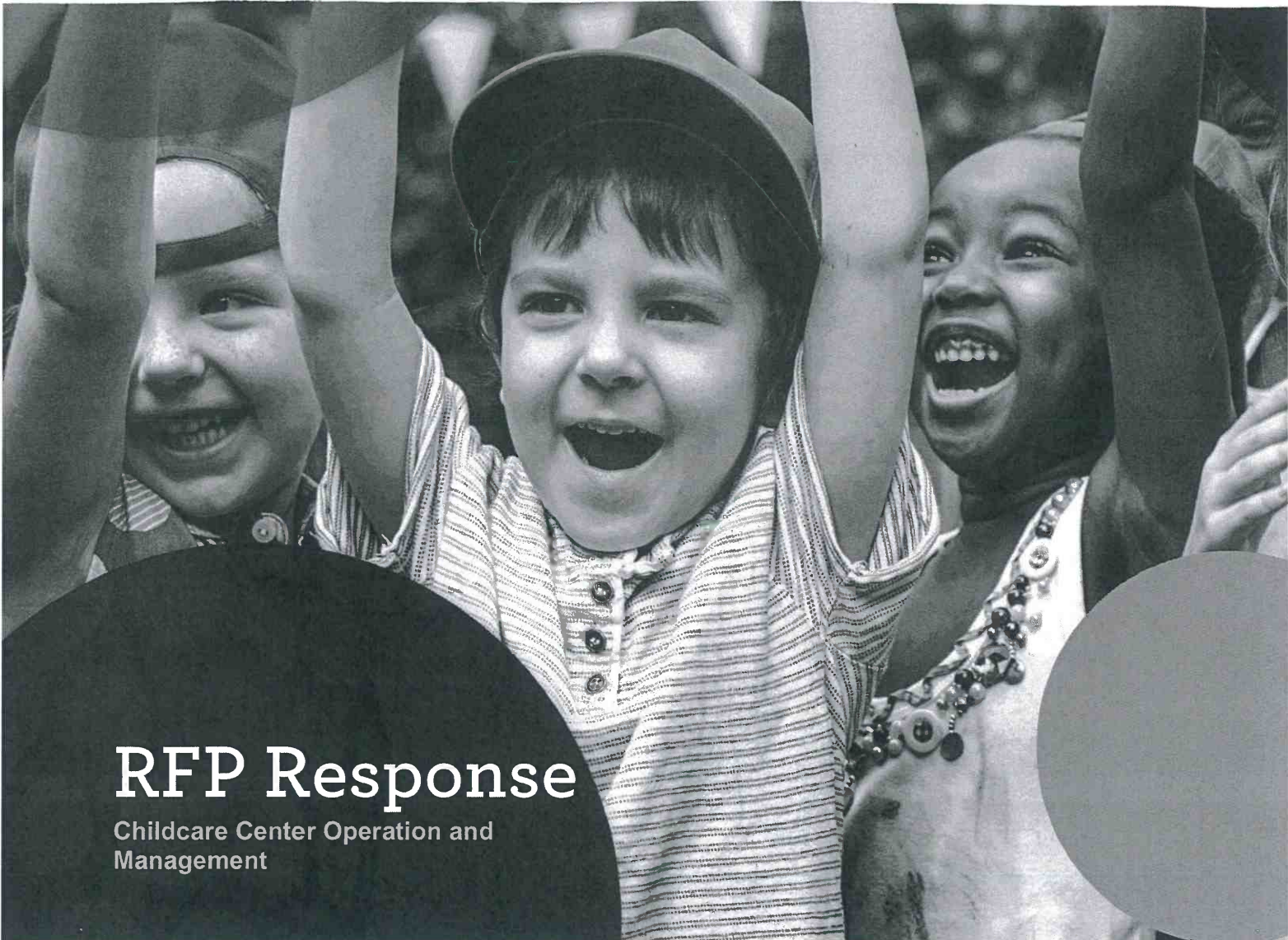


EXHIBIT C-2
OPERATOR'S PROPOSAL

Address:
Learning Care Group
21333 Haggerty Rd.
Suite 300
Novi, MI 48375

Your Contact:
Karen Moormann
National Account Manager
P: 949.288.1446
E: kmoormann@learningcaregroup.com



RFP Response

Childcare Center Operation and
Management

Prepared for:

LOS ANGELES INTERNATIONAL AIRPORT (LAWA)

Issued: 03.10.2021

Table of Contents

Cover Letter	3
Executive Summary	5
Organizational Chart, Team Identification, and Staffing	32
Organizational Chart	
Proposal Team	
Transition Team	
Experience and References	33
Company Profile	
References	
Proposed Scope of Services, Methodology, and Financial Capability	45
Scope of Services	
Methodology	
Financial Capability	
Cost Proposal	45
Conclusion	45
Appendix	45
A. Certified Board Resolution	
B. Organizational Charts	
C. LCG CA School Directory	
D. PHA Partner of the Year Press Release	
E. Sample AM/PM Menus	
F. Staff Qualifications and Hiring Process	
G. Staff Handbook	
H. Staffing Schedules	
I. Playground Enhancement Options	
J. Family Handbook	
K. Field Emergency Management Plan	
L. 5-Year Pro Forma	

Cover Letter

March 10, 2021

Javier Gomez

First Flight Child Development Center at Los Angeles County Airport (LAWA)
9320 Lincoln Blvd. Los Angeles, CA 90045

Dear Javier,

Learning Care Group (LCG) is pleased to submit a proposal in response to your RFP, to transition the management and operation of the First Flight Child Development Center at Los Angeles International Airport (LAWA).

For more than 35 years, LCG has taken a unique approach in our partnerships, focusing on continuity of care while introducing our educational programming and robust health and safety protocols. Our focus will be on client satisfaction and positive child outcomes for the families we serve at the First Flight CDC.

Attached you will find our customized response to your RFP, including:

- An overview of who LCG is and how we built our portfolio of clients based on the strength of our operating expertise, including Disneyland and General Services Administration;
- A detailed plan for transitioning care and management in as seamless a method as possible for the LAWA and the families we hope to serve;
- A comprehensive summary of the wide range of support services LCG offers, including teams dedicated solely to Education, Accreditation, Facility, Risk, Safety and more.

Learning Care Group, Inc., is a private, for-profit corporation that has been owned by American Securities since 2014, a private equity firm that continues to be a strong supporter of the company. LCG has wholly owned subsidiaries aligned to its brands and reports financials on a consolidated basis. We are providing a list of LCG's officers, as well as Certified Board Resolution, as Appendix A. To illustrate the members of LCG's proposing team, we are providing our organizational charts as Appendix B. We thank you for considering Learning Care Group as a partner to manage and operate the First Flight Child Development Center at LAWA.

Proposer and Contacts

Learning Care Group ("LCG")
21333 Haggerty Rd. Ste. 300
Novi, MI 48375

RFP Process:

Karen Moormann, Sr. National Account Manager
24291 Avila Rd.
Laguna Niguel, CA 92677
P: (949) 288-1446
kmoormann@learningcaregroup.com

Authorized Signatory:

Sean Sondreal, CMO and Sponsor
21333 Haggerty Rd. Ste. 300
Novi, MI 48375
P: (262) 389-7086
ssondreal@learningcaregroup.com

Kind regards,

Sean Sondreal

Chief Marketing Officer and Head of Employer Sponsored Solutions
LCG's FEID is: 38-3261854

Executive Summary

Provide a brief statement of how the proposer shall meet the scope requirements as set forth in this RFP document.

Learning Care Group (LCG) is ready to partner with LAWA to craft child care solutions that will enable the recruitment and retention of top talent and enhance productivity among LAWA team members. At LCG, we're dedicated to strong partnerships with the communities we serve, providing much-needed, high-quality early education and child care resources. We know that families want to prioritize their children's academic and social-emotional development, preparing them for school and the future.

Since 1967, Learning Care Group has been rooted in the belief that early childhood education yields profound, long-lasting results—not just in academic achievement but also in virtually every aspect of one's life. LCG holds one of the largest shares in the early childhood education market in Southern California, with a total of 64 schools. We understand the diverse community and how to care for the children growing up in LA County (please see Appendix C: LCG CA School Directory.)

