

Inspiring Kids Academy



Parent Handbook

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About Us

Mission Statement

Our mission is to provide each child with a safe, nurturing, academically challenging, and culturally diverse environment; and to offer each child the highest quality early childhood education attainable.

Our Philosophy

Happy, healthy children are our objective. We are committed to providing a caring environment where children can develop socially, emotionally, physically, and intellectually at their own pace. The program is based on sound developmental principles, providing a stimulating and challenging learning environment. We strive to provide high-quality care that is tailored to each child's developmental needs and capabilities.

Our curriculum, "Frog Street," fortifies our belief in the whole child. We respect the right of every child to take part in our developmentally age-appropriate program.

Our Goals

Emotionally: Encourage, support, and help your child grow in positive self-awareness.

Social: Provide an environment in which your child understands and strengthens relationships.

Physical: Plan activities in which he/she grows in perceptual motor skills and bodily development.

Intellectual: Involve your child in appropriate experiences to enhance discovery, communication, conceptualization, and creativity

Our Curriculum

Inspiring Kids Academy utilizes Frog Street to help your child thrive. Frog Street is a comprehensive, research-based curriculum specifically developed for early learners. The curriculum is based on a thematic course of study to educate the whole child and prepare them for the next steps in their academic and social journey. Elements of the Frog Street Curriculum include a research-based scope and sequence that touches on literacy, math, and other content areas, such as integrated STEAM projects to promote problem-solving and beginner coding skills.

All in all, the curriculum your child will enjoy at Inspiring Kids Academy enhances their growth in areas including the following:

Creativity. Cognitive skills. Emotional development. Literacy and language. Music. Motor skills. Movement. Social competency. Physical well-being.

Classroom Routine

Following a consistent daily routine each day helps to build the children's sense of security and independence to make choices and take risks, leading to exciting learning opportunities. Each classroom decides on the daily routine that works best for its settings, schedule, and children enrolled in the classroom. The following are components that are always included in the routine. The length and order of the segments may vary for each classroom.

- Centers allows children to plan what they would like to do during their free choice time. They have the opportunity to do it, and then return to their small groups to talk about their experiences that they had during their free choice time.
- A Large Group Time each day with children and their teachers. This is a time for circle time, group sharing, singing, finger plays, group games, stories, etc.
- A Small Group Time with children and the teachers. Small Group Time provides children with opportunities to use materials, experiment with these materials, talk about their discoveries, and solve problems that they encounter. Small Group Time builds on the strengths of the children, introduces children to materials and experiences that they might otherwise miss, and provides adults with an intimate setting in which they can observe and learn about individual children on a daily basis.
- Outside Time – Large motor activities are planned inside and OUTSIDE every day (unless above 100 degrees F in the summer months).
- Transition Times – Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for these times, which keep children engaged.
- Eating and Resting Times – Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for napping or quiet time.

School Calendar

A school calendar is provided with your enrollment packet. It will provide you with the schedule of center events and dates that the program is open. A monthly calendar is also provided with the center's monthly newsletter, providing further specific information about activities, events, conferences, and center closings.

Family Involvement

The center partners with you, the family, to ensure your child's success in school and in life. Family involvement, family satisfaction, and shared decision-making about your child's experience are essential to the IKA program. We believe the center forms a caring and learning community in which families, staff, and children can interact and grow. We actively work to support family life and create ways to involve families in our program. Family involvement is an all-purpose term that encompasses family partnership groups and committees, volunteering, family education, and special events. We believe the key to family involvement is giving families a variety of ways to be involved, if they are able, in the life of the center.

Family-Teacher Partnerships

The family-teacher partnership at Inspiring Kids Academy helps children build a positive attitude toward themselves, toward language, literacy, and all other areas of the curriculum. Together, we can provide a stronger program for your child to foster a lifelong love of learning. The best teacher and family partnerships are based on frequent opportunities to share information. You can strengthen your family's role as your child's first and most important teacher and share in learning by participating in activities at home as well as at the center.

A Community of Caring

Inspiring Kids Academy is a community of caring, with policies and practices that reflect the community's ideas and values of the families served, while respecting the diversity of families and individual differences. IKA provides a strong vision of quality, appropriate educational practice, and the fundamental

The following are some of the many ways you can be involved:

- The center's open-door policy welcomes and encourages you to call or visit at any time.
- Family resources are available so that you can find books, articles, and other helpful materials on parenting, child development, health and nutrition, and general work/life and family topics.
- Parenting workshops, curriculum nights, special events, family breakfasts, and potluck dinners may be held throughout the year.
- Daily, weekly, and monthly formal and informal communication takes place throughout the day, such as morning and afternoon greetings, classroom bulletin boards, center calendars, posted lesson plans, newsletters, documentation of your child's learning, and conferences.
- We encourage you to share your ideas and concerns with center management and staff at any time.
- You are invited to come into your child's classroom and may choose to share a special activity or project.
- You are welcome to join your child for lunch or participate in any part of their day, any time you wish.
- Become a class parent or class volunteer

The partnership between families and IKA consists of the continual exchange of communication. In this process, families learn a lot about child development and curriculum, and the center learns what parents/guardians feel is important for their children to grow up to be the kind of people they expect them to be. We encourage dialogues with parents/guardians about curriculum, caregiving practices, guidance, cultural events, and celebrations of holidays. The goal of full family partnerships is to build a community and recognize and respect the differences of families and children.

Primary Caregiving

At IKA, we believe in the practice of primary caregiving. Each child at IKA is assigned a teacher as the primary caregiver who assumes special responsibility for that child and for communication with his or her parents/guardians, especially during conferences. Primary caregiving strengthens the link between families, children, and teachers. By assigning a primary caregiver to your child, we are encouraging you to establish a relationship with a particular staff member who will be especially focused on your child's needs and development, as well as your concerns.

At the same time, education is a team responsibility; all teachers on your child's team will interact with and provide learning experiences for every child in the classroom.

Family Communication

We are committed to creating a strong home and center connection by developing a process of open, honest communication with you regarding your child's development and experience at the center. This includes a continual exchange of information between you and the center staff and management.

Postings: On the doors to the classrooms will always be a way to communicate news, daily events, staff notes, holiday closing dates, center visitors, etc.

Daily Reports / Weekly News

Our Infants and Toddlers will get a daily report sent home to tell you about your child's day and any notes or reminders from your child's teacher.

Our Preschool and Pre-Kindergarten (VPK) Program will send home a newsletter that explains what your child is learning that week, includes special activities, provides home connections, and offers reminders. Daily notes will also be sent home if needed.

Parent Teacher Conferences

IKA conducts parent conferences several times each year. During the conference, you will review your child's development along with a written assessment from your child's teacher. This is also an opportunity to speak with the teacher about any concerns that you may have. Interim conferences are always available at the parents' request. If screening results reflect an area of development that additional support would benefit your child's development, the teachers and director will provide a list of the resources available and assistance with the referral process.

Individualized Learning

Individualized Learning consists of:

- Documenting your child's learning experiences.
- Planning based on your child's individual needs, interests, and skills.
- Tracking your child's developmental progress in all learning areas through assessment tools and Child Observations.
- Communicating your child's learning experiences on an ongoing basis.

Grievance Policy

In any community, and in the routine and regular process of daily living, there are inevitable situations or conflicts that are potentially negative for individuals or for the community. It is critical that long before conflict arises, an environment already exists that fosters mutual respect, tolerance, and clear, honest communication. The emotional health of a center is determined not by the absence of conflict, but by its quick and intelligent resolution. IKA is committed to responding to all family grievances within a 24-hour period and to resolving those grievances as quickly as possible. Concerns and grievances are most effectively addressed within the center. If a specific classroom concern arises, you should discuss the issue with the appropriate teacher. We encourage you to discuss more general center concerns with center management, who will involve staff members as needed.

Family Referral Program

Satisfied IKA families are always our best ambassadors. We are thankful when a family who is satisfied with their child's experience tells another family. To reward families for their consideration, we have designed the IKA Family Referral Program. Through the Family Referral Program, you are eligible to earn unlimited tuition credits. When an enrolled family refers a new family to Inspiring Kids Academy and the new family enrolls, the referring family receives a tuition credit after the new family has been enrolled for 90 days. To learn more, please see your director for details and availability.

Transitions

At IKA, we recognize how important new beginnings are in each child's development and in each child's family. We call these new beginnings transitions. We take great effort to make transitions as special and as smooth as possible for children and their families. This is done by slowly integrating children into a new program and by customizing care and communication throughout the transition period. Initial Transition from Home to Center: The first transition families experience is from the home to the center. We realize that this can often be a difficult period for families as everyone adjusts to new routines and new people. During the transition from home to center, you will receive general information on the program and a daily schedule, meet with your child's teachers, tour the classroom, and meet the other children in the classroom. You are encouraged to discuss the communication methods that work best for you with your child's teachers. Please mention any adjustment problems you anticipate, and together, we will work to foster the best possible transition. We also recommend that you visit the center several times prior to your child's first day, if possible.

By gradually increasing the amount of time your child spends at the center and by leaving your child at the center for longer periods of time, your child will adjust to this new situation.

