



Parent Handbook

Last Revision December 2022

School Phone Number: (954) 443-6168
www.klaschoolspembrokepines.com



Dear KLA Families,

We, at KLA Schools, strongly believe our identity reflects the participation of the three protagonists of the school: children, teachers, and families. Life at KLA Schools is joyful, creative, interesting, and full of exploration and discovery. The collaborative involvement of the families at KLA Schools is an integral aspect of our philosophy of education. We look forward to a cooperative relationship with all KLA Schools parents and guardians in which ideas and concerns are shared and respected and understanding form the basis for our joint commitment to the children.

Please read this Parent Handbook carefully. It outlines what we have found to be the best way toward success in cooperation, care, and quality education. No one enjoys reading through long lists of requirements and restrictions, but these procedures must exist to guard our purpose. We intend the handbook to assure you that our primary concern in operation is the safe and secure development of the children.

We are thrilled and grateful for having you and your child as part of our KLA Schools family, and we look forward to joining efforts to make this school year a success!

Best Regards,

Roberto Ortega
CEO and President
Co-Founder

Candy Ortega
Co-Founder

KLA Schools



Table of Contents

1.0 ABOUT US	1
1.1 OUR PHILOSOPHY	1
1.1.1 <i>Our Mission</i>	1
1.1.2 <i>Our Vision and Values</i>	1
1.1.3 <i>Our Inspirations</i>	1
1.1.4 <i>Our Ideology</i>	1
1.1.5 <i>Who Is the Child?</i>	2
1.1.6 <i>The Role of the Teacher</i>	2
1.1.7 <i>The Power of the Environment</i>	2
1.1.8 <i>How Do Parents Participate in the Life of Our School?</i>	2
1.1.9 <i>The Importance of Relationships</i>	2
1.1.10 <i>How Does Learning Take Place?</i>	2
1.1.11 <i>Documentation</i>	3
1.2 OUR PROGRAMS	3
1.2.1 <i>Baby Nido: Infants</i>	3
1.2.2 <i>Nido: 12 to 24 months</i>	3
1.2.3 <i>Class of the Twos</i>	3
1.2.4 <i>Class of the Threes</i>	3
1.2.5 <i>Class of the Fours</i>	3
1.2.6 <i>Kindergarten</i>	3
1.3 OUR SCHOOL	3
1.3.1 <i>Benefits of Our School</i>	3
1.3.2 <i>Licensing</i>	4
1.3.3 <i>Hours of Operation</i>	4
1.3.4 <i>Electronic Communication</i>	4
2.0 ADMISSION AND ENROLLMENT REQUIREMENTS	5
2.1 ELIGIBILITY	5
2.2 APPLY FOR ENROLLMENT	5
2.3 HEALTH ASSESSMENT	5
2.4 IMMUNIZATION	5
2.5 TRANSITION BETWEEN HOME AND SCHOOL	6
2.6 TUITION AND OTHER CHARGES	6
2.6.1 <i>Payment Process</i>	6
2.6.2 <i>Fees</i>	6
2.7 WAITING LIST POLICY	7
2.8 CHANGES IN ENROLLMENT	7
2.8.1 <i>Withdrawal from the School</i>	7
2.8.2 <i>Re-enrollment</i>	7
2.8.3 <i>Termination of Care and Education</i>	7
2.9 POLICY ON PRIVATE EDUCATION AND CARE	8
2.10 NON-SOLICITATION POLICY	8
3.0 PROGRAM OVERVIEW	9
3.1 CULTURAL RELEVANCE	9
3.2 ANTI-BIAS PHILOSOPHY	9
3.3 MULTILINGUALISM	9
3.4 POSITIVE GUIDANCE AND DISCIPLINE POLICY	9
3.5 ANTI-VIOLENCE PHILOSOPHY	10
3.6 CHALLENGING BEHAVIOR IN CHILDREN	11



4.0	PROGRAM POLICIES	12
4.1	BIRTHDAYS AND TREAT BAGS	12
4.2	DIAPERING	12
4.3	DRESS CODE AND JEWELRY	12
4.4	HOLIDAYS AND CELEBRATIONS	13
4.5	MEAL AND SNACKS	13
4.5.1	<i>Mealtime Considerations</i>	13
4.5.2	<i>Nutrition</i>	13
4.5.3	<i>Special Diets</i>	14
4.6	NAPS	14
4.7	OUTDOOR PLAY	14
4.8	TOILET TRAINING	14
4.9	TOYS FROM HOME	15
5.0	HEALTHCARE	16
5.1	MEDICAL PROBLEMS	16
5.2	SICK CHILDREN	16
5.3	TEMPORARY EXCLUSION POLICY	16
5.3.1	<i>When Will We Send a Child Home?</i>	16
5.3.2	<i>List of Common Illnesses</i>	16
5.4	NOTIFICATION OF INFECTIOUS DISEASES AND INJURIES	16
5.5	BITING	17
5.5.1	<i>Why Do Young Children Bite?</i>	17
5.5.2	<i>What Do I Do If My Child Is Biting Others?</i>	18
5.6	MEDICATION POLICY	18
5.7	EMERGENCY CARE PROCEDURES	19
5.8	EMERGENCY CONTACT	20
6.0	GENERAL POLICIES	21
6.1	A CHILD'S RECORD	21
6.2	CONFIDENTIALITY	21
6.3	DAILY ATTENDANCE	21
6.4	FIELD TRIPS AND TRANSPORTATION PROCEDURES	21
6.5	NOTIFICATION OF ABSENCE	22
6.6	NON-SMOKING POLICY	22
6.7	PICKUP AND SIGN-IN AND -OUT POLICY	22
6.8	RELIGIOUS PRACTICES	22
7.0	MAJOR EMERGENCY/DISASTER PROCEDURES	23
7.1	UNEXPECTED SCHOOL CLOSINGS	23
7.2	EMERGENCY PROCEDURES	23
7.3	HURRICANES AND TROPICAL STORMS	24
7.4	LOST OR MISSING CHILD	24
8.0	FAMILY CODE OF CONDUCT	25
8.1	SWEARING AND CURSING	25
8.2	PARENT AND GUARDIAN BEHAVIOR AT KLA SCHOOLS	25
8.3	PARENTS AND GUARDIANS UNDER THE INFLUENCE OF ALCOHOL OR DRUGS	25
8.4	VIOLATION OF SAFETY POLICY	25
8.5	REPORTING CHILD ABUSE AND NEGLECT	26
8.6	PARENTS AND GUARDIANS RIGHT TO ACCESS	26
9.0	GRIEVANCES	28



9.1	PARENT AND GUARDIAN CONCERNS AND COMPLAINTS	28
9.2	GRIEVANCES PROCEDURES.....	28
10.0	RESPONSIBILITIES OF A PARENT OR GUARDIAN OF A CHILD AT THE SCHOOL.....	29
10.1	PARENT AND GUARDIAN CONFERENCES	29
10.2	PARENT AND GUARDIAN PARTICIPATION	29
11.0	RESOURCES FOR PARENTS AND GUARDIANS.....	30
11.1	DEVELOPMENTAL INCONSISTENCIES.....	30
11.2	MAKING ADJUSTMENT FROM HOME TO PRESCHOOL	30
11.3	TRANSITIONING FROM A FAMILIAR CLASSROOM TO A NEW ONE	31
11.4	TRANSITIONING FROM KLA SCHOOLS TO THE ELEMENTARY SCHOOL	31
11.5	DONATIONS (E.G., EQUIPMENT, BOOKS, TOYS)	31
11.6	NEWSLETTER	31
12.0	APPENDICES.....	32
12.1	LIST OF COMMON ILLNESSES AND DCF HEALTH REQUIREMENTS	32
12.2	65C-22.004 HEALTH RELATED REQUIREMENTS (DCF HEALTH REQUIREMENTS)	33
12.3	RECOMMENDED NUTRITION CHART	34



1.0 About Us

1.1 Our Philosophy

1.1.1 Our Mission

The Mission of KLA Schools is to foster a safe, innovative learning environment and high-quality education, inspired by the Reggio Emilia approach.

1.1.2 Our Vision and Values

- Individuality—We honor all people as valued individuals.
- Collaboration—We contribute to many hearts but speak with one voice.
- Intentionality—We plan and act with purpose.
- Relationships—We build trust through authentic connections.
- Process—We respect each individual’s learning journey.

1.1.3 Our Inspirations

KLA Schools conducted a worldwide study of the industry to determine which areas needed attention and investment to improve the quality of education and life. Based on our study, we concluded we could best positively affect the future of our society by focusing on that segment of early childhood education for children through the age of six. During this critical period, children learn the fundamental pillars that allow them to realize success in their future educational and professional endeavors. Moreover, this study helped us establish our philosophical inspirations.

The founders of KLA Schools researched the writings and activities of many influential philosophers who have benefitted early childhood education throughout the world. Jean Piaget’s Constructivist Theory and Lev Vygotsky’s Socio-Constructivist Theory influenced them most, and the works of John Dewey added insight on the importance of bringing students’ past experiences into the classroom. The works of Jerome Bruner and Paulo Freire also amazed. We share their belief that each person constructs his or her own intelligence through direct interaction with the environment and social groups.

The KLA Schools founders were next introduced to the theories of Loris Malaguzzi, whose philosophy formed the basis for the infant-toddler centers in Reggio Emilia, Italy. His developed approach today inspires the early childhood education efforts toward success in many countries around the world. And his technique captured our founders’ imaginations as well; they traveled to Italy to visit these wonderful preschools, which Newsweek magazine hailed as the best in the world! Our founders returned truly inspired by the Reggio Emilia approach and passionate about spreading its wonders within their KLA Schools network.