LCG is an ideal partner to operate First Flight Child Development Center at LAWA. We bring operational expertise based on:

Experience

We're proud of our long history of providing high-quality care for young children. Our in-house Education team has designed engaging, developmentally appropriate learning experiences for decades, with educational approaches that range from STEM and STEAM to Montessori. Our diverse teaching staff features many long-term, experienced, and often degreed educators.

Innovation

Families stay connected through live streaming video of their child's classroom and regular updates from our mobile app. Our myPath app provides teachers with resources to support positive behavior. This year, we expanded our offerings for school-age students through The Prep Lab™ which supports distance learning and accommodates alternative school schedules (including a full-day option) for elementary students.

Efficiency and Quality

Our long history in serving diverse communities enables us to bring our expertise in high quality education, care, customer service, marketing and cost control to First Flight CDC at LAWA.

Safety

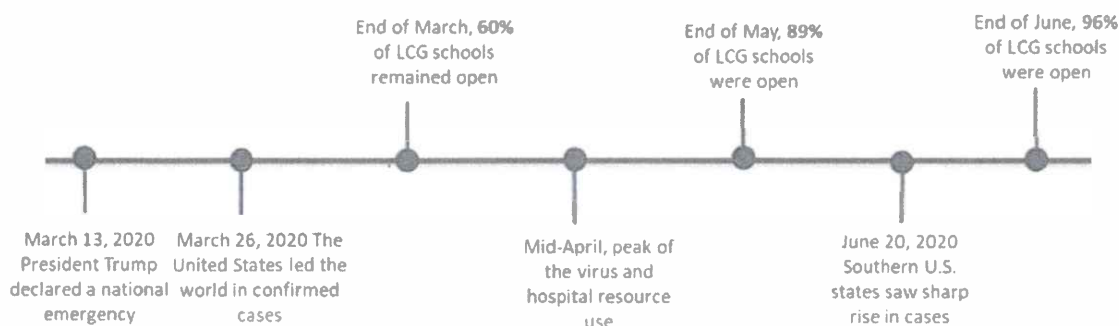
The safety and security of our families are our top priorities. We ensure a healthy, clean environment for all children to thrive and provide parents with peace of mind while apart from their children. Our already robust procedures were enhanced in the past year by following updated, emerging CDC guidance. In addition, live streaming video is available from cameras in every classroom.

Our partnership approach is to customize the school and its day-to-day activities to meet our clients' and their families' individual needs. We are also able to address specific challenges for our clients proactively and swiftly respond to requests. In our unique partnership model, we understand how to manage the bottom line better than any other provider without sacrificing quality. We manage every dollar invested in center operations as if it were our own.

Stability in Uncertain Times

With so many disruptions this year, now more than ever, early childhood education is critical to keep young learners on track and prepared for elementary school. Throughout the challenging months of 2020, we remained open in many areas to ensure that essential workers had the

support they needed to continue working and caring for all of us. We partnered with state and local authorities to secure provisional pandemic licenses where possible to continue serving our communities.



We continually enhanced our already robust health and safety procedures, as we closely followed CDC guidance and local health departments. We modified our policies to limit classroom access; required masks for adults; conducted regular temperature and wellness checks; and increased handwashing, cleaning, and sanitizing. After months of uncertainty, we provide stability, routine and peace of mind. It's all part of our ongoing commitment to keep kids safe, healthy, and learning.

Economic disruption has also impacted parents, with both short-term and long-term implications for productivity and attendance. As America struggles to get back to work, we're here to offer our support. Given this ongoing commitment to our communities and our proven success in managing programs for our partners, we are confident that we will meet—and exceed—the expectations of LAWA.

Our response will provide a comprehensive understanding of the resources, experience and educational excellence that makes LCG a great partner.

Organizational Chart, Team Identification, and Staffing

Proposer should submit an Organizational Chart with key staff members identified and a description of their experience, qualifications, and the scope of services they will be associated with.

Below we have outlined the key members of our executive team that play an essential role in supporting our centers as well as our Proposal Team, Transition Team, and Secondary Support Team. We have included a field organizational chart with Appendix B.

EXECUTIVE TEAM

Mark Bierley, Chief Executive Officer

Mark has served LCG since 2012 and was appointed to CEO in 2019, leading more than 20,000 employees in delivering excellence across our portfolio of brands. Mark has instilled operational best practices and process improvements to create a positive transformation in every aspect of the company.

Nick Strange, Chief Operating Officer

Nick oversees the operational activities of more than 900 schools. He joined LCG in 2019 with nearly 25 years of leadership experience in multi-unit operations. Nick's team oversees licensing, operations, and financial management of each community and employer-sponsored school.

Doug Baker, Chief Financial Officer

As CFO, Doug leads our Finance, IT, and Real Estate functions in addition to strategic growth initiatives as LCG advances its leadership role among child care providers through educational excellence and outstanding customer service.

Dr. Susan Canizares, Chief Academic Officer

Susan leads all aspects of our educational mission, including refining curricula and the policies and practices that address academic achievement. Susan holds a Ph.D. in language and literacy development and, as a noted authority on early childhood education, is a frequent speaker at influential education conferences.

Sean Sondreal, Chief Marketing Officer and Head of Employer Solutions

Sean has held the position of CMO since 2015, leading our marketing and customer engagement efforts by effectively connecting with customers to drive new enrollments and further strengthen customer loyalty. As the executive sponsor for LCG's Employer-Sponsored Child Care programs, Sean oversees program development to help employers with child care benefit solutions.

Judy Fimiani, Chief Human Resources Officer

Judy's HR organization provides stewardship of the company culture and engages a workforce of more than 20,000 employees. She guides LCG's talent management philosophy and articulates its strategy for acquiring, developing, rewarding, and retaining the best talent.

Dan Follis, Chief Safety Officer and General Counsel

Dan has served in his role since 2016, leading all aspects of legal, compliance, and regulatory affairs for LCG throughout the U.S. and internationally. Dan leads all safety and compliance initiatives, including sponsoring standardization and implementation of safety practices. He also initiated national Child Care Safety Consortium to share best practices.

PROPOSAL TEAM

Karen Moormann, Sr. National Account Executive

Karen Moormann, based in Orange County, California, is a National Account Executive at Learning Care Group (LCG). Karen strongly believes in the importance of creating a learning environment that respects diversity and values differences, which sets the scene for fostering children's positive self-concept and attitudes. In her role, she takes great pride in building strong relationships through open communication and support. With more than 30 years of industry experience, Karen is an invaluable member of the LCG team. She started as a Center Director for LCG, at our La Petite Academy in Louisville, Colorado. She has remained agile over the years, adapting and thriving alongside an organization that continues to grow and develop. Karen earned a Bachelor of Arts from the University of California, Santa Barbara.

Sean Sondreal, Chief Marketing Officer and Head of Employer Solutions

Sean has held the position of CMO since 2015, leading our marketing and customer engagement efforts by effectively connecting with customers to drive new enrollments and further strengthen customer loyalty. As the executive sponsor for LCG's Employer-Sponsored Child Care programs, Sean oversees program development to help employers with child care benefit solutions.

Trudy Anderson, Vice President, Strategic Projects/Operational Leader

Trudy has been with LCG for almost 6 years. She brings over 25 years of education management experience. Trudy assists field leadership in operational direction and delivers engaging employees' content to school leadership and staff. She also leverages demonstrated expertise in child care and education environments to adapt to other complex marketplaces. She is known to be an analytical evaluator who identifies areas for improvement and implements forward-thinking initiatives to optimize operational efficiency and position a company for immediate and long-term growth.

Natalie Ryan-Gluth, Manager, Sales Support

Natalie has been with LCG for almost 2 years. She is responsible for supporting the National Account Executives with all items needed to 'win the business' of potential partners. She is instrumental to standing up each deal by creating proposals for clients. Natalie's previous role at LCG as Regional Marketing Manager, Strategic Initiatives, grounded her in the field of early child education, while her prior organizational experience includes managing national accounts and process improvement.

