



UMKC
SCHOOL OF EDUCATION
EDGAR L. AND RHETA A. BERKLEY
CHILD AND FAMILY DEVELOPMENT
CENTER
Family Handbook
Updated April 2025

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Welcome Letter

Accreditation standard 10.B.08

Dear Families,

On behalf of all the staff, faculty and administration I welcome you to The University of Missouri – Kansas City Edgar L. and Rheta A. Berkley Child and Family Development Center (Berkley CFDC). Berkley is a program/center of the School of Education and opened its doors in June of 1993. Since then, Berkley CFDC has built a community that continuously learns and grows from the knowledge of our children, families, faculty and teachers. We take great pride in cultivating a program that is rooted in developmentally appropriate practice and current research. Berkley is accredited by the [National Association for the Education of Young Children](#) (NAEYC) – the nation’s leading organization of early childhood professionals and licensed by the State of Missouri.

At Berkley we strive to make children’s learning visible. Everyday moments are cherished and captured through our ongoing process of documentation. This, in turn, gives us a window into the intellectual development of each child. Through PLAY, long term projects and providing the children with many different mediums, such as, drama, music, the arts, and story writing we provide the children with a curriculum and learning environment that values the child’s thoughts and education. A favorite quote of mine is by Herb Kohl, Essays on Children’s Literature and the Power of Stories, it states “Every child has a story to tell, and within that story is the secret of reaching her or him as a learner.” Children’s stories are windows into their uniqueness and clues on how to connect the child and the curriculum. Berkley is a place where children are safe to question, explore and make predictions about the world around them. We value the “Hundred Languages of Children” <https://reggioemilia2015.weebly.com/the-100-languages.html>

As you become acquainted with our community it is important to take the time to read through our Family Handbook. The Berkley CFDC Family Handbook is posted on the Berkley website at

[Berkley Child and Family Development Center | Education, Social Work and Psychological Sciences | University of Missouri - Kansas City](#)

There is also a hard copy in each classroom and at the front desk. This Handbook is designed to acquaint our families with our history, philosophy, organizational structure, family involvement, health and safety, and general policies and procedures. Berkley CFDC reserves the right, in its sole discretion, to revise these policies and procedures as needed.

With our philosophy in mind, we have selected teachers and staff with an understanding of developmentally appropriate practice. As professionals in the field of early childhood it is our responsibility to provide children with the best possible early care and education.

Your involvement in our program is essential. We are interested in your heritage, background, culture, and your interests. The more we learn about each other the more we grow as a learning community. I encourage everyone to review the family handbook on an ongoing basis. If you have any questions, feel free to contact me directly at Prendergastp@umkc.edu , 816-235-2601, or feel free to just stop by my office.

Non-Discrimination Statement

The University of Missouri – Kansas City (UMKC) has established policies and programs of equal opportunity that provide access and opportunity to all. It is the fundamental policy of UMKC to provide equal opportunity regardless of race, creed, color, sex, sexual orientation, national origin, age, Veteran status or disability status in all education, employment and contracted activities.

The Division of Diversity, Access and Equity works to insure equal opportunity and non-discrimination in employment and education activities. Students, faculty, staff and others are safe to seek resolution of issues related to reasonable accommodations, harassment and discrimination without fear of retaliation or intimidation. The office independently collaborates with UMKC units to resolve issues in a very private manner. It is the expectation that everyone at UMKC be accountable for advancing the goals of UMKC's equal opportunity/affirmative action program.

History of Berkley CFDC

The University of Missouri – Kansas City (UMKC) Edgar L. and Rheta A. Berkley Child and Family Development Center (CFDC) was established in June of 1993. UMKC's School of Education and an interdisciplinary team of experts worked together to develop a state-of-the-art early childhood school. Berkley is part of UMKC's School of Education, Social Work, and Psychological Sciences (SESWSP) and serves as a learning laboratory for early childhood students, SESWSP, UMKC campus and the Greater Kansas City Community. As a resource to others, Berkley enrolls children of UMKC employees, faculty, students, and the community.

Vision

Accreditation Standard 10.A.01, 10B.08

A state-of-the-art early childhood program and learning laboratory to serve as a resource for UMKC employees, students and the Greater Kansas City community.

Mission

Accreditation Standard 10.A.01, 10.A.05

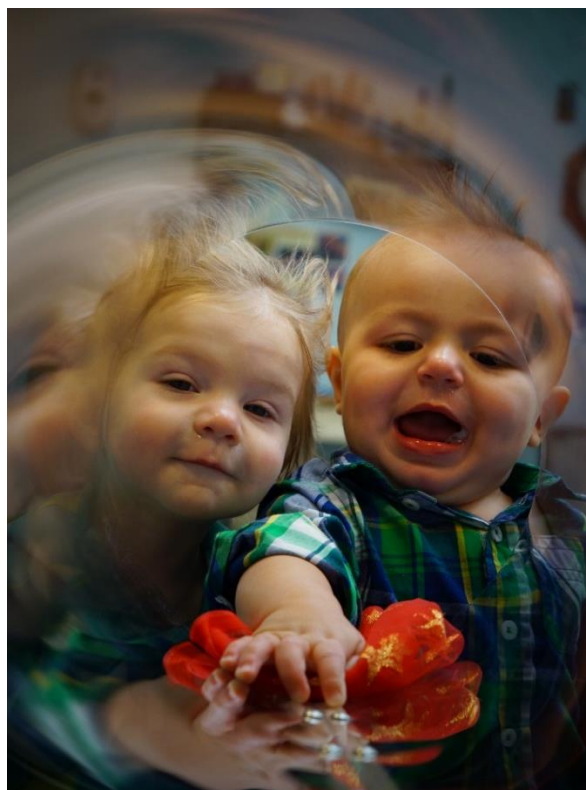
- To serve as a learning laboratory dedicated to reflecting state-of-the-art practices in working with children and families.
- To serve as a resource to others, Berkley enrolls children of UMKC employees, students, and the Greater Kansas City community.
- Create an environment of cooperation and collaboration to enhance the process of learning, working together and action research.
- The teachers learn the needs of individual children and plan for the successful fulfillment of those needs.
- Develop strong relationships among children, families, teachers, and their environment.
- Create opportunities for exploration, interaction and experimentation with peers and adults.

Philosophy

NAEYC Accreditation Standards 1.A.02, 2.A.01,10B08

The Berkley CFDC is a learning laboratory dedicated to reflecting state-of-the-art practices in early childhood education and working with children and families. The School is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. Berkley is inspired by the Schools of Reggio Emilia, Italy and actively studies their approach to education. Our philosophy is heavily influenced by educational theorists, such as Dewey, Piaget, Vygotsky, and Erikson. As these theorists suggest, children learn through their individual experiences with the world. When children build upon experiences, they “construct” knowledge by building new experiences and connecting them to prior knowledge. Young children are active and curious participants in the construction of their knowledge. Teachers challenge children to make predictions, to explore, to discover, to question, to represent and to reorganize their ways of thinking. Understanding that the young child is a member of his/her family, it is our goal to collaborate with family members. Building an equal relationship between family, child, and teacher is a cornerstone of our philosophy.

We believe the positive development of self-image plays a vital role in both children’s learning and healthy development. Teachers provide opportunities for learning in an environment of trusting and respectful relationships. We value the unique qualities of each child and adult and respect differences. We strive to create an environment of cooperation and collaboration to enhance the process of learning and working together. The teachers learn the needs of individual children and plan for the successful fulfillment of those needs.



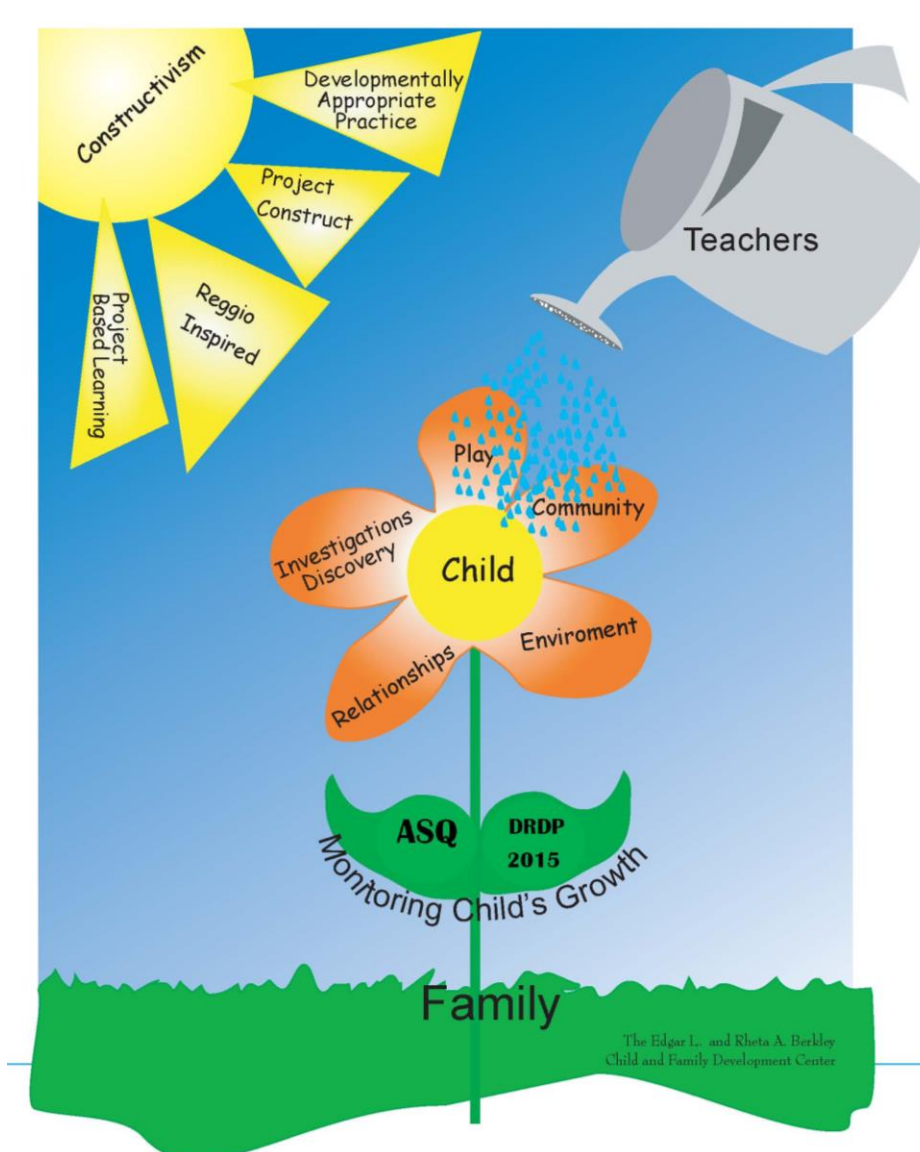
A Visual of Our Philosophy

Developed in 2004 by Berkley Faculty and Staff

We believe young children are active and curious participants in the construction of their knowledge. Teachers challenge children to make predictions, to explore, to discover, to question, to represent and to reorganize their ways of thinking. The drawing of the sun and flower is a visual of how we approach learning at Berkley.

The sun represents our philosophy showing Constructivism as the main source of warmth and light. The sun beams show the different approaches used. Each of these supports Constructivism and our program's philosophy.

The flower represents the child, and the petals reflect how the teachers implement our philosophy through play, community, environment, relationships and investigations. The roots and stem of the flower represent the family as the foundation of the child. Building an equal relationship between family, child, and teacher is a cornerstone of our philosophy.



How Our Program Contributes to Each Child's Development



Curriculum

NAEYC Accreditation Standard. Curriculum 2 A.6, 7, 8, 10B08

The Berkley CFDC is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. The curriculum framework implemented by the Berkley Center is the Project Construct Framework for curriculum and Assessment. According to the Project Construct National center, “this process-oriented framework not only supports young children’s ways of learning but also provides teachers, families, and administrators with the information they need to make appropriate decisions regarding the education of young children,” (2002, p.1). Through meaningful and interesting activities with choices, children have the opportunities to function as planners. Critical thinking and problem-solving skills are supported by giving children sufficient time to implement plans. There are many opportunities for exploration, interaction and experimentation with peers and adults. Teachers recognize they can promote the development of each child through expressions of respect, acceptance, and trust. Teachers design curriculum to promote the development of each child’s physical, social/emotional, representational, and cognitive skills. They encourage children to hypothesize and predict, pose questions, defend and revise ideas, research answers, and problem solve. Great emphasis is placed on the importance of independence and cooperation with reflection regarding thoughts and actions. We encourage relationship building and support in an environment where children learn to discuss different points of view.

Each classroom facilitates projects/topics that interest the children and help enhance learning. A project is an in-depth investigation of a topic—ideally, one worthy of the children’s time and energy. In the course of these investigations, children are encouraged to formulate questions to be answered by the investigation, to make predictions about what the answers might be, and to compare their findings with those predictions. The following four statements support Berkley’s philosophy and help us to carry out our curriculum on a daily basis:

1. Developing strong relationships among children, families, teachers and their school environment are extremely important in the development of the child. Families, children and the school need to work as partners in the education of children.
2. Children are capable and powerful human beings. They have the ability to research and question in order to gain further understanding of those things they desire to know more about. Teachers are not all-knowing individuals that give all the answers; they encourage children through the investigation process.

1. The environment is a third teacher and represents the values of the school community. Materials are provided to encourage continuing research and questioning by the children, families, and teachers.
2. The values of the school community should be developed by those involved. These values should be incorporated into all aspects of the program including curriculum schedule, budget, and over-all decision-making process.