1.1.4 Our Ideology

KLA Schools incorporates an ideology inspired by the many aspects and fundamental principles of those philosophies already mentioned. We emphasize a child’s abilities, competence, and natural aptitude, fostering and maturing in ways that encourage the development of new and inherent talents. These new-found abilities, in turn, allow the child to embark on and prosper in life with confidence and skill especially in his or her future educational endeavors. In addition, we promote learning that takes place through positive relationships and caring adults.

Our philosophy maintains that children have a right to high-quality education. With the support of parents, teachers, and the community, children learn and grow with determination and enthusiasm while discovering knowledge and improving their communication skills as they plan and make decisions within small groups. Through this positioning and practice, they prepare to successfully excel in their lives as well as in their elementary, middle, high school, and university education, on which future success so greatly depends.



1.1.5 Who Is the Child?

KLA Schools believes that each child is born with countless qualities and values, such as competence, power, curiosity, creativity, cooperation, sincerity, loyalty, confidence, social wellness, and multilingualism. Respect for and appreciation of these values are the highlights of our schools' identity.

1.1.6 The Role of the Teacher

Our highly prepared teachers involve themselves in the children's lives as co-learners, observers, facilitators, and researchers. They participate in the children's active exploration of their learning environment. The teachers in a class each perform differing sets of duties, which include questioning, note-taking, recording conversations, observing, listening, and photographing. All these activities serve as a powerful source of documentation to make visible the learning experiences children live throughout their early childhood years. Teachers provide endless encouragement in every class to help foster the children's curiosity to progress on their own. Under the teachers' guidance, children learn from each distinct "field of knowledge," which includes mathematics, science, language, social studies, art, music, and literature. This stimulation, in turn, leads to events in the child's daily life which place him or her on the path toward lifelong communication skills and confidence.

1.1.7 The Power of the Environment

The philosophical basis of the infant-toddler schools in Reggio Emilia, Italy, considers the environment a third teacher (after parents and classroom teacher). We share this belief, for the environment acts as a motivating force in creating spaces for relationship, exploration, emotion, and cognitive experience that produce a sense of wellbeing and security. It is also able to reflect the values, beliefs, and cultures of the people who live within it. We encourage opportunities for children to learn through the experiences of seeing, touching, moving, and hearing. The organization of the physical environment, together with a wide variety of materials, fundamentally maintains the high-quality education KLA Schools commits to providing.

1.1.8 How Do Parents Participate in the Life of Our School?

Parents are a crucial factor in our program. Our schools agree with the Reggio Emilia approach that parents should be partners, collaborators, and supporters for their children. We strongly encourage their participation in our programs. In addition, our teachers respect parents as their children's first teachers.

1.1.9 The Importance of Relationships

Relationships are the heart of the child's learning experience. They affect every aspect of a child's development—intellectual, physical, social, emotional, behavioral, and moral. Stable, quality relationships during the early years fundamentally support later developmental outcomes. Our environment promotes healthy relationships as collaboration and cooperation take place every day among students, teachers, and parents.

1.1.10 How Does Learning Take Place?

Projects begin with children observing and asking questions about subjects of interest. Based on the children's answers, teachers, in collaboration with parents, present materials, questions, and opportunities to provoke children to further explore the topic. While some of these provocations are anticipated, projects often move in unanticipated directions. Throughout these projects, children gain valuable lifelong skills and experience in a broad range of fields, including science, mathematics, art, writing, language, music, and social studies.



1.1.11 Documentation

The projects developed by the children in conjunction with their teachers, family, and the community are recorded and displayed on murals to provide opportunities for revisiting and expanding their experiences. This practice also serves as evidence of the development the children achieve. In addition, it serves as a vehicle for communication to further enhance the involvement of families in our classrooms and help them understand their children's learning experiences.

1.2 Our Programs

Based on our extensive research and practice, KLA Schools offers a holistic educational environment, integrating all appropriate fields of knowledge. The programs promote these advantages:

1.2.1 Baby Nido: Infants

Nido is Spanish for "nest." Smiles, cries, coos, and babbles flood the classroom with expression—a classroom intentionally designed to offer a homelike environment to nurture and soothe. Our educators inspire and motivate these quickly developing minds and bodies in observing and recording their growing interests recognized in their gazes and discoveries.

1.2.2 Nido: 12 to 24 months

Our Nido program establishes both strong bonds between children and teachers as well as the partnership between teachers and parents. In developing expressive language skills, children experience empathy, pretend play, and social roles as they navigate their first relationships and begin to create their own identities.

1.2.3 Class of the Twos

In this class, we offer opportunities to encounter challenges that promote individual identity. In addition to emotional growth, the physical growth of fine motor skills provides the children with greater manipulative control.

1.2.4 Class of the Threes

Children here recognize multiple modes of communication, allowing them to express themselves through various written symbols. We guide the development of emergent literacy skills by encouraging them to awaken their affinity for and interest in written communication.

1.2.5 Class of the Fours

Complex thinking, for children in this class, becomes more visible. They begin to give shape to ideas by utilizing technology, graphics, written communication, and more.

1.2.6 Kindergarten

At this age, children display an awareness of their thought processes and begin to conceptualize making plans, executing those plans, and reflecting on results. Their self-confidence and management skills go hand-in-hand with their growing academic capabilities, leading to a meaningful year in preparation for elementary school.

1.3 Our School

1.3.1 Benefits of Our School

Our school provides outstanding benefits:

- Developmentally appropriate educational programs for young children of all races, income levels, cultural, and ethnic backgrounds
- A state-of-the-art facility and the newest technology, elevating the quality of early childhood education



- Activities and experiences for parents because family involvement is crucial to a child's success

1.3.2 Licensing

The Department of Children and Families (DCF) license our school. We post a copy of the license at the main entrance, and a copy of the licensing rules is available for review in the school's Director's office.

1.3.3 Hours of Operation

KLA Schools operates from Monday through Friday. For specific hours of operations, please refer to the Parent Handbook Addendum for your school.

For school closing dates, please check your school calendar.

1.3.4 Electronic Communication

1.3.4.1 KLA Schools App

To improve communication between school and home and to provide an enhanced experience at KLA Schools, we have implemented a parent-communication application called, "KLA Schools App." Through this app, teachers share Daily Journals, send Daily Reports regarding meals, naps, and toileting, and send (and save) pictures of each child. You may also send simple messages to your child's teacher regarding information for the day (e.g., Sandra did not sleep well last night). Please keep in mind that teachers are not able to respond to your messages in the KLA app. Messages are checked and respond only before class begins in the morning (prior to 8:30 a.m.) or after school (from 3:00 p.m. to 4:00 p.m.), except on the classrooms' regularly scheduled Professional Development days.



2.0 Admission and Enrollment Requirements

2.1 Eligibility

The age limitation for our schools varies within a range of six weeks to 12 years. The space available per classroom determines the number of children enrolled in each program, and the ages accepted may vary by school.

In the admission process, we give consideration to the age of the child and a parent's interview.

We also offer a sibling discount. The first child's enrollment is full price, and enrollment of the sibling of that child receives a 10% discount off his or her tuition. For additional siblings' discounts, please consult with the admissions department.

2.2 Apply for Enrollment

To apply for enrollment, parents and guardians must complete and submit all the forms mandated by state regulatory agencies and KLA Schools. The KLA Schools Admissions department provides all forms upon request.

2.3 Health Assessment

Every child enrolled at KLA Schools must have a health assessment—a comprehensive review by a physician or nurse practitioner of all information gathered from a child's health observation and screening. This examination also includes an interview with the parent or guardian regarding the child's current health information, immunization records, a complete physical examination, and laboratory work and screening, as necessary.

All the child's health forms should be in the school's file before the first day of attendance and must be kept current while the child is enrolled in KLA Schools. KLA Schools requires parents who do not provide these forms or do not comply with the updating requirement to remove their children from the school until they comply with this state requirement.

Maintaining a safe and healthy learning environment for children and teaching staff is vitally important to everyone at KLA Schools. In keeping with this practice, teachers conduct a daily health assessment of all children when they arrive at school to document the child's overall general health. The daily health check includes a friendly greeting of the child and family member, asking the child and family member about the child's and family's well-being since the child was last in the facility, while observing the child for obvious signs of ill health.

2.4 Immunization

KLA Schools requires each child's immunizations to be up to date for him or her to be enrolled in the school. Parents and guardians must provide a State Certification of Immunization form (appropriate for the child's age; e.g., in Florida, DH Form 680) for each child enrolled in KLA Schools before the child's first day of attendance.

Every student enrolled at KLA School of Pembroke Pines shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the immunization schedule adopted by the Florida Department of Health. A student who fails to present the required evidence shall not be accepted for enrollment. The only exception to the foregoing requirement is a medical exemption signed by a licensed physician (M.D. or D.O.) authorized to practice in the State of Florida, including the physician's license number.



2.5 Transition between Home and School

As a child enters a classroom, every effort is made to ensure a smooth transition, whether the child is new to the program or currently enrolled. During Transition Week at the beginning of the school year, parents may be present to support their children during this process. Transition tips are also discussed to reassure parents during this process.

2.6 Tuition and Other Charges

2.6.1 Payment Process

KLA Schools relies on revenues from parents and guardians for most of its operating expenses. Therefore, it is essential that all fees be paid promptly and regularly. Billing statements for tuition are available in the family 1Core App and upon request. KLA Schools does not charge tuition on a monthly or weekly basis but rather for the whole year for the program in which the child is enrolled. Parents and guardians have options for paying their children's tuition:

- In one payment at the beginning of the school year (A five percent discount is applied for this option.)
- In two payments at the beginning of each semester (A two and a half percent discount is applied for this option.)
- In 11 monthly installments with the first payment due at enrollment for new families and at the beginning of the school year for current families

The monthly payment does not correspond to the month attended at KLA Schools; it is merely a division of the payment plan.