PRIMARY TRANSITION AND MANAGEMENT TEAM

Our experienced leadership team provides support and guidance before, during and after the transition of operations to LCG.

Katherine Stevens, District Manager

Katherine has been with LCG for over 5 years and has over 20 years of experience in the ECE field, previously as a Director at one of our Northern CA schools, but most recently as a District Manager. She continues to demonstrate her strong leadership as she leads the 15 San Fernando Valley schools in continued growth.

Jane Holloway, Region Manager

Jane has been with the LCG family for over 34 years with increasing responsibility throughout her tenure. She began her career as a Director, and as she advanced through each leadership role, has mentored and inspired teachers, Directors and District Managers. Jane oversees the operation of 64 schools in the Southern California market. Children and those that care for and educate them has always been her passion.

Teri Davies, Sr. Division Vice President

Teri has been with LCG for almost 15 years. She brings over 20 years of child care management operations experience and is passionate about supporting children, families, and staff. Teri oversees the operations of 224 schools in our West Divisional Market.

Heather Vucinaj, Partnership Relations Manager

Heather has been with LCG for almost 4 years. She is responsible for partnering with current and future onsite clients to cultivate engagement, increase utilization and create revenue growth. She will identify creative strategies for clients to increase visibility of the child care benefit offered to their employees. She will ensure retention, satisfaction and delivery of incremental revenue from our current and future partners. Heather holds an MBA from the University of Phoenix.

Kelly St. Clair, Manager, Education

Kelly has been with LCG over 7 years. She leads key Education Value Proposition programming including Aware, Care, & Share, Teacher In-Service, Storytime programming, High Risk Moments initiatives and Reflecting Our Communities. Previously to her positions held in the Education Department, Kelly worked as one of our Directors for almost 4 years.

Courtney Scott, Sr. Manager, HR Operations

Courtney has been with LCG for over 21 years. Starting as an Assistant Teacher, Courtney has held 5 field operation positions and 4 positions at Support Central. In Courtney's current role, she partners with the Integrations team to build efficiencies and processes with an HR lens to support the organization's acquisitions growth strategy.

Katrina Shelton, Sr. Manager of Regulatory Compliance

Katrina has remained an asset to the LCG compliance team for the last 19 years. Starting as a Sr. Compliance Specialist and now most recently acting as the Sr. Manager of Regulatory Compliance, Katrina ensures our schools are compliant with all State Licensing and Health and Safety requirements set by the state and company. She also liaises with the Licensing Agency and keeps the District Manager and Region Manager apprised of all findings during school visits.

Amanda Davis, Director, 3rd Party Operations Support

Amanda has been with LCG for 17 years. She manages the 3rd Party Support Team, as well as providing leadership for the 3rd Party Billing Team. Amanda and her teams ensure all agency-funded children are billed appropriately in the POS based on their contract status and attendance.

Megan Troxler, PMO Project Analyst

Megan has been with LCG for over 13 years. During her time with the company, she has held positions in field operations and PMO. In her current position, she supports the planning, managing and monitoring of key projects from Initiation to Closing. This includes facilitating project meetings, maintaining project schedules, and gathering issues; as well as, communication of the overall project status. Megan holds a Master's Degree from the University of Phoenix.

ADMINISTRATIVE & IT SUPPORT

Our Center Directors and staff are able to focus primarily on delivering high-quality care and education to the children and families they serve thanks to the proprietary suite of tools that handle the more onerous administrative tasks. From accounting to attendance, inventory to food service, and operational performance to payments, our Center Directors have a wealth of information at the click of a button.

Our mission to incorporate innovative technologies into our operations benefits our families, too.

Every family receives access to FamilyLink, an online payment system where they can pay their tuition, set up auto pay and access their statements.

SUPPORT CENTRAL TEAM

In addition to our local staff, the LCG Support Central team, located in Novi, Michigan, provides a myriad of vital services that drive our local teaching team's focus on children and families:

Education: Supports faculty with curriculum implementation, assessing academic progress.

Accreditation: Supports schools with attaining and maintaining state/national accreditation.

Finance: Prepares financial analysis to help manage financial budgeting, management and growth opportunities.

Marketing: Assists in developing informational pieces for parents, enrollment campaigns, collaborates with Center Director's administrative team to strategize and promote center growth, supports curriculum and special events.

Communications: Assists field leadership in operational direction and delivers engaging employee content to school leadership and staff.

Customer Service: Ensures complete and timely resolution of any parent questions or concerns.

Risk Management: Guides all health and safety policies and insurance-related matters, managing Compliance Central (our app that houses all daily and weekly safety checklists).

Licensing and Compliance: Partners with center staff to ensure compliance with all regulatory agencies, including child care licensing and local health departments.

Purchasing: Effectively responds to the center's equipment or material needs; maintains an online purchasing system that enables our centers to order supplies, track inventory and manage expenses leveraging our national buying power of 900 schools to reduce overall costs.

Information Technology: Provides ongoing technical support to our centers and oversees technical functions related to our proprietary center information database (LCW).

Food & Nutrition: Provides center staff nutritional guidance in meal/snack development, including oversight of Children & Adult Care Food Program (CACFP).

Human Resources: Talent Acquisition and Training: Assists center with all resource planning, recruiting and hiring, staff development plans, and training, including the robust training on-demand programming.

Facilities: Our Facilities team will assist in any school enhancement programs such as a remodel. Also, they will help source and install new playground equipment.

Experience and References

COMPANY PROFILE

Proposers should provide a description of the Proposer/Firm with relevant information related to managing childcare centers with a proven track record of providing superior customer service and satisfaction.

LCG is the second-largest for-profit child care provider in North America and a leader in early education. Our programs are designed for children aged 6 weeks to 12 years. Across our nine unique brands, we're committed to creating state-of-the-art facilities with the latest technology and expert-driven curricula created by our own Education Team.

From our headquarters in Novi, Michigan, we operate more than 900 schools across the country—and around the world. On a daily basis, with the help of 18,000+ educators, we have the capacity to educate, care for, and prepare 130,000+ children for school—and the future. Every center provides a safe, stimulating environment to inspire a lifelong love of learning.

LCG is proud of the growing number of managed onsite locations within our portfolio. We provide the same high standards for care and organizational efficiency to each location, incorporating the same level of quality to ensure the satisfaction of both our client-partner and the families we serve. Some of our managed care clients include General Services Administration, Dick's Sporting Goods, Carnival Cruiselines, Ohio State Medical, St. Vincent Hospital-Ascension Health, and Northview Church.

REFERENCES

LCG is pleased to provide similar child care management services with the below partners:

St. Vincent Hospital

Healthcare Facility

3700 Washington Ave, Evansville, IN 47714

Ashley Tenbarger

(812) 664-3141 | ashley.tenbarger@ascension.org

2017 – Current | approx. \$108,654.36 annual (increases by 3% each year)

St. Vincent- St. Vincent is in Evansville, IN, and is a part of the Ascension health system. We partner to provide their employees with a safe and healthy environment for their children during the day. We work closely with the school's parent board to fundraise, plan activities and imbed the school in St. Vincent's culture.

Northview Church

Religious Institution

6620 Northview Way, Indianapolis, IN 46220

Mike Crull

(317) 846-2884 | mike.crull@NorthviewChurch.us

2017 – Current | approx. \$104,000 annual

LCG and Northview Church have partnered together to open the first Pathways Learning Academy in our portfolio. The success of our first location has led to opening a second location at a different Northview campus.

Carnival Cruise Lines

Corporate Onsite

3655 NW 87th St., Doral, FL

Lisa McPherson

(305).406-5437 | lmcperson@carnival.com

2015 – Current | approx. \$150,000 annual – estimated. Guaranteed enrollment model

Located within Carnival Cruise Line's headquarters, La Petite Academy is immersed in the company's culture.

Proposed Scope of Services, Methodology, and Financial Capability

SCOPE OF SERVICES

Proposers should demonstrate an understanding and interpretation of the key goals and objectives of this RFP, including compliance with the various regulatory requirements associated with the Child Care Center Operation and Management, and their understanding of the organizational and logistical needs inherent in the scope of services.