Program Objectives and Outcomes

NAEYC accreditation standard 2.A.03, 10A.01, 10B08

The teaching staff at the Berkley Child and Family Development Center focuses on the total and unique growth and development of each child. We promote:

Cognitive Development (*objective*)

1. Learning to think independently, reasoning, solving problems, and forming concepts.
2. Constructing understanding among objects, people and ideas such as classifying, ordering, numbering, and observing space and time.
3. Discovering their surroundings through constructing knowledge of the physical environment, manipulating objects for desired effects and understanding cause / effect relationships within their classroom.
4. Learning to appreciate the knowledge for the fine arts, humanities, and sciences.

Social Emotional Development (*Objective*)

1. Developing an understanding and respect of social and cultural diversity. (An anti-bias / multicultural perspective.)
2. Developing an appreciation and respect for one's own individuality, and for others.
3. Developing a positive self-concept and attitude toward learning self-control and a sense of belonging.
4. Developing and expressing an understanding of feelings and ideas.
5. Developing a sense of trust and mutual respect in relationships.
6. Developing problem solving and conflict resolution skills.

Physical Development (*Objective*)

1. Developing large muscle (i.e. running and climbing) and small muscle skills (i.e. writing and zippers).
2. Beginning to establish and continue the development and control of their bodies.
3. Gaining knowledge about care of their bodies (washing hands and brushing teeth).
4. Establishing good health and fitness.
5. Developing self-help skills.

Representational Development (*Objective*)

1. Developing ideas and feelings, through various activities such as: music, movement, dramatic play, and dance.
2. Becoming literate individuals who gain satisfaction as well as information from reading and writing.

Family Relationships

1. Ensuring positive interactions between staff and families.
2. Maintaining open and consistent communication.
3. Participating with all family members.
4. Becoming partners in the educational process.
5. Becoming involved in the ongoing life of the school.

Effective Teaching Practices

1. On-going professional development for teachers.
2. Establishing positive interactions to ensure a climate of cooperation and collaboration with the University.
3. Collaborating with the early childhood community at large.

Assessment

1. All classrooms document individual children's learning through portfolio assessment.
2. Family surveys are used to reflect on practices and identify strength and weaknesses.



Developmental Assessment

NAEYC accreditation standard Curriculum 2.A., 8. 4. A. Creating an Assessment Plan 4.A. 1, 2, Identifying Children's interests and Needs and Describing Children's Progress 4.C.2 4.E. Communicating with families and involving families in the assessment process 2,3,4, 7. B.04

Rationale: Assessment and curriculum planning go hand in hand. They function in a cyclical way, dependent on each other. Teachers assess children to determine what their learning needs are and then plan curriculum to meet those needs. Curricular experiences are carried out and assessment occurs again so the teachers can evaluate the children's understandings and make further learning plans. Without assessment, curriculum may be disorganized and without direction. As a part of our program, we provide assessment of children's development on an on-going basis. Berkley implements a developmental continuum from early infancy to kindergarten entry called the Desired Results Developmental Profile (DRDP-2015). It is research based, authentic assessment and recommended practice that includes the ongoing documentation of what children are able to accomplish. The system includes the teachers 'and families' voice and work samples of the child. It is not a test, checklist or right or wrong list. Sr. Child Development Teachers are trained to use the system by Berkley's Child Development Specialist and Sr. Director. They are also provided with online training resources and are sent to local trainings when available. The system is regularly reviewed with teaching staff.

DRDP 2015 - Is a child portfolio system where teacher observations, family observations and examples of children's work "work samples" are collected on an on-going basis. Documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment. Based on descriptions of what a child is doing and learning in school, DRDP 2015 is a Developmental continuum from early infancy to kindergarten entry. It is a formative assessment instrument that aligns with Missouri Early Learning Goals and is recommended by the Department of Elementary and Secondary Education (DESE). It is a comprehensive approach to evaluating and keeping track of your child's learning and progress in school. Work samples of your child's development in eight (8) domains for Preschool, *one being specific to young dual language learners* and five (5) domains for infant and toddlers are collected and organized in your child's individual portfolio. Family conferences with the child's portfolio are held at least twice a year. However, in total you will have three conferences a year with one being an informal conference at the beginning of the school year.

The (8) domains for preschool include (56) different measures and the (5) infant toddler domains include (29) measures. This system is designed for all children including children with Individualized Education Plans and or Individualized Family Plans. The system also supports children who are young dual language learners.

The Developmental Domains are:

1. Approaches to Learning, Self-Regulation
2. Social and Emotional Development
3. Language and Literacy Development (including ELD for children from dual language families – this is considered the 8th domain for preschool)
4. Cognition, including math and Science
5. Physical Development-Health
6. History and Social Science (specific to preschool)
7. Visual and Performing Arts (specific to preschool)

Within the developmental domains there are developmental levels that show you how your child is learning and growing. The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry:

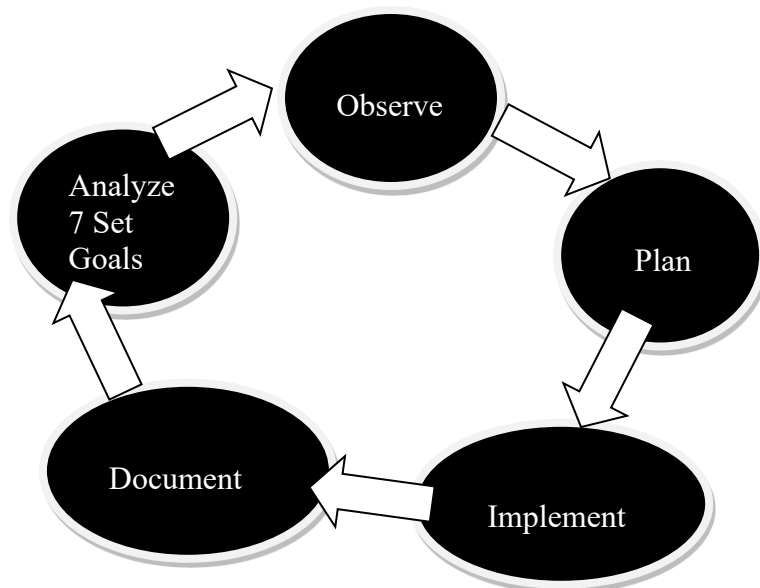
- Responding, (Earlier, Later)
- Exploring, (Earlier, Middle, later)
- Building, (Earlier, Middle, Later)
- Integrating (Earlier, Middle, Later)

The DRDP 2015 is recommended by

- Missouri Department of Elementary and Secondary Education
- Developed by California Department of Education, Early Education and Support Division and Special Education Division
- Berkeley Evaluation and Assessment Research Center, University of California, Berkeley
- Desired Results Access Project, Napa County Office of Education
- Desired results Developmental Profiles (2015) Instrument and Research Studies Project, WestEd's Center for Child and Family Studies
- Desired Results Training and Technical Assistance project, WestEd's Center for Child and Family Studies <http://dese.mo.gov/quality-schools/early-learning/school-readiness-tool>

Visual of Berkley's Assessment Cycle

NAEYC accreditation standard 2.A.7



Fundamentals of Berkley's Approach

NAEYC accreditation standard curriculum

Young children are active and curious participants in the construction of their knowledge. The school is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. Teachers challenge children to make predictions, to explore, to discover, to question, to represent and to reorganize their ways of thinking. Understanding that the young child is a member of his or her family, it is our goal to collaborate with family members. Building an equal relationship between family, child and teacher is a cornerstone of our philosophy.

Children are capable and powerful human beings. They have the ability to research and question in order to gain further understanding of those things they desire to know more about. Teachers are not all-knowing individuals that give all the answers; they encourage children through investigation process.

At Berkley there are many opportunities for exploration, interaction and experimentation with peers and adults. Teachers recognize they can promote the development of each child through expressions of respect, acceptance, and trust. Teachers engage in continuous discussion and interpretation of their work and the work of children. These exchanges provide ongoing training and theoretical enrichment. Teachers see themselves as researchers preparing documentation of their work with children, whom they also consider researchers.

The documentation as communication. Careful consideration and attention are given to the presentation of the thinking of the children and the adults who work with them. Teachers' commentary on the purposes of the study and the children's learning process, transcriptions of children's verbal language (i.e. words and dialogue), photographs of their activity, and representations of their thinking in many media are composed in carefully designed panels or books to present the process of learning in the schools. The documentation serves many purposes. It makes parents aware of their children's experience. It allows teachers to better understand children, to evaluate their own work, and to exchange ideas with other educators. Documentation also shows children that their work is valued. Finally, it creates an archive that traces the history of the school and the pleasure in the process of learning experiences by many children and their teachers (Gandini, 1993).

At Berkley teachers work in pairs and collaborate with other teachers and staff members. Professional development is critical to the quality of our program. To support our teacher's professional development, Berkley closes the second Friday of each month for Professional Development Day (PDD). The purpose for PDD is to continually increase the knowledge of the teachers and staff through on-going teacher education. Teachers see themselves as researchers through the use of documentation and gaining a deeper understanding of the children's work. They encourage children to hypothesize and predict, pose questions, defend and revise ideas, research answers, and problem solve. Through meaningful and interesting activities with choices, children have the opportunities to function as planners. Critical thinking and problem-solving skills are supported by giving children sufficient time to implement plans.

The Parent as partner. Parent participation is considered essential and takes many forms. Parents play an active part in their children's learning experience and help ensure the welfare of all the children in the school. The ideas and skills that the families bring to the school and, even more important, the exchange of ideas between parents and teachers, favor the development of a new way of educating, which helps teachers to view the participation of families not as a threat but as an intrinsic element of collegiality and as the integration of different wisdoms. Bringing Reggio Emilia Home: An innovative approach to early childhood education. (Cadwell, L.B. 1997). New York: Teachers College Press

Why We Are Inspired By the Schools of Reggio Emilia Italy

NAEYC accreditation standard 1.A.02, 2.A.04 a., 2.D.01a.

The Reggio Emilia Approach to implementing a developmentally appropriate constructivist learning environment has been studied at Berkley since the idea of the center first developed. Reggio Emilia is a town in Northern Italy that has developed an approach to Early Childhood Education that has become recognized world-wide. There are several aspects of their approach that we have become particularly interested in learning more about and implementing as best we can in our own program as it directly correlates with our program philosophy.

1. Developing strong relationships among children, families, teachers, and their school environment are extremely important in the development of the child. Families, children, and the school need to work as partners in the education of children.
2. Children are capable and powerful human beings. They have the ability to research and question in order to gain further understanding of those things they desire to know more about. Teachers are not all-knowing individuals that give all the answers; they encourage children to think through the investigation process.
3. The environment is a third teacher and represents the values of the school community. Materials are provided to encourage continuing research and questioning by the children, families, and teachers.
4. The values of the school community should be developed by those involved. These values should be incorporated into all aspects of the program including curriculum, schedule, budget, and over-all decision-making process.

We understand that our program cannot reconstruct that which is in Northern Italy, nor do we want to. However, with an understanding of the above items children, families, and the school community will be respected and relationships will develop in order to help children not only learn but learn how to learn.



Berkley's Organizational Structure

NAEYC Accreditation Standard 10.A.04, 10.B. 06, 10 E. 1

Who's Who

The information on this page is designed to help you understand our system, how we operate, and where to go for assistance and or support. Each new employee receives an in-depth orientation and will train with current staff in the classroom. New employees will not work alone with children until they have completed their orientation to the program.

The Edgar L. and Rheta A. Berkley Child and Family Development Center is part of the University of Missouri-Kansas City's School of Education, Social Work, and Psychological Sciences (SESWPS) and the University of Missouri System. We are defined as a Learning Laboratory Center/ Project that benefits the students, UMKC employees and Kansas City community. Berkley is a brick and cement building that was converted from the original university bookstore and renovated into an early care and education program in 1993. Berkley has eight classrooms four serving the infant toddler department and four serving preschool age children. Berkley does not operate a school age program. The following information describes each one of Berkley's Circles of Influence. As shown in the diagram at the end of this document, communication flows back and forth between all of these areas. The broadest circle of influence is the UM system, and our core purpose is children and families. Berkley is directly linked to the UM system through UMKC and School of Education, Social Work, and Psychological Sciences.

About UM

The UM has provided teaching, research and service to Missouri since 1839. The University, the first publicly supported institution of higher education to be established in the Louisiana Purchase territory, was shaped in accordance with the ideals of Thomas Jefferson, an early proponent of higher education. Today, the University is one of the nation's largest higher education institutions, with more than 60,000 students on four campuses and an extensive University Outreach and Extension program.

About UMKC

All employees of Berkley are employees of UMKC. Our campus has nationally recognized academic programs, outstanding plays, concerts, art exhibitions, Division I sports and student activities, and a wealth of real-world internships. UMKC is a great university in one of America's "smartest" cities. We encourage you to visit Our University's website <http://www.umkc.edu> This website lists employee benefits and information as well as the values and mission of UMKC.

School of Education, Social Work, and Psychological Sciences.

While UMKC and the University of Missouri system influence Berkley in a broad sense, SESWPS has a much more deliberate and direct influence on our program. Berkley is a program of the SESWPS and the Sr. Director of Berkley reports to the Dean. Berkley's purpose, a learning laboratory dedicated to reflecting state-of-the-art practices in working with children, families, and other adults, was established by the School of Education, Social Work, and Psychological Sciences and a team of interdisciplinary experts. For more detailed information visit the SESWPS website [Berkley Child and Family Development Center | Education, Social Work and Psychological Sciences | University of Missouri - Kansas City](#)

Administrative Team:

Berkley's administrative leadership team includes the Sr. Director, Sr. Child Development Specialist, and Administrative Assistant.

