

**UMKC School of Education, Social Work, and Psychological  
Sciences  
Edgar L. and Rheta A. Berkley  
Child and Family Development Center  
1012 East 52<sup>nd</sup> Street  
Kansas City Mo, 64110**

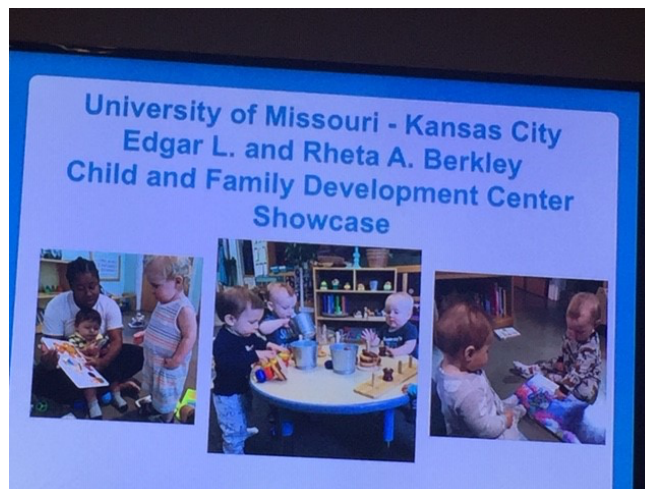
# **Staff handbook**

**Last Update May 2023**

**The following policies are in addition to the University of Missouri-Kansas City  
Human Resource Employee Manual**

**<http://www.umkc.edu/adminfinance/hr/employeersources.asp>**

**UMKC is an Equal Access, Equal Opportunity, Affirmative Action employer that is  
fully committed to achieving a diverse workforce.**



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# UMKC Employee Benefits / Policies

Accreditation standard 6.A.9, 11,12,1314

Employee benefits and university policies are explained thoroughly in the university's Human Resources Benefits and Policies and Procedures Manual found on the UMKC Human Resources website

<https://info.umkc.edu/hr/hr-service-center/university-policies/>

For information on UMKC Health Wellness and where to locate resources that support stress management, prevention and treatment of depression, and or general wellness visit the Human Resources web-site at <https://info.umkc.edu/hr/careers/> or the Healthy for Life website <https://www.umsystem.edu/totalrewards/wellness/>

## Berkley Employee Guidelines

**The following information is in addition to all other University policies**

The Edgar L. and Rheta A. Berkley Child and Family Development Center (Berkley CFDC) is a place where children are safe to question, explore and make predictions about the world around them. As professionals in the field of early childhood care and education it is our responsibility to provide children with the best possible care. Since June of 1993 Berkley CFDC has built a community that learns and grows from the knowledge of our children, families, and teachers. We take great pride in cultivating a program that is rooted in developmentally appropriate practice, current in research regarding best practices, and continuously assessing and improving ourselves. We have supported many families and our families have supported us, giving us a rich history in the Kansas City Community.

### **About the Guidelines**

This manual is designed to help orientate you, as well as be a resource, for new and experienced Berkley faculty and staff. Our policies may be questioned and altered to improve practices. The sections address Berkley's history, philosophy, organizational structure, UMKC Human Resources, curriculum, our approach to early care and education, family involvement, health and safety and general policies and procedures. Each new employee will go through a formal orientation and review process using this information and we encourage everyone to review the information on an ongoing basis. If you have any questions, feel free to contact me directly at [Prendergastp@umkc.edu](mailto:Prendergastp@umkc.edu) or just stop by my office. If I can't find the answer, I know who can. Your involvement in our program is essential. At Berkley we want you to share information about yourself and communicate with the entire team. 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.

# **Non Discrimination Statement**

Accreditation Standard Supportive Work Environment 6. A 6 –

“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’ School of Education and an interdisciplinary team of experts worked together to develop a state-of-the-art early childhood program. Berkley is part of UMKC’s School of Education, Social Work and Psychological Sciences (SESWPS) and serves as a learning laboratory for early childhood students, SESWPS, UMKC campus and the Greater Kansas City Community. As a resource to others, Berkley enrolls children of UMKC employees, students, and the Greater Kansas City community.

Berkley is licensed by the State of Missouri Department of Health and Senior Services and accredited by the National Association for the Education of Young Children. All Missouri state regulations may be found on their website <http://www.dhss.mo.gov/childcare/> . The website for the National Association for the Education of Young Children is [www.naeyc.org](http://www.naeyc.org)

NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC Accreditation began in 1985 with the goal of providing an accrediting system that would raise the level of early childhood programs. Today, over 7,000 programs are NAEYC Accredited.

NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences—from birth to age 8—have an enormous impact on children’s lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater readiness for and success in school.

# **Vision**

*NAEYC Accreditation Standard 10.A.01*

A state-of-the-art early childhood program and learning laboratory to serve as a resource and demonstration site for best practices in early childhood education and care.

The Berkley Child and Family Development Center provides quality care and education for young children and serves as a research training site for UMKC students. The center is administered through the School of Education and is part of the academic unit. It is accredited through the National Association for the Education of Young Children and licensed by the state of Missouri. Enrollment is open to the University population and the community for children ages 3 months to 6 years old.

# **Mission**

*NAEYC Accreditation Standard 10.A.01*

- To serve as a learning laboratory dedicated to reflecting state-of-the-art practices and current research in early childhood education and working with children and families.
- Create an environment of cooperation and collaboration to enhance the process of learning and working together.
- Model best practices in curriculum and instruction. 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, 10.A.01*

The Edgar L. and Rheta A. Berkley Child and Family Development Center is a learning laboratory dedicated to reflecting state-of-the-art practices in working with children and families. The center is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. 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.

# **Organizational Structure**

## **Who's Who**

*Accreditation Standard 10 E. 1*

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's School of Education, Social Work, and Psychological Sciences 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 The School of Education.

## **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.

## **SESWPS**

While UMKC and the University of Missouri system influence Berkley in a broad sense, the School of Education, Social Work, and Psychological Sciences (SESWPS) has a much more deliberate and direct influence on our program. Berkley is a program of SESWPS and the Sr.

Director 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 Early Childhood Program in 1993. For more detailed information visit the School of Education website [www.umkc.edu/education](http://www.umkc.edu/education) and see the section, School of Education, in this handbook.

### **Administrative Team:**

Berkley's administrative team consists of a Sr. Director, Child Development Specialist and Administrative Assistant.

### **Sr. Director Program/Projects Operations:**

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 SESWPS Early Childhood Education program. 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 Sr. Child Development Specialist primary responsibility is to provide support to classroom teachers in the areas of classroom management, child guidance, and curriculum planning. The position 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. He/she is a resource to all teachers and is available to demonstrate best practices, research information, or assist with classroom issues. 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 Child Development 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, billing, teacher schedules and CACFP records. 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 Sr. Child Development Teachers**

There are sixteen full time Sr. Child Development Teachers, also referred to as Co-Teachers, with two assigned to every classroom. Sr. Child Development Teachers are responsible for planning and facilitating a developmentally appropriate learning environment including child portfolios, screenings, assessments, family conferences and communication. 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 professional development including action research and further understanding of educational theorists such as Dewey, Piaget, Vygotsky, and Erikson.

### **Child Development Aids / Assistants and Substitutes**

Berkley employs part-time Child Development Aid/Assistant to assist the Sr. Child Development Teachers with carrying out the care of the children and classroom activities. Each classroom has a childcare aid assigned who works either 3:15-5:45 P.M. The childcare aid closes the classroom from 5:00 – 6:00 P.M. and are responsible for direct childcare during that time. Most of our childcare aids also work as substitutes for the program.

### **Berkley's Core Purpose**

Berkley's core purpose is to offer high quality early childhood care and education for the children and families they serve. Both the administrative team and the teachers work together to create a meaningful state of the art early childhood program.

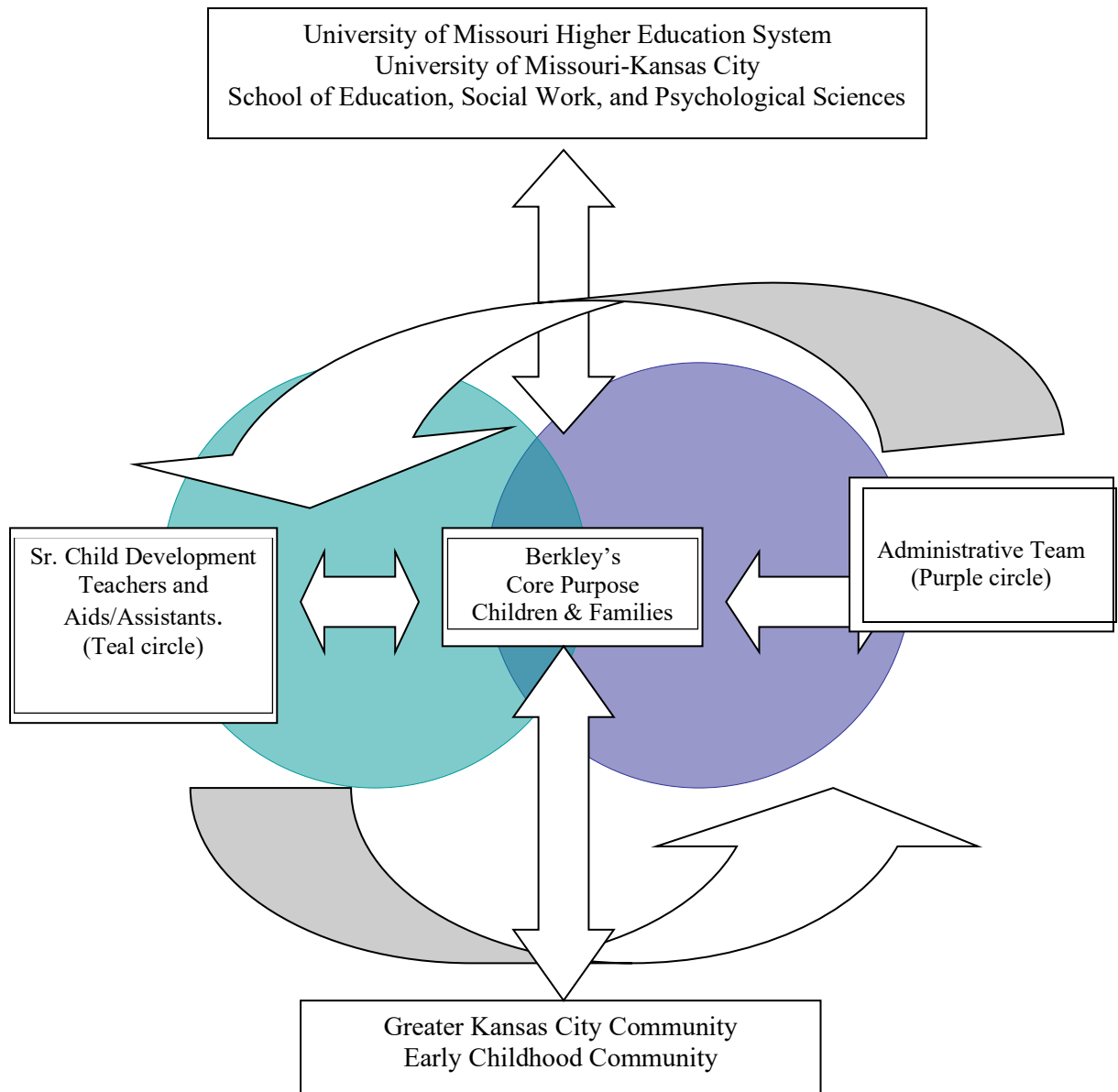
### **Early Childhood Community**

Berkley is seen as a leader in the Greater Kansas City Early Childhood Community. In addition, Berkley is influenced by and influences our community's early childhood practices, legislation, and professional organizations.

# Berkley's Circle of Influence Organizational Chart

Accreditation Standard 10.B.01

Our School operates as an organic system made up of several parts. Each part or “circle of influence” affects who we are and what we do. Below you will find an organizational map that shows the core of our school, families and children, and then each circle of influence that helps us to meet the needs of our core purpose supporting a learning environment for children and families.



# Visual of Our Philosophy

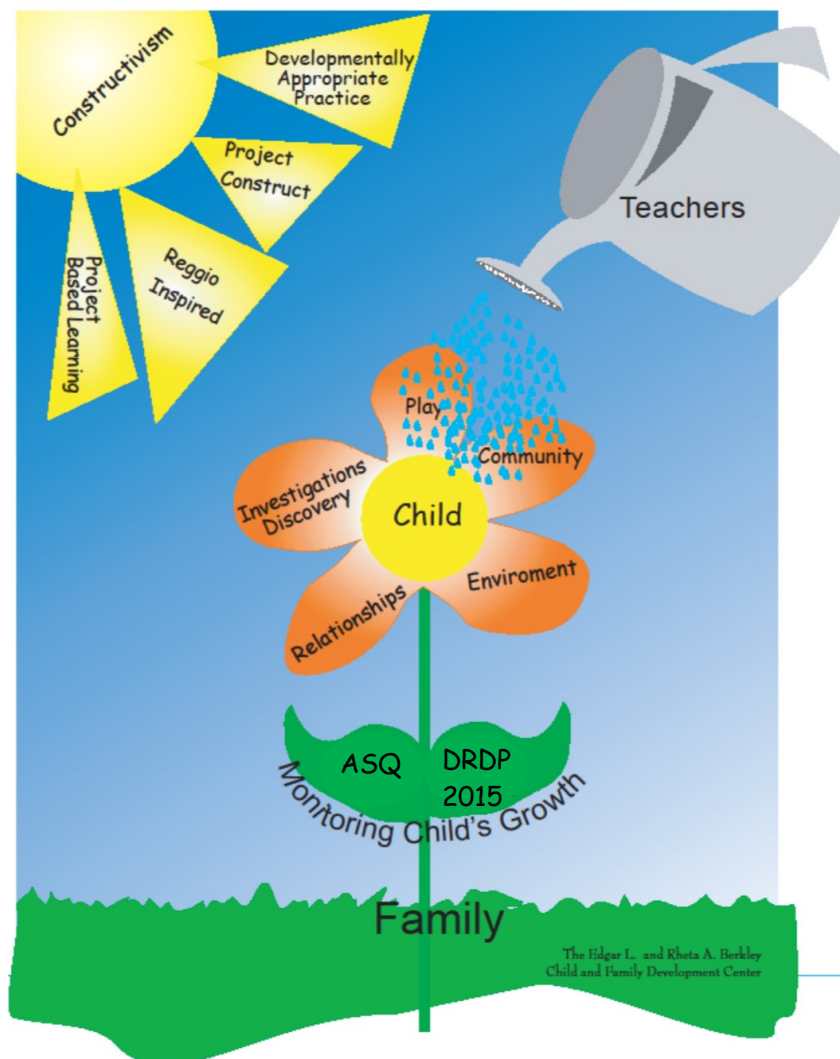
Developed in 2004 by Berkley Faculty and Staff  
Accreditation Standard 10 E. 12

We believe young children are active and curious participants in the construction of their knowledge. Teachers challenge children to make predictions, explore, discover, question, represent and 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 Families Know About our Policies

## **Berkley CFDC Family Contract**

Each family must complete registration forms including immunizations, developmental information, childcare food program, family involvement form, and this family contract. The family contract outlines specific policies, and a hard copy is at the front desk for review.



