



**UMKC**  
**SCHOOL OF EDUCATION**  
**EDGAR L. AND RHETA A. BERKLEY**  
**CHILD AND FAMILY DEVELOPMENT**  
**CENTER**

**Family Handbook**

Updated May 2023

**[SESWPS](#)**

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*"It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold." - Loris Malaguzzi*



# 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, Social Work and Psychological Sciences (SESWPS) 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. Every day 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 found on the School of Education, Social Work and Psychological Sciences Website.

## SESWPS

The Berkley CFDC Family Handbook is posted on the Berkley website at [https://www.umkc.edu/berkleycfdc/familyhandbook](#). 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](mailto:Prendergastp@umkc.edu) , 816-235-2601, or feel free to just stop by my office.

# Non-Discrimination Statement

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.” Maya Angelou, American Post.

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 serves as a learning laboratory for early childhood students, the SWEPS, UMKC campus and the Greater Kansas City Community. As a resource to others, Berkley enrolls children of UMKC employees, 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.



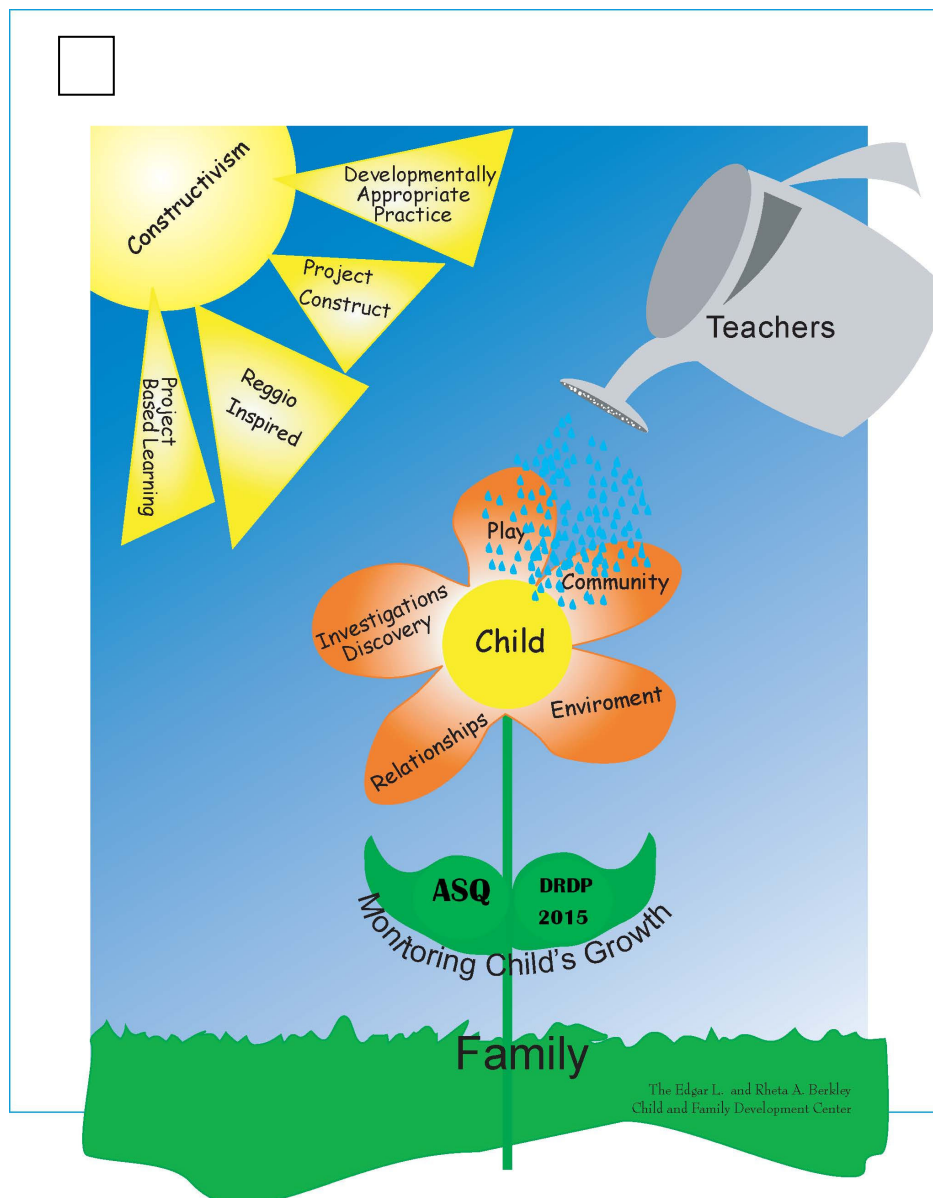
# A Visual of Our Philosophy

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.
4. All classrooms document individual children's learning through portfolio assessment.
5. 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 8<sup>th</sup> 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)

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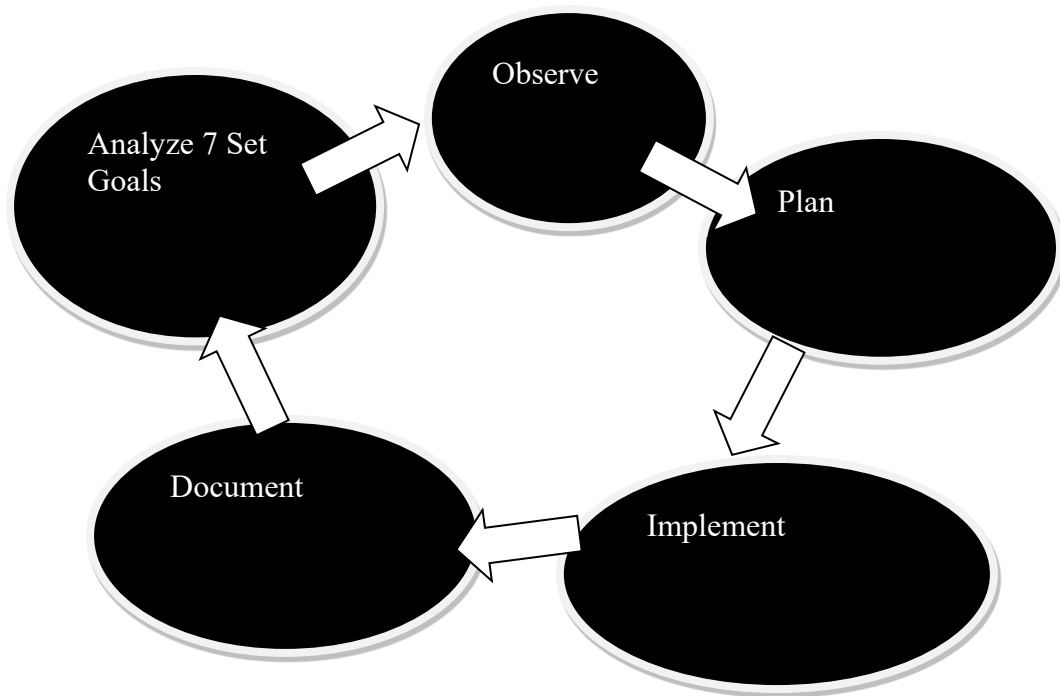
- Responding, (Earlier, Later)
- Exploring, (Earlier, Middle, later)
- Building, (Earlier, Middle, Later)
- Integrating (Earlier, Middle, Later)

**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 (Spaggiari, 1993). Cadwell, L.B. 91997) *Bringing Reggio Emilia Home: An innovative approach to early childhood education.* 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

Learning the systems and culture of an organization can be difficult. 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' School of Education, Social Work, and Psychological Sciences (SESWPS) and the University of Missouri System. We are defined as a Center/ Project that benefits the students and 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 through UMKC and SESWPS.

## **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 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 and a team of interdisciplinary experts in 1993. For more detailed information visit the SESWPS website [SESWPS](#)

### **Administrative Team:**

Berkley's administrative leadership team includes the Sr. Director, 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 the School of Education's 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.

### **Child Development Specialist:**

The Child Development Specialists (CDS) primary responsibility is to provide support to classroom teachers in the areas of classroom management, child guidance, and curriculum planning. The CDS 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 CDS is a resource to all teachers and is available to demonstrate best practices, research information, or assist with classroom issues. The CDS 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.