Sr. Director:

This position provides overall leadership and management of Berkley, including curriculum and program development to create a high-quality laboratory school for young children. The director is responsible for personnel, fiscal, curriculum, licensing, and programming areas and acts as liaison to School of Education, Social Work, and Psychological Sciences' Early Childhood Education program and the Greater Kansas City Community. The overall priority of Berkley's director is to look at the "big picture" with the goal of providing support and guidance to Berkley's staff.

Sr. Child Development Specialist:

The Classroom Instructional Specialists (CIS) primary responsibility is to provide support to classroom teachers in the areas of classroom management, child guidance, and curriculum planning. The CIS helps to ensure congruency between Berkley's educational practices and classroom practices. She/he supports the director and administrative assistant with scheduling of teachers and plays a critical role in the evaluation process of classroom teachers. The CIS is a resource to all teachers and is available to demonstrate best practices, research information, or assist with classroom issues. The CIS has a file cabinet full of early childhood articles and can give you guidance whenever needed. She/he also meets with teachers to give support and guidance in the area of curriculum and classroom guidance. In the absence of the director the classroom instructional specialist assumes the role of director.

Administrative Assistant:

The basic function for this position is to manage the front desk area of Berkley including all staff and children's files in accordance with state licensing standards. He/she provides office support for the administrative team and teachers. This position assists with enrollment procedures, filing, special projects, and public relations (answering the phone and greeting families). The Administrative Assistant assigns work schedules for center staff in compliance with state licensing standards and accreditation; to meet the staff child ratios. Berkley has a part-time administrative support person who facilitates center tours, works with the administrative assistant with scheduling needs.

Food Service Worker:

Berkley has a full-service kitchen and cook. Meals prepared and served are lunch and afternoon snack.

Berkley Sr. Child Development Teachers:

The Sr. Child Development Teachers plan the classroom activities / curriculum, provide child assessments, are intimately involved with our families, and play a critical role in the implementation of Berkley's philosophy. There are eight classrooms with two salaried full time Sr. Child Development Teachers in each classroom, referred to as co-teachers. . They are responsible for planning and facilitating a developmentally appropriate learning environment. The Co-Teachers provide a curriculum to serve the age span of the children within each group. Teachers take into context the needs, interests and developmental levels of the individual child. The curriculum is designed to promote the development of the whole child and continually assess physical, social, emotional, and cognitive skills. Co-Teacher's provide opportunities for learning in an environment of respect and trust and are responsible for continues research / understanding of educational theorists such as Dewey, Piaget, Vygotsky, and Erikson.

Child Development Aids / Assistants and Substitutes:

Berkley employs part-time child-development aids / assistants to assist the Sr. Child Development Teachers with carrying out classroom activities and care of the children and classrooms. Each classroom has Child Development Aids assigned to them who work either 3:15-5:45 P.M. The Child Development Aids/Assistants close the classroom from 5:00 – 5:45 P.M. and are responsible for direct childcare during the last 45 minutes of operation from 5:00-5:45 p.m. Most of our Child Development Aids/ Assistants also work as substitutes in the program.

Core Purpose Children and Families:

Berkley's core purpose is to offer a high-quality early childhood program for the children and families as well as host practicum students working on early childhood degrees. Both the administrative team and the teachers work together to create a meaningful state of the art early childhood program.

Early Childhood Community:

As a leader in the Greater Kansas City early childhood community, Berkley CFDC is influenced by and influences our community's early childhood practices, legislation, and professional organizations. Practicum students from UMKC's School of Education Curriculum and Instruction – Early Childhood program complete practicum teaching placements at Berkley. At times Berkley is also the host to many interns and student / practicum teachers from other university and community colleges such as, Kansas City Art Institute and The Metropolitan Community College. The program also offers in-service trainings on a local, state and national level for early childhood teachers and administrators.



Hours of Operation

Updated January 2018



Berkley is open from 7:45 am – 5:45 pm Monday through Friday. Families should be in the building picking up by 5:40 pm as we close promptly at 5:45 P.M. Berkley closes the second Friday of each month for professional development day **except for the month of June and December**. The University and Berkley recognizes the following holidays: New Year's Day, Martin Luther King, Jr.'s Birthday, Memorial Day, June 19th, Independence Day, Labor Day, Thanksgiving Eve at 4:00 p.m., Thanksgiving Day and the following Friday. Berkley **closes early at 12:00 P.M.** on December 24th and, along with the UMKC campus, Berkley **is CLOSED on Christmas Day through New Year's Day**, December 25-January 1st. When a holiday falls on a Saturday UMKC Berkley observes the proceeding Friday. When a holiday falls on a Sunday, UMKC Berkley observes the following Monday. Reservations may be required surrounding additional holidays at the school's discretion. This allows us to prepare a more accurate staffing schedule for the classrooms and plan appropriately for requested time off for our teachers.

As stated above, Berkley closes for regular business on the second Friday of each month, excluding June and December, for Professional Development Day (PDD). For the month of May, PDD is the third (3rd) Friday of the month. During PDD teachers attend staff meetings, participate in learning circles/ educational seminars, update children's files, and work on their classroom environment. Any date changes for PDD will be given to families in a timely manner.

Arrival and Departure Procedures

Handwashing for families when arriving at school accreditation 5.A.19, 10. D. 7, 10 D. 9

Arrival

During arrival it is very important to set up a routine that your family can follow every day. This provides your child with a sense of security. We ask that you walk your child into the classroom, have your child wash their hands with soap and water, greet the teachers and friends, help put away their personal items, and assist your child in selecting a toy or joining an activity. When it is time to go, tell your child you are leaving and say good-bye. It is a good idea to plan for a five-minute transition each day.

We ask that our families recognize an official program start time of 9:00 am. Between 9:00 and 9:30 the classrooms are typically beginning class meetings (circle time). This is a very important time of the day when the teachers and children talk about their day, reflect on the previous day, and review interest areas / topics. By 9:00 A.M. most classrooms are formally beginning their school day. It is hard for children to stay focused during this time if other children are arriving and interrupting the class meeting. If you are going to be late, we ask families to notify the center so we may inform your child's teacher. Respecting your child's classroom environment is critical to a successful day at school.

Separation

Children sometimes have difficulty letting go of their family member at arrival. This is typical behavior, which over time, should decrease as they become more secure in their new environment. Here are a few suggestions to help ease separation:

- Allow adequate time in the morning for arrival adjustment before needing to leave for work.
- While traveling, talk to your child about going to “_____Room”, who will be there, etc. This prepares your child for what will occur. When you are rushed, children feel hurried and anxious.
- When you arrive, help your child get “settled in” by becoming involved in play. Once your child is playing comfortably, tell your child it’s time for you to go (you might give your child a 2-minute warning ahead of time).
- Please do not “sneak out”. Children are establishing their sense of trust and need to see you go and see you return at the end of the day.

Departure

In order for someone other than the parent/guardian to depart with a child, the parent/guardian must submit a signed, written permission to the front desk and teacher. If an individual is not listed as an authorized person to depart with the child, then the parent/guardian must call the school to notify the change. Please notify authorized persons that photo ID will be requested.

- Parents/Guardians transport their child directly to the classroom.
- Parents/Guardians must sign their child in and out, noting date, and time, in each classroom.
- Parents/Guardians provide authorization listing the names of those persons authorized to pick up their child.

Late Pick-up after Closing of Berkley



Berkley closes promptly at 5:45 P.M. Please plan an appropriate amount of time at pick up your child by 5:45 P.M., so you may have time to visit with the teacher etc. regarding your child’s day before the building closes at 5:45 P.M. The office clock shall be the official time instrument used in cases of overtime. Berkley charges a late fee for each 5 minutes past 5:45 p.m. is added to your monthly tuition.

- **1st late** incident results in a fine assessed at \$5 for each five minutes past 5:45 p.m.
- **2nd late** incident results in the assessment of the \$5 every 5 minutes late per child.
- **3rd late** incident, fines double to \$10 for every 5 minutes past 5:45 p.m. On the third incident of arriving after closing the family member and administration will meet to discuss the situation.

- **4 - 6 late** incidents result in fines of \$10 for every 5 minutes past 5:45p.m. The family member and administrative team member may again consult.
- **7 - 9 late** incident results in fines of \$20 for every 5 minutes past 5:45 p.m. Family receives warning of enrollment termination.
- **10 late** incidents result in termination of enrollment.

Enrollment Options

Accreditation Standard 10. B. 23



The Berkley CFDC operates a full-day, full-year early childhood school affiliated with UMKC School of Education, Social Work, and Psychological Sciences. Berkley serves 32 infant toddlers and roughly 68 preschool children year-round. Although children may stay for 10 hours a day, the Berkley teachers and administration recommend a 9-hour day maximum for all children, especially for infants and toddlers.

Infant Program (Fountain and River)

Our goal is to provide a warm and nurturing relationship between your child and your child's teacher. As infants enroll in the program they will go through a slow transition/orientation process, over a 2-5 week period, into Berkley. This slow transition period will allow teachers, family members, and children an opportunity to become better acquainted. Teachers will focus on building respectful, trusting, and intimate relationships with the families in their classroom. Berkley does not enroll infants younger than 3 months and typically will only have two children in the River room as young as three months at the same time.

Toddler Program (Trolley and Roo)

The toddler program is designed to meet the needs of toddlers between 14 months and 36 months. A nurturing atmosphere where self-help skills are being developed is one of the main emphases for the toddler program. Teachers focus on trust and building relationships. The children have opportunities for exploration and problem solving, understanding and communicating with other children, and movement/coordination.

Young Pre-primary Program (Westport)

The pre-primary program is designed for two and three-year-olds. Children of this age learn best by experiencing their environment through their senses, physical activity, and social interactions with other children. Children develop feelings of competence and trust through positive interactions with adults and peers. Problem solving and critical thinking skills are core values.

Pre-primary Program (Plaza, Royal, Zoo)

This program is designed for children three, four, and five years old. Major emphasis is placed on language/literacy, mathematical skills, scientific thinking, personal/social skills and movement. Children engage in active learning composed of personal, hands-on experiences. Problem solving and critical thinking skills are core values. As with the other programs, children are engaged in carefully planned play activities that set the stage for life-long learning.

Child Guidance

Accreditation Standard 1 – Relationships 1. B.09, 1. B. 10, Mandated Reporters Child Abuse or Neglect
6.A.10, 10.B.18

The Berkley CFDC’s approach to guidance involves an ongoing process of guidance rather than a form of punishment. Guidance techniques are based on sound child development principles. A relationship of mutual trust and respect with “the fundamental belief that each individual has confidence in the ability, character, and truthfulness of the other” (Project Construct Curriculum Framework, 2007) is critical to each classroom and to the entire program. Our goal is to assist children to learn how to solve their problems. Guidance is defined as “an approach to children’s development in which conflicts are viewed as teaching and learning opportunities; the adult helps children learn from their mistakes, rather than punishing them for the mistakes they make, assists children to learn to solve their problems, rather than punishing them for having problems they cannot solve.” (Gartrell, 2004). The teaching approach follows Piaget’s theory of “autonomy” (the ability to make decisions intelligently and ethically) by responding to classroom conflicts in ways that teach rather than punish and include all in the group, rather than exclude some from the group.

Berkley embraces Dr. Dan Gartrell’s (2004), seven principles for developmentally appropriate guidance:
Reference - *The Power of Guidance Teaching Social-Emotional Skills in Early childhood Classrooms*, (2004) NAEYC Washing D.C.

Principle One: The teacher uses guidance in order to teach children democratic life skills.

Principle Two: the teacher regards classroom conflicts as mistaken behavior and uses conflicts as teaching opportunities.

Principle Three: The teacher builds and maintains an encouraging classroom in which all children feel welcome as fully participating members.

Principle Four: The teacher implements developmentally appropriate practice to prevent institution-caused mistaken behavior.

Principle Five: The teacher seeks to understand the reasons for children’s behavior.

Principle Six: The teacher relies on comprehensive guidance when children show serious mistaken behavior.

Principle Seven: The teacher functions as a professional rather than a technician and learns even while s/he teaches.

Each classroom at Berkley encourages development of autonomy, self-regulation, self-respect, and respect for others and their property.

- Positive methods of guidance are consistent with the program goals.
- Guidance methods promote development of positive behaviors.
- Children are encouraged to negotiate, and problem solve with their peers.
- Great emphasis is placed on personal and social development including self-regulation, self-confidence, self-direction and social problem solving.
- No form of corporal punishment is allowed by anyone (including families) while on center property.
- By Law teachers are mandatory reporters of child abuse. Teachers may discuss concerns with the Director or designee prior to calling the Child Abuse and Neglect Hotline but it is not required. Hotline number is 1-800-392-3738 www.dss.state.mo.us/can.htm
- **Teaching staff never use physical punishment, psychological abuse, threats, coercion or derogatory remarks when disciplining a child. This includes never withholding or threatening to withhold food as a form of discipline. This is grounds for immediate termination.** Examples of physical abuse or punishment are shaking, hitting, spanking, slapping, jerking, *squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.* Examples of psychological abuse are: *shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.* Examples of coercion are: *Rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).* Staff members accused of any of these actions are promptly reported to the office of Human Resources at UMKC and Employee Relations.

Guidance Practices:

In addition to the Gartrell principles enumerated above, the following practices have been found to be effective by Berkley teachers and are strongly recommended to the teachers just beginning to work with children in our center. These practices build rather than threaten relationships between teacher and child and are respectful of both.