Transitioning to a New Classroom: As children grow and develop, they need new challenges and social interactions with other children in their peer group. Children will make a transition to the next program based on their age, developmental readiness, state licensing requirements, and space availability. There is no set formula. This allows for greater flexibility so that each classroom can change to fit the developmental characteristics of the children enrolled. During the transition from one program to another, current and future teachers meet with you, and your

child is then gently integrated into the new environment through a series of visits to the new classroom. We encourage you to visit the new classroom as often as you can so that you, too, can become accustomed to the environment and bond with your child's new primary caregiver. Special attention is given to your family to support you through these changes. You are encouraged to discuss communication methods that work best for you in order to maintain ongoing dialogue throughout your child's transition.

Taking the Next Big Step: Transitioning to elementary school, IKA assists families in the transition from the center to elementary school. Teachers will provide you with information on local schools, help you with ideas on how to talk to your child about going to elementary school, and provide information on what to expect. Transition activities are integrated into the preschool and pre-kindergarten curricula. Children may take a field trip to a local school. You may also ask your center management for information on advocating for your children as they enter and transition to elementary school.

Program Standards

Program Quality Standards

We believe that quality is a goal to work toward every day. That is why we have made ongoing self-assessment an integral part of our programs. In addition, our centers participate in a voluntary accreditation process through the Accredited Professional Preschool Learning Environment (APPLE) and the state quality rating and improvement system, QRIS. APPLE has developed standards to define and recognize quality early education programs. To become accredited, a program must go through a rigorous process of self-study involving children, families, and staff. A variety of strict criteria related to providing a developmentally appropriate program must be met. These criteria include having a well-qualified and trained staff, good staff-child ratios and group sizes, and a comprehensive curriculum, as well as meeting stringent health and safety standards. In addition, the program must provide meaningful opportunities for family involvement. At IKA, our centers strive to meet APPLE accreditation standards and the state quality standards.

Positive Guidance

IKA consistently emphasizes basic respect for the individual child. Young children are striving for understanding, independence, and self-control. Children learn by exploring, experimenting, and testing the limits of their environment and experiencing the consequences of their behavior. In this way, they begin to understand how the world works, their own limits, and appropriate assertiveness. Children learn self-control and how the world works in a relaxed, positive atmosphere of support and understanding that recognizes the child's struggle toward independence. Children are accepted as they are — development is viewed as a process of growing, with each age and stage having its own characteristics, its own challenges, and needs. Behavioral guidance is viewed by adults as an important aspect of teaching and learning. Through positive guidance of behavior and modeling, staff members help children to feel good about themselves and to behave in responsible ways. When children are verbally, emotionally, or physically abusive, we take the following steps until the problem is solved.

Six Steps of Conflict Resolution

1. The teacher will approach calmly, stopping any hurtful action.
2. The teacher will acknowledge the children's feelings.
3. The teacher will gather information.
4. The teacher will restate the problem as described by the children.
5. The teacher will ask for ideas for solutions to the problem, and they will choose one together.
6. The teacher will be prepared to give follow-up support.

Discipline Policy

The primary goal of the discipline policy at our school is to promote the development of self-control through positive guidance and actions by setting clear and simple limits. We use the conscious discipline technique to help children understand how their actions affect others and how to experience healthy relationships within their preschool community.

When a child's behavior disrupts others, our goal is to remain calm, engage the other children in an alternate activity, and then address the child who needs redirecting in private. Uses various methods to encourage that child to participate with the other students: conscious discipline, which includes positive redirection, limit setting, conflict resolution and other positive guidance techniques. Once the child gains self-control of him/her-self, they will be welcomed back into the group.

Discipline does not mean punishment, withholding food, or toileting. By providing a climate that encourages positive feelings of self-worth, children will be guided toward self-discipline.

Handling of Confidential Information in Incidences of Children's

Aggressive Behavior

In social settings where young children are just beginning to explore and experiment with ways of interacting effectively with their peers, it is not unusual for incidences of aggression to occur. At certain stages in early childhood development, children's desire to communicate their feelings and the need to assert themselves as individuals may often be expressed in non-constructive ways. Children at this stage in their development may sometimes express themselves by hitting another child, grabbing toys, or even biting. As an organization committed to the education and development of young children, IKA understands the developmental context in which these behaviors may occur. We provide an environment where children can develop and grow as individuals as they learn more constructive ways of interacting with their peers. When incidents of aggression do occur, parents/guardians of the children involved are informed of the incident and of any specific information pertinent to an understanding of the situation. The information shared typically includes the details of the incident itself (e.g., the time and the place, preceding and subsequent events, the specific steps taken to comfort the child who was hurt, and, more generally, to handle the situation).

Plans are developed to teach more in our approach:

- Expectations are limited to what is realistic for the developmental level of the child, and they are clarified for children, so they understand what is expected of them.
- A "yes" environment is created, which enhances and encourages children's positive behavior.
- Teachers model appropriate behavior.

- Teachers encourage children's efforts to build feelings of self-worth.
- Children are given alternatives, which enable them to turn destructive situations into constructive ones.
- Natural and logical consequences are used to motivate and empower children to make responsible decisions about their behavior.
- Behaviors such as cooperating, helping, negotiating, and problem-solving are encouraged.

The following methods of discipline are prohibited:

- Corporal punishment, including spanking.
- Shaking, jerking, squeezing, or physically indicating disapproval.
- Shaming, humiliation, or verbal abuse.
- Labeling, such as indicating a child is a "bad" girl or boy, or otherwise implying that he or she, rather than the behavior, is the problem.
- Using bribes, false threats, or false choices.
- Withholding of food or drink, outdoor time, or unrelated activities (e.g., special events) as punishments.
- Retaliating or doing to the child what he or she did to someone else.
- Punishment for soiling, wetting, or not using the toilet.

We Care: Health and Safety In our approach:

- Expectations are limited to what is realistic for the developmental level of the child, and they are clarified for children, so they understand what is expected of them.
- Teachers model appropriate behavior.
- Teachers encourage children's efforts to build feelings of self-worth.
- Children are given alternatives, which enable them to turn destructive situations into constructive ones.
- Natural and logical consequences are used to motivate and empower children to make responsible decisions about their behavior.
- Behaviors such as cooperating, helping, negotiating, and problem-solving are encouraged.

The following methods of discipline are prohibited:

- Corporal punishment, including spanking.
- Shaking, jerking, squeezing, or physically indicating disapproval.

Appropriate interactions to prevent the recurrence of the aggressive behavior and are shared with parents/guardians. However, the identity of the child who engaged in aggressive behavior is not disclosed.

Our policies are designed to promote respect for every child and family we serve. Each child's record is confidential. Consequently, we will not reveal the identity of a child who has engaged in an aggressive act against another, even at the request of the parent/guardian whose child has been the target of that aggressive incident. Knowledge of the aggressor's identity is not necessary for parents' or guardians' understanding of an incident of aggression, or for the

actions taken by the center staff to ensure the well-being of their own child. In fact, such knowledge may serve only to stigmatize the other child unnecessarily (and inappropriately, given the developmental context of such behaviors).

It may even add to the stress of this child's parents/guardians, who already find themselves in the midst of a difficult situation. The interfamily conflicts that could also result add nothing constructive to the situation and may hinder its speedy and natural resolution. Therefore, it is in the best interest of all parties involved to maintain a policy of confidentiality in such cases. This policy aligns with standards for excellence in early childhood education and is consistently practiced by other high-quality childcare organizations. If, in our judgment, any child's behavior places the well-being of others at risk of injury, we will act quickly and decisively to resolve the situation (e.g., through closer supervision, redirection to more appropriate activities, removal from tense situations, firm and consistent limit-setting, and/or provision of alternative outlets for the expression of feelings). If the aggressive behavior continues after exhausting our resources, we may conclude it is in the best interest of the program to suspend a child's enrollment from our tuition-based program until appropriate outside resources are identified and implemented to both support the child in our program and to reduce the opportunity for injury to others. Through the additional support systems available to families enrolled in the School Readiness Program, enrollment in the program will be maintained to allow continued collective support to meet the needs of each individual child in the program.

Children are not excluded or expelled from Inspiring Kids Academy because of the need for additional developmental or medical support, assistance with toileting, or staff attitudes and/or apprehensions. Our commitment is to provide a quality group-learning environment for every child.

We Care: IKA Program for Health and Safety is an umbrella for our policies and practices that nurture children and keep them healthy and safe.

Health and Safety Practices

IKA maintains stringent health and safety practices. Staff members undergo a thorough screening and hiring process, including an IKA background check and state-required background check. Staff members are certified in first aid, CPR, and bloodborne pathogens (infection control). Comprehensive health and safety checklists are completed, and routine fire and emergency drills are conducted on a regular basis. In addition, the center has an individual emergency response plan in place, which has been developed.

Open Door Policy

Inspiring Kids Academy has an open-door policy. We seek your involvement and input in the school's programs. Further, there are many activities in which parent volunteers are both needed and welcome. We want you to feel comfortable coming to us if you have concerns, questions, or need clarification of any issues. You are free to observe your child through the internal windows to the classroom or in the classroom at any time. We kindly ask that if you are volunteering or visiting, you stop by the front office and sign in the Volunteer/ Visitor Log Binder.

Families of enrolled children are welcome to visit at any time during the day; however, this "open door" policy may not be used to supplement a custody or visitation schedule. In addition to security measures promoting indoor and outdoor safety on the center grounds, IKA provides its own security keypad system and secured access, ensuring that access is available only to parents/guardians and authorized personnel. To make certain that the center is kept as secure as possible, we ask that you not allow others to "piggyback" on your entrance or enter the center upon your departure. Center management will review the center's security program with you upon enrollment.

Pets: The only animals we are allowed to have at IKA are a pet fish and a hermit crab. No other animals are allowed into our buildings.