## Hours of Operation

Accreditation Standard 1470 10. E.06

Berkley is open to children and families from 7:45-5:45 Monday-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 for the following holidays: Martin Luther King, Jr.'s Birthday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Eve at 4 p.m., Thanksgiving Day and the following Friday, Christmas Eve at noon (12:00 p.m.), Christmas Day, the four days between Christmas and New Year's Day and New Year's Day. When a holiday falls on a Saturday, Berkley observes the preceding Friday. When a holiday falls on a Sunday, Berkley observes the following Monday.

Berkley closes for regular business on the second Friday of each month for Professional Development Day (PDD) **excluding the month of June and December**. During PDD teachers attend staff meetings, participate in learning circles / educational seminars, required in-service trainings, update children's portfolios, and work on their classroom environment.

# **Arrival and Departure Procedures**

*Accreditation standard 10.D 9.*

During arrival it is very important to set up a routine that a family can follow every day. This provides the child with a sense of security. It is the responsibility for teachers and staff to greet our families and child (ren) upon arrival and departure. Just making eye contact and saying hello tells the parent “I am aware you are here and happy to see you and your child.” Teachers are also required to have a provocation set up in the classroom each morning when children arrive. Children are signed in in their individual classrooms.

We ask that our families recognize an official program start time of 9:00 am. For preschool department between 9:00 and 9:30 the classrooms are typically beginning class meetings (circle time). This is a very important time of the day when the teachers and children talk about their day, reflect on the previous day, and review interest areas and topics. By 9:00 A.M. the infant and toddler classrooms are formally beginning their school day too. In the infant rooms some children are going down for their morning nap and or feeding.

## **Separation**

Children sometimes have difficulty letting go of their parents at arrival. This is typical behavior, which over time, should decrease as they become more secure in their new environment. Below are suggestions we give to our families to help ease separation.

- Allow adequate time in the morning for arrival adjustment before needing to leave for work.
- While traveling, talk to your child about going to “\_\_\_\_\_ Room”, who will be there, etc. This prepares your child for what will occur. When you are rushed, children feel hurried and anxious.

## **Departure**

In order for someone other than the parent/guardian to depart with a child, the parent/guardian must submit a signed, written permission form 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.

# **Identifying and Responding to Suspicious Persons**

Based upon our location, there are various individuals who utilize the area and resources around us. In most instances this should be considered typical. There are times however, when the behavior of individuals not associated with the center create cause for concern. These include but are not limited to: Standing outside the playground fence making attempts to talk with the children, watching children while on the playground, watching children while sitting in a car that you do not recognize, taking photos of children, walking repeatedly around the building, makes threatening gestures or statements either directed at the children/teachers/center or in general. If you observe any of these behaviors, or any behaviors that make you uncomfortable or suspicious, immediately contact the office. If children are on the playground one teacher should inform the administration while the other teachers transition the children inside quickly, but without creating alarm the administration, depending upon the situation or behavior, will either approach the individual to see if the need assistance or contact Campus police either via phone or use of the panic buttons.

# Visitor Procedures and Signing In

*Accreditation Standard 10. E. 3  
During COVID-19 tours and visitors are on a limited bases*



1. **Definition of a visitor:** anyone who is not a current employee or parent of a child currently enrolled at Berkley. Visitors, this includes practicum students, may never be counted in ratio or left alone with children.
2. All visitors must sign in and wear a visitor's badge.
3. The sign in book is kept at the front desk and should be out at all times (do not store in the drawer).
4. When a person is buzzed in the first set of doors and does not know the code to get through the second set of doors, they are most likely a visitor. The procedure is to walk over the doors and, talking through the glass doors ask, 'How may I help you?'. Once the visitor is identified an verification of their visit is made they will be allowed in the building. It is always better to error on the side of safety. If they're not a parent or current employee, they must sign in.
5. If you have any questions please see Polly, Susan or Monica.

# Observer Etiquette

It is expected that individuals using the center for observation/research will comply with our established guidelines. The guidelines were created for the safety and respect of the children, families, staff, and observers. If an observer is unable to comply with these guidelines, (s) he will be asked to leave. Thank you for your respect of our facility.

<b>Expectation</b>	<b>Rationale</b>
<ol style="list-style-type: none"> <li>1. Permission to observe must be obtained from the center Director 24 hours prior to observation (Academic Use Form completed &amp; approved).</li> <li>2. Observers shall read and sign the statement of confidentiality prior to observation.</li> <li>3. Observation appointments must be made with the centers Administrative Assistant, Director, or Classroom Instructional Specialist. Observation appointments must be documented on the calendar at the front desk.</li> <li>4. Observations shall be conducted in a manner so as to limit any possible disruption to the classroom.</li> <li>5. Please check-in at the front desk before conducting your observation. You will be asked to offer a photo ID in return for a visitors pass. Please wear this pass at all times. Upon the completion of the observation, sign-out at the front desk. Your ID will be returned upon the return of the observers pass.</li> <li>6. Please do not enter a classroom without the permission of the center Director or designee.</li> <li>7. Communication with the children, families and staff should be limited to answering their question.</li> <li>8. Personal conversations should take place away from the center. Discussions involving children, staff, &amp; families shall be limited to professional conversations in class (away from observation areas, hallways, reception area, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. The director must determine the validity of the observation/research. The director ensures that the philosophy and mission of Berkley is not undermined.</li> <li>2. The statement of confidentiality ensures the entire program population that information will not be misused.</li> <li>3. Appointments ensure that the observer has an opportunity to observe what is needed (i.e. it is typically inappropriate to observe children napping). Furthermore, it assists in the control of traffic through the program. Finally, it is respectful to prepare staff, children.</li> <li>4. This allows the observer to obtain data that is more realistic and accurate. Furthermore, the children, staff and families are not too deterred from their responsibilities and education.</li> <li>5. These actions provide the center population with a sense of security and accountability.</li> <li>6. The observer windows are two-way glass.</li> <li>7. This can disrupt the class. The staff makes all attempts to follow the center's philosophy. A different approach will be confusing to the children. Furthermore, it can inadvertently affect the accuracy of the observation.</li> <li>8. Children, families and staff may overhear conversations. Violates the code of Ethical Conduct and confidentiality.</li> </ol>

# Curriculum



*NAEYC Accreditation Standard Curriculum 2.A.6, 7, 8,*

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 relationships 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 and families; children, teachers, and their environment; and between families, teachers, school and 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.



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.

## **Program Objectives and Outcomes**

*NAEYC accreditation standard 2.A. 125,*

Berkley Child and Family Development Center focuses on the total and unique growth and development of each child.

We promote:

### **Cognitive Development (*objective*)**

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

### **Social Emotional Development (*Objective*)**

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

### **Physical Development (*Objective*)**

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

### **Representational Development (*Objective*)**

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

### **Family Relationships**

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

### **Effective Teaching Practices**

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

### **Assessment;**

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

# **Transition Process**

(Criteria 10B11)

To promote strong relationships between children, caregivers, and families Berkley follows a “Looping” process in both the infant toddler program and preschool program. “Looping” is 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.

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.

## **How Looping Works in the Preschool Program:**

### **Pre-primary**

*Westport room* enrollment includes four (4) children from the Roo room and eight children from the Trolley room, and children from the community with a total group size of fourteen (14) children. The Westport room children stay together with their teachers for one year in the Westport Room. Then, in the following fall, a few of the oldest 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. Spending one year in the Plaza room and one year 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 4 oldest children from the Roo room and children transitioning from the Westport room. The Plaza room and the Royal room has a group size of 17 children. 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 enrolls twenty children. It is an identical loop as the Plaza / Royal room however the children and teachers stay in the same classroom for two years.

## **Developmental Assessment**

***NAEYC accreditation standard.*** Curriculum 2.A.,8, 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

Rationale: Assessment and curriculum planning go hand in hand. They function in a cyclical way, dependent on each other. Teachers observe 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. DRDP 2015 is a Developmental continuum from early infancy to kindergarten entry. 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.

Rather, it 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. 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.

The (8) domains for preschool include (56) different measures and the (5) infant toddler domains include (29) measures. We have a reduced amount of items we collect for, see page 24 of this handbook. This system is designed for all children including children with Individualized Education Plans and or Individualized Family Plans. The system also support 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)

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry:

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

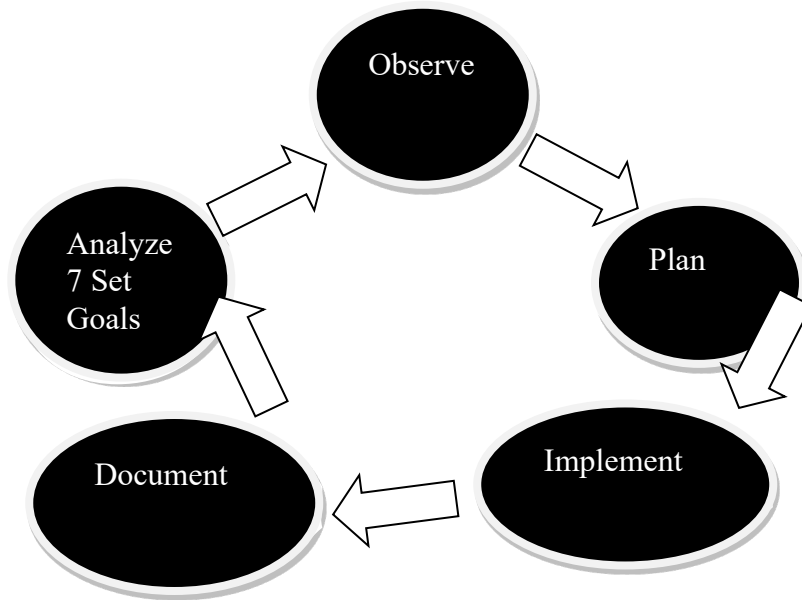
**The DRDP 2015 is recommended by**

- Missouri Department of Elementary and Secondary Education
- Developed by California Department of Education, Early Education and Support Division and Special Education Division
- Berkeley Evaluation and Assessment Research Center, University of California, Berkeley
- Desired Results Access Project, Napa County Office of Education
- Desired results Developmental Profiles (2015) Instrument and Research Studies Project, WestEd's Center for Child and Family Studies
- Desired Results Training and Technical Assistance project, WestEd's Center for Child and Family Studies

<http://dese.mo.gov/quality-schools/early-learning/school-readiness-tool>

# Visual of Berkley's Assessment Cycle

NAEYC accreditation standard 2.A.7



## DRDP Gatehring Evidence for Portfolios

**7 Domains (Preschool)\***

**5 Domains (Infant/Toddler)**

*\*English Language Development (ELD) Domain is an additional domain used if a child that speaks English as a Second Language*

- For each domain you have chosen two measures you are collecting for (these are the goals co-teaching teams choose to collect for the semester / conference period)
- For the two measures you chose within each of the seven domains you have two (2) work samples and / or pieces of evidence (photos, videos, actual work of child, language sample etc.) Those work samples show where the child is on the full continuum spectrum.
- By collecting two (2) work samples per measure (the goals you choose for the semester) in each domain you will end up with a total of 4 pieces of evidence within each domain and or section of the portfolio.

Example: In the ATL-REG Domain /section you chose the measure Attention Maintenance you would have 2 pieces

of evidence for that measure.

Then if Self-Comforting measure was your other measure in that domain you would have 2 pieces of evidence for that one.

- Setting Goals and Collecting Documentation (*partnering with co-teacher to choose DRDP goals to collect for semester*)

***\*\*If you focus on the goal/measure you want to collect documentation for, the brainstorming for your planned activities/materials will come more naturally as you tie it back to the current classroom theme/unit/project***

## **Documentation**

NAEYC accreditation standard 2.A.05, 2.A.04.a 2.A.03,

**Rationale: Documentation is a valuable part of our education at Berkley CFDC. Not only for the education of young children but also of families, colleagues, and students. Documentation serves as a tool in helping families to see what their child has done throughout their day at school, it helps them to understand the learning that is taking place as they are playing and interacting with friends, teachers, and the entire Berkley community.**

***Documentation as communication:*** Careful consideration and attention are given to the presentation of the thinking of children and the adults who work with them. Teachers' document the learning in the classroom, topic or project 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, blogs, journals, portfolios or books to present the process of learning in the schools. The documentation serves many purposes. It makes families 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).

Documentation is a way of listening. As stated by Carlina Rinaldi of the Schools of Reggio Emilia "What I have to find as I listen is not the child I read about in child development books but the child that sits in front of me". Berkley is committed to capturing the feelings, thoughts, and questions of our children, families and teachers. "As teachers, we need to create a climate of receptivity, which does not mean merely the willingness to listen carefully or patiently. It has to do with quieting your state of mind as you prepare to listen. It means not pressing on too fast to get to something that you think you need to get to as the purpose or objective of the conversation. There's something about silence and not being in a hurry that give a message about receptivity. Children need some reason to believe that what they say will not be heard too clinically or put to use too rapidly, and that the gift they give us will be taken into hands that will not seize too fast upon their confidence, or grasp too firmly, or attempt to push an idea to completion when it needs to be left open, incomplete, and tentative a while." (Jonathan Kozol, Ordinary Resurrections).

**Process:** Faculty and staff document events, behaviors and situations occurring during the day for multiple reasons. Documentation is used in children’s portfolios and emails to families. It is displayed in the classrooms and in our hallways / building to “make learning visible”, and to communicate with other teachers, families, and the entire Berkley community, including the university and greater Kansas City community. When documenting information, it is important to keep information factual, objective and non-judgmental. For example, documentation will not state how a child “appears”, but describe their specific actions, statement or physical mannerisms.

### **Required documentation and the location where it is retained:**

- Each classroom will have a parent communication board with classroom information posted. Classroom schedule, lesson plans, procedures for opening and closing the room and monthly menu.
- Classroom emails are sent daily to families with quick updates and formal blog posts two to three times a week. The teachers will inform the families which days they will make a formal blog post. The blog posts will include written information and pictures of the day’s activities / project work.
- A Child Portfolio, used for teacher family conferences, are kept for each child. Each classroom assigns one co-teacher and or Sr. Child Development Teacher as the primary care person for portfolios and documentation however it is part of the Berkley culture to reflect with our co-teachers and other staff regarding documentation.
- Posted current children’s work and or documentation throughout the classroom and hallways of Berkley.





# Example of a Blog Post

Posted on [April 25, 2023](#) by [Rayna Rucker](#)

## Revisiting Drawing with Crayons

It has been a while since we last drew with crayons and Amanda and I were curious to see how the Fountain friends would do. Our main focuses were observing how the increase of our fine motor skills would impact how we held and used the crayons. We also were curious to see if they would maintain attention for longer than they did the last time we did this activity.