1. **Distraction:** Used primarily with infants and toddlers, the teacher provides a distraction to attract the attention of a child. For example, she may begin to sing a simple song while her partner sets up lunch for a hungry child.
2. **Redirection:** Suggesting a desirable alternative to an action may allow the child to move from a problematic situation to a positive one. For example, “The water table is full, but no one else is using the magnatiles!”
3. **Positive language:** Emphasizing what is possible for the child rather than denying what is wanted helps to establish a caring relationship between teacher and child. For example, to the child who wants to play rather than wash his hands the teacher might say, “We will play with the blocks after you wash your hands.”
4. **Body placement:** Placing yourself near the child when giving directions or resolving conflict increases the child’s ability to focus attention on what you are saying.
5. **Provide choices only when you can accept the child’s choice:** Frequently, in an effort to be polite, adults offer children a choice when there really is no choice available. For example, when you ask, “Would you like to help clean up the classroom?”, most children will, with honesty and sincerity, answer “NO!” Then your choice will be to disrespect the child’s honest answer or clean up alone. Instead, try, “It’s time to clean up so we can go outside.”
6. **Encourage, support, and model negotiation skills:** Resolving conflict is the ultimate exercise in problem solving. Coach children in the social skills they need to enter play, navigate the give and take of relationships, and work cooperatively with others.
7. **Consider the child’s developmental level, maturity, and experience in your expectations and interactions.** For example, a toddler whose toy is being grabbed is going to bite, be there to

intercede. A five-year-old in the same situation may need for you to stand back while he yells, “Stop it! I’m using that!”

8. **Use “I” messages/avoid “you” messages.** Children become defensive when the accusatory “you” is used. Instead of “You made a mess,” try, “When water is on the floor someone might slip and I’m afraid they might get hurt. What could we do about this water?” *Note the respect for the child’s thought process in this example.* The teacher avoids authoritarian insistence on obedience “because I said so,” provides the child with an objective explanation of the problem and why it is of concern, then asks for the child’s ideas on resolving the problem.

Children with Special Rights

NAEYC accreditation standard 1.B. Building Positive Relationships between Teachers and Children 1.E1, Teaching 3. B. 2

Rationale: The following outlines Berkley’s commitment and process to working with children who may have special rights / needs in accordance with their development. At the Berkley CFDC, we attempt to meet the needs of each individual child within a group situation. As demonstrated by our plan for special rights / needs circumstances, we attempt to work towards a solution that is beneficial to all before drastic measures are taken. As stated in the Code of Ethical Conduct published by The National Association for the Education of Young Children; “Section 1: an Ethical responsibility to children – Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children’s development and learning; respecting individual differences; and helping children learn to live, play and work cooperatively. We are also committed to promoting children’s self-awareness, competence, self-worth, resiliency, and physical well-being”.

Process for supporting children: For children with persistent, serious, challenging behavior, teachers, families, and other professional work as a team to develop and implement an individualized plan or (IEP) that supports the child’s inclusion and success. Challenging behavior is “Any behavior that (1) interferes with the children’s learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure.” (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p.8.) Physical aggression such as (hitting, biting, shoving, whacking with toys), relational aggression {“You can’t play with us”}, verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.

As a school that follows the Constructivist Learning Theory our number one goal is to support children and families with positive behavior strategies such as evaluating the classroom environment as the third teacher and adjusting such as modifying the classroom environment to prevent challenging behaviors. It is standard practice for all classrooms to have a predictable daily schedule, so children know what to do and when to do it and promote consistent well-thought-out transitions. Teachers receive ongoing professional development in the area of Developmentally Appropriate Practice and guidance.

- If a teacher detects that a child may have a special rights / need, (s) he will meet with Berkley administration to discuss options for increased classroom support or a professional evaluation.
- The teacher will reference the child's assessment documentation when providing updates to the parent/guardian.
- The teacher meets with the parent/guardian of the child. Together, they develop a plan of action
- If the situation is beyond the scope of teacher expertise, then Berkley provides the family with referral information.
- The parent/guardian and Berkley staff will follow-through with the plan of action. If either party deviates from the plan, both parties conduct a meeting to redefine the actions to ensure proper follow-through.
- If Berkley CFDC staff and or the child's guardian determine that the current situation is not meeting the needs of the child; or if there is negligence on the part of any party in regard to the follow-through with the plan of action, then Berkley may terminate enrollment. **Missouri State Licensing states, "The provider shall assess his/her ability to provide care for the special needs child while also meeting the needs of the other children."**
- After attempts have been made to meet a child's individual needs, any child who demonstrates an inability to benefit from the care offered by the childcare provider or whose presence is detrimental to other children may be discharged from the facility. Furthermore, care of a child may be discontinued if the provider and the parents cannot establish a mutually satisfactory working relationship.
- Specialized Consultants and collaboration with other professional organizations such as First Steps, Infant Toddler Services of Johnson County, and the public-school districts are supported in our program.
- With this policy in mind, it is important to note that is not the practice of UMKC-Berkley CFDC to use suspension, expulsion, and other exclusionary measures.
- If for any reason a child must leave our care and program, then measures are taken to assist the family in accessing services and an alternative placement. This would be done in collaboration with the child's IEP and/or professional consultants.
- Policy complies with federal and state civil rights laws.

Developmental Screenings

Accreditation Standard 4. C. Identifying Children's Interest's and Needs and Describing Children's Progress 4C-2
3.C01 ITP

Berkley is able to contact specialized consultants such as First Steps in Kansas City Missouri as well as Infant Toddler Services of Johnson County, Kansas for screening referrals. The public school system that your child resides in also offers services for preschool age children. If a family has a private therapist for their child, they may arrange therapy sessions to be held at Berkley.

The Sr. Child Development Teachers administer the Ages and Stages Questionnaire 3rd edition (ASQ-3) twice a year. ASQ-3 is the #1 developmental screener for children from 1 month to 5 ½ years. It is recommended by American Academy of Neurology, Child Neurology Society, First Signs, and favorably cited in the American Academy of Pediatrics journal Pediatrics in Review and the Buros Mental Measurements Yearbook. ASQ and meets criteria for a first-level comprehensive screening and monitoring program (Squires & Bricker, 2009a). It is designed for parents and teachers to complete and is considered A Parent-Completed Child Monitoring System. Berkley families receive a copy of the screening and complete it at home with their child, it takes about 15 minutes, in addition to the Sr. Child Developmental Teachers completion of it.

The ASQ-3 screening system is composed of 21 questionnaires designed to be completed by parents or other primary caregivers at any point for a child between 1 month and 5 ½ years of age. Each questionnaire contains 30 developmental items that are written in simple, straight forward language. The items are organized into five areas: Communication, Gross Motor, Fine Motor, Problem Solving, and Personal-Social. Berkley does not employ a therapist on site and families are responsible for paying for private therapy. For additional assistance or questions please contact Berkley administration.

Staff-Therapist Interactions

Therapists working with children at Berkley CFDC are not employees of Berkley; nonetheless, they must abide by the policies in our staff handbook. We make every effort to coordinate and communicate effectively with the therapists and their supervisors so that children receive the best possible services during school hours in the smoothest possible manner, all while maintaining confidentiality. This approach necessitates broad involvement of classroom staff and administrators in planning meetings regarding individual children's support. Even when a therapist is working with a child while at school the Berkley administration and teachers remain the child's primary adult at school. A therapist's goal is always to work themselves out of a job, so we want to build relationships and interaction patterns that will last beyond the therapist's tenure here. Administrations, teachers and therapists should engage in frequent dialogue to coordinate use of strategies, alternate activities, etc. as needed. Though the goal is to include the child and related therapists in the regular routine of the classroom as much as possible, there are times when the best therapy approaches will necessitate work with the child in a space separate from the classroom. These decisions will be made as a team including the teachers, family, and therapists, with frequent involvement of the director and Classroom Instructional Specialist. Therapist must sign in and out at the front desk each time to visit the school. Therapists are not permitted to do tasks that would ordinarily be the responsibility of teachers or other classroom assistants. One of the biggest challenges is to find time and space to discuss children openly and frankly without compromising confidentiality by talking about children in the presence of other adults or children. Teachers may contact an administrator for support or temporary coverage if necessary.

Who Cares for My Child?

Classroom Sr. Child Development Teachers have primary care and teaching responsibilities for all the children in their classroom. Faculty does split the class into primary care groups for the purpose of family conferences and child portfolios/family conferences. This entails assessment, goal setting, and maintaining child portfolios as well as personal care to the children. The primary teacher is the initial contact for families regarding parent conferences but both co-teachers will consult with each other.

In addition to the two full time Sr. Child Development Teachers each classroom has one childcare assistant / aid who works at the end of the day with the closing Sr. Child Development Teacher. Full time teachers are out of the classroom by 5:00 – 5:15 daily. From 5:00 – 5:45 P.M. the Child Care Assistant / Aid is responsible for the remaining children.

Supervision Policy for Berkley CFDC Classrooms

Accreditation Standard Supervising Children 3.C. 9,10,11,12

Rationale: In recognition of the unique vulnerability of young children, Berkley has established policies for supervision of the children in the school which require that a staff member be within sight and sound of each child at all times. Because of the young child 's dependence on adults and their immature ability to recognize danger and protect themselves from it, diligent supervision is required from the adult staff members entrusted with their care.

Definitions:

- By staff member, we refer to a Classroom Lead Teacher, formal title Sr. Child Development Teacher, a Classroom Assistant and or aide, or a member of the Administrative Team.
- By sight supervision, we refer to the staff 's ability to glance at all locations where a child may be playing and clearly ascertain their safety.
- By sound supervision, we refer to the staff member 's ability to easily hear verbal communication or other sounds children make over the noise level in the classroom.

Policies:

- All children must be within sight and sound of at least one staff member at all times. When more than one teacher is present, it is only necessary that each child be under sight/sound supervision of one teacher. This policy applies to Preschoolers.
- Infants, toddlers and young twos (Fountain, River, Roo and Trolley Classrooms) must always be within sight and sound **AT ALL TIMES**.

Infant Napping:

- There must be a teacher / staff member in the Napping room with sleeping infants at all times. If there are only four children in the infant room and some children are napping and some are awake, then a crib and or cribs is rolled into the classroom, so the teachers is with the child/ren that is napping in a crib and the other children who are playing in the classroom.
- The Mirrors in the classroom are only used to augment supervision, **BUT MAY NOT** be relied on in lieu of direct visual and auditory supervision.
- Berkley has strict policies on how to place an infant in a crib **ONLY ON** their Backs. Families sign off on our full infant napping policy. All staff participate in a required infant / sleep training

developed by The American Academy of Pediatrics Healthy Child Care America. *See Sleeping Infant Policy page 68 of this handbook.*

- Adults will position themselves in the classroom or other childcare spaces in order to maintain full sight and sound capacity.
- Vigilance levels of both sight and sound will be increased according to child age and the relative safety level of the activities in which children are involved. For example, an infant and toddler require higher vigilance than a 4-year-old. A climbing child will require closer supervision than one reading with a friend.
- Differing personalities or ability levels may mean that a child will require more diligent supervision, or the staff member may need to be physically closer to the child.
- **Preschool Department Only:** Classroom Assistants will supervise napping children from the classroom at all times. When two teachers (lead or assistant) are in a classroom at naptime, one lead teacher may use sound supervision from the teacher closet when another teacher is present in the classroom.
- Older preschoolers requesting privacy in the bathroom may be temporarily out of sight (1 minute) but not sound AND a staff member must always be aware of their location, alert to what is happening, and prepared to intervene when necessary.



Teaching Staff and Professional Development

Accreditation Standard 6B-1492 10E.12



Professional development is critical to the quality of our program. To support our teacher's professional development, Berkley closes for regular business the second Friday of each month, **excluding June and December,** for Professional Development Day (PDD). The purpose for PDD is to continually increase the knowledge of our teachers through on-going teacher education. PDD focuses on long-term growth of our teachers which improves the quality of the experience of the children in our care. Our goal is to provide teachers with opportunities to improve their individual teaching abilities and help move each teacher to his or her next level of professional competence. Our professional development plan includes book studies on relevant topics that connect to our teaching practices, action research, committee meetings and required trainings. Required trainings include Ethics and how we use our NAEY Code of Ethics

Anti-Bias Education, Partnering with Families, Health and Safety, Project Construct, Reggio Inspired Approaches, Nutrition, DRDP, Assessment / Screenings and Curriculum Planning. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf,

In order to provide the best possible education for children all faculty and staff members continue with professional development opportunities. Missouri State Licensing requires each employee to participate in 12 early childhood in-service hours a year. Berkley provides 21 hours of in-service for its full-time staff through book readings, work with university faculty, teacher presentation and action research. Establish a Community of Practice (CoP) is critical to the quality of our program and child teacher interactions.

Classroom Transitions

Accreditation Standard 10. B. 22, 10.B.23 and 24

To promote strong relationships between children, caregivers, and families Berkley follows a “Looping” process in both the infant toddler program and preschool program. “Looping” is a simple concept: a teacher moves with his or her students to the next classroom, rather than sending them to another teacher at the end of the school year (Grant et al., 1996). The practice of looping offers the potential for both academic and social benefits for students. The social interactions among adults and students are not simply a means to some other end; rather “they are education itself” (Lee et al., 1993). The essence of looping is the promotion of strong, extended, meaningful, and positive interpersonal relationships between teachers and students that foster increased student motivation and, in turn, stimulate improved learning outcomes for students.

How Looping Works in the Infant and Toddler Program:

Teachers working with infant families will spend 2 years with the children. Enrollment period for the infant rooms occurs in the fall and little fluctuation in enrollment occurs throughout the year. By the second semester the infants are developing into young toddlers. If a child does leave the community and a new child is added the new child will fall within the same age range of those currently enrolled in the classroom. Berkley does not enroll children younger than three months.