### **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 Assistants assigned to them who 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 child care during the last hour 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. 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 communities 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. Berkley is also the host to many interns and student / practicum teachers from other university and community colleges.





# Hours of Operation

Updated January 2018

Berkley is open from 7:45 a.m. – 5:45 p.m. Monday through Friday. Berkley closes promptly at 5:45 p.m. Families should plan to pick their child/children up by 5:40 so that all children are out of the building by 5:45 P.M.

Berkley closes the second Friday of each month for professional development day **except for the month of June and December**. UMKC-Berkley recognizes the following holidays: New Year’s Day, Martin Luther King, Jr.’s Birthday, Memorial Day, June 19<sup>th</sup>, 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 24<sup>th</sup> and, along with the UMKC campus, Berkley is **CLOSED on Christmas Day and New Year’s Day and the four days between Christmas Day and New Year’s Day**. If New Year’s Eve falls on a weekday Berkley will close at 4:00 PM that day. 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 (3<sup>rd</sup>) 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

NAEYC Accreditation Standard 5.A.19, 10. D. 7, 10 D. 9

### Arrival

During arrival it is important to set up a routine that your family can follow every day. This provides your child with a sense of security. Setting up family rituals such as using the “goodbye window” can be a fun way to give a last kiss or smile to your child. When you bring your child to the classroom, please remember to sign the children in for the day and sing out when you pick up. When entering the classroom please assist your child with handwashing before they move into a play area.

### 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 some flex 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 in at the child's classroom, noting date, and time of drop off and pick up.
- Parents/Guardians provide authorization listing the names of those persons authorized to pick up their child.

# Health and Safety Policies and Procedures

Accreditation Standard 5A.-

Rationale: As stated in the National Association for the Education of Young Children's Code of Ethical Conduct "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."

For the health and safety of all children the following practices must be observed:

1. All closet doors in classrooms must remain shut and locked throughout the day. Children may not have access to the closet area. All purses must be kept in a locked closet up, off the floor and not accessible to children. During nap time, Laptops can be brought into the classroom. Laptops are wireless and are brought into the classroom for use while children are napping. This is also a licensing regulation.
2. The kitchen door is to remain shut and locked throughout the day unless the cook or other staff member is in the kitchen supervising all activity. Children may not be in the kitchen without direct supervision from the teacher. When children are in the lounge or kitchen area they must be in sight and sound of staff at all times.
3. The laundry room door must remain locked at all times. Children may not be inside the laundry room unless they are helping to load and unload the laundry with a teacher in direct supervision.
4. The maintenance room door (across from the laundry room) must be locked at all times. If for any reason you find the door open shut the door immediately and contact the Director or a person from the administrative team.
5. **Accreditation Criteria (5.A.07)** - 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, typically April - September. Families must have a written permission form on file to allow staff to apply sunscreen to their child(ren) 50.

6. 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.
7. *Accreditation Criteria (5.a.07)* - Insect outbreak guideline, Berkley does not apply or use insect repellent as part of their standard operating practice. Only if it were recommended by the State Health Department to prevent an outbreak of a communicable disease would it be implemented and only with written family permission. Only repellents containing DEET would be used and it would only be used on children older than 3 months. Berkley is licensed by the state of Missouri and follows all health alerts and guidelines.
8. Berkley and the outdoor play area are a smoke free area and Berkley is a smoke free building. As of August 2014 UMKC is a smoke free campus. For more information on UMKC's Smoking Policy see the UMKC Employee handbook.
9. The unlawful manufacturing, distribution, dispensation, possession or use of a controlled substance is prohibited on all university-owned or controlled property and at university-sponsored or supervised activities. The university has an obligation to provide a healthy and safe environment for all students, employees and visitors to its campuses. See the UMKC Employee Handbook at [www.umsystem.edu/ums/departments/hr/handbook/shb10.shtml](http://www.umsystem.edu/ums/departments/hr/handbook/shb10.shtml) for further details.
10. Hand washing procedures are posted above each sink at Berkley. All staff members are trained in hand washing procedures during orientation with continued follow up observations both formally and informally. All staff, children, and families / adults must wash their hands with soap and water when entering a classroom, coming in from the playground, after nose wiping, handling food, and toileting. We wash our hand continuously! Detailed Instructions for hand washing are on the following page. Diapering and sanitation procedures are posted in the changing area as well as in this section of the handbook.
11. Cell phones must be turned off and stored with your personal belongings when working with the children. Use of cell phones and or texting does not provide for giving children 100 % of your attention. When on a field trip or campus walk cell phones may be carried for emergency use (involving health and safety of children) only. During nap time teachers may check their cell phones for messages.
12. Computer in the classroom: each classroom has a computer for the co-teachers to use as a tool for family communication, sending out daily journals, documentation of children's work, children's portfolios, and curriculum plans etc. The computers are laptops and have wireless internet. The laptops may be brought into the classroom for use. Child Care Assistants are not authorized to use the computers in the classroom. They may use the computer in the library or front desk to check their email when on their break or before clocking in for work. No staff member should leave a group of children out of ratio to use a computer.