Once everyone had a paper, we went around the table giving friends a choice between two crayons of different colors. Amanda and Rayna offered the crayons by color by asking, “Would you like the X crayon or the B crayon?” We encouraged our friends to use their words to repeat the name of the color they wanted and reinforced which color they chose by stating it. Identifying and classifying colors is a cognitive skill that Amanda and I will be focusing on more and not just during art time. Toddlers recognize different colors at around 18 months. Identifying and using expressive language for colors at this stage in development begins the process of building connections in the brain to relate colors to their names which will help the Fountain friends to eventually know their colors in the upcoming months.

As friends chose their preferred color of crayon, they began scribbling and tapping away! Compared to our last crayon experience, less friends were focused on the crayon and were more focused on utilizing the crayon on their papers. We also had all of the friends fill in most of their paper instead of only a small section and used a variety of methods for transferring the crayon to the paper. As we colored, we were encouraged to use our words and ask to “trade” crayons with a friend when we felt all done with the color we had. Some of us only wanted to use one color while others were all about variety and had at least three colors! Our fine motor skills also showed us how much we’ve grown as we had no issues with holding the chunky crayons with a grasp. The last time, we were not as sure how to hold the crayons and needed some assistance from Amanda and Rayna. We have come so far! This activity had us very focused on creating that we spent over 10 minutes at the table with some friends feeling reluctant to leave.



[Edit "Revisiting Drawing with Crayons"](#)

**Leave a Reply**

## **Mirror Painting** [Mackenzie Doss](#) Posted on [February 22, 2023](#)

This morning we painted on mirrors! At first we handed out the mirrors and asked friends who they saw! Some friends said their names, or a teacher who was close by! Then we added a scoop of paint – gelly green paint with tiny butterfly sparkles with regular green paint. Mariah and I painted with the children and showed them how to make letters, lines, and shapes!



[Mackenzie Doss](#) Posted on [December 13, 2022](#)

There are several different kinds of curiosity (Berlyne 1978). Curiosity can be motivated by a desire for knowledge or information—wondering how a door opens on a busy box or why some objects float and others sink. There is also the curiosity that is driven by a desire to entertain ourselves—like wondering what will happen if we pour water into sand. Still another type of curiosity is driven by the pleasure of that comes from mastery—imagine watching a child patiently stacking unevenly shaped rocks into a tower, sometimes failing and sometimes succeeding but all while maintaining curiosity.

Parklakian, R. (2020, December). *Rocking and Rolling. Fostering Curiosity in Infants and Toddlers. Young Children.*



## **Fundamentals of Berkley's Approach**

NAEYC accreditation standard 2.A.03, 2.A.04 a, 2.A.06, 10.B.01

***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 families 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 gain a deeper understanding of the children's work. 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. 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 / family 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

## **Westport Room April 2023 Layne Viets and Veronica Nacpil**



**Polling Using Tallies:** This morning during meeting we worked on developing the math literacy skill of recording data using tally marks. Our data was gathered from the children in answer to the question "What do you like to eat on pancakes?" When I first posed the question to the children, they told me all at once how much they like pancakes in general and gave several suggestions for toppings, indicating that this was going to be a popular topic of discussion. Sure enough, everyone listened with great attention as I went around the circle and asked each friend individually for their answer. Whenever a new response came up, I wrote it down and made one tally next to it, then we kept adding tallies when more people said the same thing. Several children asked as I was writing, "Where's my letter?" because in the past we've recorded individual answers by writing down each child's name. I explained that instead of names, I was using tallies to represent each answer. In the end, the results were overwhelmingly in favor of syrup, though chocolate chips were also popular. We'll hang the tally sheet up in the classroom for you to see tomorrow at the pancake breakfast and next week!



# Why We are Inspired By the Schools of Reggio Emilia, Italy

NAEYC accreditation standard 1.A.02, 2.A.04 a., 2.D.01a., 7.A.2, 10.B.01

The Reggio Emilia Approach has been studied at Berkley since the idea of the program 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 programs that we have become particularly interested in learning more about and implementing as best we can in our own program.

- 1) Developing strong relationships among children and families, children, teachers, and their environment as well as between families and teachers, school and 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 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 will be respected and relationships will develop in order to help children not only learn but learn how to learn.

## Children with Special Rights

NAEYC accreditation standard 1. B-Building Positive Relationships between Teachers and Children  
1. E.1, 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 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 continues 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 4C-1, 4C 2

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. Administrators, 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.

# **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 for teachers to work on.
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).
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 at the front desk or in the teacher resource room during breaks and before their work shift begins.
13. No staff member should leave a group of children out of ratio to use a computer.

## **Child and Adult Care Food Program**

### **Accreditation Standard 5 B. 8, 9**

Berkley participates in the federally funded Child and Adult Care Food Program (CACFP). CACFP is authorized at section 17 of the National School Lunch Act (42 U.S.C. 1766). Program regulations are issued by the U.S. Department of Agriculture (USDA) under 7 CFR part 226. CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need. As participants in the program Berkley must follow strict nutritional guidelines and is required to follow the rules and regulations of the CACFP. At Berkley children are provided snack and lunch 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. Children are required to brush their teeth once 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.

### **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.

As stated in our current COVID-19 Health and Safety Plan:

**Meal Service:**

Lunch and afternoon snack will be served according to the Child and Adult Care Food Guidelines. Until further notice menus will consist of cold lunches and or meals that may be prepared with little preparation involved.

1. As recommended by the CDC no meals will be served family style. All food will be individually plated.
2. During COVID-19 disposable plates and silver wear will be used. Food for each classroom will be prepared in the Berkley kitchen.
3. The cook will wear gloves while handling food as will all teachers and or staff.
4. Surfaces will be wiped down at the beginning and end of meal preparation with bleach water consisting of a third cup bleach and a gallon bucket of water.
5. Staff will wear disposable rubber gloves and use a cloth to wipe down surface.

If you are bringing food in for a special occasion in your child’s classroom such as a birthday or classroom celebration licensing requires pre-packaged food in its original container. – **But**, *If you prefer “home prepared” food over prepackaged food a great alternative is to bring in muffin mix or cupcake mix and bake here in our kitchen or classroom. The children love to bake and are happy to help prepare any recipe. If you bring in muffin / cupcake mix you can make them in the morning with the children in the classroom and, bake them during nap in our kitchen. Then we serve them at their afternoon celebration.*

- 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.

## **Safe Food Policy for Children**

Accreditation Standard 5.B-04

Berkley participates in the federally funded Child and Adult Care Food Program (CACFP). All meals are prepared in accordance to the federal specifications. CACFP is authorized at section 17 of the National School Lunch Act (42 U.S.C. 1766). Program regulations are issued by the U.S. Department of Agriculture (USDA) under 7 CFR part 226. CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need. As participants in the program Berkley must follow strict nutritional guidelines and is required to follow the rules and regulations of the CACFP.

- At Berkley children are provided lunch and afternoon snack every day. Food choices are chosen based on the Child and Adult Care Food Program (CACFP) guidelines.
- Foods with expired dates for freshness must be thrown out and not served to children.
- 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.
- Children's food should not be placed on a bare table.
- Liquids and food that are hotter than 110 degrees Fahrenheit are kept out of children's reach.
- Clean sanitary drinking water is made available to children throughout the day. (Infants who are fed only human milk do not need to be offered water.) Sweetened Beverages are avoided (if Juice is served only 100% fruit juice is recommended and the amount is limited to four ounces per child daily).
- Children younger than four years of age may not be offered the following foods:
- Hot dogs (whole or sliced into rounds), Whole grapes and Nuts are not allowed at Berkley.
- As required by CACFP Berkley does not serve Cow's Milk to children under the age of 12 months. Berkley follows all CACFP requirements for serving milk.

# **Child Abuse/Neglect Reporting**

*Relationships Standard 1 Building Positive Relationships – NAEYC Code of Ethical Conduct  
NEYC Accreditation Criteria 1.B.09, 6. A. 10*

Teachers, school administrators and part-time staff are mandated reporters for child abuse. If there is a reason to suspect that a child has been injured as a result of physical, mental or emotional abuse or neglect (including sexual abuse) you must contact the director or designee immediately. All information regarding suspect of child abuse should be recorded on an incident form and given to the Director or designee. Any individual who has a question about an event or a story from a child is required to share that story with the Director or designee. When we become aware of a practice or situation that endangers the health, safety, or wellbeing of children, we have an ethical responsibility to protect children or inform families and or others who can.

In compliance with UMKC “MANDATED REPORTERS (Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1881 *et seq.*, and its implementing regulations, 34 C.F.R. Part 106, Title VII of the Civil Rights Act of 1964 and its implementing regulations, 29 C.F.R. Part 1604.11, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. 1092(f))

Employees who suspect or become aware of sexual abuse of a child must promptly report the abuse to the Campus Title IX Coordinator in addition to satisfying state reporting requirements. Please see University of Missouri System Collected Rules & Regulations Section 600.020 for more detail regarding the University’s mandated reporter requirement.”

In compliance to Missouri State Law:

## **MANDATED REPORTERS (210.115 RSMo.)**

The following individuals must report child abuse: (1) Teachers, principals, and other school officials; (2) Health care professionals (physicians, medical examiners, coroners, dentists, chiropractors, optometrists, podiatrists, residents, interns, nurses, hospital or clinic personnel); (3) Mental health professionals; (4) Social workers; (5) Day care/child-care workers; (6) Law enforcement officials (police officers, juvenile officers, probation/parole officers, jail or detention facility personnel) (8) Ministers; (10) Other persons with responsibility for the care of children. If a mandated reporter has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person must immediately report or cause a report to be made to the Division of Family Services (DFS). Mandated reporters must report abuse inflicted by a person responsible for the child’s care, custody and control as well as abuse inflicted by any other person. Mandated reporters may also report their suspicions of abuse or neglect to law enforcement or juvenile authorities. If the victim is a resident of another state or was injured as a result of an act occurring in another state, the reporter may report to the child protection agency of that state rather than to DFS. A report, however, may be made to both states. Failure to report is a class A misdemeanor.

## **REPORTING ABUSE**

(210.115 RSMo.; 210.130 RSMo.; 210.135 RSMo.; 210.145 RSMo.)

A mandated reporter shall notify the person in charge or designated agent that he/she has reasonable cause to suspect abuse. That person shall then become responsible for immediately making or causing the report of abuse to be made to DFS. The individual suspecting abuse may

also make a report to DFS. Mandated reporters must notify the division within 24 hours of any evidence of sexual abuse or sexual molestation of a child. An oral report shall be made to the DFS by telephone or otherwise. The division is required to maintain an information system with a statewide toll-free number for reports under 210.145 RSMo. The Child Abuse/Neglect Hotline number, as reported at [www.dss.state.mo.us/can.htm](http://www.dss.state.mo.us/can.htm), is **1-800-392-3738**.

The report to DFS must include:

- (1) the names and addresses of the child and those responsible for his/her care, if known;
- (2) the child's age, sex, and race;
- (3) the nature and extent of the child's injuries, abuse or neglect including any prior evidence of abuse or neglect of the child or siblings;
- (4) the name, age, and address of the abuser, if known;
- (5) the family composition;
- (6) the source of the report;
- (7) the name and address of the person making the report, his occupation, and where he can be reached;
- (8) actions taken by the reporting source including any x-rays or photographs or any other useful information.

Any person who complies with Missouri law relating to the reporting of child abuse/neglect is immune from civil or criminal liability unless that person filed a false report, acted in bad faith, or acted with ill intent. In addition, other than the attorney-client privilege, any other legally recognized privilege is not applicable in child abuse/neglect situations and is not grounds for failure to report, failure to cooperate, or refusal to give or accept evidence.

Missouri law requires that DFS contact the mandated reporter within 48 hours of receipt of the report to ensure that full information has been received and to obtain any further information.

\*This is only an overview of Missouri Law. For further information, refer to Chapter 210 of the Missouri Revised Statutes or contact your local division of family services. The website for the Missouri Department of Social Services is [www.dss.state.mo.us](http://www.dss.state.mo.us) and the toll-free state child abuse hotline is 800-392-3738.

If an employee of Berkley is suspected of child abuse or neglect, S(he) is suspended immediately, until a proper investigation can take place. When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

#### **Professional Obligation to Children:**

As stated in the NAEYC Code of Ethics P-1.1 under Principles – Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

***We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status, family structure, sexual orientation, or religious beliefs or other affiliations of their families;***  
***Taken from NAEYC Code of Ethics, Principle P-13.***

# **Safety/Emergency Procedures**

- 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, 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 drills monthly and tornado drills once every three months to prepare children in case of an emergency.
- Evacuation maps are posted in each classroom. In case of fire children exit through the nearest exit. Records of all fire and tornado drills are kept at the front desk.
  - A copy of our full emergency response is on file for all families to review.
  - When exiting from the building during an emergency evacuation or scheduled campus walk each classroom must take their clipboard with them which includes all the names of the children who are in attendance for the day.

## **General Emergency Evacuation Procedures**

In case of emergency, all staff is instructed to notify university police at Ext. 1515. University police dispatch the appropriate personnel for the emergency. The phone number is posted on every phone. If you are on campus on a walk and calling from a cell phone dial 235-1515.

Enrollment lists must be readily available in each classroom. Absence lists should be accurate.

Staff members will have training in infant child first aid and certified in CPR. Signs explaining the emergency plans for fires and tornadoes are posted in each classroom. All staff must review evacuation procedures in each classroom and practice monthly fire drills and tornado drills once every three months. A formal review / training on Emergency Standard Operating guidelines for UMKC and Berkley is held annually and registered with Missouri Workshop Calendar and Licensing as an approved training for clock hours.

Fire drills with evacuation must be practiced monthly to prepare children in case of an emergency. Times and dates need to be recorded. Teachers check the class roster to account for all children. All classrooms should take their classroom clipboards with them. Clip boards should include sign in and out sheets, emergency forms for all children in that classroom, and an emergency handbook. Tornado drills are practiced every three months. The administrative team monitors the weather band. The director or designee sounds the whistle. Children and teachers will proceed to designated areas. Emergency lights should be available.

**Refer to Emergency Evacuation Procedures. Each classroom has a copy in there clipboard and in each shelter in place station there is a copy. A copy is also kept at the front desk. All employees participate in an annual emergency training.**

## **Safety Procedures for Prevention of Missing Child or Lapses in Supervision**

*Plans to handle lost or missing children.*

*Accreditation Criteria Supervising Children Standard 3 Teaching*

*Accreditation Standard 10 B. 22*



Children are signed in and out at the classroom by families and teachers keep role in the classroom each day. Teachers use a picture/name attendance chart to sign children in and out for rollcall throughout the day.

- Children are checked by both name and picture for attendance by teachers using the picture/name chart kept in the classroom. Pictures are used with names to avoid confusion with a substitute teacher.
- Picture/name attendance chart is used to check that all children are present throughout the day; and when transitioning from one space to another such as to and from the playground, to and from union station and or multipurpose room, field trips, and walking on campus. Cell phones are required when teachers are on campus walks and field trips (see field trip policy).
- To avoid leaving a child during a transition the group is kept together by positioning one teacher at the front of the line and one teacher at the end of the line. Depending on the age of the children the teacher at the front of the line / group may walk backwards.
- Headcount alone is NOT sufficient, after roll call, use the child's name, the last teacher inside will count the children into the building. This is done by the last teacher (at end of the line) counting the children as they enter the building and saying their name. The first teacher counts the children into the classroom and the teachers check the numbers with each other.