For in-person payments, parents and guardians may pay by check, money order, or cashier's check. These payments are received Monday through Friday. Payments may also be made through our 1Core Parent Portal, where you will set up automatic payments by credit card or ACH. Cash is not accepted.

2.6.2 Fees

2.6.2.1 Late Pick Up Fees

Late pick up refers to arriving to pick up your child after the program you are enrolled in is over.

- If a guardian does not notify the front desk the late arrival in advanced: \$35 per occurrence
- If a guardian does notify the front desk the late arrival in advanced \$8 per hour
- If a guardian picks up a child after 6:00 pm it will be charged a \$35 fee plus \$1.00 per minute, regardless of notifying the school about the late arrival
- If KLA School staff is unable to reach anyone authorized to pick up the child within an hour the child's dismissal time an additional \$35 fee will be added to the billing statement.

2.6.2.2 Registration Fee

Parents and guardians must pay a registration fee at the time of enrollment. KLA Schools collects the registration fee only if your child meets the criteria for selection and space is available in the class in which your child must be placed.

Registration fees are non-refundable, even if you later decide not to continue with your child's enrollment.

If you decide to enroll your child at a time later than originally agreed upon at the time of enrollment, to reserve your child's space in the assigned class, you must pay registration fee, materials fee and first month of tuition and set an estimated start date. If, however, you choose not to complete enrollment, although the registration fee paid is non-refundable, we will honor it as paid until the end of the school

**ADMISSION AND ENROLLMENT REQUIREMENTS**

year for which you had paid it, and your child may be re-enrolled in the school provided space is available. Please see 2.8.2. for re-enrollment procedures.

2.6.2.3 Late Payment Fees

If you pay monthly and a payment is not received by the fifth day of any month, a \$50 late payment fee is added to your statement on the sixth day of the month and every five days thereafter.

If the unpaid balance is not paid by the end of the month, KLA Schools may terminate school services for your child.

2.6.2.4 Returned Item Fees

KLA Schools assesses a \$50 fee for all returned payments, such as checks and ACH payments. If a payment is returned twice, that type of payment will no longer be accepted.

2.7 Waiting List Policy

KLA Schools maintains a waiting list, if necessary. For a child to be placed on the waiting list, the paperwork will be required to be completed and all documentation ready to start. There is not payment required to be on the waiting list.

2.8 Changes in Enrollment**2.8.1 Withdrawal from the School**

KLA Schools requires that you notify your school's Director, Admission's Director or Assistant Director, in writing at least a month prior to withdrawing your child from the school. The notification is important for the staff, the child, and his or her peers to allow time to prepare for the child's absence.

If your child will be absent from school for a long period of time, you must inform the school. Be advised that payment of the regular tuition for the time of the absence is required to preserve your child's space in his/her class

Teachers make every effort to ensure your child's last day at the school is incredibly special.

2.8.2 Re-enrollment

KLA Schools will reinstate a child, whose parent or guardian voluntarily withdrew him or her, in the school program if all paperwork is up to date and space is available. If deficiency of paperwork or space exists, the child is placed on a waiting list until the deficiency is rectified. KLA Schools cannot guarantee the child will be placed in the same classroom he or she had been in previously unless space is available; however, we will make every effort to accommodate a return to the child's more familiar environment.

2.8.3 Termination of Care and Education

KLA Schools reserves the right to cancel the enrollment of a child for certain reasons, examples of which appear in this list:

- The school cannot ensure the health and safety of the child or the other children.
- The child displays chronic disruptive behavior that jeopardizes others' safety. (When, after following the steps identified in the Challenging Behavior in Children policy and Positive Guidance and Discipline policy, the attempts of addressing the behavior do not succeed and no progress toward identifying the cause of the behavior[s] is made, KLA Schools may suspend the child indefinitely.)
- The parent or guardian fails to pay or is excessively late on payments of tuition and fees.
- The parent or guardian is chronically late in picking up the child at the end of the day.
- The parent or guardian demonstrates a lack of cooperation to resolve differences or meet the child's need through staff meetings, conferences, or use of outside services.

**ADMISSION AND ENROLLMENT REQUIREMENTS**

- The parent or guardian displays inappropriate behavior, which includes, but is not limited to, inappropriate language, intoxication, theft or destruction of school property, verbal or physical threats of harm, and harassment of a staff member, child, other parents and guardians, or visitors to the school.
- The parent or guardian fails to comply with the school's policies and procedures, including parent participation.
- The parent or guardian fails to provide the required health, immunization, or emergency information.
- The emergency card contains outdated, incomplete, or incorrect numbers, resulting in no parent or guardian being able to be reached within an hour of trying.
- The parent or guardian fails to pick up an injured or ill child within an hour of being notified.

The school sends a written notice to the parent or guardian immediately following each occurrence of any of these events.

2.9 Policy on Private Education and Care

Parents and guardians may not request or employ full or part-time staff, administration staff, or maintenance staff from our school to independently perform services for KLA families outside their KLA Schools-paid scheduled work time or during regular hours either on the school premises or away from the school premises.

2.10 Non-Solicitation Policy

Families who enroll at KLA Schools agree not to solicit, employ, or enter any contract with any employee of KLA Schools to perform childcare or similar services under any circumstances that might interfere with the employee's role or employment at KLA Schools. If a family employs or contracts with any employee of KLA Schools or person who was employed or under contract with KLA Schools within one year of the date of such employing or contracting, that family is responsible for paying KLA Schools a placement fee of \$2,500.00.



3.0 Program Overview

3.1 Cultural Relevance

Early childcare education that is culturally relevant means the care-giving routines, teaching strategies, and curriculum match the child's home culture. In the communities where KLA Schools is located, families and children maintain their unique cultural identities while also creating their place in the larger framework of our society. This program brings that idea to life in the classroom as children learn about their own and their peers' cultural practices. By partaking in the cultural relevance program, we teach acceptance of all people, all appearances, and all cultures.

3.2 Anti-Bias Philosophy

KLA Schools demonstrates an ongoing commitment to integrate an anti-bias philosophy into every aspect of its program. "Anti-bias" refers to teaching children to respect, appreciate, and positively interact with people who are different from them.

3.3 Multilingualism

KLA Schools employs adults and receives children from various countries, backgrounds, cultures, and home languages. Children are commonly exposed to various languages while enrolled in our school. Although English is spoken as a first language, we understand and value each child's unique background, and we view this exposure as another way of learning.

3.4 Positive Guidance and Discipline Policy

At KLA Schools, we create meaningful relationships with the children and seek to build children's self-esteem by helping them develop self-control and responsibility for their actions. The developmental level of each child determines expected behavior. Staff members always use positive methods of guidance with emphasis on redirection and encouragement of self-control of the child.

At KLA Schools, we believe discipline should be addressed by a developmental approach. We see behavior as a skill to be learned in similar fashion to reading and writing. Children should be taught in a way that is both age appropriate and developmentally relevant to their skills, adding upon past skills acquired.

In addition, we approach discipline through preventative rather than reactionary means. We create environments in which clear expectations of appropriate behaviors are set while we address social and emotional skills in our projections to ensure we are supporting children in reaching their milestones.

We use these strategies, as well as others, to teach positive and appropriate behaviors:

- Focusing on positive and appropriate behaviors displayed by the child
- Encouraging the use of language to resolve conflicts
- Providing positive role models for acceptable behavior
- Offering reflective statements that identify a child's emotion (e.g., "You seem frustrated.")
- Asking open-ended questions to help a child work through a challenging situation (e.g., "What happened when James took the block from you?")
- Asking questions about what appropriate behavior looks like rather than correcting the behavior (e.g., "What do we do when someone takes something from us?")
- Providing the child examples of appropriate behaviors to use, and, whenever possible, engaging the child in the thought process of producing the appropriate behaviors themselves

We always attempt to communicate respectfully and empathetically with the children. Teachers must intervene regarding some behaviors:



- Physical behaviors, such as biting, hitting, spitting, kicking, pinching, etc.
- Putting oneself in danger, such as climbing on furniture or leaving the classroom without a teacher
- Taking objects from another without permission
- Inappropriate communication, such as ignoring directions, using words to hurt others, or using inappropriate language

We use certain strategies to address such behaviors as listed above:

- Teach positive and appropriate behaviors where relevant.
- Verbally acknowledge the situation that is taking place.
- Provide a safe and calming space in the classroom for a child to take time, with a teacher, to recover and reflect on the situation. (A teacher stays close to the child to ensure his or her safety and to be available to talk when the child is ready. It is important that the child feels the teacher's presence and support during this moment.)
- Accompany the child outside the classroom to provide space and time for the child to recover and reflect with the teacher's support.
- Remove other children from the area, accompanied by a teacher, if the situation becomes unsafe. (A teacher always remains with the child and ensures that child's safety.)
- Document the incident with an Observation Form and, if necessary, use an Accident or Incident Report, depending on the severity of the behavior. (Accident/Incident Reports should be completed per Handbook guidelines.)
- Report the incident to the Director if an Incident or Accident Report has been completed or if the behavior becomes repetitive.
- Inform parents or guardians if an Incident or Accident Report has been completed or if the behavior becomes repetitive (but only after informing the Director).
- Follow guidelines identified in the Challenging Behavior in Children or Developmental Inconsistencies policies as deemed appropriate by the Director.
- Use the first two strategies in this list for all interactions with a child exhibiting a behavior that requires addressing.