Based on more than 50 years of experience, LCG has the skills and capability to accomplish the key goals and objectives of this RFP. We are experienced at developing and implementing programs consistent with NAEYC, and the LAWA goals and objectives as outlined in this RFP. We successfully manage more than 930 schools across the country, including 22 employer-sponsored centers.

Program Philosophy / Curriculum

LCG follows a “whole child” educational philosophy. We understand children need to learn “content knowledge” such as facts, figures, and concepts, as well as essential life skills. We discover and support the “executive function” of a child’s brain and its relationship to these crucial skills: focus and self-regulation, perspective taking, communication, the ability to make connections, critical thinking, taking on challenges and self-directed learning.

The foundation of LCG’s curriculum is built on observation and assessment. Our teachers are supported by LCG’s own curriculum manuals and guides to create a quality classroom environment, to effectively lead activities and learning opportunities throughout the day, and to facilitate Positive Behavior Support through myPath, a comprehensive set of guided responses to challenging behaviors.

Throughout the day our teachers interact with and observe the children in their environment to:

- Assess children based on the curriculum’s Developmental Indicators
- Create weekly customized lesson plans based on the developmental needs, skills, and interests of the children in the class
- Construct engaging environments for the children in the class
- Build respectful and trusting relationships with children
- Develop strong partnerships with families

We define curriculum as the dynamic relationship between the environment, activities and teacher-child interactions as well as peer-to-peer interactions between children.

This is all possible through the facilitation of our proprietary, comprehensive curriculum offerings, including Learn from the Start™ (children under 2.5), Learn as We Grow™ (ages 2.5-3.5), and My Best Self™ for school-age students. In Preschool and Pre-Kindergarten, we use Learning Care System™ (LCS), our proprietary digital observation, assessment, and lesson planning tool, that teachers use to generate customized curriculum based on what children are ready to learn. This allows us to evaluate age-appropriate development and progress toward school readiness by assessing growth in 10 key developmental domains in the areas of academic and life skills:

- Language
- Literacy
- Logic & Reasoning
- Approaches to Learning
- Creative Arts Expression
- Early Math
- Nature & Science

- Physical Development & Health
- Social & Emotional Development
- Social Studies

This data-driven method enables us to ensure appropriate learning goals are being met as we continually assess each child's progress in developing critical skills. Our parents receive regular progress reports.

We want to make the LAWA selection committee aware that we offer multiple educational philosophies across our schools and can collaborate with LAWA to determine the most appropriate curriculum for your center.

LCG's mission is to be the leader in child education and family solutions, which impact and inspire lifelong learning. At our schools, our vision is to put into action the objectives, activities, and program components that support each child's individual growth and learning.

Curriculum by Age

As a leader in the field of early education and child care, we believe that the three most important goals of quality child care, development and education are to:

- Provide a secure, caring and enriched environment for each child by fostering a welcoming environment which will inspire lifelong learning
- Focus on each child's individual education; using our proprietary Learning Care System, we will focus on each child and guide them at the pace at which they each individually develop
- Promote lifelong learning in each child we care for by helping parents and children feel comfortable as we build a learning foundation for their future

With our unique suite of educational programs, for infants to school-age students, our schools offer personalized learning experiences and inspired curriculum to guide children on their path to elementary school.

In every classroom along our School Readiness Pathway, our teachers employ the same set of Developmental Indicators for observing and assessing each child's learning and growth, every day. With our Aware, Care, & Share™ early education approach, teachers use assessments, and knowledge of each child's interests, to customize lesson plans—ensuring learning goals are personalized. Plus, each child's progress is regularly shared with families through conferences and portfolios.

LCG puts children first, respecting each child as a valued and unique individual with distinct interests and opinions. We are sensitive to children's varying abilities and learning styles. Through our education programs, children are given the foundations for learning. They have opportunities for choice, experimentation, creativity and problem-solving. We understand the important role families and teachers have in promoting and extending learning. That is why we create an environment that allows children to grow and develop at their own pace.

Infants

Very young children discover the world around them through exploring, experimenting and trying new ways of doing things. They're like little scientists in that way. By bonding with warm, nurturing teachers and interacting with a stimulating classroom environment, children develop a strong foundation for STEM learning.

This is so much more than just daycare. At our centers, our exclusive curriculum for infants, Learn from the Start™, focuses on reaching milestones in five areas:

- Cognitive Development: Developing the ability to pay attention, as well as engage

- and interact with others
- Language Development: Developing verbal communication abilities
- Physical Development and Health: Developing intentional, deliberate mobility of different parts of the body
- Social-Emotional Development: Developing and practicing different approaches for getting their needs met
- Approaches to Learning: Developing ways to explore the world around them

Our aim is to shape young minds to become curious, versatile and adaptable. Three unique classroom areas enhance their developmental experience:

- Cozy Area: Reading books, telling stories, having conversations
- Exploration Area: Manipulating objects and interacting with materials
- Movement Area: Exploring balance, coordination, gross motor skills

ACTIVE INFANTS, SAFE SPACES

There's nothing more important to us than providing a secure environment where infants both are safe and feel safe. Our teachers form trusting bonds with infants through constant care and direct, warm interactions, while the entire Infant classroom is designed to be nurturing and to stimulate development and discovery in the most natural way.

That's why the toys and materials in your baby's classroom allow for freedom of movement within safe boundaries, so infants can engage their natural curiosity, explore their surroundings and develop their motor skills.

These materials engage all five senses and encourage the movement necessary for optimal physical, cognitive and social-emotional development. We've replaced items that may restrict movement to keep infants engaged, stimulated and learning throughout the day.

Our teachers have everything they need to support infant development at their fingertips so they can stay by your baby's side. The program informs everything we do in the classroom and inspires the selection of these materials, such as the Sensory Pool, which allows infants to move around freely, and the Activity Gym, which stimulates growth and development.

Plus, with a ratio of no more than 1:4, your child's teacher is providing ample one-on-one time, greater interaction, and direct involvement with your child's developmental activities.

Toddlers & Twos

Toddlers and 2-year-olds are filled with energy and excitement, and both are essential elements of growth and learning. That energy is guided into positive learning experiences, as children are given plenty of room to move, explore, and discover STEM learning.

Throughout these classrooms, we offer experiences that address the evolving developmental needs of these increasingly mobile children. Their continued milestone development is guided by our exclusive curriculum, Learn from the Start™, across five distinct areas:

- Cognitive Development: Problem-solving and creative thinking skills are developed

- Language and Communication Development: Communication skills, such using sounds, expressions and body language are developed
- Physical Development and Health: Coordination and control over large and small muscle movements are developed
- Social-Emotional Development: The ability to interact with others, while increasing awareness of themselves and their emotions, is developed
- Approaches to Learning: Problem-solving abilities are developed

Early Preschool

Learn as We Grow™, another exclusive curriculum, is based on developmental indicators and is specifically designed for 30- to 42-month-old children. These early learners will also benefit from STEM-focused enhancements in their classroom, such as:

- Engineering station with a variety of blocks, gears, puzzles and magnetic connectors
- Curriculum that supports development of early collaboration and critical- thinking skills
- Hands-on science station with sensory tubes, light table, color mixing lenses and water works
- The integration of art materials across the room, supporting 21st century learning skills

We also help children work with classmates, develop their self-help skills, and follow routines and directions. We provide visual tools to guide them toward independence and confidence, empowering them to take charge of their actions and behaviors, and to be successful, including the use of visual tools that help children gain independence and confidence by following clear, step-by-step picture instructions while also having fun.

We designed this program to be a supportive bridge on the path to Preschool, so children can grow accustomed to more consistent routines and structure.