The ***Fountain Room loops up to the Roo Room each August.*** The children in the Fountain room range from 6 months to 11 months when they start in the Fountain room and are typically 18 months to 23 months when beginning and or looping up to the Roo room. Group size of eight children with a 1-4 ratio.

The ***River Room loops up to the Trolley room each August.*** The children in the River room range from the youngest being 3 months (typically no more than 2 children in the group are enrolled as young as three months) to 8 months old when they start in the River room and are typically 14 months to 18 months when they loop up to the Trolley room. Group size of eight children with a 1-4 ratio. From October to April, when staffing permits, we schedule an extra third person to assist 5-6 hours a day.

How Looping Works in the Preschool Program:

Pre-primary Westport room enrollment includes five (5) children from the Roo room and eight children from the Trolley room will move to the young pre-primary class (***Westport classroom***) ***for one year. This classroom is a group size of fourteen children with two co-teachers.*** The Westport room children stay together with their teachers for one year in the Westport Room. Then, in the following fall, some of the children transition to the Zoo room for a two-year preschool loop and some children transition to the Plaza room for a two-year loop between the Plaza and Royal Room. Spending one year in the Plaza room and one in the Royal room. Both the Plaza/Royal room loop and the Zoo room have the same curriculum and assessment for preschool and pre-k children.

Plaza/Royal room loop enrollment includes the three oldest children from the Roo room and all of the Westport room children. The Plaza room and the Royal room has a group size of 17 children with two co-teachers. The children and teachers spend one year together in the Plaza room and one year together in the Royal room. At the end of the Plaza/Royal loop children who are not transitioning on to kindergarten will spend their last Pre-K year in the Zoo Room.

Zoo room loop is made up of preschool children, who transition from the Westport room, Royal room and from the community. The Zoo room has a group size of twenty children with two co-teachers. It is an identical loop as the Plaza / Royal room however the children and teachers stay in the same classroom for two years.

Family Involvement Program (FIP)

Accreditation standard 7.A.6

The Berkley Child and Family Development Center strives to create a community / neighborhood focused on the importance of relationships between our families and staff. We view Berkley as a place for families where we will all grow and develop together. We strive to nurture a culture of respect and trust, where the children and adults experience a sense of connection and new possibilities.

FIP's main purpose is to advance and promote the educational experience of young children and their parents. FIP is also dedicated to supporting teachers and staff at Berkley. Parents are encouraged to participate in Family Involvement opportunities. The following are existing committees on which a parent/guardian can serve:

- ***Special Events Committee*** Participants work together to plan and coordinate events for those enrolled at the Berkley CFDC. (Examples include Fall Picnic, Winter Festival, June Birthday/Carnival and Month of The Young Child)
- ***Education Committee*** Participants coordinate educational events specifically designed for Berkley CFDC families.
- ***Classroom Representatives*** work to coordinate family involvement directly in the classroom, including communication and volunteerism. The Chairperson coordinates all *room representative* activity. Room reps. serve on the Family Involvement Committee in order to coordinate and communicate with rooms and Family Involvement Activities. Reps serve as a liaison between the classrooms and the Committee.
- ***Public Relations/Fundraising Committee*** Participants work on fundraising events for the Family Involvement Program. In addition, they may also assist in marketing the Program. Families typically determine the spending trend for these events. Fundraisers cover cost associated with committee expenditures. Furthermore, the Family Involvement Program makes donations for Berkley expenditures such as, faculty/staff appreciation, family social events, Month of the Young Child and family symposiums. The fundraising committee assists the Berkley in any additional events including any capital campaigns.

Chairpersons from all of the above committees share committee reports during meetings. FIP invites all families and staff to attend and give input during the monthly meetings. The FIP stands as an independent non-profit organization with a board of directors. Although FIP is a separate organization, it shares a vision and supports the Berkley CFDC.

Enrollment Policies

Accreditation Standard 5.A. 13 Promoting and Protecting Children's health and Controlling Infectious Disease and 10 D. 6

Families enroll children for five days per week Monday - Friday. Children may stay a maximum of 50 hours per week. Families contract hours once the center accepts a child for enrollment. The content of each child's health and safety file is confidential and kept in a locked cabinet in the administrative assistant's office but is immediately available upon request to:

- administrators and teaching staff who have consent from a parent or legal guardian to access the records
- the child's parents or legal guardians
- regulatory authorities

A child is considered enrolled when all of the following forms are on file prior to attending school (updated annually in July):

Developmental/Family Information Form:

- This form provides information to the staff and teachers to enable them to better know your child from a family member's perspective.

Physician's Form:

- Missouri State Licensing requires a physical examination report signed by a physician or a nurse practitioner under the supervision of a licensed physician within thirty days of admission and not more than 12 months prior to enrollment.
- Families file immunization records and update accordingly following any immunization.

<u>Age</u>	<u>Doses</u>
0-thru 2 months	1HB
3 thru 4 months of age	1 DTaP, 1 Polio, 1Hib, 1 or 2 HB
5 thru 6 months of age	2 DTaP, 2 Polio, 1 or more Hib, 2 or 3 HB
7 thru 15 months of age	3 DTaP, 2 Polio, 1 or more Hib, 2 or 3 HB
12 thru 18 months of age	Varicella (Chickenpox)
16 – 59 months of age	4 DTaP, 3 Polio, 1MMR, 3HB, 1 or more Hib
60 months to Kindergarten entry	4 DTaP, 3 Polio, 1 MMR, 3HB

Child and Adult Care Food Program (CACFP) Form:

Accreditation Standard 5 B, 8,9 , 10 D. 3

Berkley participates in the federally funded Child and Adult Care Food Program (CACFP). CACFP is authorized at section 17 of the National School Lunch Act (42 U.S.C. 1766). Program regulations are issued by the U.S. Department of Agriculture (USDA) under 7 CFR part 226. CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need. As participants in the program Berkley must follow strict nutritional guidelines and is required to follow the rules and regulations of the CACFP. At Berkley children are provided lunch and afternoon snack every day. Food choices are chosen based on the Child and Adult Care Food Program (CACFP) guidelines. Diet restrictions such as allergies are taken into account when documented by a physician. No food substitutions are allowed by CACFP without a medical food substitution Record. Berkley will provide Soy milk for children who may not have cow's milk however a Medical Food Substitution form must be completed by your physician. We have these on file at Berkley. If your child needs a food substitute, please contact the director. Children with food allergies are provided with a substitute food, for example, if a child cannot eat meat, then a bean or cheese protein may be substituted. Children wash their hands regularly throughout the day. Specific hand washing transition times are at the beginning of class when children arrive for the day, before each meal, after toileting or diapering and after coming in from outside. Staff members consistently share the importance and benefit of good health and hand washing with families in their classrooms.

The following items are required by the CACFP.

- Families must file information required by this program.
- If you do not qualify, please note on the form and sign
- Families must submit a written diet plan for infants and toddlers and notify the staff as changes are needed.
- Children over the age of one year are served the food on the Berkley menu. Substitutions may only be made if required for health reasons, such as an allergy, by a physician. Children who are allergic to milk, and have a doctor's note, will be served soybean milk.
- If you are bringing food in for a special occasion in your child's classroom such as a birthday or classroom celebration you must bring pre-packaged food in its original container. If you prefer "home prepared" food over prepackaged food a great alternative is to bring in muffin mix or cupcake mix and the children will prepare the muffins / cupcakes in the morning, bake them during nap and serve them at their afternoon celebration. The state reasoning for prepackaged food is the Berkley kitchen is inspected on a regular basis for sanitation.
- As participants in the CACFP, The Berkley CFDC receives a subsidy for all food served.
- All fresh fruits and vegetables are washed before eating.

Emergency Contact Form

Licensing requires that permission must be given to the staff for all necessary emergency medical care while a child is at Berkley.

- Families must include the names and all contact information of two “back-up” persons.
- Families must include information required for administering emergency treatment.
- Families must include regular working hours.
- Families must update changes in address, employment or telephone numbers immediately.
- Families may list the names of persons that are authorized to pick up their child(ren).
- The parent/guardian must inform the teachers and office personnel if someone other than himself or herself is going to pick up their child (ren).

Initial Transition Into The Program

Accreditation Standard 10 B. 23 and 24

At Berkley we strive to create a sense of connection with our families, children, and staff. We view Berkley as a place where we will grow and develop together. Our goal is to nurture an environment of respect and trust, where children and adults experience a sense of connection and new possibilities. Families’ children and the schoolwork as partners in the care and education of the children. Building an equal relationship between the family, child, and teacher is a cornerstone of our philosophy.

To help welcome children into Berkley we require two classroom visits for Preschool age children and a home visit and classroom visit for the infant / toddler program. The purpose of the visits is twofold. It gives the children an opportunity to observe and interact with their new surroundings and the teachers are able to learn about the individual needs of your child. On the first day of school, we ask each family to build in an additional thirty-minute period for the drop off. This allows the family, teacher, and child to tour the room again, find where their cubby and coat hook are and in general support the child on his first full day at the school.

Transition into the infant toddler program:

- Families will have a home visit which is as a meeting in the home between a family and a teacher or parent educator. Home visits last approximately an hour and are done at a mutually agreed upon time. Child development, skills, parenting challenges, family needs or concerns and the child’s daily routines are all subjects that are typically discussed on a visit.
- Infant and toddlers will have a classroom visit after the home visit prior to starting the program.

Transition into preschool program:

- Children starting in the preschool program will visit the program twice, once during the morning hours and once during the afternoon hours.
- Family members must stay at the school during the visit. We have a waiting area both at the front of the school and a library area.

Infant Sleep Policy

Accreditation Standard 5.A.22, 24

It is a strict policy of the program that ALL INFANTS ARE PUT TO SLEEP ON THEIR BACKS. This policy is non-negotiable. In addition, Berkley may not put any object in a crib with a child. This is an accreditation standard with the National Association for the Education of Young Children.

The American Academy of Pediatrics and American Public Health Association have written guidelines for childcare centers called *Caring for our Children – National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care Programs*. They strongly recommend the following rules regarding infant sleep position and surroundings:

- Infants under 12 months of age shall be placed on their backs on a firm, tight-fitting mattress for sleep in a crib
- Waterbeds, sofas, soft mattresses, pillows, and other soft surfaces shall be prohibited as infant sleep surfaces.
- All pillows, quilts, comforters, sheepskins, stuffed toys, and other soft products shall be removed from the crib.
- Infants who fall asleep in sitting devices such as a car seat, or anywhere other than their crib will be moved to their crib for the remainder of their sleep time.
- No blanket may be used in a crib. Only sleep clothing that is designed to keep an infant warm without the possible hazard of covering the head or face may be used during sleep or nap time. This includes wearable blankets, such as sleeps sacks, sleep sacks with a swaddle attachment and swaddle wraps.
- The infant's head shall remain uncovered during sleep.
- Unless the child has **severe** medical reasons, and thus a note from his/her physician specifying otherwise, infants shall be placed on their backs for sleeping to lower the risks of Sudden Infant Death Syndrome (SIDS).
- When infants can easily turn over from their back to stomach or side, they shall be put down to sleep on their back but allowed to adopt whatever position they prefer for sleep.
- Unless a doctor specifies the need for a positioning device that restricts movement within the child's crib, such devices shall not be used.
- Pacifiers shall not be hung around infants' neck and mechanisms that attach pacifier to infant shall not be used with sleeping infants. Pacifiers with a stuffed animal attached will not be allowed during nap/sleep times.
- No sound machines or music will be loud enough to keep from hearing an infant in distress while sleeping.
- The lighting in the nap room and classroom must be bright enough to see children sleeping and notice any color change (turning blue) due to lack of oxygen or breathing issues.
- Teaching staff and childcare assistants/aids receive training on the importance of this policy and infants being put to sleep on their backs.

This series was created by the Infant Mortality Risk Reduction Work Team of the National SIDS and Infant Death Program Support Center (NSIDPSC). You may copy it with proper credit. The NSIDPSC is a cooperative project of the SIDS Alliance, Inc. and the Health Resources and Services Administration's (HRSA) Maternal and Child Health Bureau (MCHB) Sudden Infant Death Syndrome/Infant Death Program.

Parents/Guardian signature

Director's Signature



Enrollment Fees and Family Contract

Families are responsible for prompt payments. Any late payment schedule must be established with the Berkley administration. Non-payment of tuition results in termination of enrollment. Please review your parent contract for further details.

- Berkley assesses registration and insurance fees at the time of enrollment and re-enrollment (annually).
- Berkley requires a two-week advance payment at admission as a deposit. The school refunds the deposit as long as the terms of the contract are met.
- Families pay tuition in advance. We encourage UMKC employees to use payroll deduction. Each fiscal year a new payment schedule is available from the school beginning, July 1st.
- The school assesses fees regardless of whether or not children attend.
- Berkley requires a **written** notice of withdrawal from the school thirty days in advance. Failure to provide a thirty-day notice will result in deposit not being refunded.
- Berkley requires a check or money order to pay for tuition. Sorry no credit cards or cash
- Families can set up a direct mailing system for tuition checks with their bank using the Berkley CFDC name and mailing address (1012 East 52nd Street). Currently, direct online payments to the program are not possible through the University system. An actual check mailed from your bank to Berkley is accepted. Please see the Director if you have questions regarding having your payments mailed to Berkley.
- Employees of the University may have their tuition paid through payroll deduction. Forms are available at Berkley.