3.5 Anti-Violence Philosophy

At KLA Schools, we define violence as "any verbal, physical, or emotional behavior intending to hurt another person or material." In the absence of apparent desire to cause harm, such behavior is identified as hurtful rather than violent. We believe that most hurtful behaviors arise from a young child's inexperienced attempt to meet his or her immediate needs. Our adult role creates an environment and support interaction which, from infancy, empowers our young children to peacefully satisfy their needs.

When a child displays a behavior that interferes with the social life at KLA Schools or that makes the child and his friends uncomfortable, we determine, as well as we are able, the reasons for the behavior. We discuss the behavior with the child. If we observe that the child's behavior does not progress, we schedule a parent conference to discuss it.

Sometimes, by redirecting the child to another activity, the behavior improves. We assist the child in selecting another activity or area in which to work.

We support the child who is ready to begin expressing his or her feelings in words. Approaching social behavior as a learning experience is important. Children begin to understand that actions carry consequences and that they are able to develop a measure of self-control. Children must develop internal control and internal direction so that less dependence on adults and external factors is necessary. Slowly, the child learns to be responsible for him- or herself.



3.6 Challenging Behavior in Children

Each matter regarding disruptive behavior is handled on a case-by-case basis. A variety of factors can affect a child's behavior.

We document observations of the teacher on the specific development of each child, including notations regarding disruptive behavior. When disruptive behavior is noted, the teacher meets with the Director to discuss the observations.

The teacher communicates the recurring disruptive behavior to the child's parent or guardian. The teacher writes out the description of the behavior and meets with the parent of the child to discuss. Together, they establish goals and involve the parent in creating approaches toward addressing the behavior.

If the initial plan for supporting the child fails, the teacher and parent again meet with the school's Director. Another attempt is made to identify the cause of the behavior, outline novel approaches toward resolution, and discuss next steps if progress is not made.

If the multiple attempts fail to solve the behavioral issues and no progress toward identifying the cause of the behavior is made, the child may be suspended from KLA Schools indefinitely. The Director may suspend the child at any time if the child exhibits behavior that is harmful to himself or herself or to others. A parent may be called by the school anytime the child exhibits uncontrollable behavior that cannot be modified by the staff. That parent may be asked to pick up the child immediately.

As a school, we try our best to support the parent and child through this process of correcting chronic disruptive behavior in school, but it is equally important that the parent support the child. Parents and teachers must keep constant and effective communication when a child displays chronic disruptive behavior. Our main priority during this challenging time is to keep everyone safe and happy. Parent participation makes a world of difference.



4.0 Program Policies

4.1 Birthdays and Treat Bags

Children enjoy celebrating their birthdays at school according to the school's rules and regulations. Parents should arrange the event with teachers at least two weeks in advance to ensure scheduling the best time for the celebration. The birthday celebration should be limited to cake and simple goodie bags.

Teachers may not distribute birthday invitations for private parties outside the school with a specific guest list; parents are advised to do so from home to keep feelings of uninvited children from getting hurt. However, teachers may hand out invitations to private parties if all classroom students are invited.

Birthday invitations must be delivered in unsealed envelopes and are not allowed to be distributed for birthdays celebrated at the school.

Please note that latex balloons, piñatas, characters, entertainers, and portable play structures are not allowed at the school regardless of whether parents are present to help supervise.

Occasionally, children may bring in treat bags for fellow classmates to celebrate birthdays, Halloween, Christmas, or another holiday or special event. However, the treat bags are not allowed to be opened at school. They may accompany the children home unopened so parents may inspect the bag for items that might not be allowed in their home or to which the child might be allergic.

4.2 Diapering

Diapers worn by children must be disposable and able to contain urine and stool to minimize fecal contamination of children, teachers, and objects. If a child cannot wear disposable diapers for a medical reason, the child's healthcare provider must provide documentation of the reason.

If cloth diapers are a medical necessity, the diaper should have an absorbent inner lining completely contained with an outer covering of waterproof material that prevents the escape of feces and urine. Parents of cloth-diapered children should provide plastic bags or containers in which to store used diapers. Soiled cloth diapers are emptied of feces in the toilet and placed in these bags. If the cloth diaper cannot be completely emptied of feces, it is discarded for safety reasons (i.e., to avoid contamination since bacteria found in feces is extremely hazardous).

The use of any diaper rash cream on a child requires a signed parent authorization form.

4.3 Dress Code and Jewelry

Parents should ensure their children's dress is neat, clean, and appropriate. The guiding principle for the uniform dress code is that clothing does not distract from the learning environment, disrupt school activities, or create safety hazards. The uniform offers a level of safety to the school; children who follow the dress code may be identified immediately as belonging in the school.

The KLA School dress code includes these particulars:

- Students are required to wear the school uniform, except on Fridays.
- Children should always wear clothing that is clean, dry, and appropriate for the day's weather. On warm days, you may bring your child to school with mosquito repellent already applied. He or she should also be protected from the sun; therefore, we request that you apply SPF-15 or higher sunscreen prior to school. On chilly days, dress your child with a sweater.
- Children should also always wear closed-toe shoes. (No sandals are permitted at the school.)
- Most jewelry is not permitted. We prohibit bracelets, necklaces, anklets, rings, and earrings that dangle below the earlobe. Only post/stud earrings with nothing hanging below the earlobe are



acceptable. Children tend to get tangled in their jewelry as well as other jewelry. Please note that KLA Schools is not responsible for any jewelry that is lost or damaged.

Parents and guardians must provide two extra sets of clothing (including socks, underwear, and a pair of shoes) for their children; these sets of clothing are stored at the school. Outdoor activities, arts, crafts and food can cause clothing to become soiled. For a child who is toilet-training, the parent or guardian must provide at least three extra sets of clothing (including socks and underwear). All clothing and napping accessories must be clearly marked with the child's first and last name. Note that KLA Schools is not responsible for any clothing that is lost or damaged.

The teacher provides a list of other items that may be needed, such as diapers, blankets, and any other items considered necessary.

4.4 Holidays and Celebrations

KLA Schools avoids interfering in religious beliefs. We do not celebrate any regular or religious holiday or attempt to provide religious education to children. However, KLA Schools is closed on all nationwide (and certain locally observed) scheduled holidays. (Check with your school or school calendar for official closings.) Events with special meaning to our school community may be celebrated in an anti-biased and developmentally appropriate manner (e.g., Cultural Week).

4.5 Meal and Snacks

4.5.1 Mealtime Considerations

For lunch at KLA Schools, students have the option to bring their own food or select the catering provider we use. If sending your child's lunch from home, please provide it in a container that keeps the food at safe and desired temperature identified with your child's name.

Teachers and children sit together at the table and enjoy lunchtime as a familiar, warm experience. We encourage family-style meal service, except for infants who are fed by an adult. Social interaction and conversation involve discussions about the concepts of color, quantity, number, temperature of food, and events of the day. Many important discussions happen during our lunchtimes! Extra assistance and time are provided for children who need more time.

At mealtime, our staff ensures all children who do not require highchairs are comfortably seated at tables that align between the waist and mid-chest level and that allow their feet to rest on a firm surface while eating. All eating utensils are specifically designed for use by young children to allow them to eat at their best skill level.

Both older children and staff assist in mealtime activities, such as setting and cleaning the table.

Staff members help children with their handwashing to prevent contamination before and after each meal.

4.5.2 Nutrition

We suggest a well-balanced diet for children as recommended by the USDA. (See the Recommended Nutrition Chart in the appendix.) We believe it important for the children to feel comfortable eating the food sent from home or from the outside catering company.

Snacks may be small, but please refrain from sending "junk" food. Good-choices examples include fruit, cheese, juice, cookies, and cereal.

The USDA developed the food guide plate to help identify the various food groups needed for a balanced, healthy diet and the amount of food you should eat from each group. However, since KLA Schools is a nut-free network of schools, *please do not send any items that may contain nuts*. Parents



should notify the school in writing about any allergies the child may have, including providing a doctor's notice, if necessary.

Also, avoid sending your children foods that present choking hazards, such as sausages, hot dogs, marshmallows, popcorn, carrots, and grapes.

4.5.3 Special Diets

Special diet needs may be arranged with the catering company, if needed. You may consult your Assistant Director to find out whether meal options that align with your child's needs are available from the catering company. And, of course, you are always welcome to send your child's lunch from home.

KLA School of Pembroke Pines is a NUT FREE school. Children or staff are not allowed to bring snacks or food from home that contains nuts in them.

4.6 Naps

Children are provided an opportunity to sleep or rest at scheduled times. If a child is unable to sleep after 30 minutes of resting quietly, a space for quiet play is provided. We require each child to bring a blanket. He or she is provided with a marked individual cot and a cover sheet. The blanket and sheet must be taken home by the parent or guardian the last day of every week (or more often if soiled or dirty) to be laundered. Children are not permitted to sleep on a bare, uncovered surface, and they may not share their bed or bedding with another child.

4.7 Outdoor Play

Children are allowed to play outdoors, weather permitting, but are not taken outdoors during severe or threatening weather.

If a child has a medical condition that restricts, limits, or forbids outdoor play, the parent or guardian must notify the school (at the time of enrollment if the condition is preexistent or whenever it occurs).

Teachers allow play on playground structures according to age appropriateness as provided by equipment labels.

4.8 Toilet Training

Before the toilet-training experience begins, the parent or guardian must schedule a meeting with the teacher to discuss the child's role and ability. As part of the learning process, we consider the child's family background, including its preference and customs.