Preschool & Pre-Kindergarten

Two essential stepping stones to kindergarten, both classrooms offer our research-based curriculum and personalized learning experiences. Lessons integrate the arts and sciences in many ways, such as:

- Science: Microscopes and hand lenses are used to explore what living and non-living things look like up close
- Technology: Group learning time is enhanced by age-appropriate interactive digital technology, with a variety of age-specific apps and other coding apps
- Engineering: Robotics materials, as well as a variety of small table-top blocks and large, floor-use blocks (some almost child-size), marble runs, and other options for designing, testing and building their own constructions
- The Arts: Language arts (reading, writing, literacy), visual arts (painting, sculpture, etc.), dramatic and musical arts (costumes, instruments, etc.) are featured. Musical instruments, high-quality literature, puppets, and playscapes encourage creativity and imagination.
- Math: Tangible, engaging math experiences are supported by a variety of

resources including tree blocks, stone counting pieces, balance scales and measuring tools

21st century learners need a 21st century learning environment. Here, children develop a lifelong love of learning, as well as a lifetime of memories, and friendships to stand the test of time, in a community-oriented setting.

The Outdoor Classroom

At our centers, we understand that outdoor learning plays an important role in child development. The outdoor classroom, nature itself, creates an immersive experience that engages the whole child, creating an opportunity for fostering cognitive, social-emotional and physical development. We incorporate a variety of outdoor activities into our lesson plans each week for every classroom.

Outdoor learning activities can integrate important subjects such as language arts, math, science and social studies. Children develop math skills when they learn to identify, count and sort different types of wildlife. A simple observation of water flowing through a creek teaches basic physics. And the unpredictability of the natural world teaches creativity and problem-solving. In addition to planned lessons, unstructured outdoor play has many benefits, including skill enhancement, social development and environmental stewardship.

Diversity and Inclusion

LCG's curriculum emphasizes self-expression, respect and community. This emphasis can be seen in all aspects of our curriculum: environment, activities and teacher-child interactions.

At the LAWA Child Development Center, we will create a learning environment that respects diversity, which sets the scene for fostering children's positive self-concept and attitudes. Such an environment helps children develop positive ideas about themselves and others, creates a safe space that allows children to start conversations about differences, and sets the stage for introducing activities about differences and creating fair and inclusive communities.

We strongly believe that every child deserves an inclusive environment where they feel safe, represented, and accepted. Our welcoming school environment and classrooms are designed to provide engaging educational experiences that reflect our community and the diversity of the world around us. That's why we created Reflecting Our Communities™. This program helps children learn about the world and each other, to see the world from different perspectives, and to respect the uniqueness of each person and family.

Environments that provide opportunities to explore cultural diversity include baskets, pillows, jewelry made from a variety of materials, puppets, rugs, wall hangings, eating and cooking utensils, recordings of music in many languages and other objects that reflect the world's cultures. Children can explore diversity in family structure, gender roles, and abilities if their environment contains materials such as dolls, books, dress-up clothes, puzzles, manipulatives and dramatic play materials that depict a variety of family structures, gender roles, and people with a variety of disabilities.

The types of pictures you can find hanging on the walls in our classrooms create an inclusive, diverse setting:

- Images of the children and their families and/or caregivers, as well as images of staff
- Images that accurately reflect people's current daily lives in the United States, including home, work and recreation

- Images of children and adults that represent all groups in the children's community
- Images of all the cultural groups across the United States and in the world
- Images that show people of various cultural groups and ages engaged in both similar and different activities
- Images that reflect diversity in gender roles
- Images that show diversity in family styles and configurations
- Images that depict diversity of abilities and body types
- Images that counter stereotypes

Health and Nutrition

LCG believes the recipe for lifelong wellness begins in early childhood. That's the philosophy behind our award-winning *Grow Fit*™ initiative, a comprehensive healthy lifestyle program designed to prevent childhood obesity and avoid chronic disease later in life. The Partnership for a Healthier America named LCG their 2017 PHA Partner of the Year, for our extensive work in prioritizing healthier practices in the daily lives of young children.

Grow Fit™ provides a clearly defined structure for the Company's health practices regarding nutrition and physical activity. Children at every LCG school are developing their palates through a well-balanced menu that features a cornucopia of fruits and vegetables, plenty of lean proteins, non-meat proteins, whole grains, and a host of ethnic foods, as well. Through careful planning and role modeling, teachers are making the new food discovery process fun for the children.

Our food program is led by Donna Pomerson, Senior Director of Operations Compliance, in partnership with our registered dietitian nutritionist, Nicole Spain, to utilize 5-week-cycle menus which change seasonally. In-season fresh fruits and vegetables are incorporated into the menus, as well as low-fat and low-sugar menu items. We have successfully removed 100% of fried items from our menus. In addition, 100% of our grain options are whole grains.

All of our sites are peanut- and tree nut-free and we try to make reasonable substitutions for food intolerances, dietary restrictions and allergies. In order to ensure that we provide a healthy and safe environment, no food should be brought to the center by parents unless determined necessary for reasons such as infants not yet eating table food, religion, special dietary concerns, or severe allergies. Parents of infants are asked to bring in their daily supply of meals each day, including ready to feed prepared bottles.

Parents are encouraged to visit the school to feed, play and interact with their infants, and are welcome to breastfeed their infant at any time. There is a designated space where parents may sit and do so comfortably. Infants will be fed formula or breast milk in accordance with parent/guardian instructions. Nothing else (i.e., juice, water, cereal, medication) will be fed to an infant in their bottle without a physician's note. All schools comply with USDA portion sizes, nutrition requirements and use Registered Dietitian-approved *Grow Fit*™ menus.

Most state licensing regulations require us to align with USDA regulations. LCG has taken the lead in the development and identification of new, healthier menu items. We work with vendors to create unique snack items, such as our Jumpin' Bean & Veggie Cracker to Cinnamon Granola, as well as sweet potato and graham crackers lower in sugar, fat and sodium than what other providers may typically serve in their centers.

Providing a healthy and safe environment for the children in our care is our top priority. We ask that any family that enrolls a child with an allergy completes the Special Care Plan to keep on file, to ensure the facility is aware and equipped to manage. If a child has a severe and/or life-threatening allergy requiring Emergency Medical Treatment, the parent must complete the

Severe Allergy Packet in addition to the care plan.

Classroom Allergy and/or Dietary Restriction lists are displayed in all classrooms to ensure staff are aware of the needs of the children in their care. These lists are posted on the inside of a storage cabinet door near the eating area. Lists are covered by a cover sheet to maintain confidentiality. The master Kitchen Allergy and/or Dietary Restrictions lists are posted on the inside of a storage cabinet near the food assembly/prep area to ensure the kitchen staff prepares accordingly.

See Appendix D: PHA Partner of the Year Award Press Release

See Appendix E: Sample AM/PM Menus

Recruitment and Hiring

As early education leaders, we're influencing the next generation of learners, leaving a strong, lasting, positive impact on our children. From our more than 900 school locations to our regional offices and main headquarters, you'll find a dynamic environment and culture that is open, friendly, welcoming and collaborative. LCG strives to impact every child and their families positively, as well as the communities we serve every day. That's where our employees come in.

All offers are created, approved, extended and accepted contingent upon successful completion of all pre-work and a background check, which may include but is not limited to the following: driving record and criminal background check; education and employment verification; professional and personal reference checks; and licensing clearance from the state.

We also believe our most valuable asset for sourcing and attracting strong talent is our current employees. We have a referral bonus program in place that encourages our employees to recommend LCG in their private and professional networks. Our Directors and District Managers network within their communities to market the LCG value proposition to potential applicants. Making connections with local Early Child Education college programs as well as community centers, churches, and recruiting agencies helps our schools reflect our communities.

See Appendix F: Staff Qualifications and Hiring Process

See Appendix G: Staff Handbook

Retention

We are invested in our employees and their experience: their health and happiness, work/life balance, and peace of mind. Beyond competitive compensation, career growth opportunities, and regular employee appreciation celebrations, we also offer a range of benefits and resources to connect, balance, grow, and thrive throughout their careers. That's why we're pleased to share these great benefits with our full- and part-time (up to 30 hours per week) employees. Benefits may vary by individual location, and the average number of hours worked.