Medical Records

In order to protect the health of all children and to satisfy childcare regulations, current medical information for each child is required prior to enrollment. These records need to be updated annually, or as required by state licensing if more often, and when new immunizations are given to younger children.

Child Illness

On average, toddlers experience eight to ten illnesses a year, and preschoolers experience almost as many. If a child in care is ill, it may be more difficult for families, staff, and children to balance their respective needs. For example, it may be inconvenient for the family member who has to leave work or school, or difficult for staff who are trying to care for a sick child despite other demands of the day. Although everyone shares a concern for the child's well-being, it is easy to get frustrated under the circumstances. We are committed to implementing policies that balance and respect the needs of children, families, and staff in these circumstances.

Child's Wellness Check: If your child appears to be ill when brought to the center and he or she cannot be made comfortable, you will be asked to take your child home. If we feel that your child is well enough to attend the center but may be becoming ill, we will monitor your child and update you as necessary.

Reportable Communicable Diseases: When IKA is notified that a child enrolled or an employee has a confirmed case of a reportable disease, it is our legal responsibility to notify the Department of Health.

Authorities may require further information, testing, or preventive measures. IKA will give serious consideration to all recommendations made by public health agencies in order to promote the health and safety of staff members and the children and families we serve. We believe it is extremely important to notify families about exposure so their children can receive preventive treatment if available.

Infection Control

All teachers are trained in proper hygiene practices, which include hand-washing procedures, general infection control, safe food handling, and diapering and toileting procedures

(procedures are posted in each classroom). Adults are encouraged to sanitize their hands when entering classrooms and other common areas as an additional precaution to prevent the spread of germs. Teachers will also engage children in learning activities designed to teach healthy habits.

Deep cleaning of toys will be done every Friday.

diapering • Bacterial meningitis • Pertussis • Chicken pox • Poliomyelitis (including suspected) • Diphtheria • Rabies (human only) • Haemophilus influenza (invasive) • Rubella congenital and non-congenital • Hepatitis A (including suspected) • Measles (including suspected) • Tetanus (including suspected) • Meningococcal infection (invasive) • Any cluster/outbreak of illness

Please refer to your local Health Department regarding the additional requirements in your state or ask center management for a complete listing.

Allergy Prevention

Families are expected to notify the center regarding children's food or environmental allergies. Parents/guardians of children with diagnosed allergies or asthma are required to provide the center with an individualized health care plan, signed by the child's physician, detailing the child's symptoms, reactions, and treatments, care. A list of children's allergies is posted in all the classrooms throughout the center. Staff members are trained to familiarize themselves with the list and to consult as appropriate to avoid the potential of exposing children to substances to which they have known allergies. Contact with peanuts, or products containing traces of peanuts or peanut oil, can be critical or even fatal to a child with a severe peanut allergy.

Diapering

Children's diapers will be checked at least every two hours and upon awakening and will be changed promptly when soiled or wet. We understand that, as part of the diaper changing process, you may request that we use baby powder. However, it is IKA's policy not to use baby powder. While using baby powder, it can get into the baby's lungs, causing swelling and irritation, and could lead to breathing problems. It can also cause an inflammatory reaction in some children when exposed to the broken skin of a diaper rash. A better choice for reducing rubbing and preventing diaper rash is cream. (See the Medication Policies for information regarding the use of diaper cream.)

The following duties are performed on a regular basis:

- Blankets and washable toys that belong to children are sent home at the end of each week for washing.
- Diapering surfaces are cleaned and disinfected after each use.
- Food preparation surfaces are cleaned and sanitized before and after each use, including tables and highchair trays.
- Toilets, toilet seats, flushing handles, containers/lids used to hold soiled papers, water tables and water play equipment, play tables, and smooth nonporous floors are cleaned and disinfected daily or whenever there is visible contamination.

Toilet Learning

Toilet learning is of no small concern to all the adults in a child's life — at home and at the center. In our environment, a family-teacher partnership that supports the child is the most important factor in making this experience successful and as low-stress as possible.

There are different views on the when and how of toilet learning, and every culture approaches it differently. Research indicates that young children cannot successfully learn how to use the toilet until they are physically, mentally, and emotionally ready. Many pediatricians say that most children under 24 months of age are not physically capable of regulating their bladder and bowel muscles. Thus, toilet learning is generally most successful when it is started around that age or later. Most positive toilet learning will occur only after children show signs of physical control (or awareness) of their bodily functions and when they demonstrate an interest or curiosity in the process. The Learning Center toilet learning procedures follow the recommendations of the American Academy of Pediatrics and state regulations. We are committed to working with you to make sure that toilet learning is carried out in a manner that is consistent with your child's physical and emotional abilities and your family's concerns.

The following guidelines will be followed:

- Children will be supervised during toilet learning and will be encouraged for their efforts and accomplishments.
- Toilet learning will not be coerced. The individual developmental abilities of each child will be considered. Children will not be punished emotionally or physically for soiling, wetting, or not using the toilet.
- Families will provide sufficient extra clothing for their children to change into in the event of a toileting accident. Any extra clothes that are worn should be replaced the next day.

Families will be kept advised of their child's progress on a regular basis according to family wishes.

Injury Prevention

Teachers for each age group are responsible for daily safety inspections of their assigned area and equipment. Defective equipment will be removed or repaired as soon as possible to prevent injury. Small toy pieces or other objects that could pose a choking hazard to toddlers will not be allowed in areas designated for children under age three.

For the same reason, children's personal items such as barrettes, hair ties, earrings, necklaces, and beaded jewelry are also strongly discouraged in these areas. When visiting your child's classroom, please ensure that purses, briefcases, or backpacks are not left within the reach of children.

Balloons: Broken balloon pieces can be ingested and cause an obstruction of a child's airway. This is possible whether a balloon is inflated or not, as children may bite the balloon or suck it in while attempting to inflate it. As a result, latex balloons are not allowed in our center. If you wish to send something special in for your child's birthday or for another celebration, other items could be used, such as birthday hats, beach balls, or streamers. Check with center

management to find out what is allowed in your center and is appropriate for your child's age group.

Clothing Hazards: Playground safety is a major concern in child care. One particular aspect of concern is the risk associated with children's clothing that may become entangled with climbing or sliding equipment, creating a hazard that might lead to strangulation or other serious harm. Parents/guardians should be aware of the potential strangulation hazards of drawstrings on clothing. To prevent injuries from strangulation, children will not be permitted to wear any shirts, jackets, sweatshirts, jewelry, or articles that are tied around the neck or waist, including scarves and mittens or gloves secured with a string through the sleeves of a jacket. Please check your child's clothing carefully and remove all drawstrings.

Footwear: Footwear (e.g., sneakers and sandals with backs) that is appropriate for active, outdoor play, such as climbing, running, and jumping on various surfaces, is strongly recommended. Closed-back shoes are always preferred. We do not allow open-toed shoes for the safety of the child.

Pacifiers: If your child uses a pacifier, you will need to provide the staff with at least two pacifiers and instructions for use. Toddlers will not be forced to use a pacifier for any reason; if the pacifier falls out of the child's mouth, it does not need to be reinserted. Pacifiers attached to strings or ribbons cannot be placed around the necks or attached to clothing at any time, including activity time and while napping, due to the risk of strangulation. Pacifiers should be labeled using only a nontoxic marker. Tape, adhesive labels, or similar products may become loose over time, becoming a choking hazard.

Biting

Biting is a normal stage of development, commonly seen in toddlers, and sometimes even among preschoolers. It is something that almost all young children will try at least once. It is a natural phenomenon and not something to blame on children, families, or teachers. Still, when it happens, it's scary, frustrating, and very stressful for everyone involved. Brief episodes of biting do not mean that a child is having a social or emotional problem. Nor does it mean the family is to blame. It simply indicates that your child is going through that particular stage in his or her development. As with developmental stages, biting soon ends. In all cases of biting, our response will be to care for the child who was bitten, to help the biter learn a more appropriate behavior, and to examine our program to maintain an environment that is consistent with children's needs. Our focus will not be on punishment but rather on effective techniques that address the specific reason for biting. We encourage you to talk to your child about this behavior, but we also caution that delayed punishment at home, hours after the incident, will not be understood by the child.

Biting may occur for any of the following reasons:

- Oral exploration
- Teething
- Hunger
- Fatigue
- Lack of awareness that biting hurts

- Frustration, anxiety, or stress
- Inability to express feelings or needs verbally
- Mimicking behavior
- A way of showing affection
- Exploring cause-and-effect relationships
- Exploring holding on and letting go of relationships
- Making an impact
- Impulsiveness and lack of self-control
- Excitement and overstimulation

Children Injuries

If your child sustains a minor injury while at the center (e.g., scraped knee), you will receive an Accident Report outlining the incident and course of action taken by the staff member.

Minor wounds, such as cuts, scrapes, or bites, will be washed with liquid soap and cool, running water, followed by rinsing. A dry bandage or dressing may be applied as appropriate. You will be contacted immediately if the injury produces any type of swelling, is on the face or head, or needs medical attention. If a serious medical emergency occurs, the child will be taken to the hospital immediately by ambulance, and a staff member will contact you (or a designated emergency contact if you cannot be reached).