- If a child is missing when role is taken, inform administration immediately through the use of the intercom system and or direct communication to another staff member, *for example*, Teacher loudly says “Stop (use child’s name) is running from the group. Help!” use a firm yet calm loud voice. Due to the open design of Berkley, administration and other teachers are available to assist you. Clear visibility of the hallways is also possible from all points of the school. If you transitioned in from the playground (remember you will have taken role before re-entering the building) and a child is not with you immediately shout “Help I have a missing child” then send the responders to the playground (if the class is in ratio the teacher goes to the playground).
- Bring the child back inside and complete an incident report for the family, speak directly with administration, and make a phone call immediately to the family to inform them of the incident.
- Filed Trip – if a child is missing on a field trip and or outside of the building on campus the University police are immediately contacted, and the emergency alert system is activated. If the missing child is off campus the local police department is contacted (911). The police are called first then the parent. See also the field trip policy and expectations for safety.



# **Handwashing Policy**

Accreditation Standard 5.A.19

Hand washing is an important part of a classroom day and is required by all staff, children and parents who are helping in the classrooms. As required by state licensing, staff is taught specific required handwashing practices when hired. As required by state licensing, the children also wash their hands throughout the day. Administration and supervisors monitor staff on handwashing skills when necessary. Teachers should monitor children on hand washing skills during hand washing times of the day. For children who need assistance with hand washing staff use a hand over hand method.

## **Procedure**

1. Use running water and liquid soap.
2. Wash the back of each hand, the palms, and the wrists, between fingers, under fingernails, and under and around any jewelry by rubbing vigorously for 10 seconds.
3. Rinse hands well with water.
4. Dry hands with a single use paper towel.
5. Use the paper towel to turn the faucet off.

## **Children's Hand must be washed**

- When you arrive at school
- When moving from one classroom to another.
- After wiping a nose or coughing on a hand
- Before and after Water and Sand Play or any Sensory Play
- After Petting Animals
- Before and After Eating
- After Going to the Bathroom
- After changing a Diaper
- When you Return from Outside Play and Gardening
- 

## **Teacher's Hands must be washed**

- When you arrive at School
- When moving from one classroom to another
- After wiping a nose or coughing on a hand
- Before and after Water and Sand Play or any Sensory Play
- After Petting Animals
- Before Preparing or serving food and after handling any raw food that requires cooking
- Before and After Eating or feeding a child
- After going to the Bathroom
- After Assisting a child with toileting
- After changing a diaper and then again after cleaning the changing table
- When you Return from Outside Play and Gardening
- After tending to an Ill or Injured Child and anytime you come in contact with bodily fluids and Before and After administering medication
- After cleaning and after handling garbage

## **Sink Sanitation**

- Sinks need to be cleaned and sanitized before washing hands or serve /eating food

- Sinks need to be cleaned and sanitized (spray with bleach water) after the children are done washing hands from toileting and changing diapers.
- Hand washing sinks are not used for bathing children or for removing fecal material.

## 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. All teachers must follow the Diapering procedures when changing a child's diaper. Diapering procedures are posted above all changing areas and staff members are trained on this during orientation including a demonstration.

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.

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.

# HANDWASHING

In order to prevent transmission of disease, Caregivers and Children need to wash their hands often, using good techniques. They need to wash their hands after going to the bathroom, after the diapering process, after helping a child with toileting, before preparing food, after handling raw meat, before a change of activities, before eating, after playing out of doors, and after nose blowing.

## GOOD TECHNIQUES ARE SIMPLE:



1. Wet the hands thoroughly.

2. Apply soap and work up a good lather. (NOTE: Wash between the fingers, under the nails, and up the wrists. The hands should be washed thoroughly for at least twenty seconds.)



3. For cleaning under the nails, a nailbrush is recommended.

\*Nails should be kept short especially if the caregiver works in areas where diapering and/or potty training occurs.



\*Rings, except smooth bands, should not be worn while the caregiver is working. If rings are worn, the rings need to be cleaned with a brush.



4. Hands must be rinsed thoroughly.

5. After drying their hands, children and caregivers need to turn off the faucets with a paper towel.



6. Caregivers should apply lotion to their hands in order to keep them smooth. This will help prevent cracks and crevices, where bacteria and fungus could grow.



Bureau of Environmental  
Regulation & Licensure

# **Diapering**

Accreditation Standard 5.A. 17

Families are responsible for bringing a supply of disposable diapers and wipes for children in diapers. Berkley is set up to use only commercially available disposable diapers. At this time, we cannot change children with cloth diapers due to sanitation and licensing regulations. Teachers will notify families when diapering supplies run low. Diaper cream is supplied by families. Cream should be clearly labeled with a child's name. Diaper cream is kept in the diapering area out of children's reach.

## **In the changing area, staff:**

- Change children's diapers or soiled underwear in the designated changing areas only and not elsewhere in the facility. Child(ren) diapers are checked every two hours and wet or soiled diapers, pull ups or training pants are changed ANY time if soiled and this includes when waking up from nap.
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object connected with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device in toddler and preschool rooms. Infant rooms have built in handled trash cans. Handles are sprayed with bleach water after use.
- Containers are kept closed and are not accessible to children.
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.

## **Staff checks children for signs that diapers are wet or contain feces:**

- At least every 2 hours when children are awake.
- When children awaken.
- Diapers are changed when wet or soiled, regardless of time since the last change.
- Diaper charts are filled out each time a diaper is changed.
- Clothing that is soiled by urine or feces is immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. Solid feces may be dumped in the toilet and flushed.

Diapering procedures (Taken from Missouri Licensing):

In order to prevent disease, proper procedures must be observed before, during, and after diapering a child. **Fresh gloves must be used for each individual child at each diaper change. Never re-use gloves.**

1. Check to make sure everything that is needed is accessible to the diapering area, including the three-step process for sanitizing. (Soap, lotion, paper towels, clean diaper, wipes, etc.) Put clean diaper with enough wipes near (but not on) changing surface. Add plastic bag in case of soiled diaper/clothing.
2. Wash hands and put on a clean pair of gloves.
3. Tell the child you will be changing their diaper, make eye contact, and gently take their hand. When picking up the child, hold the child slightly away from your body to keep the soiled diaper from contaminating your clothing.
4. Remove the child's outer clothing, then the soiled diaper. Clean the child with wet wipes. Place the soiled diaper in a container that has a tight-fitting lid.
5. Remove gloves and put in container.
6. Clean the child's hands; then clean your hands with a pre-moistened towelette or a pre-soaped paper towel. Remember children cannot be left unattended while on the diapering table.
7. Place a clean diaper on the child and then put the outer clothing back on the child.
8. Before returning the child to a play area, clean the child's hands with soap and warm water.
9. The diapering table must then be washed with the 3-step process. Step 1, soapy water; use a clean paper towel to wipe the surface.
10. Step 2, the soapy residue must be removed with clear water; use a clean paper towel to pat dry.
11. Step 3, spraying the surface with a water/chlorine solution of one hundred to two hundred parts per million of chlorine.
12. Allow to air dry or wait 60 seconds before drying with a paper towel.
13. If another child needs to be diapered immediately, wait 1 minute then pat dry with a paper towel. Otherwise, the surface may air dry.
14. You must thoroughly wash your hands before another diaper change or returning to other duties. Your hands need to be washed with soap and running water at least ten seconds.
15. If in infant room, spray handle of diaper trash cans.

Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

# CLEAN-IN-PLACE

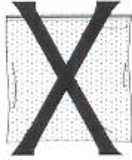
CLEAN-IN-PLACE ITEMS MUST BE  
CLEANED AND SANITIZED

1. Clean with soapy water.



2. Rinse with clean, water.

3. Sanitize with approved sanitizers.



4. Air-dry only. Do not cloth-dry.



SPRAY BOTTLE METHOD OPTIONAL

## Chlorine Bleach Sanitizing Solution\*

One (1) teaspoon bleach to each gallon of water measures approximately 100-200 ppm. (Do not forget to use chlorine test strips to guarantee that solution is correct.)

## MORE IS NOT BETTER



BUREAU OF ENVIRONMENTAL REGULATION & LICENSURE



# **General Housekeeping Cleaning Classrooms**

Accreditation Standard 5 C.5

Custodial cleaning services are provided by UMKC. However, it is the responsibility of each classroom to organize and maintain the cleanliness of their space. This includes tabletops, counters, closets, shelves and sinks areas. Floors should be swept in accordance with licensing. **No food should be left on the floor after meals.** It is the responsibility of each classroom to provide a list of opening and closing procedures in order for others to recognize each classroom's cleaning needs. Each classroom has a posted sheet outlining the process for closing and opening of the classroom. Items listed must be completed at the beginning and or end of the day. Floors must be swept after each meal. In all classrooms toys are disinfected with bleach and water (spray toys on all shelves), in the classrooms where toys are mouthed the toys are collected in a tub and washed in the dishwasher at the end of the day. All water bottles for each classroom must be emptied and washed at the end of the day. A washing machine and dryer are located in the Berkley laundry and storage room next to the lounge. This room is kept locked at all times. All full-time staff has a key and there is a key located on a hook on the kitchen door. Each classroom has a specific laundry day and time. All staff participates in doing laundry. Faculty / co-teachers will provide direction to the childcare assistants regarding doing laundry.

## **Clean As You Go**

1. Make the clean-up process a learning process by involving the children.
2. Clean-up is easy with accessible shelving and properly labeled bins.
3. Toys should be stowed when not in use to prevent tripping.
4. Art activities should be cleaned up without delay to avoid spillage.
5. Food and drinks should be properly disposed of or put away immediately after meals.
6. Dispose of diapers and trash frequently throughout the day.
7. Clean spills immediately.
8. Keep hallways free of debris. This is a fire regulation.
9. Playground toys should be put away at the end of each day.
10. Before leaving each day, prepare the classroom for the next day's activities. Follow classroom opening and closing procedures posted in each classroom.



## **Remember to Practice Universal Precautions**

Wear gloves whenever you come in contact with bodily fluids. This includes but is no limited to:

- Changing a diaper or helping a child go to the restroom.
- Tending to an ill or injured child.
- Handling breast milk.

## **Procedure for Cleaning Up Body Fluid Spills**

### **Always Wear Gloves!**

- Clean and disinfect all soiled surfaces immediately, removing soil before applying disinfectant.
  1. Small spills  
Use paper towel or tissue to wipe up soiled area. After soil is removed, use clean paper towels, soap and water to clean area. Dispose of paper towels in a plastic bag. Disinfect.
  2. Large spills  
Apply commercial sanitary absorbent agent on soiled area.  
After Soils is absorbed, sweep all material into a plastic bag, taking care not to create any dust emissions. Disinfect.
- Clean and disinfect soiled toys immediately by using the 3-step process.
- Clothing and other non-disposable items should be placed in a plastic bag to be sent home and laundered. This includes sleeping bags and crib sheets.
- Remove gloves and discard in a covered waste receptacle.
- Wash hand.
- Plastic bags holding contaminated waste must be secured and disposed of daily.
- Large waste containers (Dumpsters) should be located in a safe area away from the playground or other areas used by children.
- Follow Berkley Changing Procedure making sure you have all the supplies necessary before you begin.
- Surfaces that may come into contact with bodily fluids must be disposable or made of a material that can be sanitized.
- Carpet or rugs soiled by bodily fluids need to be cleaned by blotting, with the three-step process and a request is then made to housekeeping to shampoo that area.

# **Child Accident Report Forms**

Any time a child has an injury, it is the teacher's responsibility to complete an accident form on the day of the incident and obtain the parent/guardian's signature. Once the signatures are obtained, the white copy must be turned in to the director's mailbox for the child's permanent file, the yellow copy is given to the family, and the pink is filed in the child's classroom file. The director and family should be notified immediately, if necessary. For example, large bump on head, bleeding, and or the child require first aid.

## **First Aid Kits**

There are first aid kits located in each classroom. In addition, there is a first aid kit located in the copy room hanging on the wall and one hanging on the wall outside the River room. Annual trainings in infant/child first aid and CPR are offered to all staff members. First aid kits include gauze, band aids, alcohol pads, and gloves. If you are in need of materials for a classroom first aid kit inform the director.

## **Child Illness**

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 school.

When a child becomes ill at Berkley the parent / guardian will be notified immediately and asked to pick their 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. Typical areas for isolation is in our sick bay. 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. The child 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:

- Severe Loss of Appetite
- Unusually Low Activity Level
- Uncontrollable Crying
- Temperature of 100 degrees (taken by mouth) or 99 degrees (taken under the arm)
- Vomiting if a child vomits twice within a 24-hour period.
- Diarrhea and loose stools (two occurrences within a 24-hour period)
- Extreme nasal or bronchial congestion green mucus discharging from nose or throat.
- Severe coughing red or blue in the face or makes high-pitched crouping or whooping sounds after coughing

- Eyes (red, glazed, discharging)
- Contagious diseases chicken pox, mumps, measles, diphtheria, scarlet fever or strep throat
- Breathing that is rapid or difficult (especially for infants under 6 months old)
- Ringworm, Lice or Impetigo
- Yellowish Skin or Eyes
- Pinkeye 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

If a 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.

## Medications

Accreditation Standard 5.A.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. Sr. Child Development Teachers and administration are trained to administer medication. 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 form 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 form 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.
- Sr. Child Development Teachers and administration may 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.
- Medication is stored out of the reach of children and in locked containers/closets.
- 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.

# Child Illness Report Form

If a child is experiencing symptoms outlined in the family handbook bring the child to the front desk (away from other children). Call the family to report illness and fill out an illness report form. The director and or designee should be notified of a child being sent home. After the parent has signed the illness report one copy goes with the parent, one copy goes in the child's file and one copy goes in the child's classroom file. The parent may take their copy to their physician and if their physician signs the form, stating the child is not ill, the child may return to school the next day.

## 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. We charge a late fee for each 5 minutes past the one-hour leeway, per child, as follows:

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

**2nd late** incident results in a fine assessed of \$5 each 5 minutes late per child.

**3rd late** incident, fines double to \$10 for every 5 minutes past pick up time per child.

**4 - 5 late** incidents results in fines of \$20 for each 5 minutes late per child.



## Sunscreen

Accreditation Standard 5.A16

**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, 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. (an updated accreditation requirement as of 2018)

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

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

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

- Asking families during the summer months to bring swim shirts or dark tightly woven t-shirts when the children have a water slide day on the playground in an area that is not protected by shade. We are lucky we have many shady areas on our playground.
- Each family will continue to bring in their own individual sunscreen for their child with their child's name marked on it. If you do not want to use sunscreen, we will need a signed consent form stating this. Everyone will receive two forms next spring stating either yes I want sun screen 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 (families) 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 is 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 if the family has a signed permission form on file. 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.