1. Child Care Discount
2. Health and Finances:
 - Medical insurance
 - Company-paid basic life insurance
 - Dental and vision insurance
 - Accident and critical illness insurance
 - Supplemental life insurance available
 - Short-term disability insurance
 - 401(k) retirement plan
 - Employee referral bonus
 - Electronic pay options

3. Full-Time Positions May Also Be Eligible For:

- Major Medical Health insurance
- Long-term disability insurance
- Education/CDA assistance
- Paid time off
- Flexible health care and dependent care spending accounts

In addition to our benefit offerings, our professional development programs aid in retention of staff.

1. **Master Teacher Program:** Teachers can join an elite group of Learning Care Group Master Teachers from across the company to lead children into the 21st century. Upon passing the Final Exam with a score of 80% or higher, candidates earn a third pay increase and become a Certified Master Teacher. Certified Master Teachers take on additional coaching and mentoring responsibilities in the school.

2. **CDA Program:**

- LCG covers 100% of the CDA program's cost for eligible teachers, which provides 120 hours of instruction in eight subject areas.
- We are proud to be recognized for our CDA program by The Council for Professional Recognition, which awarded us the prestigious CDA Gold Standard—Comprehensive Award. We have successfully met the Council's rigorous criteria for providing quality early childhood education training to students who prepare for the CDA (Child Development Associate) Credential and a career as an early childhood educator.
- Graduates of the CDA program receive a pay increase.

We know that employee retention increases when we take the time to help employees grow professionally. Each employee receives a performance review annually, which incorporates a record of how the employee performed over the past year and a section for professional development plans and goal setting for the next year. Through this annual process, each staff member obtains individually focused goals and professional development to support succession planning and career advancement opportunities. We encourage all employees to grow professionally through movement into different positions in the company. Many of our Divisional Vice Presidents, District Managers, and Directors started their experience with us as a classroom teacher.

LCG knows that retaining our employees impacts the consistency of care and education the children and families receive. As a result, we provide employee engagement surveys periodically throughout the organization. We use these answers to assess areas for improvement, compare the results to previous surveys and set goals to demonstrate progress in those areas.

Our greatest resource is the fantastic talent we've already hired. To improve employee retention, we proactively reach out to new employees and employees who are showing signs of disengagement with the intent of resolving questions or concerns and inspiring them to stay with us long term.

In early November, companywide, our LCG employees had an opportunity to share their voice by participating in the LCG Listens Employee Experience Survey and sign up to participate in ongoing focus groups for special projects and action on the survey results. This type of initiative helps us shape our organization's culture and lets us know what is going well and what could be

improved. We want to understand the most important moments as an employee and an LCG family member.

In addition to periodic employee engagement surveys, Learning Care Group promotes an open-door policy for employees to speak with their immediate manager right through to the Divisional Vice President and Executive Leadership team. We believe that we create opportunities to gauge employee satisfaction outside of the more traditional methods by enabling this environment.

See Appendix H: Staffing Schedules

METHODOLOGY

Proposers shall present a plan describing the approach and methodology for accomplishing the services in this RFP, including a policy for ongoing janitorial and landscaping maintenance. Areas not described in this RFP, but which the proposer believes to be essential to the effective performance and completion of these services should be included.

LCG's goal is to provide the most seamless transition possible. We begin the process with a pre-announcement review of wages and benefits to ensure any variances between LAWA's benefits and LCG's standard offerings are addressed in advance. Our transition team also conducts a top-to-bottom review of the facility's internal systems, policies, and curriculum.

Once LCG and LAWA confirm staffing and compensation details, we'll make a joint announcement to staff and families. Communication continues throughout the transition period, with regular updates to staff in line with family communications.

Continuity is key. We know how important it is for children and parents to see their teachers' familiar faces each day. As the educational care team is the heart of each facility, LCG intends to retain as many qualified staff as possible. Our most recent transition, of Ohio State University Hospital's KidzLink Child Development Center, saw all but one staff member join LCG.

Our transition process remains flexible to LAWA current staff. We bring the District Manager and the Operations Support Integrations Specialist onsite, while the Human Resources Business Partner is available virtually to support the integration into LCG employee systems. LAWA is given a Talent Advisor to partner with who opens all needed requisitions. These requisitions, or job openings, are created with current staff pay and job titles in mind. All new staff will receive an official LCG offer letter, outlining the details of their employment and compensation package:

- Review and match current benefits
- Immediate enrollment in medical/dental insurance program
- Maintain seniority by grandfathering in the staffer's original start date
- Apply employee child care discount

Our onboarding process includes comprehensive training in all LCG systems over several weeks. The paced roll-out allows teachers to fully integrate new resources and technology without losing focus on our most important customer: our children and families.

The LAWA Facility Director will be matched with an LCG Mentor Director who supports the transition process and beyond. The Mentor Director Program helps ensure the thorough training of new directors. Our training team develops a formal training program for each new Director to assist with guidance focused on their school's individual needs. The program lasts approximately 8 to 10 weeks and encompasses a thorough regimen of training and support for our new Director, including:

- Ongoing support: From staff/parent announcement through 6 to 12 weeks post transition
- Attend weekly conference calls
- Provide feedback about school
- Support School Director throughout the transition
- Be point of contact for staff and parent questions (in conjunction with DM)
- Onboarding assistance: Family enrollment booklets, employee onboarding
- Onsite transition
- Communication distribution: Family letters and flyers, LAWA provider forms, IEF form collection
- Other miscellaneous transition tasks including: Inventory, licensing, rebranding
- Training and operational support: Help ensure training modules are complete and Director has a full understanding of LCG policies and systems

Part of the Director's objectives in retaining staff is building deep and lasting relationships. Our Open-Door policy extends to staff. Weekly staff meetings are for communication of the School's priorities and news and an opportunity for team building.

Experience with Accreditation

We understand that First Flight CDC was NAEYC-accredited prior to closure and that this partnership requires the vendor to maintain or reobtain NAEYC accreditation. LCG has a history of success with NAEYC as part of our total quality and accreditation process. We recognize NAEYC as a hallmark of quality in the Early Childhood Education community.

We believe the process of accreditation leads to increased teacher morale, a more energetic workplace, and improved educational outcomes for our children and families. LCG has a dedicated Accreditation Team that offers support to our schools by providing resources and acting as subject matter experts on the NAEYC accreditation process.

Schools going through the NAEYC accreditation process are placed into cohorts with other LCG schools based on their candidacy and renewal dates. These cohorts meet bi-weekly with the team to discuss challenges and continuously identify opportunities for improvement.

We offer four NAEYC cohorts per year. Cohorts begin with an overview of the process for field management that includes timelines for portfolio creation and guidance for observing and effectively coaching staff using the NAEYC criteria as a guideline. The Accreditation Team partners with schools to meet all benchmarks and monitors progress along the way.

The LCG Accreditation Team also conducts mock observations in partnership with schools and provides feedback and tips to ensure school readiness and success. This team also plays a key role in working with each school on the following NAEYC standards:

- Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Staff Competencies, Preparation, and Support
- Families
- Community Relationships
- Physical Environment
- Leadership and Management

The timeline for NAEYC accreditation varies based on individual school readiness and specifically as it relates to the calendarized schedule published by NAEYC, as well as the pace

at which the school moves through the first three process stages below:

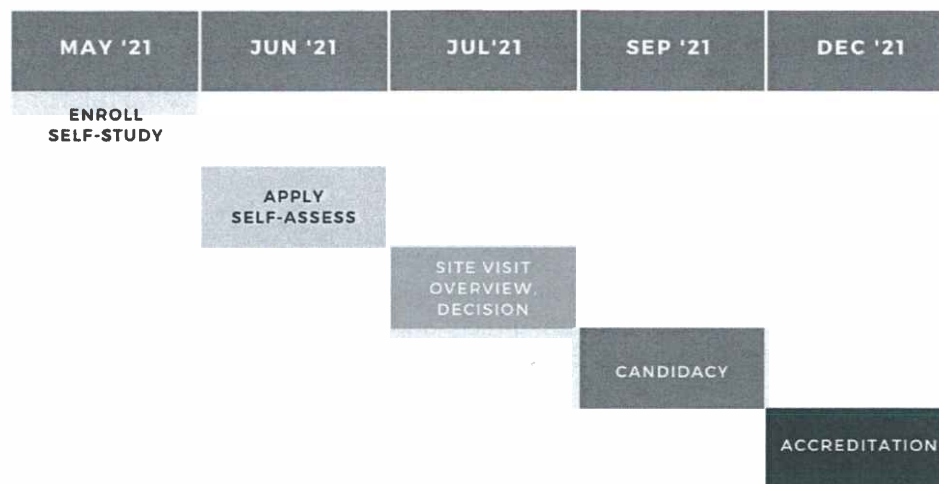
Stage 1: Enroll and Self-Study

Stage 2: Apply and Self-Assess

Stage 3: Candidate for Site Visit (Site Visit Overview, Accreditation Decisions)

Stage 4: Maintain Accreditation

A representative timeline for a NAEYC cohort is as follows:



Once accredited, the Accreditation Team helps schools maintain accreditation by promoting continued quality and helping meet post-accreditation requirements.