Reporting Abuse and Neglect

Individuals working with children are mandated reporters and are required by law to make a report to the appropriate state authorities if they have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect. All staff members receive training in identifying and reporting suspected abuse or neglect. The particular state child protective service agency involved will determine appropriate action and may conduct an investigation. It is the agency's role to determine if the report of abuse or neglect is substantiated.

and to work with the family to ensure the child's needs are met. IKA will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect. Our foremost concern is always the protection of the child. IKA views each child as an individual with a unique learning style and way of responding to the world.

Given the diversity of the families and communities we serve, we recognize and appreciate the characteristics and behaviors that each child brings to our programs.

Policies and Procedures

Registration Procedure – Tuition

An IKA contract form must be completed and returned to center management along with the registration fee (where applicable). Upon receipt, your child will be registered, pending availability. If the current space is not available to meet your needs, your family's name will be

placed on a waiting list. We cannot guarantee that a space will be available for your child on the desired day.

Enrollment is based on availability and may be subject to priority enrollment rules of the center. Families may choose to be on the waitlist at Inspiring Kids Academy by paying a single registration fee. When a space becomes available, the center will invite you to visit with your child to discuss the enrollment process. The visit will give your child an opportunity to spend time in his or her classroom and be introduced to the children and staff. During the visit, you will have a chance to observe your child in the school, meet with center management to schedule a start date, and review the enrollment procedure.

Registration is required annually. The annual registration fee is required to secure your child's enrollment in our program each school year. Payment of this fee guarantees your child's spot in our classes, camps, and No School & Holiday Programs, even when space is limited. The fee is non-refundable under all circumstances, including withdrawal or absence, as it covers administrative costs and planning for the year. To ensure your child's place is reserved, the annual registration fee must be paid in full before the first day of the school year.

Enrollment Procedure

Before your child's start date, please feel free to schedule as many visits as necessary to help familiarize you and your child with the center. This is an excellent way to help your child feel comfortable in his or her classroom. During the enrollment process, you must complete forms regarding your child's health and development. These forms include family information, a medical authorization and consent form, and a developmental history. An updated physical and immunization record is required for your child prior to enrollment. You are also expected to read and sign an enrollment contract that outlines the program's policies. All forms in your child's file must be updated annually. Please remember to provide the center with additional updates as needed (e.g., phone numbers, work information, change of emergency contact or medical information, including allergies).

Enrollment Forms –

Once accepted into the program, the following forms must be in the school office before the student's first day of attendance.

- Application
- Flu and Distracted Adult Form
- Expulsion Policy
- Nut Free
- Know Your Daycare Brochure
- Registration Fee
- Florida State Physical (DH3040)
- Florida State Immunization Form (HRS 680)

Any child who does not have an up-to-date Certificate of Immunization or Medical Examination Form on file will not be allowed to attend the center until the update forms are submitted to the office.

- Section 65C-22.006(2), F.A.C., requires a current physical examination (Form 3040) and Immunization record (Form 680 or 681).
- Section 402.3125(5), F.S., requires that parents receive a copy of the Child Care Facility Brochure, "Know Your Child Care Facility" (CP/PI 175-24)

Hours & Days of Operation

The center is open year-round, Monday through Friday, 6:30 a.m. to 6:00 p.m.

Holiday Closings observed by IKA: Labor Day, Thanksgiving Day, and the day after, Christmas Eve, Christmas Day,) New Year's Day, Martin Luther King Day, Presidents' Day. Good Friday, Memorial Day, July 4th.

Field Trips Field trips are planned throughout the year for our school-aged children. The Director will provide the information for all of the field trips. Field trips are to be paid for in advance if required. Written permission will be required for your child to attend the field trip(s)

Emergency Closings

If the center must close due to an emergency, we will put a message on the voice mail system and send email messages. If you have questions before you bring your child to school, please call the school.

In the event of severe weather (hurricanes, etc.), check for media announcements regarding Palm Beach County school closings. If the county schools close, we will follow suit. However, our re-opening will depend on safety issues at IKA. Please check the school's Facebook page or call the school's answering machine for updated information. If we remain closed after Palm Beach County schools open, a staff member will contact you.

If the center must close due to weather during the center's regular hours of operation, parents will be notified and will need to make arrangements for their child to be picked up.

Staff will stay with the children until all children have been picked up. If IKA must close due to a power outage, gas leak, or any other event that may create an unsafe situation for the children during IKA's regular hours of operation, the parents will be notified and will need to make arrangements for their child to be picked up as soon as possible. The staff will stay with the children until they have been picked up. If an event like this happens during regular business hours, we will make every attempt to contact families before their normal arrival time at the center.

There is no tuition refund for emergency closings.

General Attendance Policies

Children should not come to IKA if they are sick. Please refer to the illness policy section in this handbook for full details about symptoms and illnesses that require children to be excluded from the program. If your child is going to be absent due to illness, please call IKA by 9:00 a.m. that morning to let your child's teachers know.

It is also very important that each child be correctly checked in and out on the time clock each day. Please be sure that all adults who come to pick-up your child have their own code and use the time clock to ensure that your child's times are logged accurately.

Attendance – School Readiness Program

In order for the children to have the most successful pre-school experience, attendance in the School Readiness Programs is required daily when class is in session. No more than 3 unexcused absences per month.

If your child is going to be absent due to vacations or appointments, please let your child's teachers know in advance. If repeated absences occur, the Center Director will meet with you to help develop a plan to improve attendance.

Vacation:

Families enrolled at Inspiring Kids Academy are eligible for two (2) weeks of vacation per calendar year. Child must be enrolled for six months to be eligible for vacation. A written notice of vacation must be submitted to the Director prior to the start of the service week in which the vacation will occur. During approved vacation weeks, families paying private tuition will not be charged for the week if proper notice is given. Families receiving School Readiness (SR) funding through the Early Learning Coalition (ELC), however, are still required to pay their daily parent co-payment during vacation weeks, as required under Florida Administrative Code Rule 6M-4.400. Vacation weeks may not be carried over into the following calendar year and must be used within the current year of enrollment. If timely notice is not provided, full tuition charges will apply for the scheduled week regardless of attendance.

Tuition Investment/Fees

Tuition is due in advance with no deductions for any absences, holidays, illness, or closures due to inclement weather, power outages, or other situations beyond IKA's control. If tuition is not paid on the due date, a late fee will be added to the tuition for each day it remains unpaid until it is paid in full. When a payment is delinquent for more than three days late, care may be suspended until the balance is brought up to date, and your child's space will not be reserved. Tuition is due regardless of a child's absence from the program for any reason and is required to hold a child's space. A fee will be charged for a check returned for insufficient funds. There may be additional fees associated with special summer activities or In-House field trips for the children. When you withdraw your child, you must provide a two-week written notice to center management before withdrawal.

Payment Schedule

Tuition/ Cash Payments

Tuition is due on Friday before the start of the service week. If you choose to pay your monthly tuition, count the number of Mondays in the month and make your check for that amount. All cash payments must be given to the Director or Assistant Director, and a receipt will be provided.

Late Payments / Return Check Fees

Tuition is due on Friday, and considered late on Monday, a \$10.00 late fee will be charged to your account for each day your tuition is late beginning on Monday morning. Students will be placed on the Do Not Drop off List if we have not received tuition prior to the end of the day on Wednesday, without written approval of the Director. All tuition that is not paid in full will be subject to collection. Collection expenses, including attorney fees, will be paid by the parent(s)/guardian(s) who enrolled the child.

There will be a \$35.00 fee for all returned checks. If you have a returned check, you must come into the office and replace it with pay a Director in cash. The school cannot operate with stability unless all fees are paid on a regular basis. All fees continue even in the event of a child's absence from school. We are not able to give credit for absences.

Tuition Subsidies

Parents who receive assistance for child care from the Early Learning Collation (ELC) other agencies, must have proof of current authorization, showing the amount to be received for assistance each week, prior to registration. If a child starts prior to authorization approval, or if there is a lapse time between approvals, the parent is responsible for 100% of the tuition payments until the center receives notice of authorization. The parent is liable for any of the tuition that is not covered by the payments received from the assistance program.

*Note: ELC requires that parents sign in and out, recording the times in the classroom in addition to clocking in and out at our Procure System. Parents must also note any absences on the office with the reason for the absence from our program.

Schedule Changes

In order to provide sufficient supervision and to appropriately schedule staff, families are asked to carefully adhere to the schedule they choose for their child. We ask that schedule changes be made in writing to center management at least one month in advance. If you have an emergency and need to alter your child's schedule, please do not hesitate to contact the center.

Drop-Off and Pick-Up

To ensure each child's safety and to encourage daily communication between families and staff, parents/guardians are responsible for physically checking their child in and out of the center each day. Teachers ensure safety throughout the day with roll-calls, head counts, and checking children in and out whenever a child leaves or enters a classroom using the Attendance Tracking System. Parents/guardians must accompany each child into the classroom and confirm that their child is under adult supervision before leaving the premises. Families are

required to re-enter the center when picking up children at the end of the day. Please note: children must be under direct adult supervision at all times while on the premises and parents or guardians are responsible for children once they are checked out. Children will be released only to parents, legal guardians, or persons whose names are listed on the Child Release form. Authorized persons picking up children will be required to show photo ID. For the safety and trust of the children in our care, we will not release children to a person they do not know. On occasion, you may wish to allow friends, coworkers, or family to visit your child(ren) at the center. The names of those permitted to visit must be specified in writing. All visitors will be asked to present a photo ID and sign the Visitor's Log. **** We will not release a child(ren) if the adult seems impaired in anyway****

ARRIVAL / VPK HOURS / TUITION RECOVERY

Please ensure that your child is in the care of a teacher or aide before you leave.