# School Closing / Inclement Weather

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 and will be the same as the campus late start time for when Berkley opens.**

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.

**Adjusted Berkley hours are implemented when:**

- Due to inclement weather or natural disaster the program is unable to fully staff the center.
- 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 may need to 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 at a determined time.
- 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.

**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. The early closing allows families to transport their children home in daylight. 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. Teachers who cannot physically get to the school will use a personal or vacation day.

## **Supervision and Child Guidance**

NAEYC Accreditation Standard 1 – Relationships 1.B.8, 9, 2.A.06, 6D.A. 03, 6 D. 03



The Berkley CFDC’s approach to discipline 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.

1. Principle One: The teacher uses guidance in order to teach children democratic life skills.
2. Principle Two: the teacher regards classroom conflicts as mistaken behavior and uses conflicts as teaching opportunities.
3. Principle Three: The teacher builds and maintains an encouraging classroom in which all children feel welcome as fully participating members.
4. Principle Four: The teacher implements developmentally appropriate practice to prevent institution-caused mistaken behavior.
5. Principle Five: The teacher seeks to understand the reasons for children’s behavior.
6. Principle Six: The teacher relies on comprehensive guidance when children show serious mistaken behavior.

7. 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 self-control, self-respect, and respect for others and their property. Positive methods of guidance are consistent with the program goals.

- Discipline 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-control, self-confidence, self-direction and social problem solving.
- No form of corporal punishment is allowed by anyone (including families) while on School property.
- By Law teachers are mandatory reporters of child abuse. Teachers must discuss concerns with the Director or designee prior to calling the Child Abuse and Neglect Hotline.
- **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.** 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).*  
**This is grounds for immediate termination.**

# 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 teacher just beginning to work with children in our center. These practices build rather than threaten relationships between teacher and child and are respectful of both.

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

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

## **Classroom Management of** **Challenging Behavior**

Accreditation standard teaching 3.B.2, 6 D. 03

According to the NAEYC, the definition of challenging behavior is as follows: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, *Challenging Behavior in Young Children* (2nd Ed.), Pearson Education Inc., 2007, p. 8). Examples of challenging behavior include:

- Physical aggression (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. (2012, NAEYC Torch)

Our basic guidance principles apply to challenging behavior, with particular emphasis on comprehensive guidance based on observation and analysis of the cooperating teachers and the child’s family. Personal communication, notes or email, phone calls or scheduled meetings to share ideas between teachers and family may all be a part of a comprehensive guidance process. The development of a plan for guiding the child toward a more harmonious relationship with others may be as informal as teacher reminders in daily plans or may require a highly specific, individualized plan. All those working with the child: classroom staff and administration (specifically the CIS) should be invested in the processes being used and, to the greatest extent possible, be consistent in the approach. Ongoing communication with family members will be maintained.

# Supervision Policy for Berkley CFDC Classrooms

Accreditation Standards 3.C Supervising Children 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 aid, or a member of the Administrative Team.
- By sight supervision, we refer to the staff's ability to glance at all locations where a child may be playing and clearly ascertain their safety.
- By sound supervision, we refer to the staff member's ability to easily hear verbal communication or other sounds children make over the noise level in the classroom.

## **Policies:**

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

## **Infant Napping:**

- There must be a teacher / staff member in the Napping room with sleeping infants at all times. If there are only four children in the infant room and some children are napping and some are awake, then a crib and or cribs is rolled into the classroom so the teachers is with the child/ren that is napping in a crib and the other children who are playing in the classroom.
- The Mirrors in the classroom are only used to augment supervision, **BUT MAY NOT be relied on in lieu of direct visual and auditory supervision.**

- Berkley has strict policies on how to place an infant in a crib **ONLY ON** their Backs. 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.



# Teacher Child Ratios

*Accreditation Standard 10. B. 22*

The Berkley CFDC operates a full-day, full-year early childhood school affiliated with UMKC School of Education. Berkley serves thirty-two (32) infant toddlers and sixty seven (67) 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.

- Berkley's small class sizes are an important sign of quality in early childhood care and education. All employees need to be familiar with the following teacher child ratios:
- **Infant and Toddler Department / age groups:**  
**Fountain, River, Roo and Trolley classrooms** – Infants and Toddlers must be I in sight and sound at all times. All four infant toddler classrooms have a 1-4 teacher child ratio and a maximum group size of eight (8).
- Once all the children are two in the Roo room a one to six ratio is acceptable.

## Preschool Department

- **Westport classroom**-Ratio is 1-7 (when majority of children are 3 you may have a 1-10 ratio) however maximum group size is 14 children.
- **Plaza, Royal, and Zoo** All three of these classrooms may have a 1-10 ratio. Royal room and Plaza room have seventeen (17) children enrolled. The Zoo room is our largest classroom and is licensed for a maximum group size of twenty (20) preschool / pre-k children.
- Preschoolers are kept in sight most of the time, with the exception of brief periods (up to 3 minutes, in a safe environment—such as child's use of the toilet) when a child cannot be seen but can still be heard.

# Walks on Campus

- There is a sign out and in sheet at the front desk. When you leave for a walk, please sign out stating the date, time, and document where you are going. Also document the time you will return to the building. Leave your cell phone number if you have your phone. You will also need to sign in when you return to Berkley. Please also write on your white board the location route of your walk.
- All classrooms should have a backpack to take with them on a walk. In your backpack you should have a first aid kit with band aids, Kleenex, and alcohol pads. Classrooms should take the children's water bottles with them. For infants it is wise to have some saltine crackers as well
- When leaving on a walk state time left, estimated return time and where you are walking example (walking to the School of Ed. And back to Berkley left at 10:00 returning at 10:45). **Be sure to bring each child's emergency contact form and attendance with you.**
- While on walks ratios must be maintained at all times. Two teachers must be on a walk in no circumstance may one teacher leave on a walk with a group of children. This is a safety precaution.
- Practicum students and volunteers may not be counted in ratio but may serve as the second adult on a walk. Example if you have 4 children and want to go for a walk and your ratio is one to four you may take the practicum student with you as the second adult. The second adult is so if there is an emergency one can call for help and the other can stay with the children. Remember all University buildings are open and have phones.

# Transportation and Field Trips

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

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

Written permission for walking field trips must be signed at the time of enrollment and is part of the family contract. Necessary paperwork should be completed prior to leaving the premises. Enrollment information, containing emergency information, must be carried on all field trips. **All classrooms must sign out and sign in (at the front desk) when leaving the building for any reason.** Teachers bring their classroom backpack with first aid kit on all walks and field trips.



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 teacher child ratios shall be maintained. Whenever a classroom leaves the premises with children a note on the classroom door including time of departure, destination and approximate time of return will be posted.

- 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

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

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

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.

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

5. All children must have their car seat (safety-restraint device) in the car that is transporting them.

## **Policies for Transporting Children**

A first aid kit must be 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. 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 four (4) years 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 or drinking while vehicle is moving. Loading and unloading children must be monitored. Use of cell phones is prohibited while driving. A second adult in the car may use a cell phone for emergencies.

Attendance will be taken before departing, prior to leaving the field trip site, and upon return.

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.”

# Outdoor Play



**The following information is provided to families in the Berkley Family Handbook. Outdoor play is a critical part of our curriculum and program. Each classroom includes an outdoor play time in both the A.M. and P.M. schedule. Weather permitting all classrooms and or children will have the opportunity to play outside each day.**

As stated in the family handbook - 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.

Berkley supplies water bottles for the children. 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 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 two hours of outdoor play each day as weather permits.

## Playground Supervision



**Rational:** For the safety of the children, it is critical that all staff know what children are in their care and when their parents pick them up. All classrooms must maintain ratios outside, inside and on field trips. At all times we follow ratios.

**Process:**

As children leave the playground staff should check off the child's name as they are picked up. Be sure to make contact with the parent so you are sure the child is no longer under your supervision.

If you leave and need to give your classroom responsibilities / child supervision to a different staff person you must give your clip board to that person and verbally inform them about the children, you are transferring to their care / supervision.

All staff should inform their co-teacher and assistant teacher that they are leaving.

## Playground Safety Guidelines

**Rationale:** Young children have a number of characteristics which make playgrounds more hazardous to them than to older children or adults. Their sense of self-efficacy (what they believe about their own abilities) is generally high and so they are more likely to attempt a skill beyond their current ability. This seemingly dangerous characteristic actually serves a very strong purpose in development. Because they are confident in their abilities, young children often attempt and persist at difficult tasks until they are successful. This confident risk-taking behavior is the mark of an early reader, a scientist, a mathematician... Additionally, young children do not have previous experiences which tell them what is safe and what is not. They are often impulsive since self-regulation is just beginning to be mastered. Consequently, the very nature of the young

child makes him/her vulnerable to playground accidents unless adult supervision is vigilant and balanced. Keeping all children on the playground within sight and sound of at least one adult, as well as establishing and enforcing limits, helps free children to explore the outdoor environment in a safe way. By the same token, supervision must be balanced to allow children to try out —safe risks! as they continue to develop motor and cognitive skills within their zone of proximal development.

**Practice - Staff Positioning:** In order to maintain the necessary sight and sound supervision, staff members must position themselves on the playground in such a way as to make all areas visible. All teacher child ratios are maintained while on the playground. When four staff members are on the playground, stations will be at the patio gate, midway up the climber area on the north and south sides, and on the west end. When only two staff members are present, they must position in relationship to the children, and it may be necessary to close an area of the playground (the patio for example) in order to maintain supervision.

**Guidance** on the playground must maintain the best guidance practices of any we use. The teacher must be able to instantly halt dangerous behavior, while supporting those safe risks. Child Advocate and longtime teacher Bev Bos reminds us: —

- When adults stand closer to potential trouble spots, not intruding, but watching and keeping quiet, they send a subliminal message to children to cool it. Use your physical presence to stabilize a play environment.”
- Be sure you have enough of a material or toy that children are not forced to fight over it.
- Some words paralyze and undermine the evolution of independence; —Be careful! Look out! Don’t...run, fall, get wet, and get dirty..! Remember that children act on the last word they hear, so —Don’t run! becomes, —Run!!

**Staff Attention:** While it may be tempting to use playground time as an opportunity to discuss the day’s events, staff need to focus their attention on the children as thoroughly outdoors as they do indoors. Interacting with the children by expressing interest in their activities and promoting inquiry-based learning through questions and comments turns the playground into a second classroom.

**Three rules cover almost every situation outdoors (and can be remembered by all):**

Keep yourself safe

Keep others safe

Keep the materials safe

**When applied to the following areas these three rules align our practices for outdoor play:**

**Sandboxes:**

- Sand stays in the sandbox...because it makes other areas slippery, and someone might fall.
- Sand toys may be used in other areas if there is no sand in them.
- The sandbox must be covered when not in use in order to maintain sanitation.
- Engaging infants in play with the sand may discourage eating it.

**Digging Area Mud Kitchen:**

- Digging tools stay in the digging area...they are sharp and could hurt someone.
- Dirt stays in the digging area...to avoid creating slippery areas or damaging other areas.

**Climber on Preschool Playground:**

- An adult must remain close when younger children are climbing to offer support and encouragement or occasionally a bail-out.
- Redirect children when a climbing area becomes overcrowded.
- Children may climb up the slides...it is a developmental challenge to do so.

Slides: Feet must slide down first...

**Metal Canopy:**

- Children may sit on the concrete wall and slide off feet first...jumping may be done only on the safe fall zone around the large climber.
- Children may play under the canopy when it is raining absent lightning and thunder.

**Bikes:**

- The bike route starts at the bottom of the hill and proceeds counterclockwise to prevent collision and injury.
- Properly secured bike helmets are required gear when riding trikes, wagons, scooters, or other wheeled toys in order prevent head injuries.
- Helmets are stored in the cart when not in use in order to prevent breakage.
- Children must maintain a safe speed on the bikes; they must be able to stop themselves when necessary. Bikes and wagons must be parked under the canopy when not in use.

**Water Play –*****Accreditation Standard 5.A.10***

Shoes must remain on children's feet at all times to prevent injury. We ask families to bring water shoes for their child on water play days during the summer. During foot painting or other sensory activities, a limited area may be swept and carefully examined for safety before use. Water tables must be dumped and cleaned using the Department of Health's three-step cleaning method at the end of each outdoor play period. Or soapy water can be used.

**Gardens, Plants, & Trees**

- In order to help the children respect and understand nature and create an environment that acts as a third teacher. Berkley classrooms may plant flowers and vegetables in the gardens on the playground.
- Under supportive supervision, the children may pull weeds in the gardens during outdoor play time.
- Children should be supported in learning about and caring for the growing things on the playground. Staff must step in with guidance and information when children are demonstrating a lack of understanding of good gardening practices.

# Nutrition / Meals

Accreditation Standard 5.AB. 23 5 A. 16 03, 5 B.04, 5, 6.B.09

Rationale: Snack and meal time at Berkley CFDC is not merely a time to meet children's nutritional needs. It is at least equally important as a time for shared experiences for children as it is for adults. The faculty, staff, and children at Berkley share meals with each other and enjoy these times in which we acknowledge children as co-workers and feel acknowledged and understood in unique ways. Snack and meal time at Berkley is a time for promoting children's peer relationships and the sociomoral atmosphere of the classroom. Teachers sit, eat, and 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.

**Guidelines for Snack and Mealtime** (taken from *Morale Classrooms Morale Children Creating a Constructivist Atmosphere in Early Education* by Rheta DeVries and Betty Zan:

1. Establish routines for meal and snack times: have children help with set up, develop a hand washing routine that children can understand and follow before sitting down, play special music or turn down the lights during a meal. Have children help clean up after meals and snacks.
2. Allow children to sit where and with whom they wish. Snacks and meals are a highly social time of day. Encourage and engage children in conversation. Like adults, children enjoy eating with friends. Adults in the room will sit and eat with the children.
3. Provide assistance where necessary. While the overall goal for children is self-regulation, recognize that sometimes children 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 eating 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. Family Style meal service is used.



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. All meals must be recorded at “POINT OF SERVICE”. For Infants daily infant sheets, where bottles and meals are documented, are required. Child with special dietary needs or allergies will have a “Individualized Care Plan” on file in the classroom and in the child’s enrollment folder. All families receive the Berkley menu. If a child requires a special diet due to medical restrictions, a doctor’s order must be provided. An alternative snack from Berkley CFDC or the family may be provided to the child for snack. Families may bring a substitute lunch and keep it in the refrigerator in the kitchen.

Berkley CFDC provides a **Lunch** (11:30) and **afternoon snack** (3:30-4:00) for children twelve months and older. Peanut butter or other nut products are not allowed in the building.

For infants, parents have the option of using infant formula and cereal offered by Berkley. If parents opt out of this option, they will provide the necessary food until their children are able to eat meals provided by Berkley CFDC. Berkley supports breastfeeding by accepting, storing and serving breast milk. Mothers that wish to breastfeed in the facility may do so in the classroom or other designated location of their choice. Berkley CFDC will not introduce any new foods to infants. Families must first introduce foods to the children. Any food or drink brought by the family must be labeled and dated. No milk or infant food is warmed by use of a microwave oven.





