout the week to keep in touch.
		+ Families can email teachers any time.
		+ Virtual meetings can be arranged upon request.