We cannot assume responsibility for a child who has not been turned over to his/her respective teacher/aide. At 9:00 a.m., students are in their classrooms to begin their preschool day; therefore, we recommend that all children be in their classrooms by 9:00 am to experience morning circle time and other educational activities.

VPK students must be in the building ready to begin their day no later than 9:00 a.m., and they must remain at school between the hours of 9:00 am and 12:00 pm, Monday - Friday. If a child misses more than 3 days per month, a "Reason for Absence Form" is required. Any child absent over the limit allowed by the program may be subject to "tuition recovery payments" and ultimately expelled from the program. Tuition payments that are unresolved prior to graduation day could result in your child not being able to participate in the graduation ceremony. At the end of each month, a Short Form and an Attendance Sheet must be signed in order for Inspiring Kids Academy to receive tuition from ELC for the VPK hours.

Withdrawal Procedure

Parents may withdraw their child from the program at any time. A Two-Week written notice is required. Parents who withdraw their child without providing notice will be liable for the two weeks of tuition. Withdrawal and subsequent re-enrollment is subject to space availability and will entail an additional registration fee and contracted rates based on the rate schedule at the time the new contract goes into effect.

Children who are asked to leave the center due to an outstanding tuition balance will be required to pay all outstanding tuition, late fees, registration fees, a one-month tuition security deposit, and pay the first ½ month's tuition in advance to return to the center, space permitting. If IKA finds it necessary to discontinue services once again for non-payment, the family will be unable to resume services. The center has final determination on refusing a child's attendance at IKA, for any reason, including but not limited to behavioral concerns that compromise the safety of the other children in the program.

Child Custody

So that all parents/guardians feel equally welcome at the center, IKA strives to remain neutral in all custody disputes. Legally, unless there is an active restraining order, court order, or court-ordered visitation schedule on file at the center that designates otherwise, the center cannot deny a parent or guardian access to his or her child. We require all families to resolve their differences or unsettled court orders through legal channels. Ultimately, IKA's primary concern is the safety of all children and staff at the center. For that reason, the center cannot be used as a place for scheduled visitations, nor can we be responsible for supervising parent or guardian visits.

Transportation To/From the Center

Parents/guardians and other authorized persons are responsible for transporting children to and from the center in an appropriate child restraint system. If someone other than yourself will be picking up your child from the center, please ensure adequate child restraints either by leaving your child's car seat with us or confirming that the individual picking up has an appropriate child safety seat.

** If we see someone is picking up without the proper child restraint system, we will not be able to release the children until proper child restraints are available for the child (ren).**

Late Pick-Up

Children should be picked up at their scheduled time. It can be distressing for a child to be left in the care of others after hours; late pick-up should be considered an unusual occurrence. Please allow sufficient time to arrive at the center, pick up your child, and depart by closing time. We do, however, understand that special circumstances arise. If, in the event of an emergency, you are unable to pick up your child on time or send one of your designated emergency contacts, please notify the center immediately.

Children left in our care after hours will be supervised for as long as possible. In the absence of contact from a parent/guardian, we will call all the numbers listed on the Child Release form; please make sure these numbers are up to date. Child Protective Services will be called if we are unable to reach you or an emergency contact after two hours. A late fee will be charged (where applicable) if a child is picked up after the center's closing time. Extended care is \$15 after 6:00 p.m. and \$1 per minute after 6:05 p.m., which will be applied. Consistent late pick-ups may be cause for dismissal.

Program Placement

Children are placed in programs based upon a combination of their developmental and chronological age, as well as space availability. State regulations classify the specific age range and the number of children that may be enrolled in each program/classroom.

Non-Discrimination/Confidentiality

Inspiring Kids Academy programs are designed to support children's growth and to challenge them to learn. IKA views each child as an individual with a unique learning style and way of responding to the world. Given the diversity of the families and communities we serve, it is necessary for us to recognize and appreciate the characteristics and behaviors that each child brings to our programs. Our hope is to build programs that are responsive to the wide range of individual learning styles and needs in our classrooms — programs that truly celebrate and value the individuality of each child.

IKA provides full-day and part-day programs for children between the ages of 12 months and 10 years without regard to race, religion, color, creed, gender, cultural heritage, parent/guardian marital status, parent/guardian political beliefs, parent/guardian sexual orientation, disability or special needs, child's toileting ability, medical condition, HIV status, or any other consideration made unlawful by federal, state, or local laws.

The Americans with Disabilities Act requires that reasonable accommodations be provided to people with disabilities. The law covers children with disabilities seeking reasonable accommodations in a child care setting, as well as the parents/guardians served. IKA will conduct an individualized assessment of the particular needs of a child and family and engage in an interactive dialogue with parents/guardians, caregivers, and medical professionals to identify reasonable accommodations and to safely integrate the child into the program, given each individual's capabilities, and to give the family full access to and participation in our programs to the extent feasible. Any information regarding a child, a child's family, or other matters discussed with center management or staff will be held in the strictest confidence.

Children's Records

Confidentiality and Distribution of Records: The information in your child's record is considered privileged and confidential. Only those persons directly related to the care of your child, center management, or regulatory agencies will have access to the record unless your written permission is given. As a parent/guardian, you may have access to your child's records within a reasonable time upon your request. Upon withdrawal of your child from the center, files will be retained for five years. As a parent/guardian, you have the right to add information, comments, data, or other relevant material to your child's record. You also have the right to request, in writing, deletion or amendment of any information contained in the record. When your child leaves the center, center management will provide a copy of your child's record to you within a reasonable time of your written request.

Regulatory Agencies

Regulatory agencies may review your child's record in order to ensure the center has followed its requirements. All information in the record is kept confidential. Inspiring Kids Academy requires a copy of all state regulations available at every center. These regulations are available to all parents/guardians.

Program Measurement

Classroom Observation

As part of the center's activities, outside childcare professionals not employed by IKA may observe children in their classroom from time to time. If this occurs in your center, families will be notified, and the confidentiality of child information will be maintained. In addition, teacher candidates may spend supervised time in the classroom with our regular staff as part of our hiring process.

Research Conducted in the Center

Occasionally, IKA will authorize research at centers. This increases our collective knowledge about children and their development and/or trains professionals in careers in early childhood education or related fields.

IKA requires the written informed consent of parents/guardians if research will be conducted in a classroom. The following information will be included in the consent form:

- The identities, positions, and qualifications of the individuals conducting the research.
- The nature and purpose of the research.
- The duration of the research and the frequency of contact between the child and the researcher.
- The specific location where the research is to occur.
- An ethics statement regarding research at the center.

Unrelated Activities

IKA will not authorize any activities unrelated to the direct care of children or allow any third parties to contact you without your written, informed consent. IKA does not share customer information, for any reason, without your consent. "activities" include, but are not limited to, publicity or media events, taking of photographs or videos, media, and participation in surveys (other than those carried out by IKA).

Babysitting by Center Staff

In an effort to maintain the professional status of IKA's staff and prevent any potential conflict of interest, babysitting by center staff is strongly discouraged by Inspiring Kids Academy. However, if a center staff member elects to babysit for a family, all such activities must occur outside center premises and with the understanding that such arrangements and payment for services is solely between the staff member and the child's family and that Inspiring Kids Academy is in no way responsible for the child's care in connection with these activities. The arrangements are not sanctioned by the center, by the corporate sponsor, or by IKA. Babysitting should not interfere with the staff member's center schedule.

Daily Health Checks

A health check is defined as a visual or physical assessment of a child to identify potential concerns about a child's health, including signs or symptoms of illness and injury, in response to changes in the child's behavior since the last date of attendance. The children will be observed at the time that they are dropped off at the school for the day. The teacher who is responsible

for the class will do the observation and will make notes of anything that is out of the ordinary and make the center management team aware of what has been noted. The health checks will be done both by visually observing the child, and by asking the parent or guardian questions related to the child's appearance or demeanor. If a child is ill or injured, the parents or appropriate authorities will be notified by the center staff as needed. During minimum standards training or new employee orientation the employees will be trained on the rationale and procedures for performing health checks. The majority of infectious diseases of concern in child care have incubation periods of less than twenty-one days. Gathering this information may prove useful to public health officials when they investigate occasional outbreaks.

Child Illness Policy

Our Child Illness Policy is based upon the standards developed by the American Academy of Pediatrics. Inspiring Kids Academy understands that it is difficult for a parent/guardian to leave or miss work; therefore, it is suggested that alternative arrangements be made for occasions when children must remain at home or be picked up due to illness. Exclusion from the center may be necessary to prevent the transmission of illness or because the center is unable to adequately meet the child's needs. Mild illnesses are common among children, and infections are often spread before the onset of any symptoms. In these cases, we try to keep the children comfortable throughout the day, but will find it necessary to exclude them from the child care setting for the following reasons:

- Illness that prevents the child from participating comfortably in program activities.
- Illness that results in a greater need for care than our staff can provide without compromising the health and safety of other children.
- Illness that poses a risk of spreading harmful disease to others.
- Fever 100.00 F and behavior change or other signs and symptoms such as sore throat, rash, vomiting, diarrhea, lethargy, irritability, constant crying, or difficulty breathing.
- Diarrhea — waterier stools or decreased form of stool that is not associated with change of diet. Exclusion is required for all diapered children whose stool is not contained in the diaper, and toilet-trained children if the diarrhea is causing "accidents." Diapered children with diarrhea will be excluded if the stool frequency exceeds two or more stools above normal for that child.
- Blood or mucus in the stools not explained by dietary change, medication, or hard stools, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet. Special circumstances that require specific exclusion criteria include the following:
 - Toxin-producing E. coli or Shigella infection, until the diarrhea resolves and the test results of two stool cultures are negative for these organisms.
 - Salmonella serotype Typhi infection, until diarrhea resolves. In children younger than 5 years with Salmonella serotype Typhi, three negative stool cultures are required.
- Vomiting more than two times in the previous 24 hours unless the vomiting is determined to be caused by a non-communicable condition and the child is not in danger of dehydration.
- Mouth sores with drooling unless the child's medical provider or local health department authority states that the child is noninfectious

- Abdominal pain that continues for more than two hours or intermittent abdominal pain associated with fever, dehydration, or other signs of illness.
- Rash

` can return when a medical provider has determined it is not a communicable disease.