LCG operates 92 NAEYC-accredited child care centers across the U.S. with another ninety (90) in the accreditation process. When transitioning an employer onsite center that is NAEYC-accredited, LCG will maintain that accreditation whenever possible. Because First Flight CDC has been closed, we will start the accreditation process immediately after award of contract.

LCG also has 291 centers accredited by NECPA and 43 centers accredited by Cognia.

Insurance

As the second largest child care provider in the United States, operating more than 900 facilities in 36 states, serving nearly 100,000 children, we have A1 rated insurance.

Marketing

First Flight CDC will be treated as though it were a brand-new school, with a dedicated marketing budget that incorporates digital as well as, traditional advertising methods. Our targeted approach is proven to generate leads and grow enrollments by optimizing our digital presence and leveraging organic and paid search. As part of the LCG family, First Flight CDC will have the advantage of national and broad market support.

We dedicate marketing resources to create a marketing plan for the program's transition, overseen by a Regional Marketing Manager that is geographically based and works directly with our schools to understand local market needs. The ongoing effectiveness of enrollment includes regular support to ensure success. A customized marketing plan tailors efforts to meet the

specific goals outlined in our client agreement.

- Customized local school webpage
- Customized internal landing page for LAWA employees
- Customized flyers for promotions and special events
- Materials updated quarterly with seasonal and holiday marketing campaigns
- National marketing campaigns to drive name recognition and support community enrollment, such as paid search and consumer-driven review sites, such as Yelp and Care.com
- Localized seasonal campaigns for additional levers to drive community interest, including in-home mailers and postcards, localized digital media campaigns with Pandora and Facebook, social media, and local press outreach
- Family Admissions Specialist- LAWA will have a dedicated enrollment specialist to assist the school Director with lead management and guide the families through the enrollment process

We will provide a marketing plan to be reviewed at the monthly meeting with the Partnership Relations Manager. During that meeting, LCG will provide periodic reports to the LAWA HR representative as requested or needed.

COVID-19 Strategies

We are closely following guidance from the CDC, as well as state and local officials and health authorities, as we take extreme care to maintain our safe, healthy school environment for children, families and staff. We have enhanced our already rigorous health protocols, such as:

- **Protective Masks:** We have provided protective face coverings for all staff members to wear and require face coverings for all adults in the building.
- **Taking Temperatures:** We're now screening all staff members and children upon arrival at school to check for raised temperatures or evident symptoms.
- **Limited Classroom Access:** To curb the spread of germs and control group size, we are having parents and family members remain in common areas of the center only.
- **Wellness Checks:** Regular wellness checks are being conducted throughout the day. The parents of unwell children are notified immediately, to help stop the spread of illness.
- **Safe (and Still Healthy) Dining:** Family-style dining has been eliminated and we are now only serving pre-plated meals to children.
- **Enhanced Health Practices:** We've strengthened our existing cleanliness and hygiene practices (including more frequent hand washing; cleaning and sanitizing surfaces and items in classrooms).

We have recommended new high-quality, safe, environmentally friendly and age-appropriate playground equipment (that is also COVID-19 safe) per licensing requirements.

Please see Appendix I: Playground Enhancement Options

Tuition and Pricing

Tuition rates are based on rates provided by LAWA with a 5% increase. We also conducted a Competitive Market Analysis to ensure that rates are appropriate for the market. Please see Appendix L: 5-Year Pro Forma which is reflective of a 3% increase per year.

Enrollment/Wait List

LCG has established enrollment and wait list procedures. We will commit to providing first priority to:

1. LAWA Employees
2. LAWA Tenants
3. Community

Parent Involvement and Communication

Our families are an integral part of what makes an LCG school special. From the very beginning, our transition plans are created in close collaboration with the Director and our client. LCG will work closely with LAWA to develop a plan for parent involvement in, and support for, the Center, including a Parent/Staff Board of Directors.

Throughout the transition process, LCG provides transparency through regular communications and an open-door policy. Our field management delivers the support that parents need to know that their children and their school are receiving the best possible care. For several weeks and then monthly, the District Manager and Division Vice President check in with families to be sure they are happy, that any concerns are addressed, and that their satisfaction is secured. When a school becomes part of the LCG family, there remains an ongoing commitment to provide the best experience for staff, children, and families.

Once a school has fully transitioned, our families find that the care and regard we have does not stop. Our approach to family involvement begins at the door – at LCG, we believe that face-to-face interaction between the teacher and the parent is always the best and most effective way to communicate. Therefore, at the First Flight CDC we will appropriately staff all classrooms so that teachers and parents have the opportunity to interact during drop-off and pick-up times. We know busy parents are sometimes in a rush during those times, so we have developed several other means of communication to ensure parents are always in the know.

LCG offers a family communication app for parents where they will get real-time photos, videos, and updates, right to their device, wherever they are. This app allows teachers to give updates to First Flight families specifically about their child's daily activities and learning.

We also offer live streaming video of each classroom. Parents can watch their child learning, playing and exploring throughout the day using any device or computer, from anywhere.

MyFamilies is a feature of mySchool (LCG's CRM tool) that allows Directors to more easily communicate to current families through email. The Director can email one family or many, with easy sorting by classroom. Directors can also log notes for current families to capture important details on the families' preferences or requests.

In each classroom, the Family Wall has critical information such as the weekly lesson plan, calendar and menu. The lesson plan not only explains the activities each week, but also the Developmental Indicators the children learn as they participate in each activity.

Family-Teacher Conferences are hosted twice a year (May and October), for parents to specifically discuss their child's educational development. Teachers share each child's Portfolio of work, identify the Indicators their child has learned (and what they will focus on over the next few months), and what families can do at home to encourage further learning.

At the First Flight CDC we will implement a customer service program called iCare About

Families. The program includes fun ways to communicate transitioning into new classrooms, welcoming new enrollments, and celebrating birthdays and other special events. The goal of iCare is to provide a consistently high level of care and daily communication to all families, while providing a fun, celebratory experience for all children. The outcome of these efforts is increased retention and positive experiences for every child and family as they progress through the First Flight CDC.

Examples of activities that are part of our iCare program:

New Enrollment

We make sure every child's first day is a wonderful experience for them—and their families—starting with a warm welcome. Teachers use the mobile app to let parents know how their child is doing in the new environment, and Directors check in with families at milestones to ensure the best possible experience.

Classroom Transitions

Classroom transitions can be overwhelming, not only for the children, but their families. It's our job to make this a smooth, slow, thoughtful process that occurs over the course of several weeks, to manage expectations and ease concerns.

At LCG schools, children learn about giving back, paying it forward, and sharing joy as they realize they can positively influence the world around them. Through active community involvement, LCG supports various charitable organizations at the local level, such as Make-A-Wish Foundation and Ronald McDonald House, as part of its commitment to enhancing the quality of life for the families it serves.

Our District Managers and Directors best understand which organizations most resonate with their families and staff. On a local level, LCG provides the structure within which our Director will collaborate with First Flight CDC families. We will work to support both current and new community involvement programs.