Copy of Family Contract

As a model, state-of-the-art laboratory school for care and early learning, the UMKC Edgar L. and Rheta A. Berkley Child and Family Development Center affords children and families the unique benefits of quality early care and education in an academic environment. Not only does Berkley serve as a quality model for students in the field of Early Childhood Education, but also for students in many other disciplines ranging from the Conservatory of Music to the Medical School. Berkley's curriculum is designed to make use of UMKC's comprehensive academic community and provide the highest quality childcare and education from a gifted and dedicated staff. The conditions of this contract demonstrate the school's commitment to providing quality early care and education in an academic community. Should the terms of the contract not be met, Berkley may cancel or suspend enrollment.

Child's Name: _____ Date of Birth: _____

Parent/Guardian Name(s): _____

Program Name: _____ Classroom: _____ Start Date: _____

Fees

An annual registration fee of \$75.00 and annual insurance fee of \$30.00 is required upon enrollment and at the beginning of each new fiscal year. **Both the registration fee and the insurance fee are non-refundable.**

Tuition fees are assessed annually (52 weeks). Tuition is due on the first **OR** the first and fifteenth of the month. For UMKC employees, we highly encourage fees to be paid by payroll deduction. Families who cannot use payroll deduction can set up a direct mailing system for tuition checks with their bank using the Berkley CFDC name and mailing address (1012 East 52nd Street). Checks must be made payable to **UMKC- Berkley CFDC** and if your bank is mailing the check, you must use the **1012 East 52nd Street** address. Families are responsible for paying tuition promptly on dates due. After a five- (5) day grace period, a \$5 per day charge is assessed. Fees are assessed regardless of whether the child is absent from school. Fees are payable in 12 or 24 payments in advance to services rendered. At the beginning of each fiscal year (July 1) a new payment schedule is available from the school.

A late fee of \$5.00 per five minutes per child will be assessed to a family for every five minutes a child is here after 6:00 p.m. Late fees are assessed per child for every five minutes a child is here past the 1-hour limit for sick child pick up. Please consult the Family Handbook for late fee schedule.

A **thirty-day written** notice of withdrawal from Berkley must be submitted to the front desk for the deposit to be refunded. If a child is absent for 2 weeks without notice, enrollment will be canceled. Early withdrawal from specialized programs and failure to meet the terms of the contract will result in forfeiture of deposit.

Fees for your child are payable at a rate of \$ _____ **monthly** or \$ _____ **twice monthly**. There is a \$25 returned check fee. If receiving financial assistance from DFS or any other agency, all tuition not covered by these agencies will be billed to the family. Families are responsible for co-pay not covered by any financial aid. Any past due amounts owed to the school may be referred to a collection agency and collection costs will be paid by the parent/guardian. Information regarding state childcare assistance is available at the front desk or visit www.dss.mo.gov/cd/

Will you require a year end statement? ☐ yes ☐ no

Family Handbook

I (we) have read the University of Missouri-Kansas City's Berkley Child and Family Development Center's policy handbook; found on the Berkley Website [Berkley Child and Family Development Center | Education, Social Work and Psychological Sciences | University of Missouri - Kansas City](#) I (we) understand and agree to abide by the policies as stated. I (we) also understand that new policies may be implemented as needed and as determined by SESWSP, Berkley's Sr. Director, the administration of the University of Missouri-Kansas City, state childcare licensing laws, NAYEC accreditation, or other official governing bodies requiring revisions to current childcare operations and practices. (Licensing standard A).

As a part of our program, we provide assessment of children's development on an on-going basis. Berkley implements a developmental continuum from early infancy to kindergarten entry called the Desired Results Developmental Profile (DRDP-2015). It is research based, authentic assessment and recommended practice that includes the ongoing documentation of what children are able to accomplish. All details regarding family conferences, assessments and screening can be found in our family handbook. (Licensing standard C)

Terminations of Services

Failure to keep payments current will result in immediate cancellation of enrollment. For accounts 30 days in arrears, enrollment will be immediately canceled, and the account will be sent to collection. Families are responsible for all payments including collection fees.

If a parent or guardian exhibits behavior that is detrimental to the health, safety and well-being of the children or staff in a classroom or negatively interferes with the normal functioning of the classroom and/or program, termination may be initiated by the Center. In such cases, you will be informed verbally and in writing of the terminations. Such termination is immediate, and a full refund of unused tuition is granted.

Enrollment Forms

All of the following enrollment forms must be submitted at least 2 working days in advance of a child's attendance: Developmental/Family History, Emergency Contact List, Child and Adult Care Food Program, Family Involvement Commitment, Family Involvement Interest Survey, copies of immunizations and signed copy of Family Contract. The medical form must be signed by a physician and returned to the center within thirty (30) days of the child's beginning enrollment date. A child may not attend until all forms are completed, returned, and properly distributed; fees are assessed **based upon the original start date** whether or not the child begins on that date.

I understand that, before the first day of attendance by my child, I will provide proof of completed age-appropriate immunization or exemption from immunization. (Licensing standard E)

I have been notified that I may request notice at initial enrollment of any time after whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed. (Licensing standard I)

Sleep Policy (for infants under the age of 1)

I have been informed and have received a copy of the facility's safe sleep policy when enrolling a child less than one (1) year of age. (Licensing standard H)

Official University Holidays

UMKC and Berkley are closed on the following holidays: New Year's Day, Martin Luther King, JR's Birthday, Memorial Day, June 19th, Independence Day, Labor Day, Thanksgiving Day and the following Friday, Christmas Day, the four days between Christmas Day and New Year's Day. In addition, Berkley closes early on Christmas Eve at 12:00 P.M. and Thanksgiving Eve at 4:00pm. When a holiday falls on a Saturday, the preceding Friday is observed. When a holiday falls on a Sunday, the following Monday is observed. Berkley closes for regular business on the second Friday of each month, excluding the month of June and December, for Professional Development Day (PDD). For the month of May, PDD is the third (3rd) Friday of the month. During PDD teachers attend staff meetings, participate in learning circles/ educational seminars, update children's files, and work on their classroom environment. Any date changes for PDD will be given to families in a timely manner.

Hours of Operation

Berkley's hours are from 7:45 a.m. to 5:45 p.m.

Field Trips

Families understand and agree that field trips are an integral part of Berkley's curriculum. Walking field trips allow the children the opportunity to participate in many experiences afforded by UMKC's academic community. Staff and volunteers may take walking trips to UMKC campus and St Francis Xavier Church. Ratios will be maintained at all times and the children will be guided in a safe manner. Families understand they will sign permissions forms for other trips not listed here. Families will be informed of each trip as it approaches by posted notices. Children will be transported in a safe manner in approved vehicles. (Licensing standard F and G)

Supplies

Refer to individual classroom lists for required supplies. Families are responsible for replenishing supplies as needed and indicated by the child's teacher (extra clothes, journals, page protectors for child portfolios, toothpaste, diapers and wipes, etc.) Consult individual teachers regarding additional materials.

Contact information

Families understand and agree that their phone numbers, addresses and emails may be given to other Berkley families through a center directory in order to communicate upcoming events.

Media Images

University faculty, students and community will be interacting with and observing your child. Families understand and agree that as a part of attending Berkley, children may also be recorded, photographed, or videotaped in accordance with these interactions and observations. These materials may be used for educational and publicity purposes only. All individuals are thoroughly screened before researching our program. Under the supervision of instructors, students may occasionally question or provide special learning experiences for children that are usual and accepted in early childhood programs and may be discussed in education classes.

Observational Research

I give permission for UMKC Berkley Child and Family Development Center and other local university students and faculty to conduct observational research of my child at the center. I will be asked for specific permission for my child to participate in any interactive research at the center.

Meals

Our center is currently participating in the child and adult care food program (CACFP). This program reimburses the center for the partial cost of meals provided to children and allows the center to provide nutritious meals. In order for children to participate in meals, the parent/guardian must arrive during the designated eating times. It is the parent/guardian's responsibility to ensure the child eats if arriving after these

Illness

If a child has symptoms of illness, as outlined in the Family Handbook, (s) he will not be permitted to attend. The child may return to Berkley when free of these symptoms for a 24-hour period **OR** when written notification from an unrelated physician that the child is free of contagion and able to participate in all group activities. Please keep the school informed of child's condition until (s) he returns. If the child is too ill to participate in all aspects of the program, then (s) he is too ill to attend the center. (Licensing standard D)

Allergies

If your child has an allergy and/or uses an EpiPen you will note this on the child's developmental form as well as required to fill out the Food Allergy action plan. Your child's picture and food action plan will be posted in the classroom and kitchen. This process is for the health and safety of your child.

Medications

All medication must arrive at Berkley in its original container. All medication is to be labeled with the child's name. The parent/guardian must sign and give specific instructions on the "Medication Authorization" form for medicine to be administered.

Emergency and Medical Procedures

In case my child is ill at school, I will be informed and possibly required to pick my child up as soon as possible. When simple injuries occur, I hereby authorize a trained center staff person to perform basic first aid. I will be informed either by phone or at pick up time about these circumstances and actions that were taken.

In case of medical emergency, every effort will be made to contact me or my designated emergency contact. Once contacted, I will assume responsibility for obtaining any medical treatment necessary. However, if I cannot be reached or if a trained staff member judges that immediate medical attention is necessary, I hereby authorize the program to respond to the situation including a call to 911 and/or the administration of CPR or other emergency measures by a trained staff member. Berkley CFDC carries accidental insurance with Gerber Life Insurance Company, policy number: 25-070139-18. I understand that center staff will not transport my child in their own car during program hours. I give permission for my child to be transported by ambulance and to be treated by qualified physician at the nearest hospital (Children's Mercy). I understand that any cost incurred from treatment of an injury or illness occurring within the program will be my responsibility.

Confidentiality

I understand the center will maintain in confidence information about my child. Staff will be able to discuss my child during in-house professional meetings and on other occasions when necessary to support my child.

Child Development Resources

We have many resources on our classroom blogs and our website <http://education.umkc.edu/berkley/> regarding child development and early learning.

Licensing

Berkley is licensed by the State of Missouri Department of Health and Senior Services. All regulations may be found on their website at <http://www.dhss.mo.gov/childcare/>. In addition, Berkley is accredited by the National Association for the Education of Young Children (NAEYC) www.naeyc.org NAEYC-accredited early learning programs are exceptionally well equipped and meticulously measured for indicators of quality in the classroom and beyond. From guidelines for teacher preparation through safety standards, NAEYC Accreditation ensures that programs are safe, well prepared, and intentional about ensuring children's success. Only 7% of programs nationally meet the NAEYC Accreditation standards. (Licensing standard B)

Staff as Sitters and Transportation Out of School

I understand that the center bears no responsibility if I employ a center staff member to care for my child outside of school. Further, I understand that a staff member may be asked to discontinue babysitting for my child if it adversely affects relationships inside the classroom. I understand that if I arrange to have a staff person transport my child outside the center, the center bears no responsibility.

Weather Policy

In the event UMKC is closed, Berkley CFDC will also close. When UMKC moves to Remote work that means the campus is closed and Berkley is closed. Please read the full Inclement Weather policy found in the Family Handbook and included in your enrollment packet. UMKC closings are determined by the University Chancellor. Parents should call Berkley's main number (816) 235-2600. A message will be left on the school voicemail stating if Berkley is closed. In addition, when UMKC closes, the University's media cooperative will disseminate official UMKC closings information so that public media will broadcast the notice of closure of the University. If Berkley needs to close early due to inclement weather, disaster (tornados, earthquakes, floods, etc.), the administrative team will initiate the phone calling / texting tree and send an email to all parents. If we cannot reach a parent, emergency contacts will be contacted. See detailed policy in Family Handbook.

UMKC is an equal opportunity institution.

I have read the above policies and the family handbook and have discussed any questions with a member of Berkley's administrative team. I agree to abide by these policies.

Parent/Guardian Signature/Date

Parent/Guardian Signature/Date

Director's Signature/Date

Administrative Assistant's Signature/Date

Safety / Emergency Procedures

Accreditation Standard 10.B.19

- Berkley posts Emergency phone numbers by all phones. University police take responsibility in contacting the correct emergency department.
- The parent/guardian provides, in writing, the names and phone numbers of persons to contact if the parent/guardian cannot be reached.
- In case of an emergency, the center dials 1515 and the University dispatches an ambulance. All children are taken to Children's Mercy Hospital. A faculty/staff member may go with the child to the emergency room and remain until a parent/guardian arrives.
- Teachers report in writing any injuries which may occur while the child attends Berkley.
- Teachers notify parent/guardian of any injury, requiring first aid treatment.
- Teachers report serious injuries to Berkley Administration immediately.
- Berkley practices Fire/Tornado drills monthly to prepare children in case of an emergency.
- Evacuation maps are posted in each classroom. In case of fire children nearest exit. Record of all fire and tornado drills is kept at the front desk.
- Berkley is a lock down facility with access into the building only from the front entry after being buzzed in. Berkley does have emergency security alarms in the building. There are secondary exits and entrances that are used for fire escape and one exit to the playground.
- A copy of our full emergency response plan is on file for all families. Teachers keep a copy of the emergency response plan in their classroom clipboard, and it is used monthly during fire drills. Copies are also posted throughout the building. We do not post our full emergency response plan information on our website. This is a recommendation by the university risk management team.

<http://education.umkc.edu/berkley/parentb.html>

- Staff members with current Pediatric First Aid and CPR are on onsite at all times. A list of staff with their certification is available at the front desk.



School Closing/Inclement Weather Policy



Under severe weather conditions, university officials may open campus late, shift employees to remote working, which includes Berkley, or close buildings for an entire day. Whenever possible UMKC will stay open for business and scheduled on-campus instruction during winter weather. If Berkley needs to close early due to inclement weather, disaster (tornados, earthquakes, floods, etc.), the administrative team will initiate the phone calling tree and send an email to all parents. If we cannot reach a parent, emergency contacts will be contacted.