We ask that for your child's comfort and to reduce the risk of contagion, children be picked up within 1 hour of notification. Until then, your child will be kept comfortable and will continue to be observed for symptoms.

Children need to remain home for 24 hours without symptoms before returning to the program. This means that the child needs to remain out of the center for the remainder of the day he/she is sent home and the following day (if a child is sent home on Friday, he/she may return on Monday), unless the center receives a note from the child's medical provider stating that the child is not contagious and may return to the center. In the case of a (suspected) contagious disease, rash, or continuing symptoms, a note from the child's medical provider may be required before returning.

*Any child with a fever of 104° will be excluded and should receive medical attention as soon as possible.

Children who have been excluded may return when:

- They are free of fever, vomiting, and diarrhea for a full 24 hours. – Readmission after diarrhea can occur when diapered children have their stool contained by the diaper (even if stools remain loose) and when toilet-trained children do not have toileting "accidents."
- They have been treated with an antibiotic for a full 24 hours.
- They are able to participate comfortably in all usual program activities, including outdoor time.
- They are free of open, oozing skin conditions and drooling (not related to teething) unless:
- The child's medical provider signs a note stating that the child's condition is not contagious.
- The involved areas can be covered by a bandage without seepage or drainage through the bandage.

If a child is excluded because of a reportable communicable disease, a note from the child's medical provider stating that the child is no longer contagious and may return is required. The final decision whether to exclude a child from the program due to illness will be made by the childcare center.

Medication Policies

Prescription medication can be administered at the West Palm Beach Location. The medication must be in its original containers and labeled with the child's name and dosage required. Prescription medicine will be given only under the direction of the parent. The parent must fill out a medication permission form outlining the time and dosage amount. Give the medication to the office staff. **DO NOT SEND MEDICATION IN YOUR CHILD'S BACKPACK OR LUNCH BOX.** Please

notify the office when your child is finished with the medication. The school will not give out over-the-counter medication of any kind without a doctor's prescription. Please inform the school of any allergies to medication, food, or the environment. Inspiring Kids Academy West location does not administer medication.

All medications (including non-prescription acetaminophen and antihistamines, as well as all ointments, lotions, sunscreens, insect repellants, and remedies for diaper rash) will require a parent's or guardian's signed Authorization for Administration of Medication form (available from Office).

- Diaper Rash Prevention: Diaper cream may be applied to a child as a protective measure after diapering to help prevent diaper rash or to a child with a mild diaper rash. The duration of administration cannot exceed one year. If a child has a diaper rash that persists and/or has a rash that is red, irritated, and has open, oozing areas, the child should be seen by a medical provider.
- Please do not leave ointments, lotions, and lip balms—in lunch bags or backpacks
- Fevers: Fever-reducing medications such as acetaminophen cannot be administered by staff or parents/guardians so that a child can remain at the center.

Breastfeeding

A meaningful benefit of having child care near your work site is the opportunity for a new mother to breastfeed throughout the day. If you are a nursing mother, we will be more than happy to make arrangements for you to visit your child at any time.

Meals

Each Inspiring Kids Academy has its own individualized food program. Please refer to the school that your child is attending for a copy of their menus and regulations concerning meals served, and how they follow the USDA guidelines. If you choose to bring meals from home for your child due to food allergies, please complete the necessary form from the doctor and return it to the facility.

- All baby formulas must be pre-mixed and ready to use in non-glass bottles.
- All baby bottles must be covered with fitted caps and labeled with the child's name.
- Provisions will be made to ensure that your child has a balanced, nutritious meal.

Rest

After lunch, toddlers and older children will have an afternoon quiet period of at least 60 minutes or longer. IKA will provide the Mat/Cot. Parents are required to send in a crib sheet and blanket for their child.

Clothing Suggestions/Items Needed

Proper dress is an essential part of the IKA experience. Durable clothing that can withstand the energetic activity of young children—digging in dirt, exploring sand, experimenting with water,

or painting, among other activities—is best. We consider our playground to be an extension of our classroom, and we conduct programs outside whenever the weather permits. That makes it important for your child to dress for the elements. Each child attending the program must have a complete change of clothing labeled with his or her name. Clothing will be kept in each child's cubby and used as needed.

Check with center management for other items that may be needed. The center is not responsible for lost or damaged clothing. We will take all precautionary methods to be certain that your child's belongings are well cared for; please keep in mind that clothes that look a little less clean at the end of the day are a sign that your child was actively engaged in learning.

Book Orders

Each month, an order form will be placed in your child's bag. Book Orders are due in the Director's office by the due date on the flyer. Please make out a separate check payable to the book club and turn it in to the office. We hope you will participate in this important program. Reading to your child is a beneficial experience, and we encourage you to read daily to your child. You may also place the order online using the code on the flyer.

Special Celebrations

Parents are welcome to send a special treat to school to share with their children's friends on birthdays or special occasions. For the safety of the children with food allergies, we ask that treats are limited to foods that are labeled with the ingredients or other non-edible treats. Please let your child's teacher know in advance that you will bring in a treat.

Television and Electronics

The use of television is geared to educational purposes. Our classrooms are not equipped with televisions. Limited programs viewed by the children are thematically paired with lesson plans. Television viewing does not take place on a regular basis and time is scheduled according to child's age.*** The use of television is very limited.***

Center Safety

In order to maintain a safe and secure environment for young children, firearms, explosive devices, and other weapons are not permitted on IKA's premises. If required, family members and anyone dropping off or picking up a child is asked to secure any weapons before entering the center, regardless of a valid permit to carry a such weapon.

Parking Lot Safety

Our parking lot can be a busy place at certain times of the day. Please help us in maintaining a safe environment. We offer the following tips and ask for your cooperation.

- Please hold your child's hand in the parking lot.
- Please make sure your child doesn't run ahead of or behind you upon arrival or during pick-up.
- Please walk your child to their classroom. Let the teacher know you are dropping your child off or picking them up. Help your child with their personal items.

- Please park in the designated parking areas.
- Please drive slowly in our parking lot.

Anti-Bullying Policy

IKA recognizes that a center that is physically and emotionally safe and secure for all children promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all children enrolled for a safe and secure learning environment, IKA prohibits acts of bullying, harassment and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interfere with both a school's ability to educate its students and the student's ability to learn. All staff and parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and also demonstrate behavior that is respectful and civil.

Smoking

Our entire facility is a smoke-free environment including the parking lot. For the health and safety of our children, we appreciate your cooperation.

Integrated Pest Management Program

IKA maintains a contract for monthly inspections to be conducted by a licensed pest control company. The building is examined on the 4th of each month and nonchemical traps are placed as needed. In the event that a chemical/pesticide becomes necessary, it will be applied according to the manufacturer's instructions and scheduled for a Friday evening to allow time for the chemicals to subside before the building is occupied by adults and children. Liquid spray or aerosol insecticide applications will not be performed in the center unless the building will be unoccupied for a minimum of 4 hours following the application. Questions about our pest management program should be directed to your Director.

Process of Suspending a Child's Enrollment (Tuition Base)

Our childcare programs are centered on the children for whom we care. We seek to provide programs designed to support children's growth and to challenge them to learn as individuals with unique learning styles and ways of responding to the world. Given the diversity of families and communities we serve, we recognize and appreciate the characteristics and behaviors that each child brings to our programs. Our hope is to build a program that is responsive to the wide range of individual learning styles and needs in our classrooms, one that truly celebrates and values the individuality of each child.

Our child-centered approach seeks to accommodate a wide range of individual differences; however, on occasion a child's behavior may warrant the need to find a more suitable setting for care. Examples of such instances include:

- A child cannot participate safely in our program or appears to be a danger to him or herself or others, despite our best efforts to reasonably reduce the risk of harm or injury.

- Medical, psychological, school district, or social service personnel working with the center or child determine that continued care at the center could be harmful to, or not in the best interest of, the child.
- Any other situation in which the accommodations needed for the child's success in the program conflict with the fundamental nature of our group environment, or when a different environment is in the best interest of the child or the center.

At any point that a child's behavior/circumstance is of concern to a teacher or administrator, written documentation and family/teacher communication will begin as the first steps to understanding the child's individual needs and challenges, and to evaluate these needs in the context of our program.

Process of Disenrolling a Family (Tuition-Based Program)

Our programs are based on developing partnerships and supporting families; however, despite our best efforts, on rare occasions, a parent's/guardian's actions or requests may warrant the need to find a more suitable setting for themselves and their child. Examples of such instances include:

- The parent/guardian fails to abide by the center policies or those requirements imposed by the appropriate licensing agency.
- A parent/guardian demands special services that are not provided to other children's families and that cannot reasonably be delivered by the program (including requests that are outside the philosophy of the program).
- A parent/guardian is physically or verbally abusive to center staff, children, or anyone else at the center, including any communications they may have posted on any social media sites.