Our teachers allow children to take an active role in using the toilet when they are physically able to do so. For children who have not yet learned how to use the toilet, we wait until the child has the physical ability to remain dry for up to two hours before we begin to assist with toilet training. It is also important for the child to demonstrate an ability to communicate concerning toilet needs and for the family to support this learning.

Proper handwashing after using the toilet is always emphasized. Children with special needs may require specific instruction or precautions. Please inform your child's teacher of any special needs or requirements your child may have involved with toilet use or training.

Children are encouraged to use the toilet whenever they feel the need to do so. Some children are not socially or emotionally ready to use the toilet. Children may not respond when their bodies signal a need for the toilet because they may be embarrassed about the need. Our teachers allow children to take an active part in controlling their bodily functions in a manner that gives them a sense of pride and confidence.



While your child is toilet-training, please provide plastic bags or containers in which to store soiled or wet clothes. The soiled undergarment is emptied of feces in the toilet and placed in these bags. When the undergarment cannot be completely emptied of feces, it is discarded for safety reasons (i.e., to avoid contamination since bacteria found in feces is extremely hazardous).

4.9 Toys from Home

Except for toys needed to help ease a child's transition from home to school, we ask that children's personal toys remain at home or in the car. Children often have difficulty sharing personal toys, and they become upset should a toy become lost or broken. We ask that "adventure toys" (superheroes, etc.) are not brought to the school, as this type of toy is often associated with aggressive play.

Toys or books may be brought to be shared with classmates if the specific toys have been previously discussed and approved by the lead teacher. They must be clearly marked with the child's name and meet these requirements:

- No sharp edges or points, small parts, pinch points, chipped paint, splinters, or loose nuts and bolts
- Capable of being washed and sanitized
- No plastic bags, latex balloons, or latex/vinyl gloves
- Too large to fit in a child's mouth
- No coins, safety pins, or marbles
- No shooting or projectile toys
- No electronic games or toys
- No guns, swords, or violent toys
- Flame resistant (especially cloth toys)
- No rattles, pacifiers, or other objects around an infant's neck

Please note that KLA Schools is not responsible for objects brought to school that may become lost, damaged, or broken.



5.0 Healthcare

5.1 Medical Problems

Members of our staff have training in pediatric first aid and CPR. Teachers must be notified of any condition or restriction affecting a child.

5.2 Sick Children

Young children attending a school facility tend to experience frequent illnesses (e.g., runny nose, cold and flu symptoms, upper respiratory tract infection, diarrhea, asthma, Hepatitis A infections, COVID-19) that may not allow them to participate in the school's activities. Many states' regulations require that a child with these conditions be excluded from school. If a staff member suspects a child is suffering from a communicable illness or the child develops symptoms related to an illness, he or she is removed from the classroom, and the parent or guardian is contacted and asked to remove the child from school within an hour from contact. If parents cannot be reached, the person designated as the Emergency Contact is notified and requested to pick up the child or children within one hour.

5.3 Temporary Exclusion Policy

Children who exhibit any symptoms of infectious illnesses or fever must remain at home for at least 24 hours from when symptoms first appear. KLA Schools may ask that a healthcare provider be consulted regarding the child's illness and that information be shared with KLA Schools staff. The child is not allowed to return to school until he or she is no longer contagious, indicated in writing by a doctor.

Any child who has been absent from school due to an illness for two or more days is not allowed to return to school without a doctor's notice. Children with acute non-infectious illnesses may be brought to KLA Schools only if fever is not present and they are able to participate in activities.

If a child shows any symptoms of chronic, non-infectious conditions, a letter from a doctor stating the expected symptoms, the cause of the symptoms, and expected duration of the condition must be provided to KLA Schools immediately. Failure to provide such documentation by parents may result in turning the child away.

5.3.1 When Will We Send a Child Home?

KLA Schools does not allow actively sick children to be in classrooms. Therefore, children are sent home in the following situations:

- The illness prevents the child from participating comfortably in activities.
- The illness results in greater care for the child than our staff can provide.
- The illness is contagious for other children.
- Any common illness (listed in this handbook's appendix) is present.

5.3.2 List of Common Illnesses

Please refer to the list of common illnesses and DCF health related requirements in this handbook's APPENDIX.

5.4 Notification of Infectious Diseases and Injuries

Parents and guardians are required by state laws and KLA Schools policies to inform school staff within 24 hours (exclusive of weekends and holidays) when their children have been diagnosed with any contagious diseases. The timing is critical so that other parents may be notified of the exposure. When potentially contagious illness occurs, we notify parents of children who may have been exposed.

KLA Schools uses the following means to notify the parents and guardians of exposed children on the same day or within 24 hours:



- Posting information on the parent and guardian boards
- Giving written notice of the communicable disease

A parent or guardian is also responsible for informing the school in writing about any physical restrictions or injuries that refrains a child from participating in any type of activity.

When a child is out due to an infectious disease, an injury, or a surgical procedure, the parent or guardian must remember to request a written notification from the pediatrician in charge that addresses the child's release to participate in the regular activities at KLA Schools as well as any restriction and special indication. No child is allowed to return to school after being diagnosed with and absent from school due to an infectious disease, injury, or surgery without this document.

We understand it is difficult to find alternate childcare when children are ill, but we need the cooperation in this matter to keep a child and his or her classmates as healthy as possible.

5.5 Biting

KLA Schools recognizes that biting is developmentally appropriate behavior for children in classrooms for ages 12 months to two and a half years. Parents with children in these classrooms should expect their child may be bitten or may bite another child.

The school understands that a parent or guardian becomes concerned and may be upset when his or her child is involved in a biting accident. We ask that you remember that the behavior is developmentally appropriate and that our staff works to identify situations which provoke or elicit this behavior to prevent it in the future. Our staff does not punish or harshly discipline children in the younger classrooms for biting behavior; we simply redirect the children to other activities in separate areas of the classroom. Parents are expected to work with the staff to identify methods and strategies to curb this behavior. In the event of a biting situation, the staff follows the recommendations described in topic 3.4 of this handbook.

Children older than three years of age may occasionally be involved in a biting incident. For children in this age group who bite, the staff uses the discipline strategies as presented by the conscious discipline model as well as observes the children to determine what provokes the inappropriate behavior. Parents are expected to cooperate with the staff to help their children control their behavior.

Uncooperative parents may have their child's services terminated. Furthermore, children aged three years old and up who bite three times in the school year may have their services terminated since the safety of all the children in the program is of the utmost concern.

Staff notifies a parent or guardian of a biting incident using an incident or accident report. The staff may not disclose with the parent or guardian the identity of the other child involved in the incident. The staff cannot discuss the medical history of any child involved in a biting incident with any other party. It is recommended that any child involved in a biting incident with another party be seen by the family physician if the parents are concerned about communicable diseases.

5.5.1 Why Do Young Children Bite?

Biting is usually caused by one of four factors:

Experimentation

Infants and toddlers participate in experimental biting as they explore their world. They put everything in their mouths and sometimes bite in the process. With these children, teachers help decrease biting by firmly telling them, "No, don't bite. Biting hurts!" Teachers usually offer them objects that they can safely bite, such as teething rings.



Frustration

Frustration biting occurs when young children become unable to cope with a situation. Until they learn how to play cooperatively, they may respond to the demands of other children by hitting or biting. Teachers may decrease incidents of frustration biting by these helpful guidelines:

- Keeping playtimes short and groups small
- Supervising young children's play closely
- Saying, "No, don't bite. Biting hurts," and removing the child from the situation right away
- Staying with the child and helping him or her calm down (Teachers work with a child to explore other ways to handle the situation so the child learns to handle emotions differently next time.)

Powerlessness

Sometimes children feel a need to be powerful. Often, the youngest child in a family or classroom group uses biting to gain power. Teachers use these options to help prevent this type of biting:

- Making sure the child feels protected and is not always being picked on by others
- Explaining the situation to bigger or older children so they can help maintain equality
- Telling the child that he or she is not to bite and removing him or her from the situation right away
- Staying with the child and helping him or her calm down (Teachers work with such children to explore other ways to handle the situation so they learn to handle emotions differently next time.)

Stress

Emotional stress may cause a child to bite. It may be a sign of distress or pain when the child is upset or angry. If this occurs, teachers help the child find other ways to express his or her feelings. They let the child know that biting is wrong and remove him or her from the situation right away.

If a child bites, a teacher responds firmly but calmly to the biting. The teacher lets the child know that he or she disapproves of such behavior and removes the child from the situation. The teacher helps the child learn new ways to handle the situation. If your child bites repeatedly, be sure to consult your child's physician or healthcare provider about the problem.

5.5.2 What Do I Do If My Child Is Biting Others?

While every child is unique, responding as noted above as well as the following additional recommendations may be used to help with the child who bites:

- Take away a favorite toy or activity or use a relax time method.
- Do not bite your child for biting someone else. This practice teaches your child that biting may still be acceptable under certain circumstances. Do not bite your child in a playful manner, as doing so might teach him or her to bite others.
- Give praise when your child does not bite.

5.6 Medication Policy

Teachers must be completely aware of what medication your child receives, who prescribed the medication, and what side effects it could have on the child. This policy is especially important if a child takes a certain medication over an extended period of time or if medications are frequently prescribed.

KLA Schools does not administer any non-prescription medication to any child under any circumstance without a Non-Prescription Medication Authorization form signed by the child's parent or guardian.



If prescription medication needs to be administered to a child during school hours, the parent or guardian must come into the school to do so. Only the school's Director with a form signed by the parent or guardian can authorize exceptions to this rule.

Exceptions may include such prescription medications as these:

- Epipen
- Medication to treat severe allergic reactions
- Medication to treat seizures caused by high fevers

Prior to administering the medications listed above, parents must provide training to childcare personnel.