# Staff Eating and Drinking Guidelines

## Mealtime with Children

Meal and snack times are a good chance for adults to role model good eating habits and positive attitudes toward the foods being served. Early experiences with food have a strong impact on the future eating habits and health of young children. Mealtime is a chance for children to learn about food, build on social conversation, good nutrition, dietary habits, and to develop good self-help skills.

All staff are welcome to eat the food prepared for the children (lunch, snack, and breakfast) on the day it is prepared and served for that meal. Please do not take food from the refrigerator and pantry for your own personal consumption. (i.e., if cereal is not being served for breakfast, then you may not eat it.) Vanessa orders food according to the menus she has prepared. Staff may bring in food from home and can be stored in the staff refrigerator.

## Toddler & Preschool Rooms

Teachers and staff **must sit** with the children at mealtime. You are welcome to eat the food provided. If you choose to eat an alternative meal, please make sure it is a **healthy alternative** (i.e., no eating McDonalds in front of children). As we make adjustments in our menu to accommodate dietary needs of children, choosing to eat a healthy alternative in front of children is alright.

## Eating not at Mealtimes

Eating & drinking recognizable foods in front of children is not acceptable. (Ex. Candy, cookies, cake, junk food, coke in a can). We understand that at times, it is important for one to eat when it is not a mealtime. If you need something to eat, due to dietary or medical needs necessitate please let administration know and we will make arrangements for you.

You may have a mint or gum in your mouth when with children. Once again, please be discrete about it...no chomping, popping, or blowing bubbles.

During your break and while children are asleep in the room, you may eat anything. (Ex. Fast food, cookies, candy, etc....) Once children begin to wake up, all food must be put away.

Afternoon snacks should be consumed with the children. If you choose to eat an alternative snack, please make sure it is a healthy substitute. It is **never** okay to offer a child a food you are eating. Children must be offered food only from the Berkley menu which meets childcare food program.

If a special snack or meal is served, the scheduled snack must always be offered to the children as well. Also, there must be enough of the alternative snack to be offered to each child in the classroom. Dietary restrictions and food allergies must be taken into account and substituted appropriately.

# Infant Rooms

As infants are on individualized eating plans, teachers may eat lunch in front of infants. Please use common sense when choosing times and meals to eat when infants are present. Children should **never** be left in distress or put in danger because a staff member is eating. Safety of the children is our first priority.

There should be no food near diaper changing areas. This is to prevent cross contamination. Also, food must not be left out in the classroom or within reach of children.

Make sure you are following proper hand washing techniques when eating in the classroom.

However, once all infants are able to eat a meal together, please make sure you are sitting and eating with the children during mealtimes and snack. Once the classroom is eating together, please follow guidelines for toddler and preschool rooms.

Late afternoon snacking **is not** appropriate in front of the children. If you are hungry, please be discrete and “sneak a snack”. Remember to do this quickly. Berkley policy is to never leave children out of ratio.

## Liquids

All drinks should be in a non-recognizable, closed cup, if in sight of the children. Hot drinks must always contain a lid to prevent spillage. **In addition, even with a lid, hot liquid such may never be in the reach of children.**

Recognizable cups and cans or bottles must be kept out of sight of children. (i.e., coke/diet coke cans, cups from fast food places). **Drinking water from a bottle or cup at any time is appropriate, as children can have water whenever they want to.**

# Safe Sleep Policy for Infants

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.
- All staff are trained in the area of safe sleep for infants and out policy.

*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.*

# **Professional Expectations**

Accreditation Standard 6. A-supportive Work Environment 6 D. 08

**Rationale:** The Edgar L. and Rheta A. Berkley Child and Family Development Center is a professional early childhood school and community. It is part of our school culture and expectation that all teaching staff, administrators, and staff evaluates and improves their own performance based on ongoing reflection and feedback from supervisors, peers and families. They develop learning goals with their supervisor and use it to inform their continuous professional development. All teaching and administrative staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community or region, and beyond. We encourage our teaching staff to participate in informal or formal ways in local, state, or regional public-awareness activities related to early care by joining groups, attending meetings, or sharing information with others both at and outside the program.

Procedures:

1. All staff and administration respects and follows NAEYC's Code of Ethical **Procedures:** Conduct found at <http://departments.weber.edu/chfam/2610/code.pdf>
2. All staff including the Sr. Director, Child Development Specials, and Sr. Child Development Teachers are required to complete twelve (12) professional development hours per year as required by the state licensing. With our professional development days, we exceed the requirement. As a community of practice, this includes many different facets including book studies, articles, collaboration with peers, participating in staff meetings. as well as our formal training hour sessions. Professional development is linked back to goals set in individual learning plans.
3. Child Care Aids must also complete a minimum of 12 hours of professional development a year.
4. Staff may occasionally have trainings that fall on Saturdays and or in the evenings. This is standard for our field in order to maintain appropriate ratios during school hours. This is particularly true for part time staff. Hourly employees do clock in for training hours.
5. Follows through with curriculum planning and instructional support.
6. Sr. Child Development Teachers share educational information with families such as journals and articles outlining care and education in a developmentally appropriate program. Berkley has a membership to NAEYC and receives their professional journal. This is a wonderful resource for teachers and families.
7. Sr. Child Development Teachers takes an active role in committee work at Berkley.

# **Confidentiality**

Accreditation Standard 6. B. 2

It is important that all staff be discreet in sharing information regarding children and their families. Berkley CFDC considers all information regarding all children to be confidential. Berkley faculty and staff will not discuss a child with anyone other than pertinent staff, regulating bodies, accrediting bodies, legal guardians, custodial parents, or with those persons or agencies authorized by the family with a signed, written authorization for release of information. Berkley CFDC adheres to federal and state statutes concerning a child's information. Each staff member, practicum student and or volunteer at Berkley will sign a confidentiality statement.

All employees must read and be familiar with the National Association of the Education of Young Children's (NAEYC) Code of Ethics. Each employee will attend an ethics training annually and are expected to review the NAEYC Code of Ethics on the NAEYC website at [www.naeyc.org](http://www.naeyc.org)

## **Dress Code**

Employees are required to be well groomed and dressed appropriately to work with children. Teaching staff should wear comfortable shoes that allow them to play with the children on the playground, go on walks, and move comfortably. At Berkley, we take pride in hands on and often messy activities. Paint, water play, sand play, goop and sensory activities are available to the children. Just like with the children, you may end up with paint and other materials on your clothes. Remember to wear clothing that is easy to wash and play in. Helpful hint - some teachers keep an apron in their classrooms and wear it when their children are wearing paint smocks.

### **Appropriate**

Wearing comfortable clothing that is easy to move around in is critical. Working with young children requires a lot of movement including getting up and down off the floor routinely throughout the day. Jeans, cotton pants, walking shorts and skirts that are knee length, etc. make great work attire.

### **Not Appropriate:**

Sweats, spaghetti straps, mini skirts or shorts that hit right below the buttocks are not appropriate. Shirts that reveal a staff member back or are severely low cut in the front are not appropriate. Jeans with holes in them are not appropriate. All pants should be high waisted enough and or your shirt should be long enough as to not reveal the buttocks when sitting on the floor. If a teacher has a concern with another staff member's attire, please addresses your concern with the director.

# Mutual Trust and Respect Staff Conflict

Accreditation Standard 6A-6, 10. E. 6

Berkley recognizes the right of employees to express their grievances and to seek a solution concerning disagreements arising from working relationships, working conditions, employment practices or differences of interpretation of policy which might arise between Berkley and or the University and its employees. When conflicts occur, staff are encouraged to resolve their issue by speaking directly with the parties involved. If respectful communication between staff members is difficult and an issue cannot be resolved the parties involved should speak with the director. If needed, a mediator can be provided to help solve difficult issues.

## Resolving Conflicts in Values

Accreditation Standard 6 A-6, 10. E. 6



Rationale: As early childhood professionals, the Berkley CFDC staff has very specific responsibilities to families and children defined within the NAEYC Code of Ethical Conduct. At times our responsibilities to children and to families may appear to be in conflict in our day-to-day work, leaving us with an ethical dilemma in determining how to resolve the conflict within those principles as they apply to specific situations. As a staff, we recognize this inherent conflict and embrace its power to increase our understanding of our field, of the rich cultural heritage of the children, and of individual family culture. Our goal in the resolution process will be to resolve the issue in the best interest of the child.

Resolution Process:

1. We turn to the code of ethics for a foundation and find it in Principle 1.1. “Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code.*” In resolving first to do no harm to children, we recognize that school/family conflict is inherently harmful to children and resolve to work through a solution which meets the needs of all parties involved.
2. From the staff point of view, it is also essential that program practices be based upon current knowledge of best practices in the field of early childhood education and child development, as well as recognizing and valuing each child’s culture, language, ethnicity, and family structure.
3. Again, we turn to the NAEYC code of ethics for guidance; “Because the family and the early childhood practitioner have a common interest in the child’s well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child’s development.

4. That primary responsibility to bring about communication begins with classroom teachers supported by Berkley's administrative staff. We will look for areas of commonality and agreement and begin there to develop an understanding of the family's values and practices.
5. As trust develops, we will share Berkley's values and begin to look for ways to resolve the issue through developing bonds of respect and understanding.

## **Sr. Child Development Teachers / Co-Teachers Planning Time**

NAEYC accreditation standard 4.D – Adapting Curriculum, Individualizing Teaching, and Informing Program Development 4.D. 04, 4. D. 5 4. D., Supportive Work Environment 6 A. 6,7 6 D. 15



**Rational:** Berkley CFDC is committed to intentional teaching practices. A clearly stated curriculum and or curriculum framework provides a coherent focus for planning children's experiences and should allow for adaptations and modifications to ensure access to the curriculum for all children. At Berkley we are committed to teaching practices which support curriculum in all content and developmental areas, provide a flexible framework for teaching, and support the development of daily plans and learning experiences. In support of curriculum planning Berkley schedules each teaching team / co teachers one hour a week outside their classroom to plan together.

**Process:** Expectations for the use of planning time:

- Lesson plans for the current week will be posted in each classroom by 7:30AM each Monday.
- The Preschool plan format will provide learning opportunities in all DRDP domains.
- The Infant Toddler plan format will provide learning opportunities in DRDP and Project Construct.
- Planning time will be used by the two lead teachers, working together, to develop developmentally appropriate, integrated lesson plans for their classroom. If a class is working on a project, the plans will support and further the learning within the project. If the class is developing a theme, the plans will support learning within that theme.
- Lesson plans will support intentional teaching by setting objectives for the week based on child interest in the topic area.

- Lesson plans will provide opportunities for emergent curriculum as well as planned activities. Planned modifications and additions to learning centers will provide provocations for children’s exploration of the project or theme.
- Teacher’s personal (non-posted) copies of lesson plans will indicate how the plans meet individual children’s needs. Modifications needed to allow children with special needs to fully participate will be included. For example, plans might indicate a need for a teacher to use “helping” scissors with a child whose fine motor skills are delayed; or to provide a soymilk substitute when children make their own smoothies for snack.
- Lesson plans will provide clear, day specific direction for substitute teachers. Substitutes should be able to step in and carry out the day’s activities using the lead teachers’ plans.
- Requests for time off on a scheduled planning day must indicate that the teacher has arranged to trade planning time with another classroom. Unplanned absences will require that the remaining teacher use the scheduled planning time to plan alone or with the CIS, meeting with her co-teacher later in the week to finalize agreement on the following week’s plans.
- The Child Development Specialist will be available to support teacher planning on request and will occasionally sit in on planning sessions to provide support. Her role is to provide mentoring and coaching to you along with the Sr. Director.



# Classroom Budget Process

UMKC's fiscal year is July – June. Starting July 1 each classroom starts a new budget year. Your classroom budget is \$50.00 per month and or \$600.00 annually.

In addition to your classroom budget the program, has an “instructional materials” budget for basic staples for the program such as paint, large jugs in art studio, construction paper for program, clay, ooey gooey cabinet supplies.

The Berkley center supply budget is also used for office supplies, rubber gloves, first aid supplies,

## **Processes for using the classroom budget:**

- 1. How do I spend my \$50.00 a month to purchase classroom supplies?** There are purchasing forms located in the Child Development Specialist office for you to fill out. Susan will then order your purchase using her university One Card. If you spend all \$50.00 each month then great that is what the money is for. If you want to save your money and make a more expensive purchase in a year, then that is OK to. All classroom purchases are recorded on a “classroom budget ledger” The ledger is kept in a three-ring binder located at the front desk. Classroom materials must meet the curriculum goals and objectives of Berkley. **The program excludes baby walkers.** You are welcome to look at the budget any time it is your budget!
- 2. When may a teacher purchase materials with their own money and how does the reimbursement processes work?** The University of Missouri system does not recognize petty cash. **Berkley has special permission** to reimburse teachers for emergency purchases. Emergency purchases should never exceed \$50.00 in a month per teacher. Emergency purchases are for items you need for a current project (food is a good example) and you need to buy quickly. Example, during your planning time you discover a special interest of the children and plan an activity for the following day or later that week. Another great example is garage sale shopping or going to a warehouse or antique mall. Teachers love to shop for their classrooms and taking that type of ownership is wonderful. We just need to follow the university rules.

# **Professional Development & In-service Hours** **(PDD)**

Accreditation Standard 6 A 7, B 4, 6 D 7



**Rationale:** 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 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, deepen their understanding of NAEYC Code of Ethics and help move each teacher to his or her next level of professional competence. In addition, the University of Missouri Kansas City provides a 75% reduction in college tuition for all full-time employees.

- Professional Development Days are required to be attended as scheduled. Typically, they are held on the second Friday of every month excluding June and December.
- Sr. Child Development Teachers are required by the state of Missouri to have 12 in-service hours (professional development) per year. Berkley CFDC requires an additional 9 hours with a total of 21 in-service hours per year. The additional nine (9) hours is included in our book studies, articles, and professional development projects. Berkley pays for professional development/in-service hours. Records of professional development are kept in each employee's file and sent to the Missouri Professional Recognition System (PARS).
- Child Care Aids are required to have 12 hours of approved Inservice each year.
- Berkley's professional development plan includes book studies on relevant topics that connect to our curriculum and philosophy, teaching practices, action research, committee meetings, and required trainings. Examples of trainings include Ethics and how we use our NAEYC Code of Ethics [naeyc.org](http://naeyc.org), Anti-Bias Education, Partnering with Families, Health and Safety, Project Construct, Reggio Inspired Approaches, Nutrition, DRDP, Assessment / Screenings and Curriculum Planning.
- Sr. Child Development Teachers, Administration and staff attend a full eight-hour day on PDD. Part time staff attends in the afternoon typically 1:30 – 3:30. Childcare aids will be scheduled to attend PDD from 1:30 – 3:30 unless they are not available to work those

hours as indicated on the work availability list. Staff meetings are scheduled throughout the year for child care aids, who do not attend PDD, on a week night (6:00 – 7:00 P.M.)