Family Behavior

If IKA has reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol or is physically or emotionally impaired in any way and may endanger the child, we may refuse to release the child to that person. If this occurs, we will request that another adult (parent/ guardian or someone listed on the Child Release form) pick up the child or we will call the police to prevent potential harm to your child. This will be done for the protection of your child.

Inspiring Kids Academy Emergency Preparedness Plan

This plan defines emergency response operations such as communications plans, student release procedures, general emergency actions, and hazard-specific procedures. This plan will be reviewed by all preschool staff annually.

Emergency Communications

If an emergency occurs during preschool hours:

- Do not drive to the school unless it is safe to do so and/or you have been directed by the preschool director to pick up your child or come to work.
- It may be difficult to get through to the preschool via telephone because of damage to phone lines or cell phone tower outage. Staff will contact parents as soon as possible.
- The preschool requests that parents do not call their child's school in times of emergency as it is important to keep phone lines free for emergency communications. Circumstances may prevent parents from picking up their children or may require that children be picked up at a location other than the preschool facility.
- The safety of children and staff is our first priority. Our second priority is the reunification of parents with their children. Parents should check the following sources for information and status reports: Email, Remind App and Our IKA Facebook Page.

The staff of Inspiring Kids Academy will strive to preserve and protect life, reduce emotional trauma, minimize personal injury, and cooperate with the local emergency preparedness agencies.

Goals

The primary goals of this plan are to:

- Develop effective crisis and security plans that will promote the safety and welfare of students and preschool staff, protect preschool property, and regulate the operation of the preschool during a crisis incident, critical incident, or medical emergency.
- Prepare students and preschool staff to take appropriate actions in response to natural, technological, or preschool-specific hazards.
- Provide parents with accessibility to the policies, guidelines, and procedures we will be utilized during an emergency.

For purposes of this Emergency Preparedness Plan, preschool crises are organized into two categories: critical incidents and medical emergencies.

Critical incidents are events requiring an immediate response by public safety agencies and are managed by the preschool staff only until public safety officials arrive. They are not limited to natural and technological disasters, or security emergencies that adversely affect the normal operation of the preschool.

Examples include: tornadoes, hurricanes, flooding, severe thunderstorms/weather incidents, terrorist attacks, fire, hazardous material spills, situations involving a hostage or kidnapping, missing child, threats involving weapons, explosions, and fugitive or suspect being pursued near the preschool by law enforcement.

Medical emergencies are those possible life threatening situations arising from health conditions as well as unintentional injuries.

Examples include cardiac arrest, serious illness or condition, seizure, playground accidents, and acts of violence that require emergency medical treatment. Preschool staff and local

emergency medical personnel have primary responsibilities in responding to medical emergencies.

Acts of violence will also require law enforcement involvement. A crisis incident, critical incident or medical emergency can vary in scope and intensity. Situations can range from a non-emergency school crisis involving a single student to a life threatening situation affecting the entire preschool.

Lock Down

When there is a threat of violence or serious incident that could jeopardize the safety of students/staff including intruders, shootings, hostage incidents, gang violence or civil disturbance. The staff will lock the doors and place children in the safest place possible in their classrooms. Lockdown drills are practiced every three months.

Lockdown Procedures

The Preschool Director or designee will make the following announcement using the walkie talkies, cell phones or runners:

"Your Attention, Please. We are in Lockdown emergency and you must lockdown and hide immediately. Teachers lock your doors and move children to a safe place inside your classroom. Stay quiet and as still as possible, use furniture to hide under or behind." Notify staff and classes outside to immediately move to Lockdown. Account for the students by making sure teachers have classroom rosters.

Director or designated staff will call 9-1-1, identify the name and address of the preschool, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the Preschool Close and lock all doors possible

Teachers

Lock your doors, turn off your lights, and shut your blinds. Move students and staff away from the doors and windows. Have all persons sit down against an interior wall or position behind furniture

Take attendance and be prepared to notify the Preschool Director of missing students or additional students, staff or guests sheltered in your classroom.

Allow no one outside of the classroom until the Preschool Director gives the "All Clear" signal.

Lockdown/Get Out

If an immediate life-threatening situation exists, exit immediately to a place of safety when possible.

Fire Evacuation is when staff and students are moved out of the preschool facility to a safe location outside the building. Students are directed to leave the building and assemble at a designated site outside the facility.

Fire Drill designated locations are along the back fence line of the playground or the front of the school in the grass area in front of the building.

Procedures for Fire Evacuation

Activate the fire alarm or otherwise alert staff that there is a fire by using walkie-talkies. Evacuate the building quickly and calmly. Take attendance sheets. If caught in smoke, have everyone drop to hands and knees and crawl to exit. Pull clothing over the nose and mouth to use as a filter for breathing.

If clothes catch fire, STOP, DROP, & ROLL until fire is out.

If necessary, have staff person check areas where children may be located or hiding before leaving building. Report any missing children to the Director immediately

Gather in designated meeting place outside and account for all children and staff

Call 911 from outside of building.

Do not re-enter building until cleared by fire department.

Fire Drills are practiced once monthly

Evacuation to Off-Site Locations

We would move children to off-site evacuation site, as a result of a natural disaster or facility hazard, or bomb threat in which the preschool building is damaged or considered unsafe. The staff and students would need to immediately relocate to a different building.

We would remain there until the "All Clear" is declared, or until Parent Reunification has been organized and parents have been notified when and where to pick up children.

Bomb Threat

CALL TAKER: Upon receiving a message that a bomb has been placed in the preschool:

Ask where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, why the caller is doing this. (See Bomb Threat Checklist) Listen closely to caller's voice and speech patterns and to noises in the background. After hanging up the phone, immediately dial 911

Preschool Director or Staff notifies law enforcement by calling 911. Meet or assign staff to brief emergency responder agencies outside the building. Notify staff through walkie talkie, cell phones or word of mouth:

"Your Attention Please. A building emergency is in effect. All Staff and Students Should remain in their rooms until notified otherwise. All two way radios and cell phones should now be turned off so they do not trigger hidden devices.

A decision to evacuate immediately will be made with advice of law enforcement. Search the building and evacuate to an offsite location outside the building.

Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.

If a suspicious item is located, notify law enforcement official, order an EVACUATION immediately selecting routes away from the suspicious item. Evacuate to our offsite location

DO NOT ACTIVATE the fire ALARM.

Teachers and staff will leave doors open when exiting. Students and staff must be evacuated to a safe distance outside of school building(s) a MINIMUM of 1000 Feet is the general rule. Consult with Fire and Police officials.

Arrange for person who found a suspicious item to talk with law enforcement official.

No one may re-enter the building until fire or police personnel declare them safe.

The Preschool Director and law enforcement will notify students, teachers to "All Clear" or for Family Reunification procedures.

Intruder/Hostage

Intruder – When an unauthorized person enters the school property:

Notify Preschool Director

The Preschool Director may issue a Lock Down procedure at this time if needed.

Ask another staff person to accompany you before approaching the guest/intruder.

Politely greet guest/intruder and identify yourself. Ask guest/intruder the purpose of his/her visit. Inform guest/intruder that all visitors must register at the preschool office.

If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

Warn intruder of consequences for staying on preschool property

If intruder still refuses to leave, dial 911 and give a full description of the intruder. (Keep intruder unaware of call for help, if possible.)

Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)

Maintain visual contact with the intruder from a safe distance.

Hostage Situation:

If hostage taker is unaware of your presence, do not intervene.

The Preschool Director or Staff Member will announce Lock Down action. The Preschool Director or Staff Member will ensure students outside are notified of the

Lock Down in order to move students to a safe classroom that can be locked.

The Preschool Director or Staff Member will call 911 immediately. Give dispatcher details of the situation: description and number of intruders, exact location in the building, and that the school is in LOCK DOWN.

If taken hostage:

Follow instructions of hostage taker.

Try not to panic. Calm students if they are present. Treat the hostage taker as normally as possible. Be respectful to the hostage taker.

Utility Loss Or Failure

Utility failure is the loss of interruption of electrical power, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be picked up if utility loss is not back up in running within two hours of it being off.

MEDICAL EMERGENCY

Preschool Staff Response – All Staff Are First Aid and CPR Certified

Quickly assess the situation. Make sure the situation is safe for you to approach.

Examples of danger include, but are not limited to: Live electric wires, Building Damage, and Animal threat.

Immediately notify emergency responders by calling 911, if necessary, after assessing the seriousness of the injury or illness. Under life and death circumstances, call or have someone call 911 immediately. Be prepared to provide the school name and address, exact location describes illness or type of injury, and age of the victim(s).

Immediately inform the Preschool Director.

Protect yourself against contact with body fluids (blood borne pathogens). Administer appropriate first aid according to your level of training until help arrives. Comfort and reassure the victim. Do not move the sick or injured unless the scene is unsafe. If the victim is not breathing or there is no pulse begin Cardiopulmonary Resuscitation (CPR)

Pandemic Flu/Contagious Disease

We will enforce illness exclusion policies for children and staff - sick children and staff must stay home or will be sent home. Daily Morning Health Checks will be utilized in order to prevent illness. Illness logs are kept by each teacher.

School will be closed as necessary due to pandemic illness. Check preschool website, for notifications.

Follow simple guidelines: Keep Sick Children Home.