# Late Pick-up After Closing



The office clock shall be the official time instrument used in cases of overtime. Berkley charges a late fee for each 5 minutes past the designated closing time. Families pay fines per child and it is added to the monthly tuition.

**1st late** incident results in a fine assessed at \$5 for each five minutes past designated time.

**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 designated hours. On the third incident of arriving after close 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 designated hours. The family member and administrative team member may again consult.

**7 - 9 late** incident results in fines of \$20 for every 5 minutes past designated hours. 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 SESWPS. 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](http://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.

5. **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.
6. **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 magnetiles!”
7. **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.”
8. **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.
9. **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.”
10. **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.
11. **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!”
12. **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* (2<sup>nd</sup> 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 making adjustments such as removing materials or modifying the classroom environment that triggers 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 continuous 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 child care 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 assistance 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. In addition, Berkley collaborates with other programs including The Physical Therapy Program at Rockhurst University. 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 3<sup>rd</sup> 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. In addition, Berkley collaborates with the Department of Physical Therapy Education at Rockhurst University, located just east of us across Troost, and each year in February their DPT students, supervised by licensed PT's who are typically on the DPT faculty. These screenings are free and are offered to children 20-48 months. The screenings are completed at Berkley in the classrooms and permission forms are required.

## 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. Teachers will 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 a child care aid who works at the end of the day with the closing Sr. Child Development Teacher. Full time teachers end their day by 5:00 – 5:15 daily. From 5:00 – 5:45 pm the Child Care Aid is responsible for the remaining children. Most of our Child Care Aids are university students. Work schedules typically consist of one Child Care Aid working M,W,F, and another working on T, Th. afternoon in each classroom.

## 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.

- As required by the State of Missouri Licensing and National Accreditation, Berkley has strict policies on how to place an infant in a crib **ONLY ON their Backs**. You will sign off on our full infant napping policy and participate in a required infant / sleep training developed by The American Academy of Pediatrics Healthy Child Care America. The training is an online module and you will complete it during your orientation. *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 / topics include but are not limited to how we use the 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.

The Sr. Child Development Teachers have a wealth of knowledge to share. Typically our part-time aids / assistants are composed of students attending UMKC or area colleges. Child Care Aids have at least a high school diploma and receive a minimum of twelve hours of early childhood education training / in-service per year. If they are not currently seeking a degree then they have a professional development plan to work towards a Child Development Associate (CDA). The administrative team is comprised of a Sr. Director, Child Development Specialist and Administrative Assistant. Staff Bios can be found on our website at <http://education.umkc.edu/community-centers-and-programs/the-edgar-l-and-rheta-a-berkley-child-and-family-development-center/staff/>

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 facilitates 21 hours of in-service for its full-time staff. This includes book studies, guest speakers, workshops, and action research.

# 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" processes in both the infant toddler program and preschool program. "Looping" is an essentially 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 some children from the Roo room and eight children from the Trolley room. ***This classroom is a group size of fourteen children with two Sr. child Development 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 children from the Westport classroom. The Plaza room and the Royal room has a group size of 17 children with two Sr. Child Development 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 Sr. Child Development 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 will be contacted if their child attends school over 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.