Berkley and/or University Closing

Whenever possible, UMKC will stay open for business and scheduled on-campus instruction during winter weather. UMKC closings are determined by the University Chancellor.

UMKC Staff are contacted through an emergency contact system. At that time Berkley administration will send an email to all families and post a message on the Berkley main phone line. Parents may phone the main number (816) 235-2600 for closer details. A message will be left on the school voicemail stating if Berkley is closed or has a late start.

In addition, when UMKC closes campus or moves to remote work, the University's media cooperative will disseminate official UMKC closings information so that public media will broadcast the notice of closure of the University. **In the event UMKC campus is physically closed and or buildings are closed, Berkley CFDC will also close.** If the university is closed with a late start time of 11:00 A.M. **Berkley will also open at 11:00 am but no lunch will be served.** Prior to 11:00 A.M. i.e. a late start time of 9:00 or 10:00 A.M. Berkley is able to serve lunch

- If severe weather is reported prior to 7:00 A.M, inclement weather begins the night before school, or during the early hours (before 7:00 A.M.), adjusted school hours / late start time may be implemented. Families should call Berkley's main number (816) 235-2600 for information regarding adjusted Berkley hours.
- If severe weather strikes during the school day, families will be contacted and asked to pick their child up from Berkley according to the time the campus is closing. If weather

conditions are extreme, Berkley will contact the Dean of the School of Education and recommend Berkley close within 2 hours.

- If bad weather strikes when classes are not in session (winter break, spring break, etc.), the Director will contact the Dean of Education and make a recommendation for whether Berkley should close or have adjusted hours. This recommendation will be determined by the winter road report from the Missouri Department of Transportation (MODOT). If such reports indicate unsafe road conditions and K-12 schools in the greater Kansas City area are also closing, the Director will recommend that Berkley close or move to adjusted hours.
- If Berkley needs to close early due to inclement weather, disaster (tornados, earthquakes, floods, etc.), the administrative team will initiate the phone calling tree and send an email to all parents. If we cannot reach a parent, emergency contacts will be contacted.
- If face to face classes are moved to virtual, but university employees are able to report to work on campus Berkley is open. Adjusted hours would only be implemented in this case if there were an extreme shortage of staff due to employees unable to get to work.

Rationale:

A later start time gives Berkley the opportunity to contact the teachers and determine who is able to come to work. It also supports the safety of our families by allowing the roads to clear a bit. In addition, it allows the school time to adjust to possible situations where a large portion of the staff is unable to drive to work.

If only a handful of teachers are able to come in, then we will combine rooms and do our best to meet the needs of the children and families who need care.

Illness / Sick Child

Accreditation standard 10, B. 18



We accept only healthy children and depend on parents to help us maintain this policy. Each child is observed for signs of illness on arrival and throughout the day. Families must immediately contact the school if their child contracts a communicable disease. Records are kept of all illnesses in order to monitor infection control. Families are notified in writing if their child has been exposed to a communicable disease. Berkley may not accept children if we suspect an illness. We ask children to remain at home for their safety and for the safety of the other children; reducing the contact between contagious children and non-contagious children decreases the chance of spreading infection around the center.

When your child becomes ill at Berkley you will be notified immediately and asked to pick your child up within the hour. Until the parent/guardian arrives, the teachers isolate the child from the other children and a faculty/staff member monitors the child. Berkley does not admit any child with symptoms until (s)he has been symptom-free for a 24-hour period and can fully participate in all activities. Teachers write a sick child notice if a child is sent home from the Berkley CFDC. (S)he may not return until symptoms are gone for 24 hours, or you have a doctor's written release by a non-related physician.

Any of the following symptoms will result in non-admittance to Berkley:

- Loss of Appetite
- Unusually Low Activity Level
- Uncontrollable Crying
- Temperature of 100 degrees (taken by mouth) or 99 degrees (taken under the arm)
- Vomiting if a child vomits twice within a 24-hour period
- Diarrhea and loose stools (two occurrences within a 24 hour period)
- Extreme nasal or bronchial congestion green mucus discharging from nose or throat
- Severe coughing red or blue in the face or makes high-pitched crouping or whooping sounds after coughing
- Eyes (red, glazed, discharging)
- Contagious diseases chicken pox, mumps, measles, diphtheria, scarlet fever or strep throat
- Breathing that is rapid or difficult (especially for infants under 6 months old)
- Ringworm, Lice or Impetigo
- Yellowish Skin or Eyes
- Pink eye tears, redness of eyelid lining, irritation, followed by swelling or discharge of pus
- Undiagnosed Rashes or Spots
- Sore throat or trouble swallowing
- Infected skin patches crusty, bright yellow, dry or gummy areas of the skin
- Urine that is unusually dark, tea colored

- Stools that are gray or white
- Headaches and stiff necks
- Difficult Breathing
- Severe itching
- Children who have had Anesthesia in the past 24 hours.

If your child has experienced any of these symptoms in the past 24 hours, it is the responsibility of the family to keep the child at home.

Sick Child Release

Teachers notify families immediately if their child becomes ill while at Berkley. If we are unable to reach the parent / guardian, we automatically begin contacting individuals listed as emergency contact persons. Once we contact an individual, the individual responsible for picking up the child must arrive within one hour from the time of actual notification. A late fee is charged for each 5 minutes past the one-hour leeway, per child, as follows:

1st late incident results in a fine assessed at \$5.00 for each five minutes past pick up time.

2nd late incident results in a fine assessed of \$5.00 each five minutes late.

3rd late incident, fines double to \$10.00 for every five minutes past pick up time per child.

4-5 late incidents result in fines of \$20.00 for each five minutes late per child. This policy is for the well-being and health of all the children in care.

Medications

Accreditation Standard 5A-20,21, 10.B.19,10. D. 10

Berkley administers medication only with a guardian's signed permission and directions.

As part of licensing, Berkley requires an "Individualized Child Care Plan" for any child with a chronic need for any medication. (Examples: Asthma and Anaphylactic Allergies.) Forms

and instructions for developing and implementing the care plan are available from

administration. ***Berkley administers medication only with a guardian's signed permission and***

directions. Sr. Child Development Teachers and administration receive a training on how to administer medication based on our policy. There is always one administrator on site and or one Sr. Child Development Teacher on site who is trained to administer medication. They are trained during on-boarding / orientation using the Five (5) rights to medication training developed for us by our UMKC Nursing department. The power point is also available on our website under the "Meet our Team" tile. No other employees may administer medication.

Prescription Medications

- Prescription medication must be in the original prescription bottle, with licensed physician's name and directions clearly labeled. We suggest that families obtain two bottles at the pharmacy so that they do not have to transport medication in a separate container.
- Prescription medications will be administered only to the child whose name appears on the medication label. Siblings must have both names on the label or separate containers with individual names.
- Berkley administers prescription medication only with a completed (dates, times, dosages) medication authorization form signed by a parent/guardian in addition to container instructions.

Over-the-counter Medication

- All over the counter medication must be in the original container and labeled with the child's name.
- ***Under the age of two years:*** Berkley follows the FDA and state licensing regulations for administering medications. Over-the-counter medications such as Tylenol and Motrin require a prescription and signature of a licensed physician. Berkley will only administer medication to children, under the age of two, with written authorization and dosage instruction from an unrelated, licensed physician. A new authorization must be submitted, by a licensed physician, for each round of medication. Authorizations must be renewed every three days. In addition, Parents/Guardians must also complete the medical authorization form. This is a requirement by the state
- ***Over the age of two years:*** Berkley administers medication to children two and over with written authorization from a parent/guardian. Berkley personnel may only distribute medication for a period of three (3) days.
- Over the counter medication needed for more than three (3) days requires written authorization and dosage instruction from an unrelated licensed physician.
- A change in dosage from those indicated on the package instructions requires written orders from an unrelated, licensed physician.
- Parents/Guardians administer the initial dose of medicine, and they must remain at Berkley for 20-30 minutes in order to observe the child's reaction to any new medicine.
- Parents/Guardians administer morning medication prior to arrival.
- We require an "Individualized Child Care Plan" for any children with chronic need for any medication.
- Full time teachers and administration may administer medication.
- Medication is stored out of the reach of children and in locked containers in the closet. If a medication needs to be refrigerated it is in a specific medication refrigerator in the locked copy room.
- Medication is returned to storage immediately after use.
- The center returns medication to the parent/guardian upon discontinuation.
- Families may obtain medication forms from teachers in order to complete at home to avoid morning rush during arrival at the center.

Sunscreen

Accreditation Standard 5.A.16

Accreditation Criteria (5.A-829) - Sunscreen is important for the protection of children's skin. While our playground has many shaded areas it is still important for the children to wear sunscreen to protect their skin. Infants and toddlers will wear sun hats provided by their families. Before playing outside sunscreen must be applied to all children to avoid sun damage, April - September. Only when a family has a written release and or note from a physician stating they do not need sunscreen used would we not apply sunscreen. A written permission form to apply sunscreen must be on file (an updated accreditation requirement as of 2018)

For the safety of all children, it is only safe for teachers **to handle bottles of sunscreen not the children**. Sunscreen must be kept out of the reach of children. Teacher will apply on skin. Children may help rub the sunscreen in, but the bottles must be in the hands of the teacher and never left unattended.

Sunscreen update fall 2012: Spray sunscreen will not be used - Currently the FDA does not recommend using them on young children. Click on this link to read why <http://news.consumerreports.org/health/2011/07/spray-sunscreens-should-not-be-sprayed-on-kids-at-least-for-now.html>

Additional practices added after consultation with Dr. Amy Nobel Pediatric Dermatologist summer 2012

- Asking families during the summer months to bring swim shirts or dark tightly woven t-shirts when the children have a water slide day on the playground in an area that is not protected by shade. We are lucky we have many shady areas on our playground.
- Each family will continue to bring in their own individual sunscreen for their child with their child's name marked on it. If you do not want to use sunscreen, we will need a signed consent form stating this. Everyone will receive two forms next spring stating either yes, I want sunscreen or no I do not.
- With the infant toddler department all children must have a sun hat, an individual stick of face sunscreen, and body sunscreen.
- For the preschool department it is strongly recommended that you use sun hats but not required.
- With the preschool department the teachers will use the sunscreen you bring on your child's body and face. The teachers recommend using Banana Boat or Neutrogena. They go on the best and have good protection. Whatever your choice maybe we do ask that you please buy fragrance free sunscreen.
- Health and safety practices the teachers are initiating include washing their hands and or using a wipe in between each child application of sunscreen.
- Berkley applies sunscreen April-September. After September between the shade on the playground and the fall and winter clothing worn, the children are protected. Of course, the families are welcome to send their child lathered head to toe every day in sunscreen. Dermatologists do recommend sun hats year-round.

Clothing and Personal Belongings

- Children should maintain a complete change of clothing at the Center.
- Teachers provide each child with his/her own labeled storage areas for personal belongings.
- The center provides a Lost and Found box at the Front Desk.
- Berkley personnel cannot be responsible for any toys brought from home.
- We welcome books, music, and other special items that can be shared during group time. Be sure that your child's name is on each item.
- Check with your child's teacher regarding individual room policy for toys brought from home.
- Families should prepare children with clothing suitable for outdoor play (i.e. jackets or sweaters when chilly; boots for messy days; and coats, hats and mittens for winter).
- Please dress your children in play clothes; Children play on the floor, outdoors, and with messy materials every day.

Birthday and Holiday Celebrations

Celebrations are important to families and children. At Berkley we encourage our families to share their traditions and celebrations with their child's classroom. While young children are not yet able to comprehend that there are people all over the world who have various cultures and traditions, they can understand their own family traditions and rituals. We want our celebrations to be authentic. The goal is to make the learning relevant to the children's immediate lives.

Food is a large part of many celebrations, and we welcome cooking activities. However, sugary snacks and party favors often create more chaos than celebration. Baking a healthful snack, reading a story, leading a classroom activity, or even dropping by for lunch can be a wonderful way to acknowledge a special day. Please talk more with your child's teacher about how to provide a meaningful, beneficial celebration in the classroom.

Berkley receives federal monies from the Child and Adult Care Food Program. In accordance with their guidelines, we cannot allow homemade food / treats brought from the outside. Any food not prepared on-site or nutritionally balanced cannot count as food served (even if served in conjunction with the regular meal). The Child and Adult Care Food Program sets requirements to meet the nutritional needs of the children. In addition, many children have special diets and are not allowed certain foods (especially high-content sugar foods).

Berkley welcomes families to join in classroom activities with their child. If you would like to participate in your child's class on his/her birthday or holiday, the following are suggestions as to how you can get involved:

- Lead nutritious cooking activity with the children (seek ideas from the teacher).
- Donate your child's favorite book to the classroom library.
- Read or tell a favorite story to the class.
- Eat a meal (breakfast, lunch, or a snack) with your child.
- Share a family tradition (i.e. lighting Menorah candles, making gingerbread Houses, etc.).

We do ask that before planning an activity you talk with your child's teacher. He or she will assist you in planning activities that will benefit the entire class.

Please remember that gifts for all children are not recommended. If you want to give gifts, please donate a book or toy to the center so that all children can enjoy it at school.

- Each teacher posts the daily schedule and daily activities for their classroom.
- The center welcomes Parents/Guardians at any time.
- Information updates are emailed to parents on an on-going basis.
- Each classroom emails daily journals with pictures of the children and a note about the day's events; the daily journals are also posted outside each classroom.
- Teachers schedule conferences with parents/guardians each semester and/or by request of the family/teacher.
- Teachers record the daily events or family information on dry erase boards located in each classroom.