No medication of any kind (prescription or non-prescription) may be stored in any classroom at any time. All prescription shots (usually prescribed to children with allergies) must be kept in the first aid kit at the front desk along with the authorization form signed by the parents. The Director must be notified of and approve this procedure.

In case of an injury, staff uses only soap and water to clean a wound. No medication is applied by school staff to your child's injury under any circumstance.

5.7 Emergency Care Procedures

To ensure the health and safety of the children, a staff member who is qualified to respond to life-threatening emergencies is always in the school; trained in pediatric first aid and CPR, this staff member can recognize and respond to many types of emergency medical situations.

Should your child be involved in an incident or accident during the school day, a staff member completes an assessment of the situation and completes an incident or accident report. In addition, the classroom teacher contacts you to inform you of the situation. Depending on the injury and its seriousness, a decision is made to either take care of the emergency at KLA Schools or transport the child to a hospital; however, you are contacted first.

Please make sure your emergency contact information is always up to date. The incident and accident reports are kept by the child's teacher until the responsible person picks up the child and signs the document. A copy of the document is given to the parent or guardian and the original goes into the child's file.

Parents or guardians or persons designated to act "in loco parentis" are required to sign any incident or accident report from the day at pickup. The classroom teacher can briefly discuss the matter with you either by phone or at pickup. However, should you feel it necessary to have an in-depth discussion or meeting, it is most appropriate to schedule the meeting for a later date because the teacher is responsible for supervising the remaining children in the classroom. A telephone conference may be scheduled later at nap time if the parent or guardian is unable to meet at the school during the day. Failure to sign and return an incident or accident report at this time may result in your child's exclusion from the program until such time as the report is returned signed.

This list includes minimum activities to take place during any emergency involving a child:

- The teacher remains with the child until the parent or legal guardian arrives.
- Provision is made for a backup teacher.
- Staff has knowledge of a nearby urgent care facility.
- Staff has first aid kits readily available.
- A periodic review is performed of the school staff's ability to perform first aid and CPR.
- The parent or guardian receives a copy of the accident or incident report.



5.8 Emergency Contact

No matter how careful and safety conscious we are, injuries might occur. Parents and guardians are notified immediately of any illness or injury to a child. They are also provided specific instruction regarding action to be taken. It is crucial that the contact information (home, work, and cell phone numbers) in the child's enrollment packet be accurate and up to date. In case of emergency, if the parent or guardian cannot be reached, the school's Director or staff member in charge contacts the individual designated as emergency contact in the child's enrollment packet.

Under no circumstances will the school allow a person younger than 18 years old to pick up a child from school.



6.0 General Policies

6.1 A Child's Record

Information contained in a child's record is privileged and confidential. The school's staff does not distribute or release information in a child's record without the written consent of the parent or guardian to anyone not related to implementing the program plan for the child.

A parent or guardian has access to the child's record. The school provides access within two business days unless it has permission to take longer.

A parent or guardian has the right to add information, comments, data, or any other relevant materials to a child's record. The parent or guardian also has the right to request deletion or amendment of any information contained in a child's record, except where otherwise restricted by law.

Once a child is no longer in the school's care, and upon written request, the school provides the parent or guardian with copies of the child's records—birth certificate, immunization record, school entry health exam, and any other form requested by the child's parent or guardian.

6.2 Confidentiality

Within KLA Schools, confidential and sensitive information is shared only with employees of KLA Schools and the Department of Children and Families. To care for your child most appropriately and safely and to protect everyone's right to privacy, confidential and sensitive information about faculty, other parents, and children is not shared among parents. Confidential information includes, but is not limited to, names, addresses, phone numbers, disability information, and other health information.

Outside the organization, KLA Schools shares confidential and sensitive information about a child only when the parents of the child give express written consent, except where otherwise required by law. Parents are provided with a document detailing the information that is to be shared outside KLA Schools, the persons, or entities with whom the information is shared, and the reasons for sharing the information.

6.3 Daily Attendance

Regular attendance is important, and therefore, children are expected to attend school each day. Through consistent attendance, children learn the importance of being in school, which helps them develop a sense of responsibility early in life.

6.4 Field Trips and Transportation Procedures

Field trips are an important way to enrich children's learning experiences and a fun opportunity for parents and guardians to participate in KLA Schools activities. We consider field trips to be an extension of the classroom and are planned accordingly. Parents and guardians are invited to join and often assist on these fun and educational adventures.

A parent or guardian must fill out an individual permission form for each field trip his or her child attends. If a child does not participate in a field trip, KLA Schools makes special arrangements to receive the child in the school during that activity.

If a child arrives at the school after the class has departed for the field trip, the child is not able to participate in the field trip.

The staff members are carefully prepared to conduct safe and interesting field trips with detailed procedures for the transition to and from KLA Schools to the bus or van. We have established specific guidelines for seat-belt usage, communication with the driver, modeling appropriate behavior, etc. to ensure the maximum safety and security of the children. Typical field trip destinations include the zoo,



botanical gardens, wildlife or nature preserves, swimming pools, museums, parks, plays, musical events, stores, and train trips.

6.5 Notification of Absence

Parents must notify the school within one hour of the normal drop-off time if a child is not attending on a scheduled school day. Communication of the child's absence by phone is preferable. However, you can also notify us in writing via email.

If a child is ill, we request that you notify the Assistant Director or your child's teacher not only of the absence but also of the nature of the illness. This practice enables the staff to keep track of any illness that may occur at our school. The information is shared only with staff on a need-to-know basis.

If your child has a communicable disease, we ask that you share the diagnosis with the school's Director or Pedagogical Coordinator so that he or she can notify other parents of children in the school that a communicable disease is present. Once again, only communicable disease information is shared.

6.6 Non-Smoking Policy

Under no circumstances may any person smoke, vape, or use any tobacco product anywhere on KLA Schools premises, including the playground, parking lot, main entrance, and drop-off-and-pickup area.

6.7 Pickup and Sign-in and -out Policy

All names, addresses, and phone numbers are kept on hand at the school and are maintained by our staff. Only persons whose names are on the pickup authorization form may pick up your child with proper identification. Children left at school beyond contracted hours are charged a late pickup fee. Legal authorities may be notified if children are left at the school for one hour or longer after closing time.

6.8 Religious Practices

KLA Schools demonstrates respect for all religions and faiths.



7.0 Major Emergency/Disaster Procedures

7.1 Unexpected School Closings

If KLA Schools is closed for any reason, all parents and guardians are notified immediately to pick up their children. In every instance, we attempt to provide as much advance notice as possible. In the event of an unexpected school closing due to an emergency or natural disaster, tuition fees are not refunded. Tuition is based on enrollment and not on attendance, and each payment is based on the payment plan selected by each family during the enrollment process.

7.2 Emergency Procedures

The school has a written emergency preparedness plan that includes relocation instructions. The plan describes how the school notifies and updates parents and guardians as well as meets the needs of all children, including children with special needs or chronic medical conditions. A current record of classroom rosters must accompany staff during a drill or actual emergency and must be used to account for all children. Daily classroom attendance rosters are used to account for all children once gathered in a safe space after exit and upon return to the program.

Evacuation plans are posted in all rooms. The plan design for each room considers all available exits to determine the safest route. All doors and windows are closed.

Staff members have been prepared to remain calm and to reassure the children by explaining what is happening. Teachers try to comfort the children and redirect their attention to a game or quiet activity.

Keeping children informed and aware of emergency situations and procedures helps them remain calm during an actual emergency. Talking with children about various emergencies helps prepare them to be a part of the procedure, whether it is a shelter-in-place, evacuation, or lockdown procedure. Ensuring children understand what they are supposed to do and how they are supposed to behave helps to prevent panic and fear.

When an emergency or natural disaster occurs, staff acts quickly to prevent or manage injuries, property damage, and more. Staff is trained for emergency situations, such as an approaching wildfire, flood, or tornado, to ensure the safety of the children in their care.

To ensure the health and safety of the children, a staff member who is qualified to respond to life-threatening emergencies is always present. Trained in pediatric first aid and CPR, this staff member can recognize and respond to many types of emergency medical situations.

In some emergency situations, it may be necessary for staff to take children to an alternate shelter until families arrive. An emergency supply of food, water, clothing, blankets, diapers, and flashlights is kept on hand should this situation arise.

Each disaster or emergency has its own specifically designed emergency plan and is posted in all classrooms. There are three main types of emergency response procedures:

Evacuation

An evacuation procedure involves getting everyone in the building to a safe location somewhere outside the building until the threat is over or until help arrives.

In case of fire, staff members and children move at least fifty feet away from the building. A head count is taken to ensure everyone is safely out of the building. After everyone has been evacuated, the fire or police department is notified. If the children cannot return to the school, a suitable shelter is made available where they can safely remain until their parents and guardians arrive.

Fire drills occur monthly. These drills teach children what to do in the event of real fire. Staff directs the children to the proper exits to ensure safety for everyone. If a fire drill is in progress at the same time a



child is being dropped off, the parent or guardian must remain with the child until the drill is complete. Once it is complete, parents and guardians and their children may enter the building and resume the routine drop-off procedure.

Lockdown

A lockdown procedure is when staff creates a safe place for everyone to wait inside until an external threat has passed. During a lockdown procedure, everyone is instructed to remain in the designated safe place identified in the Emergency Plan until advised that the threat has passed. This procedure is used during situations when someone outside the program poses a threat, such as a hostile or armed individual.

Shelter-in-Place

The shelter-in-place procedure involves creating a safe and secure location for staff and children until a threat has passed. It may mean closing windows and turning off the heat and air conditioning to prevent harmful chemicals from coming inside during a chemical spill. Overall, it means creating a place where everyone is safe until the threat is over or until help arrives.