## **COVID Health and Safety:**

- All families sign a form stating they have read and will abide by our enhanced Health and Safety Policies for the prevention of the spread of COVID-19. Information is provided in enrollment packet.

<u>Age</u>	<u>Doses</u>
0-thru 2 months	1HB
3 thru 4 months of age	1 DTaP/DTP, 1 Polio, 1Hib, 1 or 2 HB
5 thru 6 months of age	2 DTaP/DTP, 2 Polio, 1 or more Hib, 2 or3 HB
7 thru 15 months of age	3 DTaP/DTP, 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/DTP, 3 Polio, 1MMR, 3HB, 1 or more Hib
60 months to Kindergarten entry	4 DTaP/DTP, 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. Berkley serves lunch and an afternoon snack.

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 lunch and a p.m. 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 protean may be substituted.

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 soy bean 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. To prevent the spread of COVID-19 the classrooms are not facilitating baking or cooking activities.
- As participants in the CACFP, The Berkley CFDC receives a subsidy for all food served.
- All fresh fruits and vegetables are washed before eating.
- Staff never use plastic or Styrofoam containers, plates, bags or wraps when microwaving food. Bottles are never put in a microwave.

# 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 school work 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 child care 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 child care 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

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## Enrollment Fees

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 52<sup>nd</sup> Street). Direct deposit to the program is not possible through the University system at this time. 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.

# Safety / Emergency Procedures

*Accreditation Standard 10.B.19*

- Berkley clearly 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 clip board 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**

Of course, 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 a 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 as well. A message will be left on the school voicemail stating if Berkley is closed or has a late start. 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. **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

## **Adjusted Berkley hours are implemented when**

- **The university has a late start time. Berkley will open at the campus late start time . If the late start is 11:00 a.m. or later Bekrley will not serve lunch.** On those days, employees and students are expected to exercise judgement when deciding if they can travel safely to campus, Berkley **may need to implement adjusted hours (9-5:15) and or a late start time of 10:00 A.M. The reason for this is Berkley will need** to assess how many staff / teachers can get to campus and how the program will meet the state required teacher child ratios. Due to current conditions with COVID we are unable to combine classrooms during staff shortages and or low classroom enrollment. This adds an extra burden on staffing when severe weather hits and staff have issues with traveling to campus. Teachers who cannot physically get to the school will use a personal or vacation day.
- Missouri Department of Transportation (MODOT) declares it is unsafe driving conditions.

- 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 croup 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.

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

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

4-5 late incidents results 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 sun screen 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 days 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 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. 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 are required to brush their teeth once a day after lunch.

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 chef / cook. Menus are in accordance with the Child and Adult Care Food Program (CACFP).

- Berkley provides a nutritionally balanced lunch and an afternoon snack for children.
- Family Style meal service is used.
- Lunch is served at 11:15 for the infant toddler classrooms and 11:30 for the preschool classrooms.
- Teachers post menus in their classroom and it is emailed to the families.
- Milk is served with 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) (By 9 a.m. for lunch).
- 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 and snack at Berkley is a time for promoting children's peer relationships and the socio-moral atmosphere of the classroom. Teachers 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: Meals at Berkley CFDC is not merely a time to meet children's nutritional needs. It is equally important as a time for shared experiences for children and adults.

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

1. Classrooms 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.
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 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 sails 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.

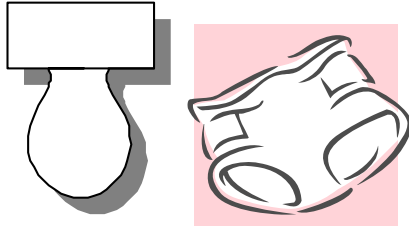
**Official Wind Chill Factor:** Berkley utilizes a chart to determine outdoor play conditions. The administrative team frequently checks the wind chill factor and classrooms are informed of dangerous conditions. Pre-primary children do not go outdoors when the temperatures are below 15 degrees. Younger 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 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 paper work 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 Western fence or in Parking Lot 1 located on the North side of the playground. If you have a University Staff / Faculty parking pass you can park in the staff / faculty lot to the north of Berkley.

- Families display a Berkley parking pass at all times.
- Families walk with their child on the walkway at all times.
- 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 contacts 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