Use a tissue (or a sleeve, in a pinch) to catch a sneeze or cough. Wash your hands often and, after using a tissue or helping a sick child. Monitor local and state Public Health websites and other news media for current pandemic flu status information, recommendations, and instructions.

Terrorism

The federal Department of Homeland Security tries to communicate the level of threat by using a system called the Homeland Security Alert System (HSAS). Director and Staff should always be on the lookout for unusual persons or things such as: Unusual unsolicited deliveries, Suspicious items left around the outside of the facility, Individuals "hanging around" for no apparent

reason, Enforce facility security. Ensure that all visitors are identified and appropriately cleared before they enter the facility. Bear in mind that the criminals/terrorists may have multiple attacks planned. Notify authorities as soon as possible

Follow evacuation plans for Bomb Threats

Lost child procedure

Policies to Prevent a Lost Child:

Attendance: Attendance is taken at the beginning of each class. All teachers are made aware of how many children are in the class each day. When children leave early or come late, the attendance book is immediately updated, and all of the teachers in the group are alerted to the change in the number of children present. Daily attendance totals and names of absent children are reported to the preschool office when office staff comes to get daily attendance.

Counting children: When changing to another room, going outside, or coming inside, the children are counted by all teachers present, and the teachers agree that this is the correct number of children present.

When a child is lost: When the realization is made that a child is no longer with the group, the following procedure is followed:

Communication to rest of preschool and building: The Lead Teacher walkie- talkies every one of the Code Blue, the number of children missing, and from which class or classes. The office Staff will announce a Code Blue to the entire school. Office Staff will then walk the entire school looking for the child(ren).

All classes go into lost child procedure:

Indoors: The teachers lock the doors from the inside and gather the children into a group and take attendance.

Outdoors: The teachers gather their class into a group sitting down, take attendance, and then go to their classroom.

Sweep of the premises:

The Director and Office staff will do a complete sweep of the premises.

Building: Employees all check their areas and report to the Director

Maintenance coordinator: Checks the common areas and downstairs areas

After Sweep if child is not found Call 911:

Call 911 immediately: The Director or the Assistant provides the following information:

Child's name and age

Physical and clothing description, including any distinguishing marks

Medical status if appropriate

Person with whom the child was last seen

Notify parents of missing child:

SEVERE WEATHER:

Earthquakes:

1. Remain calm
2. Move all children and Staff under desks and tables or to an interior, walled area without windows and flying objects
3. Bring a battery-operated radio and cell phone with you
4. In the event the building is destroyed, the children are to be relocated to the Emergency Evacuation Shelter destination
5. Call 911 if there are any injuries
7. Listen to a battery-operated radio for the latest emergency information
8. Expect aftershocks. Move to a safe place each time until the shaking stops
9. Secure proprietary information in a safe location

Floods:

1. Remain calm
2. Stay together
3. Maintain head counts
4. Move all children to the driest area of building
5. Put all children on top of tables sitting down until they can be evacuated, if necessary

Hurricanes:

1. Remain calm
2. Follow Evacuation Procedures and local Direction
3. Place electronic equipment in a safe area of the building and cover with plastic bags to prevent water damage
4. Secure computer disks and maintain with person in charge
5. Secure proprietary information in a safe location

Tornados:

1. A Tornado Watch means a potential exists for a tornado and the Director should closely monitor weather conditions
2. A Tornado Warning means a tornado has been sighted. The director should determine through local radio or television if the School is in the path of the storm, and if so, follow emergency tornado procedures
3. Remain calm
4. Move all children and Staff to an interior, walled area without windows and flying objects
5. Close blinds to all exterior windows if possible
6. Bring a battery-operated radio and cell phone with you
7. In the event the building is destroyed, the children are to be relocated to the Emergency Evacuation Shelter destination
8. Maintain contact with local Fire/Police to learn when it is safe to leave
9. Call 911 if there are any injuries

Suspicious Individual or car in parking lot:

- Notify Preschool Director
- The Preschool Director may issue a Lock Down procedure at this time if needed.
- Ask another staff person to accompany you before approaching suspicious individual or car
- Politely greet guest and identify yourself.
- Ask the guest the purpose of his/her visit.
- Inform guest that all visitors must register at the preschool office.
- If intruder's purpose is not legitimate, ask him/her to leave.

If Suspicious Individual or car refuses to leave:

- Warn guest of consequences for staying on preschool property
- If guest still refuses to leave, dial 911 and give a full description of the guest. (Keep guest unaware of call for help, if possible.)
- Walk away from guest if he/she indicates a potential for violence. Be aware of guest's actions at this time (where he/she is located on school grounds, whether he/she is carrying a weapon or package, etc.)
- Maintain visual contact with the guest from a safe distance.

Written Threat

- The staff member that receives the written threat should handle the letter as little as possible, and should save all materials that were contained in the letter. All materials involved in the threat should be turned over to the Director.
- The Director will then contact local law enforcement should be contacted by calling 911.
- The building should be evacuated until it is determined that there is no longer any danger.

Physical, Verbal and Abduction Threats

This includes threats that come from outside the facility, as well as inside of the facility. In every situation, the facility director and facility staff members should evaluate the situation, and only address the situation when their safety is not compromised. If any person in the facility does not feel safe in the situation 911 should be contacted, if it can be done in a safe manner.

- All physical threats made inside or outside the child care facility should be taken seriously.
- Report any physical threats directed towards the children or staff members to the facility director and document the threat.
- If the physical threat comes from within the facility, the facility director notifies the police of the incident and communicates with the staff members who were involved in the incident.
- Staff members involved in the altercation should be separated. Appropriate administrative actions should be taken to insure the safety and well-being of the children.
- Children should be removed from the area in which the altercation is taking place, and should return only after the situation has been resolved, if it can be done in a safe manner.
- If the physical threat comes from outside the facility, the facility director is notified of the incident. The facility director will notify the police of the incident.

- Staff should be removed from the area in which the altercation is taking place, and should return only after the situation has been resolved, if it can be done in a safe manner.
- All verbal threats will be treated the same way as physical threats.

Air Pollution & Environmental Safety Policy

At Inspiring Kids Academy, we prioritize the health and well-being of the children in our care by adhering to all public health requirements set forth by Palm Beach County and the Department of Children and Families (DCF). We take proactive measures to minimize exposure to air pollution, including smog and automobile emissions, and ensure our facility complies with regulations related to lead and asbestos. Our building and play areas are regularly maintained to meet safety standards, and we follow strict protocols to provide a clean and healthy environment for all children and staff.

In the event that air quality conditions are deemed unsafe, such as high levels of pollution or poor air quality alerts, outdoor activities will be suspended to protect the health of our children. By staying up to date with health regulations and closely monitoring environmental conditions, we ensure a safe and nurturing space where children can learn and grow without unnecessary environmental risks.

Hazardous Chemical Spill

The following section is a general response to a hazardous chemical spill in the Child Care facility. In general, the most dangerous chemicals located on the premises will be locked in a secure location. When handling chemicals, be sure to follow the instructions written on the product. Never mix products together.

- Evacuate the area immediately if a hazardous chemical is spilled.
- Do not turn any electrical switches on or off when exiting the room. Eliminate all open flames.
- Evacuate to an area upwind and uphill from the location of the spill if possible.
- The facility director or designee will contact 911 and notify them that there has been a "hazardous materials spill".
- No person should try to contain, touch, or identify the hazardous material.
- Staff should not attempt to rescue anyone who has passed out due to fumes given off by the hazardous materials spill.
- If any child or staff has come into contact with a hazardous material, the chemical should be washed off immediately with water.
- No person should enter the facility until authorized by Fire Department Hazmat team.

Pickup by an unknown person

If the person picking up the child is not known to a staff member, the staff person will consult with the office to see if office staff knows the person. If still unfamiliar to staff present, the child's file will be checked for the individual's name, and photo identification will be required. If the unknown person is not authorized to pick up the child, the parent must be contacted for permission. Should the parent(s) be unavailable, the child cannot be permitted to leave with the unauthorized individual.

If an attempt is made to take the child or if the individual does leave with the child, 911 (police) will be called by staff. Describe to the 911 operator/police:

the name of the person

the appearance of the person

the appearance of their car (if driving)

the direction they left

the appearance of the child, and inform operator/police that you have a photo of the child

Procedures for Unusual Incidents

- The Director/ Assistant Director will be responsible for calling the parents and informing them of the current situation and will also be in charge of calling the proper authorities.
 - The teacher(s) are responsible for remaining with the children in case of an incident.
 - The Director/ Assistant Director will be making any other necessary phone calls (teachers may be asked to help in calling some of the parents)
 - Each teacher is responsible for taking their binder and escorting the children to their safe location.
 - Each classroom has a binder with the class attendance and emergency contact list.
 - Depending on the situation the school is capable of going into lock-down.
- All Emergency Response Plans are reviewed annually.

“A Hundred Years From Now.....”

It will not matter what my bank account was,

The sort of house I lived in or the kind of car I drove....

But the world may be different

Because I was important in the life of a CHILD!!

Acknowledgment of Parent Handbook

I acknowledge that I have **read, received, and understand** the Inspiring Kids Academy Parent Handbook. I agree to abide by the policies and procedures outlined within and understand that these guidelines are in place to ensure a safe, nurturing, and high-quality learning environment for all children. I recognize that it is my responsibility to stay informed of any updates or changes to the handbook and to communicate with the academy's administration if I have any questions or concerns.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