Communication and Visits

Family members are welcome any time. If you are planning a birthday or special event/celebration we do ask that you coordinate your plans with your child's teacher. Families are welcome to phone the school during the day and leave a message for their child's teacher. They will return your call on their break. You may always ask to speak with the Director or Classroom Instructional Specialist. Using email is another way to communicate with your child's teacher. Teachers try to check Email during rest time. Remember during the day they are busy in the classrooms with the children. Spending a few minutes in the classroom each morning or at pick up is a good time to have informal conversations. If you would like to have lunch with your child's class, please let your teachers know and they will be happy to order an extra lunch for you.

- Each classroom posts their daily schedule, menu, special activities, and current lesson plans on their family information board inside the classroom.
- Berkley welcomes families / guardians at any time.
- Information updates are emailed to families and posted on the classroom parent information board on an ongoing basis.
- Each classroom emails daily journals and or posts them on their classroom blog. Blog entries are also posted outside the classroom or in a classroom binder. Blogs provide information about the classroom curriculum / projects and or topics with pictures of the children. It is a way to make learning more visible in the classroom.

Naps and Resting

Children in the infant, toddler and preschool program will nap in their classrooms each day. Families are encouraged to provide their children with any comforts from home that will help the children feel at ease during rest time. For example, for toddlers and preschool age children, a pillow, blanket and comforting objects is great. Napping and or providing a rest time for a minimum of one hour is required by Missouri State Licensing. Berkley provides each preschool and toddler child with a clean cot and sheet.

- Infants are provided with a crib, but families provide sheets. No items such as blankets, stuffed animals, toys, etc. may be placed in a crib with a child. After a year of age, the children in the infant rooms start transitioning to cots. (Accreditation Standard 1550 5.A.12)
- For children napping on cots, Parents will furnish a small blanket and any resting materials for their child.
- Children are asked to rest for at least 45 minutes a day as required by licensing. Most preschool rest times last an hour and a half.
- If a child does not sleep or wakes early, (s)he may participate in quiet activities.

Nutrition and Food Service

Criteria 10.B.08

At Berkley children are provided lunch and an afternoon snack. Food choices are chosen based on the Child and Adult Care Food Program (CACFP) guidelines. Diet restrictions such as allergies are taken into account when documented by a physician. No food substitutions are allowed by CACFP without a medical food substitution record. Children should not bring any food to the center unless required by special diet or food allergies. If food needs to be brought in for one of these reasons, it must be labeled with the child's name and date. Food that comes from home for sharing among the children (in the instance of celebrations) must be either whole fruits or commercially prepared packaged foods in factory-sealed containers with an ingredient label. Berkley will provide soy milk for children who may not have cow's milk; however, a medical food substitution form must be completed by your physician. If your child needs a food substitute, please contact the director. Children with food allergies are provided with a substitute food, for example, if a child cannot eat meat, then a bean or cheese protein may be substituted.

Children wash their hands regularly throughout the day. Specific hand washing transition times are at the beginning of class when children arrive for the day, before each meal, after toileting or diapering and after coming in from outside. Staff members consistently share the importance and benefit of good health and hand washing with families in their classrooms.

Cook:

Berkley has a full-service kitchen, and a cook, lunch and pm snack are provided on a daily basis. Menus are developed in accordance with the Child and Adult Care Food Program (CACFP).

- Berkley provides a nutritionally balanced lunch and an afternoon snack for children.
- Adults and children enjoy meals served family style.
- Lunch is served at 11:00 for the infant toddler classrooms and 11:30 for the preschool classrooms.
- Teachers post menus in their classroom, it is posted on the Berkley website and emailed to the families.
- Milk with breakfast and lunch.
- Teachers provide children with ample time to finish their meals.
- Teachers encourage but never force children to eat.
- Teachers and children wash their hands before and after meals.
- Families must make special arrangements with office personnel for children who have diagnosed food allergies or special dietary needs (i.e. vegetarian).
- Families must call the Front Desk to inform the teacher and cook if a child will not be present for a meal in which (s)he is typically present (to keep an accurate meal count).
- We ask that your child finish food from home outside the classroom. Please do not bring them into the classroom.
- No peanuts (or tree nuts), nuts or any type of peanut snack, is allowed in the school. This includes candy, snack bars, spreads, etc. We have children allergic to nuts.

Mealtime for Children at Berkley

Lunch time at Berkley is a time for promoting children's peer relationships and the socio-moral atmosphere of the classroom. Faculty and staff talk with children about their day creating conversations that everyone may join in on. Self-serving is encouraged and modeled by the faculty and staff.

Rationale: Lunch time at Berkley CFDC is not merely a time to meet children's nutritional needs. It is at least equally important as a time for shared experiences for children as it is for adults. The teachers and children at Berkley share meals with special friends and enjoy these times in which we acknowledge friends and feel acknowledged and understood in unique ways.

Guidelines for mealtime (taken from *Morale Classrooms* Morale Children *creating a constructivist Atmosphere in Early Education* by Rheta DeVries and Betty Zan:

1. Establish routines for lunch time: have children help with lunch set up, develop a hand washing routine that children can understand and follow before sitting down, some teachers have special music they play during lunch, some teachers turn down the lights, have children help clean up after lunch. Berkley's Classroom Instructional Specialist may provide you with additional ideas as well as other faculty and staff.
2. Allow children to sit where and with whom they wish. Lunch is a highly social, relaxed time of day. Just like adults, children enjoy eating with their friends.
3. Provide assistance where necessary. While our overall goal for children is self-regulation, we recognize that sometimes children are going to need assistance with serving their meals, pouring milk, etc..
4. Remind children of good health, hygiene, and nutrition habits. Always wash hands before a meal, prevent food sharing and food that has been dropped on the floor.
5. Food may never be used as a form of punishment or discipline. Food may never be withheld from children at meal or snack time.
6. Berkley CFDC supports family style meal service in the classrooms. The family style dining is introduced in the infant classrooms and carried through into the toddler and preschool classrooms. Meals served family style can give the child a sense of routine and promote development of fine and gross motor skills, social skills, and healthy eating habits.
7. All meals and snacks provided by Berkley CFDC meet or exceed nutritional recommendations of the Missouri Department of Health. Berkley CFDC is a participant in the Child and Adult Care Food Program.

Outdoor Play



Outdoor play is an important part of our daily curriculum as weather permits. It is important for parents to provide the appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). Berkley has a few extra hats and mittens but not enough for everyone. The canopy area, trees and shade sail often shelter our playground from the sun but we require you supply sunscreen for your child. During the winter months, the building provides some shelter from winds however children do need hats, mittens and coats. Berkley staff routinely checks weather conditions. No outside play is permitted under the following conditions:

Official Heat Stress Index: Berkley utilizes the following chart to determine outdoor play conditions. Berkley administration frequently checks the heat index and plan accordingly in extreme heat situations.

Families are asked to bring a water bottle for their child. The teachers keep these bottles available during outdoor play.

Heat alert 1: ½ hour interval outside.

Heat alert 2: 15 minute intervals outside

Heat alert 3: 5 minute outside under the canopy with water play

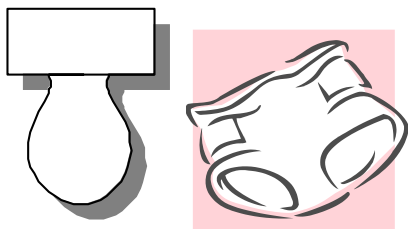
*Pollutants in the air can severely affect both children and adults. On yellow and orange-alert days, teachers schedule limited play outdoors; on red-alert days, no outdoor play is permitted.

Official Wind Chill Factor: Berkley utilizes a chart to determine outdoor play conditions. The administrative team frequently checks the wind chill factor and classrooms are informed of dangerous conditions. Pre-primary children do not go outdoors when the temperatures are below 15 degrees. Younger toddlers and infant children do not go outdoors when temperatures are below 20 degrees Fahrenheit.

General Policies for the playground are:

- Teachers supervise and challenge children during outdoor play at all times
- The center has an infant/toddler playground and preschool playground.
- Teachers routinely check play equipment for safety and good working conditions.
- Teachers plan at least two hours of outdoor play each day as weather permits.

Toileting and Diapering



Families are responsible for bringing a supply of disposable diapers and wipes for children who are still in diapers. There's no magic age at which toddlers are ready to start using the potty, but most develop the necessary physical and cognitive skills between 18 and 24 months of age. At Berkley toileting is a cooperative effort between the family and the child's teacher.

A child's readiness is based on the following:

- The child shows interest in sitting on the toilet
- The child is capable of taking his/her clothes on and off without help
- The child is capable of taking his/her diaper off without help
- The child verbalizes he/she needs to sit on the toilet
- The child remains dry for long periods of time
- The child has regular, soft, formed bowel movements, at predictable times
- The child imitates others' bathroom habits (likes to watch you go to the bathroom, wants to wear underwear, etc.)
- The child makes a physical demonstration when he's having a bowel movement (grunting, squatting, telling you, etc.)
- The child can follow simple instructions ("Go get the toy," etc.)
- If a family is using pull ups, while in care at Berkley, we ask you to bring the type that fasten on the sides. This is very important when working with 8-12 children who are learning to use the toilet. The teachers thank you.
- Berkley is unable to meet the sanitary requirements of cloth diapers.

Before beginning toilet learning in the classroom, the teachers and family need to discuss the following:

- Toilet learning techniques.
- What words the family will use with the child for bathroom functions.
- What date toilet learning will begin. Families must bring at least two complete changes of clothing, including underwear, socks, pants, and a shirt.

The teachers are not able to estimate when each child should be placed on the toilet. However, they will show the child the toilet and allow her/him to sit on the toilet at diaper changing time.

Transportation and Field Trips

Teachers must complete a Fieldtrip Approval form and notify the director or designee two (2) weeks prior to any field trip. All field trips that include transporting children must be approved by the director prior to family notification.

Written permission for walking field trips must be signed at the time of enrollment. Necessary paperwork should be completed prior to leaving the premises. Enrollment information, containing emergency information, must be carried on all field trips. **All classrooms must sign out and sign in (at the front desk) when leaving the building for any reason.** There must be two teachers with a group of children when taking children for walks or on a field trip.

When taking trips, the adult ratios shall be maintained. It is important to remember whenever leaving the premises with children, post a note on classroom door including time of departure, destination and approximate time of return.

- Families provide authorization for field trips at the time of enrollment (and re-enrollment).
- Teachers post notification of field trips in advance for family information.
- Teachers recruit other adults for assistance on field trips.
- Children attending the field trip must come to Berkley prior to the field trip, leave with their class and return with the class. This is a safety and organizational necessity.
- One teacher will be the “lead” car and arrive at the destination first and greet the other children and families.
- All children will be required to wear “Berkley” tags identifying the program and phone number. Tags are provided by Berkley.
- Any Berkley employee or volunteer planning to transport students in their own vehicle must provide Berkley with the following documents:
 1. Valid driver’s license
 2. Current auto liability insurance card
 3. Valid UMKC employees ID card for UMKC employees
 4. Signed statement for transporting children

Policies for Transporting Children

- There shall be a first aid kit taken on every field trip. All drivers must have an appropriate license for operating the vehicle, and proof of insurance. (This is photocopied and kept on file at the Center.) Insurance and registration forms must be current and kept in vehicle. Only those authorized by the director or designee will be permitted to transport children
- Each vehicle shall be equipped with individual restraints for each child. Missouri state law state: “(1) Every person transporting a child under the age of (8) years and or less than 80 pounds in a passenger motor vehicle, and operated on a public roadway, street or highway within this state, shall provide for the protection of the child by properly using a child passenger restraint device or system meeting applicable federal motor vehicle safety standards.”
- There is not to be any eating, drinking, or use of a cell phone while the vehicle is moving. Loading and unloading children must be monitored.
- Attendance will be taken before departing, prior to leaving field trip site, and upon return.

Berkley Parking



Accreditation Standard 5.A., 25
Updated January 22, 2018

Berkley provides parking space in the front entrance across from the playground for families. Parking is tight. If the Berkley parking lot is full, families may park along the West side of the playground fence or in Parking Lot 1 located in the spots located on the North side of the playground. Time for parking along the north and West side of playground fence, without a university parking pass, is 7:45 am-10:00 a.m and 3:00-5:45 pm. If you have a University Staff / Faculty parking pass you can park anywhere in the staff / faculty lot to the north of Berkley.

- Families always walk with their child on the walkway.
- Families help their child learn “parking lot safety” to avoid accidents.
- If families transport several children, they may ask faculty/staff for assistance.
- The Center provides parking privileges to specifically include arrival and departure or center events.
- Families must move their cars from the parking lot if they are not at the center.
- The police do not authorize parking in the driveway or the fire lane.
- Parking in unauthorized spaces or overtime parking may result in your car being ticketed. Berkley is not responsible for the ticket.
- Families may not leave any children unsupervised in cars. Berkley CFDC personnel immediately contact University Police in these instances.
- We discourage the practice of idling vehicles in our parking areas. This is an added safety measure for children and families. This practice is now highlighted with the National Association for the Education of Young Children Accreditation. If we have extreme heat or cold, we understand you may need to have your car idle (while you or someone is in your car) to maintain interior or engine temperatures.

School Grievances

Accreditation Standard 10.B.20

A cornerstone of our philosophy is building relationships among families and teachers. We encourage families to speak with their teachers regarding the care of their children. However, there are times when differing opinions or questions may arise between program staff and families or between different families or family members. If this occurs families can request a meeting with the teachers and Sr. Director and or Child Development Specialist. If there is no resolution, parents and/or teachers should contact the Sr. Director for additional assistance. If the Sr. Director is unable to resolve the issue, then families may forward the grievance to the Assistant Dean in the School of Education.

Notes