- There may be times when all staff are required to attend a conference or training that falls on a Saturdays and or in the evening. This is standard for our field in order to maintain appropriate ratios during school hours. This is particularly true for part time staff. Hourly employees do clock in for training hours. Berkley will pay for each Sr. Child Development Teachers basic membership to The National Association for the Education of Young Children (NAEYC). All faculty are sent to Project Construct module trainings. Some professional development trainings are held on Saturdays.
- Full-Time employees are required to participate on a staff committee.
- Hourly employees' clock in as hours worked while attending trainings and staff meetings.
- Absences from Professional Development Days may be excused for unavoidable events however If an employee misses a PDD's in a year they must meet with the Child Development Specialist and Sr. Director and plan for a substitute activity. Examples of substitute activities are written book reviews, researching an article and presenting it to the staff etc...
- If you are ill on a PDD, you may be asked for a doctor's note to show you were seen and what you were seen for.

# What Do I Do If I Get Sick?

## Staff Illness Policy

Accreditation Standard 6A-8

While it is important to the care of children that teachers have consistent schedules there are times when you may have the following symptoms and are too ill to come to work. If you are ill and not able to come to work, it is the responsibility of the individual employee to contact the main desk phone at 816-235-2600, to notify of absence.

Individuals will be sent home from work if symptoms are noticeable. The individual may not return to work until symptoms are gone for twenty-four hours or have a non-related doctor's written release. When a staff member is absent two consecutive days a doctor's note is asked for.

The school encourages employees to be attentive to the following symptoms.

- Contagious diseases, as diagnosed by a physician, temperature over 100 F
- Vomiting - twice within a twenty-four-hour period.
- Diarrhea and loose stools (abnormal bowel movements for the specific person). If there are two occurrences within a twenty-four-hour period, the individual needs to stay home twenty-four hours after the symptoms disappear.
- Extreme nasal or bronchial congestion. Green mucus discharging from nose or throat is a sign of infection.
- Severe coughing. If the individual gets red or blue in the face or makes a high-pitched croup or whooping sounds after coughing.
- Eyes (red, glazed, discharging). Remain home until discharge stops or an unauthorized medication for twenty-four hours.
- Ringworm, lice, or impetigo. The individual should return only when adequate treatment has controlled the spread.
- Pinkeye: tears, redness of the eyelid, irritation, followed by swelling or discharge of pus with a physician's written permission to return to the center.

# How Do I Schedule Time Off?

## Scheduled Absences/Vacation Requests Breaks

Accreditation Standard 6. A.12, 15,16

### Scheduling Procedures part time and full time staff

Berkley's philosophy embraces family relationships and a key element to that is family communication. An important link between teacher and parent communication is having the opportunity to talk with each other at the beginning and end of each day. In response to this, the master schedule is developed based on the needs of each classroom (when children arrive and depart). It is required that one co-teacher be available at the beginning and end of each day. However, faculty is typically gone by 5:00 or 5:15 and the child care assistant remains in the classroom with the children who are still in attendance.

In order to meet the needs of the families and staff of Berkley the following scheduling procedures will be as follows:

- Shifts for the classroom will be based on the number of children present in that classroom and its partner classroom.
- Sr. Child Development Teachers (Co-teachers) – team of Co-teachers will be provided with a shift schedule prior to the beginning of each new semester (August, December, January and May) and **the teachers will determine** who will work each shift. This will be considered a primary shift. If you need to change your time from the primary shift, you will need to work it out with your co-teacher. There must be a co-teacher available in the AM and PM. If there is a conflict in scheduling, then the Co-teachers in the classroom will work with the Child Development Specialist and Sr. Director to finalize their primary schedule for the semester. Priority for early days is given to staff members who are enrolled in early childhood classes at UMKC. For example, if one teacher is taking a class on Tuesday and Thursdays that starts at 4:00 PM then they would be given priority to work the 7-3 or 7:30-3:30 hours on those days. This is the main purpose for having one shift end at three or three thirty in the afternoon. Each Co-teacher gets two early days and two late days (8-5). The Co-teachers collaborate on how to split early and late days on Fridays.
- One-hour breaks are given to teachers working 8-5.
- Bathroom breaks are given by the front desk person each morning between 8:30-10:30. Please feel free to call the front desk on the intercom when needed. Of course, if you need to use the bathroom another time just contact the front desk and they will come and relieve you. If our front desk person is unable then the administrative team will provide breaks as needed.

- As stated in our Guidance policy, any time a teacher is in need of a “time out or immediate break” when they are unable to perform their duties, they may ask administration for a break and it will be given.
- Vacation requests should be submitted **3 weeks prior** to the first day of vacation. A three (3) weeks’ notice gives the scheduler a more appropriate time frame to find a substitute. We understand that emergencies come up and this will not always be possible.
- The goal is to have only one teacher (from a specific classroom) on vacation at a time.
- Vacation requests are “first come first served”. To assure staffing needs, only three (3) employees will be approved for vacation on the same day. If there are three (3) vacations, scheduled on a specific day, a waiting list will be created and **if there is a substitute available** the time off request may be granted.
- Times off request forms are kept at the front desk. Review steps for filling out form and requesting time off with the Director and Administrative Assistant.

## **Unexpected Absences**

- If an employee, part time or full time, is going to be absent for any reason it is their responsibility to call Berkley (816) 235-2600 and notify the Administrative Assistant and or Director.
- Staff must contact the school prior to their scheduled shift. If an employee becomes ill the night before work, they should call the school immediately. If it is after center hours a detailed message should be left on Berkley's voice mail.
- Please remember that it may take some time to secure a substitute; therefore, an employee is asked to contact the school as soon as they know they will not be at work.

## **Time Clock / Hourly Employees**

Non-salaried employees must clock in and out daily using their UMKC One Card (employee ID). The time clock is located on the west wall outside the Zoo room.

Non-salaried employees must clock in and out for every shift including breaks. The Administrative Assistant checks all work time recordings weekly. Hours recorded in the time clock system are completed / reviewed electronically by the administrative assistant and approved by the director or designee each Monday.

## **Tardiness**

Attendance and punctuality are important to the school, staff, families and children. The spirit of the entire team is impaired if an individual does not arrive at the designated starting time. An employee should notify the school to explain any reason that may cause him/her to arrive to work late. If you are unable to notify Berkley CFDC of lateness caused by unforeseen circumstances (e.g., a flat tire weather conditions), upon arriving late, the administrator should be notified, and an explanation given. An employee with unexcused and excessive tardiness is subject to disciplinary action, including termination.

# Employee Leave

## **Employee Leave (benefit eligible full-time appointment Minimum 30 hours per week.)**

Leaves (HR-400)

HR-402 Vacations

Accreditation Standard 1470 10 E. 06

### **Summary**

All Administrative, Service and Support regular employees who have prior supervisory approval are eligible to receive paid vacation. Employees with primary titles that are Administrative, Service & Support who are exempt from classification because their positions are primarily directing instructional, or research activities are not subject to this policy.

### **Probationary Employees**

Vacation time is not earned unless the probationary period is satisfactorily completed. However, employees needing to take time off during their probationary period may utilize personal days or, with supervisory approval, employees may take leave without pay. See UMKC Policy Manual for details.

### **Accrual**

Regular employees who have satisfactorily completed their probationary period accrue vacation time from their date of hire in accordance with the rates detailed in the following table. If an employee works greater than 75 percent FTE but less than 100 percent FTE, he/she will accrue vacation time on a prorata basis. Employees may accumulate twice their annual accrual.

Employee Group	Years of Service	Vacation Accrual Rates (Days Per Year)
Office, Technical, Maintenance and Service (includes all employees in positions designated as nonexempt and eligible for overtime pay)	5 or less	12
	Over 5	17
	Over 15	22
Administrative and Professional (includes all employees in positions designated as exempt and not eligible for overtime pay)	5 or less	17
	Over 5	22



**Click on link for full policy UMKC Policy Manual**

**<http://www.umsystem.edu/ums/rules/hrm/hr400/hr402>**

**Terms for leave of absence:**

1. Requests for leave must be made in writing three weeks prior to the leave time requested.
2. Employees must complete an online report of absence form upon return from any leave of absence.
3. **An employee who is absent for more than two consecutive days due to illness may be required to obtain a written excuse from a physician. A note may also be required when any absenteeism becomes excessive or during a Professional Development Day.**
4. Employees may take a maximum of 2 weeks leave at one time. Extended leaves of absences must be pre-approved by supervisor and/or fall under the requirements of FMLA.
5. When an employee is ill, it is the employee's responsibility to notify the school as soon as they know they will not be at work. The employee must contact the Center's voice mail if illness begins at night or prior to the opening of the school at 7am. Please do not leave a voice mail message on any other school phone lines.
6. Any absence without pay is considered unexcused and may be subject to disciplinary actions. Please note that absences related to FMLA would not be considered in this requirement.
7. Additional terms for leave see UMKC HR Policies at **<http://www.umkc.edu/adminfinance/hr/employeeresources.asp>** For FMLA, legal procedures HR410 , voting HR411 and funeral leave HR412

**Reporting Absences**

All absences from work including vacation, sick leave, personal days and other excused or unexcused absences must be reported **online on the report of absence sheet**, signed by the employee and approved by the supervisor. Supervisors are responsible for assuring that Reports of Absence are submitted in a timely fashion and that absences are properly recorded and reconciled with official university records.

**Sick Leave**

All Administrative, Service and Support regular employees are eligible to receive paid sick leave. Employees with primary titles that are Administrative, Service & Support who are exempt from classification because their positions are primarily directing instructional or research activities are not subject to this policy.

## Probationary Employees

Sick leave is accrued from the first day of employment. Employees needing to take time off during their probationary period are eligible for sick leave as it is accrued. However, sick leave may not be used until it is accrued. Click on this link or visit the UMKC Human Resources home page for full details <http://www.umsystem.edu/ums/rules/hrm/hr400/hr404>

# **Guidelines for Flexing Time**

## **Holidays**

- When both teachers work during a holiday week and the number of children are low, it is up to the teachers to work with Administration to determine how to flex their time.
- This may include but not be limited to release time to work on portfolios, documentation, or flexing time for the day.
- Teachers may choose to split shifts on a day Berkley is closing early due to upcoming holiday such as the Wednesday before Thanksgiving. This is determined depending on number of reservations for children in the classroom. Ratios must be maintained. Classrooms may be combined if needed for staffing.
- Administration must be notified before a teacher or staff member leaves the building for the day.
- When vacation during holidays has been pre-approved, vacation accrual will be used.
- Full time benefit eligible staff use their Winter Break hours (four personal days) on the four days between the Christmas Day Holiday and New Year's Day Holiday. UMKC added these four (4) additional personal days to all benefit eligible staff December of 2017. When December 24 falls on a weekday Berkley closes at noon.

## **Non-Holidays**

- When it is not a holiday, but the number of children are low in a classroom, it is up to the team of teachers (partnering rooms) to determine how best to use the time.
- This may include but not limited to release time to work on portfolios, documentation, or flexing time for the day.

- When flexing time, please take into consideration what schedules have been worked for the day. Administration must be notified before a teacher or staff member leaves the building for the day.

## **Official University Holidays**

- New Year's Day
- Martin Luther King Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day and the Friday following
- Christmas Day
- The four (4) days between Christmas Day and New Year's Day

When a holiday falls on a Saturday, the preceding Friday is observed. When a holiday falls on Sunday, the following Monday is observed. Reminders will be posted for families. Should any other closings be necessary, families will be notified well in advance unless it is an emergency. Snow Days – unless the University is closed, the Berkley Center will remain open. Please call Berkley to verify and review the Inclement Weather Policy. Berkley closes at 4:00 P.M. on Thanksgiving evening and 12:00 P.M. on Christmas Eve.

## **Guidelines for Taking Classes**

UMKC provides a reduction in college tuition for all full-time employees. This includes all full time benefit eligible employees of Berkley. Please see the UMKC employee policy handbook for complete details.

UMKC reduces tuition by 75% for 6 hours of credit per semester (Fall & Spring) and 3 hours in the summer.

When scheduling for classes remember they must be taken on your own time. For example, if you are scheduled for a 4:30 class then you need to work the early shift in your classroom. Each semester co-teachers must work their schedules out together to accommodate class schedules.

If there is a situation where a leave of absence is required, for example student teaching, this must be approved by Administration. On some occasions teachers have used vacation time to cover additional course work that takes place during the day. However, it is critical to remember only in emergency situations will it be approved for both co-teachers to be absent from a classroom. This includes working until 5:00 P.M.

### **Options for daytime classes, when work hours are affected:**

- Schedules may be adjusted to accommodate class times. Time taken for classes may be made up to account for a 40-hour work week at Berkley. If hours cannot be made up, personal vacation time must be taken.
- If staff is working a 10-hour day to make up hours, this must be approved by scheduler with final approval from the Director and meet scheduling needs of part-time staff.
- The adjusted classroom schedule (teacher vs. part-time sub) must meet the needs of children, families, and Berkley.
- Schedules may be worked out with partnering rooms for scheduling needs. This requires administrative approval.

### **Practicum's/Observations/Internships**

- When practicum's, observations, or internships occur during working hours, this must be done using personal vacation time or adjustments in work schedule to accommodate 40 hours must be made.
- Any reduction in work hours that cannot be made up must be approved by administration. Salary and vacation accrual will be affected.

## **Personnel Files**

*Accreditation Standard 6 D. 11, 10 E. 6*

Personnel files will be kept on each employee and volunteer. Records will include:

1. State of Missouri required form for a health examination, which will include a tuberculin test or chest x-ray.
2. T.B. tests are required when hired but are no longer required annually by the state unless you have been exposed or were flagged high risk on your physical examination.
3. State of Missouri background check and child abuse screening.
4. Emergency contact form.
5. Credentials, including college transcripts, and or In-service records.
6. Resume and application.
7. Performance reviews and learning plans / goals for the year.

Files will be kept on employees for five years after resignation, non-renewal of contract or termination.

# **Resignation**

*Accreditation Standard 10. E. 6*

1. Notice of resignation must be made in writing.
2. We ask full time; salaried teaching staff must give thirty days' notice with a minimum of a two-week notice.
3. Part-time, non-salaried staff members are expected to give a two week.

# **Annual Review Processes**

*Accreditation standard 6 D. 11*

Rationale: Berkley recognizes that teachers and staff members are at different levels of professional development. This is to be expected and professional development plans are created to help teachers meet high standards and improve their teaching skills. Conversations regarding teaching practices also provide opportunities for professional growth. A copy of the full-time performance standards and the childcare assistant performance standards for evaluation are located at the end of this handbook. A copy of the learning plan used for goal setting is also included.

Process: All staff are evaluated annually and expected to complete a learning plan for professional growth. While formal evaluations and goal setting are critical to professional growth, they should not be the only form of feedback and support. All staff members are given a copy and have access to the evaluation criteria and indicators evaluation form used at Berkley in connection with the UMKC MyPerformance process <https://info.umkc.edu/hr/talent-management/myperformance/>

Self-evaluation is including in the university process and must be electronically completed before the finale review can be signed off on.