Shelter-in-place procedures are implemented for these reasons:

- Extreme weather (In the event of a tornado, staff members move children from all windows and doors and place them in a secure location.)
- Chemical spills

An Emergency Preparedness Plan is the written documentation of what staff members do before, during, and after each type of emergency. Each emergency requires a specific response that dictates the appropriate action of each staff member.

7.3 Hurricanes and Tropical Storms

For schools located in regions where hurricanes and tropical storms may pose threats, KLA Schools follows the specific county's public school hurricane and tropical storm emergency plan.

During times of threatening weather, parents and staff should keep informed through news services of dangers and instructions.

Should KLA Schools be required to close due to a natural disaster, such as a hurricane, parents and guardians are notified immediately of the school's closing and asked to pick up their children.

7.4 Lost or Missing Child

In the event a child is lost or missing, staff immediately notifies the KLA Schools Director. An initial search of the facility (including closets, cabinets etc. and the immediate surrounding area) is made as well as rapid attempts to confirm whether a family member may have picked up the child. If the child is still not found, the school takes these steps:

- Immediately call 911.
- Immediately notify police and security.
- Immediately notify the child's parent or guardian.
- Continue searching while waiting for the police to arrive.
- The Director gathers information and a description of the child to share with authorities.



8.0 Family Code of Conduct

KLA Schools strives to provide a positive and safe environment for children, families, and employees.

8.1 Swearing and Cursing

No parent, guardian, or other adult is permitted to curse or use other inappropriate language on our properties at any time, regardless of whether a child is present. Such language is considered offensive by many people and is not tolerated. If frustrated or angry, the parent or other adult may verbally express the frustration or anger using non-offensive language.

8.2 Parent and Guardian Behavior at KLA Schools

Parents or guardians dropping off or picking up their children should be mindful of other children, staff, and the school environment and conduct themselves accordingly. As children are easily frightened by unexpected sounds and loud conversation and are sometimes napping or participating in quiet activities, parents and guardians are asked to refrain from creating any loud or unnecessary noise.

Any kind of threatening language or activity of employees, children, parents, or any other adult associated with KLA Schools is prohibited. Our schools will not sit idly by while threats are made. Threats are reported to the appropriate authorities and are prosecuted to the full extent of the law. While apologies for such behavior are appreciated, the school cannot assume the risk of any threat. Parents and guardians must behave responsibly and in control.

Although KLA Schools does encourage parent and guardian participation, no soliciting is permitted under any circumstances. If a parent or guardian believes the school or children may benefit from a product or service he or she owns, provides, or knows about, the parent or guardian must first contact the school's Director for discussion. Any documents to be delivered to KLA Schools parents or guardians by other parents or guardians, except for birthday invitations, must first be reviewed by the Director for approval. Please remember that birthday invitations must be delivered in unsealed envelopes.

The Director reserves the right to examine any communication to be delivered within our premises to protect the safety of the children, staff, and administration.

8.3 Parents and Guardians under the Influence of Alcohol or Drugs

Children will not be released to a parent or guardian who appears to be intoxicated or otherwise incapable of bringing the child home safely. Teachers are instructed to not allow a parent or guardian whose behavior could pose a risk to the safety of the children to pick up the child.

Teachers will consult with local police or local child protection agencies on how best to address the unsafe situation.

8.4 Violation of Safety Policy

To protect the welfare and best interests of employees, children, and associates of KLA Schools, parents and guardians are required to follow all safety procedures at all times of contact with KLA Schools. While being friendly and polite certainly improve the quality of life, the KLA Schools family needs to be careful to not allow unauthorized individuals into the school. Holding the door open for the person following you may be polite; however, that person may not be authorized to enter the premises. If you bring someone with you who does not regularly visit us, please let us know as you come in. Security procedures are only as strong as the weakest link in our organizational chain. Be alert and mindful and immediately report any breaches of safety policy to the Director.



8.5 Reporting Child Abuse and Neglect

“Child Abuse or Neglect” is defined in s. 39.201, of the Florida Statutes as “harm or threatened harm” to a child’s health (mental or physical) or welfare by the acts or omissions by a parent, adult household member, other person responsible for the child’s welfare, or for purposes of reporting requirements by any person. If a staff member suspects a child of being abused or neglected, “it is each childcare personnel’s responsibility to report suspected abuse and/or neglect” (form CF-FSP 5337, October 2012). Most states have similar statutes in place.

Under the statute, mandated reporters are required to report any suspicion of abuse and neglect to the appropriate authorities. All staff members at our schools are considered mandated reporters under this law. Staff members of KLA Schools are not required to discuss their suspicions with parents prior to reporting the matter to appropriate authorities, nor are they required to investigate the cause of any suspicion. Mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. KLA Schools takes this responsibility very seriously and makes all warranted reports to the appropriate authorities. These laws are designed to protect the welfare and best interest of all children. As mandated reporters, the staff of KLA Schools cannot be held liable for reports made to child protective services which are determined to be unfounded, provided the report was made in “good faith.”

Cause for reporting suspected child abuse or neglect include, but are not limited to, these examples:

- Unusual bruising, marks, or cuts on the child’s body
- Severe verbal reprimand
- Transporting the child without appropriated child restrains (car seats, seatbelts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Leaving a child unattended for any amount of time
- Failure to attend to the special needs of disabled children
- Sending a child to school over-medicated to hide symptoms which would typically require the child to be kept at home until symptoms subside
- Behavior of a children consistent with abusive situations

If a staff member is accused of child abuse in any way, the staff member is removed from the school until a complete investigation has been completed. If the investigation is prolonged more than three working days, the employee may take leave until the investigation is completed. If the employee has been found guilty of abuse, he or she is immediately terminated.

8.6 Parents and Guardians Right to Access

At KLA Schools, we welcome families into our program. We allow families access throughout the day if it does not disrupt the students’ day.

Disruption within the family, such as involving marital disputes, divorce, child custody battles, and visitation rights, must not carry over into the child’s school.

KLA Schools protects all its employees from the stress of involvement in legal battles or personal matters between parents or among other family members. Our primary concern is the well-being of each child.

In a time of family turmoil, the school often becomes the only steady and secure haven the child has. KLA Schools does not allow this security to be threatened. We believe that it is in the child’s best interest to keep family conflicts out of the school setting. In a case where the child is the subject of a court order (e.g., custody order, restraining order, or protection from abuse order), KLA Schools must be provided with a certified copy of the most recent order and all amendments thereto. The orders of the court are strictly followed since KLA Schools honors any court orders. However, if both parents share full custody,



the names of *all* persons allowed to pick up their child must be in writing by both parties. The school does not accept last-minute authorizing telephone calls due to the sensitivity of the matter. KLA Schools does not assume responsible, nor does it interfere in, any disagreements between parents in this regard. Only authorized persons may pick up the children.

In the absence of a court order on file with the school, both parents are afforded equal access to their child if both of their names are listed on the child's application form. Without a court order, KLA Schools cannot limit access of a parent by request of the other parent, regardless of the reason. If a situation presents itself where one of the parents does not want the other parent to have access to the child, we suggest that the parent keep the child with him or her until a court order is issued acknowledging sole custody, since our right to retain your child is secondary to the other parent's right to access. The school contacts the local police should a conflict arise.



9.0 Grievances

9.1 Parent and Guardian Concerns and Complaints

If a parent or guardian has a problem or a complaint, a formal or informal meeting may be arranged by immediately contacting the school's Director or the Pedagogical Coordinator. All meetings are documented and may take place outside regular school hours. Constructive input from parents and guardians can lead to school improvement and other positive benefits. By procedure, either party must within one week submit in writing a planned course of action.

9.2 Grievances Procedures

If a parent or guardian becomes dissatisfied with some experience relating to his or her child's participation in a KLA Schools program, a grievance procedure allows resolution of the problem.

The grievance may be a complaint related to another parent or guardian who is causing a problem, a staff member who is not performing to his or her expectations, conditions of the school, or some other issue.

The objective of the grievance procedure is to satisfy these concerns:

- Promote harmony in the working relationship of the parent or guardian and staff
- Provide and acknowledge an orderly process for the handling of the parent or guardian grievance
- Resolve the grievance as quickly as possible before it becomes unduly exaggerated and disruptive to the program
- Resolve the grievance at the staff level if possible
- Correct the grievance and provide free expression of views and open dialogue (documentation) between the parent or guardian and staff

An attempt is first made to resolve the grievance with the child's teacher. If a satisfactory resolution cannot be found at that level, the parent or guardian may then voice his or her concerns with the school's Director. If the matter is not resolved, the issue continues with either the Franchise Owner or the General Manager of KLA Schools.



10.0 Responsibilities of a Parent or Guardian of a Child at the School

10.1 Parent and Guardian Conferences

Along with the short, informal daily conversations that take place between a parent or guardian and a child's teacher, planned communication, such as parent and guardian conferences, are scheduled. There are multiple purposes for these conferences:

- To review the child's development and adjustment to our program as well as to provide any other program-related information
- To discuss disciplinary policies
- To discuss the child's strengths, specific health issues, and other concerns, such as persistent behavior problems, developmental delays, special needs, and sleeping problems

At these planned conferences, the teacher reviews the child's health records and identifies any medical and developmental issues that require follow-up.

These conferences may take place every six months or whenever new information is added to the child's health records. Additional conferences are scheduled if the parent or guardian or teacher has a concern about the child. Any concern about a child's health or development, then, is not delayed until a regularly scheduled conference date.

10.2 Parent and Guardian Participation

New parents and guardians' meetings are scheduled periodically for new families to meet with the school's Director and teachers.