To attract and maintain a consistent qualified well-trained staff and reduce staff turnover Berkley offers the following:

1. Competitive Salaries with other childcare centers in the Community
2. Comprehensive benefit package including University tuition reduction of 80%, health, dental, vision insurance.
3. Paid vacation and sick leave.
4. All professional development is paid for.
5. Access to University of Missouri Retirement and or Pension Plan

## **Dismissal for Staff**

Accreditation Standard 10. E. 6

The director and/or designee have the responsibility of terminating a staff member. Written notice for termination will be given for any of the following:

1. Any criminal offence such as abuse, theft, or assault.
2. Incompetence in performing the duties of the job required or excessive absences or tardiness.
3. Insubordination
4. Any act that may affect the health and safety of children.
5. **Teaching staff never use threats or derogatory remarks and neither withhold or threaten to withhold food as a form of discipline. Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. This is ground for immediate termination.**

## **Equal Opportunity Employer**

Accreditation Standard 10 E. 6

The University of Missouri – Kansas City is an equal opportunity employer. A University Personnel Policy Manual is available. These policies and procedures take precedence over any other guidelines set forth. In addition, the Berkley Child and Family Development Center adheres to the guidelines and standards set forth by Missouri State licensing and Missouri Voluntary Accreditation. These guidelines are readily available to employees. Copies are located in the lounge or from the Director.

# Appendix A.

## Criteria and Indicators for best practices

Accreditation standard 6 D. 11

**This document outlines the indicators for teaching expectations for performance reviews. Please remember that the faculty teaching at Berkley is at different levels of professional development and may not meet all indicators. This is to be expected and professional development plans are created to help teachers meet high standards and improve their teaching skills. This form is to be linked to the UMKC official evaluation form. Refer to the notes section.**

Criteria	Indicators for Best Practices (Fully Met).	Teacher Notes
<p style="text-align: center;"><b>Family Interactions</b></p> <p>Are families greeted and communicated with on a daily basis? Are all families respected for cultural differences? How are families involved in their child's education ,curriculum and are families involved in a non-superficial way? Please give examples.</p>	<p style="text-align: center;"><b>Indicators</b></p> <p>Criteria and An effort is made to get to know the families cultural background by including families in social gatherings, asking families about the traditions and holidays they follow, inviting families into the classroom. Families are asked for input in documentation and curriculum plans through e-mails, notes, phone calls etc. By asking questions and listening to family suggestions. Families are included in the goal setting, hope and dreams for their children and the classroom.</p>	<p><b>Notes – in this section I have listed the criteria this area falls under in the UMKC evaluation</b></p> <p>Collaboration, communication, diversity and inclusion, time management, customer focused.</p>
<p style="text-align: center;"><b>Curriculum</b></p> <p>Are there planned activities as well as spontaneous activities that Build on the children's emerging interests and questions? Is there a natural flow from one activity/day to the next? How are the children and families involved in determining the curriculum? Are all areas of development (cognitive, physical,</p>	<p style="text-align: center;"><b>Indicators</b></p> <p>Teachers are intentional in their classroom planning within a constructivist environment. From setting up the classroom to assessing children to planning the curriculum—they are intentional. Teachable moments are encouraged and guided by program goals and outcomes. The Project Construct domains are used within the context of the curriculum planning. All areas are planned for including social emotional, science and mathematical thinking, physical development, language and literacy. Questioning and hypothesizing is critical to the children's learning. Curriculum webs, charts, raw and formal documentation is present in the classroom.</p>	<p>Accountability, diversity and inclusion, judgement, time management, accountability</p>

<p>social-emotional, language-representational) and subject areas (science, math, language, social studies, health, music/movement, art) met by the curriculum provided? How are class meetings used? Please give examples.</p>	<p>Children’s play is valued and large portions of the day are support play and the use of various learning centers. Teachers realize that the best curriculum emerges out of the themes children are investigating and expressing, rather than from a commercial activity book or file of last year’s plans. Teachers can identify the kinds of play occurring in their classrooms, Many materials are introduced to the children.</p>	
<p><b>Environment</b></p> <p>Is it appropriate, inviting, challenging, clean, organized and beautiful for children? Is it inviting and informative for families? Are the children’s needs met by the environment? How do you assess classroom materials? Are you proactive in obtaining classroom materials ie. Wish lists, classroom budget, admin requests. Do you think about why you have chosen certain materials? Please give examples.</p>	<p><b>Indicator</b></p> <p>Classrooms have clearly marked interest areas. The teacher uses the ECERS E environmental rating scale to reflect on his or her classroom setup. The classroom is inviting, organized, homey, including elements of nature, soft and hard textures, nature or man- made from diverse cultures, contrasting colors, organization of space, and lighting. Family photos are brought in by the families and displayed throughout the classroom. Children’s work is treated with respect and dignity and displayed throughout the room.</p>	<p>Diversity and inclusion, judgement, time management, accountability</p>
<p><b>Documentation</b></p> <p>Please reflect on how the implementation of Work sampling or Ounce Scale has impacted your classroom / Family communication. Are displays informative and labeled? Do you use panels? If so are they meaningful, aesthetically pleasing, and useful? If not why don’t you use panels?</p>	<p><b>Indicator</b></p> <p>Stories about the children’s learning and how they spend their days with you are extremely important to parents. Stories that give insight into emotions or skills or development are most Meaningful. Less meaningful would be “your kid had a great time doing dress-up today.” More meaningful: “Your child played dress up with two other children, they all wanted to use the same fancy dress, here’s what they said and here’s how they resolved their disagreement.” In growing a culture of inquiry, our focus is not on</p>	<p>Communication</p>



<p>Do weekly plans describe how planned experiences relate to assessment goals? Please give examples. Curriculum plans are posted in the classroom and easily found by families, children, and teachers.</p>	<p>teaching children information and facts. We aim to uncover the questions and theories that lie underneath children’s play and to help the children pursue those questions and theories—not to get as some eventual “right answer” but to strengthen their dispositions to be life-long learners: Documentation showing the process of children’s thinking is displayed throughout the room and school. Example daily journals, bulletin boards out in the hallway display the work from the current project, documentation showing the voice of the children, teachers, and families. Curriculum webs, charts, drawings and three dimensional work is displayed.</p>	
<p><b>Criteria</b> <b>Classroom Schedule</b></p> <p>Does your classroom schedule fit the needs of the children? How are your transitions? Are there large blocks of time for indoor and outdoor exploration? Is there a logical flow from one activity to another? Are there daily times for children to engage in small group, large group, and individual activity? Please attach a copy of the fall and spring schedule.</p>	<p><b>Indicator</b></p> <p>The schedule is generally adhered to as a guide for the day. Transitions are used to connect a link to learning from one portion of the day to another. The schedule is posted in written form for adults with explanations for subs. The schedule is posted in picture/text format at child eye level. The day is well balanced between small group, large group, outdoor, and indoor play. The Schedule meets the standard of excellence for the Quality Rating System.</p>	<p>Communication and time management</p>
<p><b>Professionalism—Taken from NAEYC Accreditation Criteria</b></p> <p>All teaching staff evaluates and improves their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop a learning / development plan with</p>	<p><b>Indicator</b></p> <p>Completes twenty one (21) professional development hours per year – Professional development is linked back to goals set in learning plan – Attended at least one Reggio Collaborative meeting in a school year, participates in staff meetings and department meetings. Is punctual and does not have excessive absences. Is a member of a professional early childhood organization. Shares educational information with families such as journals and articles outlining care and education in a developmentally appropriate program.</p>	

their supervisor and use it to inform their continuous professional development. All teaching staff continuously strengthens their leadership skills and relationships with others and works to improve the conditions of children and families within their programs, the local community or region, and beyond. Teaching staff participate in informal or formal ways in local, state, or regional public-awareness activities related to early care by joining groups, attending meetings, or sharing information with others both at and outside the program.

Takes an active role in committee work at Berkley

The faculty member respects and follows NAEYC's Code of Ethical Conduct.

## **Teaching Principles for Growing In-depth Explorations**

**Developed by Ann Pelo, 2005**

Accreditation Standard 6 D. 11

*In the ordinary moments during our days with children, we encounter many little flickers of possibility for in-depth exploration and investigation. How do we fan those flickers so that they burst into flame, sparking inquiry and strengthening community?*

*There are some fundamental teaching principles that can guide our planning, both in the moment when we observe a flicker of possibility and over time, as we strive to keep the flame of inquiry burning.*

1. *What can we do that would deepen children's relationships?*
  - *with each other*
  - *with their families*
  - *with the community*
2. *How can we connect this moment to the developmental themes of childhood?*
  - *pretending*
  - *building and constructing*
  - *inventing and playing games*
  - *living in our bodies and our senses*
  - *engaging in meaningful work*
3. *What can we do that would invite children to take a different perspective?*
  - *being inside*
  - *being outside*
  - *being small*
  - *being big*
  - *being another person or creature*
4. *How can we help children see their own and each other's ideas? How can we make their thinking visible?*
5. *How can we use this moment to strengthen children's skills in learning domains such as literacy, math and logic, or critical thinking and anti-bias understandings?*

*Copy writes Ann Pelo, 2005*

# Appendix B.

## Child Care Assistant Evaluation

<b>Child Care Assistant Evaluation</b>	Needs Improvements	Achieved Expectations	Exceeded Expectations
<p>The Child Care Assistant is a member of the teaching team of the Berkley Child and Family Development Center who assists in the implementation of classroom care and experiences. They are under direct supervision of the Assistant Clinical Instructors. The Child Care Assistant performs the daily routine tasks that establish the basic foundation for a healthy &amp; safe environment of the Berkley Center.</p>			
<p><b><u>1. Learning Environment and Curriculum:</u></b> Supports the Assistant Clinical Instructor in creating the learning environment and general curriculum.</p> <ul style="list-style-type: none"> <li>• Follows a daily schedule.</li> <li>• Gives children choices.</li> <li>• Supports and encourages children’s participation.</li> <li>• Carries out classroom lesson plans as directed by assistant clinical instructor.</li> </ul>			
<p><i>Comments:</i> ○</p>			
<p><b><u>2. Families and Communities:</u></b> Families and children are greeted when entering the classroom. Works to create and maintain relationships with families.</p> <ul style="list-style-type: none"> <li>• Respects the family’s role as primary educator.</li> <li>• Establishes positive communication and relationships with families.</li> <li>• Acknowledges the varying structures of children’s families.</li> <li>• Accepts differences in children.</li> <li>• Follows rules of confidentiality.</li> </ul>			

<i>Comments:</i>			
	Needs Improvements	Achieved Expectations	Exceeded Expectations
<b><u>3. Health, Safety and Nutrition:</u></b> Practices basic measures to ensure the safety of all children.			
<ul style="list-style-type: none"> <li>• Releases children to authorized persons.</li> <li>• Demonstrates basic pediatric first aid and CPR.</li> <li>• Follows regulations regarding health and safety.</li> <li>• Maintains emergency supplies and equipment.</li> <li>• Carries out disaster plans and drills.</li> <li>• Verbalizes and adheres to ratio requirements.</li> <li>• Explains and performs the mandated reporter to role for child abuse and neglect.</li> </ul>			
<i>Comment:</i> ○			
Maintains a safe environment for children under supervision of the Assistant Clinical Instructor. <ul style="list-style-type: none"> <li>• Maintains all areas, following regulations for safety.</li> <li>• Selects safe toys.</li> <li>• Actively supervises and interacts with children to ensure safety both indoors and outdoors.</li> </ul>			
<i>Comments:</i> ○			
Responds to health needs of children. <ul style="list-style-type: none"> <li>• Practices appropriate hand washing techniques.</li> <li>• Helps children practice appropriate hand washing techniques.</li> <li>• Practices safe diapering procedures.</li> </ul>			

<ul style="list-style-type: none"> <li>• Implements practices to avoid/control blood-borne pathogens to ensure safety of adults and children.</li> <li>• Responds to children’s injuries and fear of injuries, documents and injuries and notifies families, while assuring the comfort and care of other children.</li> <li>• Checks children daily for signs of abuse and neglect.</li> </ul>			
<i>Comments:</i>			
	Needs Improvements	Achieved Expectations	Exceeded Expectations
<p>Follows center nutrition policies.</p> <ul style="list-style-type: none"> <li>• Practices safe handling and observes general sanitation practices.</li> <li>• Maintains sanitary environments.</li> <li>• Recognizes healthy hazards in meals (choking, allergies, etc) and takes steps to prevent dangerous situations.</li> </ul>			
<i>Comments:</i> ○			
<p><b><u>4. Interactions with children</u></b> Provides individual guidance and meets individual needs of children. Models problem solving by using appropriate language and encouraging autonomy.</p> <ul style="list-style-type: none"> <li>• Avoids actions that would cause physical and emotion harm.</li> <li>• Provides appropriate supervision. Children in sight at all times.</li> <li>• Cares for children based on positive, warm, nurturing relationships. Uses positive behavior guidance.</li> </ul>			
<i>Comments:</i> ○			
<p>Enhances group experience by supporting the Assistant Clinical Instructor.</p> <ul style="list-style-type: none"> <li>• Provides organization and flexibility when working with children.</li> <li>• Handles activities and changes in schedule with clear directions and patience.</li> <li>• Takes direction positively.</li> </ul>			
<i>Comments:</i>			

	Needs Improvements	Achieved Expectations	Exceeded Expectations
<p><b><u>5. Professional Development</u></b>  Displays positive attitude towards staff, families, and children.</p> <ul style="list-style-type: none"> <li>• Enjoys working with children and models a positive attitude.</li> <li>• Exhibits good hygiene and personal appearance</li> <li>• Demonstrates good work habits.</li> <li>• Is aware of the professional code of ethics for early care and education and its main topic.</li> <li>• Behaves ethically, maintaining confidentiality and impartiality.</li> <li>• Shows commitment to the program’s goals.</li> </ul>			
<p><i>Comments:</i>  ○</p>			
	Yes	No	
<p><b><u>6. Center Policies and Procedures</u></b>  Follows and adheres to policies and procedures outlines in Staff Handbook.</p>			
<ul style="list-style-type: none"> <li>• Eating and Drinking</li> </ul>			
<ul style="list-style-type: none"> <li>• Cell Phone Use</li> </ul>			
<ul style="list-style-type: none"> <li>• Attendance</li> </ul>			
<ul style="list-style-type: none"> <li>• Scheduled Absences</li> </ul>			
<ul style="list-style-type: none"> <li>• Tardiness/Timesheets</li> </ul>			
<ul style="list-style-type: none"> <li>• Completes 12 hours of continuing education per calendar year</li> </ul>			
<ul style="list-style-type: none"> <li>• Personnel Files-transcript update</li> </ul>			
<ul style="list-style-type: none"> <li>• Guidance/Discipline</li> </ul>			
<ul style="list-style-type: none"> <li>• Emergency Plan and Procedures</li> </ul>			

• Accident/Illness Reports			
• Clean Rooms			
• Ratios			
• Diapering/Hand washing			
• Playground Safety			
<i>Comments:</i>			

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Sr. Child Development Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sr. Child Development Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Care Aid / Assistant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sr. Director's Signature

\_\_\_\_\_  
Date