Some parents and guardians' education and focus discussion groups may be planned with the teachers.



11.0 Resources for Parents and Guardians

11.1 Developmental Inconsistencies

The first five years of life are especially important for your child because this time sets the stage for success in school and later in life. During infancy and early childhood, your child gains many experiences and learns many skills. It is important to ensure that each child's development proceeds well during this period.

Based on the teachers' observations, on the specific development of each child and where it is noted that development is inconsistent with the expected milestones, we use the Ages and Stages questionnaire to guide and support parents.

We make every effort to work with parents of children displaying inconsistent development with the expected milestones for their ages. Parents and teachers must keep constant and effective communication when a child demonstrates such inconsistencies. Our main priority during this time is to support the child in development and ensure each receives the care needed to proceed in growth.

To ensure we are doing all that we can to meet the needs of your child, we follow these procedures:

- The teacher's observations on the specific development of each child are kept. Observations note any development that is inconsistent with the expected milestones. In addition, the Ages and Stages questionnaire is used as a screening tool.
- The teacher communicates to the parent or guardian the development displayed that is inconsistent with the expected milestone. The teacher requires the parent or guardian of the child to meet to discuss the inconsistency. The developmental progress is described on paper. Goals are established, and the parent is involved in creating approaches toward promoting the development of the child.
- If the goals outlined in the initial plan for supporting the child are not met, the parent or guardian must again meet with the teacher and the Director. Another attempt is made to identify the development that is inconsistent with the expected milestone, outline new approaches, and discuss next steps if progress is not made.
- If the attempts fail and no progress is made toward solving the inconsistency, the child may be referred for a more involved assessment.

Each matter is handled on a case-by-case basis. Many factors affect a child's development.

As a school we try our best to support the parent and child through this process, but it is equally important that the parent support the child and the school to help identify development that is inconsistent with the expected milestones for your child's age. Parent participation makes a world of difference.

11.2 Making Adjustment from Home to Preschool

To make a successful transition and adjustment from home to school, children need comprehensive support from their school and family. Our teachers strive to develop positive attitudes with children toward learning, school, teachers, and peers.

The parent or guardian must also take an active role in participating in their child's school and learning process. Parents and guardians expressing positive attitudes toward learning and its rewards at the school is also important. Children share in an environment that positively values cultural diversity and individual difference. To promote quality learning experiences, a team of teacher experts have created programs adapted to children's individual developments and culture or linguistic diversities.

Here are some ways that parents and guardians can ease a child's transition from home to school:



- Talk to the child about going to a new setting.
- Take the child to meet the new program staff and see the new classroom.
- Read stories and look at books together.
- Allow the child to be around other young children.
- Teach care for the child's own belongings (e.g., how to put toys away and hang coats).
- Encourage the child to communicate with others and ask for help when needed. (Children may do so with gestures, spoken language, sign language, etc.)
- Encourage the child to simply make choices. (Ask your child if he or she wants to wear black or white socks, what toys to play with, whether he or she wants a cookie or apple sauce for a snack, etc.)
- Practice short separations from your child by leaving him or her in the care of a responsible adult.
- Say goodbye to your child before leaving and explain that you will pick him or her up afterward.

11.3 Transitioning from a Familiar Classroom to a New One

Children tend to become accustomed to familiar surroundings and feel comfortable in an environment they easily recognize. Thus, moving alone from one classroom to another might be difficult. At the school, the same difficulty may occur even when moving together into a new classroom. But each time it happens, the transition becomes easier because children whom they already know surround them. A parent or guardian should schedule an appointment with the child's caregiver each time a classroom switch is made to help the child become comfortable with the new surroundings.

11.4 Transitioning from KLA Schools to the Elementary School

During a major transition, children often need a little extra time, attention, and support from their parents. School transitions also signal a new stage of family life for everyone.

Here are some ways parents and guardians can make a child's transition to elementary school successful:

- Attend the school open house orientation or welcome day to become acquainted with the new teacher.
- Talk with your child about the new school; write down questions and find out the answers.
- Schedule a time for a self-guided tour of the new school with the child.
- Practice walking to school or the bus stop with your child.
- Discuss a typical day by going through the schedule with the child; help him or her anticipate trouble spots and discuss what to do if these problems occur.
- Let the child know it is normal to feel apprehensive; share your own childhood memories of times when you were apprehensive about a new situation that worked out well.

11.5 Donations (e.g., equipment, books, toys)

Parents and guardians who wish to donate equipment, books, toys, or other items to KLA Schools should first contact the school's Director for approval.

11.6 Newsletter

KLA Schools Pembroke Pines will send out weekly newsletters about upcoming events and other useful information (e.g., current news and any other important information about life in the school). These newsletters are sent to you by email and posted in your child's classroom and front desk area for your review.



12.0 APPENDICES

12.1 List of Common Illnesses and DCF Health Requirements

Illness	Symptoms	When Child Can Return Our Care
Cold/Flu Symptoms	Cough, stuffy nose, runny nose, sneeze, chest congestion, abnormal eye wax	with a doctor's notice that the condition is non-contagious or when symptoms disappear
Chickenpox	Unexplained rash	10 days after rash started and when all the blisters are dry and scabbed over
Diarrhea or blood in stools not explained by dietary change or medication	3 or more loose stools in a 24 hour period	24 hours free of loose stool
Fever	Temperature of 100 F (37.4 C) or higher	24 hour without a fever and without medications, or healthcare provider note stating it is not contagious
Fever with rash and behavior change	Unexplained rash with fever and irritability, persistent crying, lethargy or other unusual behavior	24 hour without fever, behavior back to normal and rash gone, or healthcare provider not stating it is not contagious
Head Lice	Lice and nits on the scalp	24 hour after the treatment starts and no signs of lice is present
Hepatitis A	Yellow skin or eyes	One week after the illness or yellow color starts
Herpes simplex	Cold sores or fever blister	When the sores have disappeared and been treated with medication
Impetigo and ringworm	Unexplained rash	If rash can be covered with bandage and treatment has started then child can return. If rash cannot be covered, child may return to school 48 hours after treatment starts
Measles	Unexplained rash	6 days after the rash appears
Mouth sores with drooling	Inability of the child to control his/her saliva, and mouth sore that bandage cannot cover	When sores are dry or crusted or healthcare provider determines the child is noninfectious
Mumps	Unexplained rash	9 days after the swelling /rash appears
Pink eye	Pink, red, itchy eyes, or discharge coming from the eyes	Once treatment has been finished and symptoms are gone
Pertussis (whooping cough)	Uncontrollable, violent coughing, sometimes with a deep "whooping" sound and hard time breathing	5 days after the child has started taking antibiotics
Rubella	Fever, rash, and swollen, tender lymph nodes, usually in the back of the neck behind the ears	11 days after the rash appears
Shingles	Unexplained rash that turns into blisters or sores	When sores have been crusted and the scabs fall off
Strep throat	Sore throat accompanied with a fever	24 hour after the treatment has begun or if the child has been without a fever for 24 hours
Tuberculosis	Cough, chest pain, breathlessness, night sweats, and signs of pneumonia	Until a healthcare provider or health official states that the child is on appropriate therapy or medication and can attend school
Vomiting illness	Vomiting 2 or more times within 24 hours	Episode free for 24 hours without taking any medication or until healthcare provider states that the child is not contagious and not in danger of dehydration



12.2 65C-22.004 Health Related Requirements (DCF Health Requirements)

(1) Communicable Disease Control.

(a) Children in care shall be observed daily for signs of communicable disease. Any child, childcare personnel or other person in the childcare facility suspected of having a communicable disease shall be removed from the facility or placed in an isolation area until removed. Such person may not return without medical authorization or until the signs and symptoms of the disease are no longer present. A child's condition shall be reported to the custodial parent or legal guardian. Signs and symptoms of a suspected communicable disease include the following:

1. Severe coughing, causing a child to become red or blue in the face or to make a whooping sound
2. Difficult or rapid breathing
3. Stiff neck
4. Diarrhea (more than one abnormally loose stool within a 24-hour period)
5. Temperature of 101 degrees Fahrenheit or higher when in conjunction with any other signs of illness
6. Conjunctivitis (pink eye)
7. Exposed, open skin lesions
8. Unusually dark urine and/or gray or white stool
9. Yellowish skin or eyes
10. Any other unusual sign or symptom of illness.

(b) A child identified as having head lice shall not be permitted to return until the following day, and only if treatment has occurred and has been verified. Verification of treatment may include a product box, box top, empty bottle, or signed statement by a custodial parent or legal guardian that treatment has occurred. The facility must also treat areas, equipment, toys, and furnishings with which the child has been in contact.

(c) Isolation Area. Each facility shall have a designated isolation area for a child who becomes ill at the facility. Such space shall be ventilated, heated, and equipped with a bed, mat, or cot, and materials that can be cleaned and sanitized or disinfected easily. Linens will be changed after each use and used linens shall be kept in a closed container in the isolation area until cleaned. Disposable items shall be kept in a closed container in the isolation area until thrown away. The isolated child must be always within sight and hearing of a staff person. The child must be carefully observed for worsening conditions.

(d) Outbreaks. Operators are required to notify the local county health department immediately upon any suspected outbreak of communicable disease in accordance with Chapter 64D-3, F.A.C., Communicable Disease Control, and must follow the health department's direction. A suspected outbreak occurs when two or more children or employees have the onset of similar signs or symptoms, as outlined in subparagraphs (1)(a) one. -10. above, within a 72-hour period or when a case of a serious or reportable communicable disease is diagnosed or suspected in a child or employee.



12.3 Recommended Nutrition Chart