Examples of family and community involvement at a local level include:

- Supporting the "Toys for Tots" program to collect toys for the community
- Partnering with the local police department "Ident-A-Kid" and car seat installation programs
- Partnering with local fire department for Fire Safety Week
- Food and clothing drives
- Host dental and vision clinics
- Parent Advisory Committees
- Providing children's artwork to use in hospital locations to add a personal touch
- Holiday events at the discretion of the family and community
- Hosting special events, such as open houses, Mommy & Me classes, and more
- Parents' Night Out

Please see Appendix J: Family Handbook

Drop Off and Pick Up/Visitor

Our strict ID and entry requirements ensure that only authorized individuals gain access to the center. Parents receive a special code for keypad entry, while all volunteers and visitors must be pre-authorized for entry and are required to show ID. A staff member will accompany visitors and volunteers at all times. All visitors and volunteers must wear a Volunteer/Visitor name badge label while in our building. We adhere to all state licensing regulations regarding the health and background of volunteers. With parent approval, other relatives or friends may be permitted to visit your child at the school and will follow the same protocol.

Contagion Control

Cleanliness and wellness are essential. Regular handwashing curbs the spread of germs. In addition:

- We have a comprehensive schedule for daily cleaning and disinfecting of classrooms
- All cleaning products are tested to be safe for use around children and are kept secure

We regularly monitor children for symptoms of illness. Parents are notified immediately when their child does not feel well. If your child should require medication while in our care:

- Written parent/guardian authorization is required for all prescription and non-prescription treatment prior to any medication being administered
- All medications are secured, locked, and kept out of reach of children
- Specific guidelines for toys and playgrounds include:
 - All toys are tested for possible choking hazards in classrooms for children under age 4
 - Playgrounds are inspected daily
 - Temperature guidelines are used for outdoor play
 - Playgrounds are sectioned by age group, for safe play experiences
 - All playgrounds are secured with fencing

Emergency Preparedness

In order to prepare for possible emergencies and/or evacuation scenarios, LCG focuses on the training of our staff, especially the Director of the school. All Directors follow our detailed action plan to work with local emergency agencies and the school's District Manager to pre-arrange for ideal evacuation locations. The Director is also responsible for regularly conducting emergency drills which are tracked by our Compliance Managers for oversight:

Monthly Practices:

- Missing Child Drill
- Emergency Kits, Universal Precautions Kits, and First Aid Kits Check
- Fire Extinguisher Check

Twice Yearly:

- Earthquake Drill (if in earthquake-prone region)
- Hurricane Drill (if in hurricane-prone region)
- Bus Safety Check (if applicable)
- Tornado Drill (if in tornado-prone region)

Quarterly:

- Lockdown Drill, (alternately red and yellow)

All school locations are required to complete a Field Emergency Management Plan. Finally, we have a highly experienced cross-function Emergency Response Team that supports schools in preparing and responding to emergencies such as fires and earthquakes.

Strict ID and entry requirements ensure only authorized individuals gain access to our building. Parents receive a special code for keypad entry. All volunteers and visitors must be pre-authorized and need to show ID.

We always follow all state ratios for children to provide direct supervision. Regular safety procedures, such as our Face-to-Name check-in, are practiced by teachers to ensure your child's day is monitored minute-by-minute, while in school or on school-related trips.

Our staff undergoes regular drills and received training for multiple emergency situations, including:

- Weather incidents (flood, hurricane, tornado, etc.)
- Earthquakes
- Building security issues
- Fire

Emergency evacuation plans and supplies are in every classroom, while shelter-in-place locations are designated in each school. All schools have a Safety Captain and follow state standards for CPR and first aid training.

Door alarms are installed on all doors leading to unsecured areas, while interior cameras with a closed-circuit feed allow staff to properly monitor the entire building.

Please see Appendix K: Field Emergency Management Plan.

Equipment Replacement

LCG will work with LAWA to identify and recommend necessary equipment replacement. After agreement and approval from LAWA, we will take care of the ordering, and coordination of delivery and installation of all FFE.

Please see Appendix I: Playground Enhancement Options

Program Evaluation

LAWA will have a dedicated account manager, Heather Vucinaj. Heather oversees all Corporate-Sponsored centers and will work closely with the District Manager, the Director, and the LAWA team. LAWA can depend on Heather and her team to facilitate the following systems for active client involvement and monitoring of the center:

- **Monthly Review:** Review P&L from the previous period, review enrollment statistics, provide staffing updates.
- **Initial Six-Month Review:** Profit recommendations, operational evaluation.
- **QSR- Quality Service Review:** The QSR is a 360-degree quantitative measurement of the child development center's quality, including family satisfaction. Your Partnership Relations Manager, Heather, will facilitate a bi-annual conference to meet with the LAWA team to review the QSR, exchange ideas, identify the program's goals, and benchmark the center's success.
- **Annual Meeting:** This meeting with Regional Manager and Division VP will review the overall program, parent and staff satisfaction, employee utilization reports and center progress, as well as goals for the coming year.
- **Market and Strategic Planning:** In partnership with the LAWA team.
- **Annual Budget Planning:** A session will be held to plan budget.

LCG provides reporting packages encompassing performance metrics, center finances, and operational updates. We have a standard report package but can also customize reports based on the specific needs of LAWA. The reporting frequency is also customizable, with regular reporting distributed on a monthly and quarterly basis.

Examples of what we include in our standard reporting package are as follows:

- Monthly Client Report
- Weekly Revenue and Enrollment report
- Comparative Operating Statement
- Child Detail Report

While these reports are our most frequently provided, we work closely with clients to report on any other items that would be of specific interest to each.

Heather Vucinaj, Partnership Relations Manager, and the Operations team will schedule a kickoff meeting with the LAWA team. At that time, we will work together to set goals for our partnership with LAWA and determine a schedule for the monthly and quarterly meetings/reviews. We base client satisfaction on open and ongoing communication. We would suggest developing a parent board that would provide feedback and suggestions to maintain client satisfaction. As part of the review process, Heather will present the results of family satisfaction surveys.

Financial Capability

Proposers should provide LAWA with an understanding of the Proposer's financial capability to provide the services described in this RFP.

LCG is the second-largest for-profit child care provider in North America, operating more than 900 schools across 36 states plus DC. Through February 2020 (before the impact of COVID-19), the company had achieved 98 months of consecutive positive same-school revenue growth. The company has ample liquidity to manage through the COVID-19 recovery period. LCG experienced minimal cash burn through the end of its second quarter (December 2020), and continues to see a steady recovery of enrollments in our schools.

Additional information is available upon request.

Cost Proposal

Please see LCG's Cost Proposal and Budget Narrative.

LCG proposes providing child care service for up to 102 children, aged 6 weeks to 6 years at First Flight under a Profit and Loss contract model. The hours of operation will run 6:00 a.m. to 6:00 p.m. unless it is determined by both LAWA and LCG that hours should be adjusted for any reason. We will staff the center based on teacher-child ratios in line with NAEYC recommendations, maintaining all other licensing aspects as required by the State of California and the City of Los Angeles.

Under this model, LCG shall:

- Assume all financial risk and reward for ongoing operations of the center
- Offer tuition rates to all families that are based on the current average market rate
- Offer rates to LAWA employees equal to 40% discount on community rates
- Offer rates to LAWA tenants equal to 20% discount on community rates
- Assume all day-to-day operations of the center including hiring, training and supervision of staff
- Collect and process all tuition payments
- Implement our proprietary curriculum as well as our proven policies and procedures
- Market the center to employees and community
- Provide insurance coverage
- Conduct monthly meetings with Partnership Relations Manager and District Manager
- Provide LAWA with ongoing reporting regarding enrollment, operating statements, marketing and parent surveys

Under this model, LAWA shall:

- Provide the space free of rent
- Cover the building insurance, and any related real estate or property taxes
- Cover repairs and maintenance of building, upkeep, appliances, and playground
- Assist Center Director in marketing the Center, plan events, produce and distribute marketing materials to LAWA employees and LAWA Tenants

(a) Proposed Rates

In order to recruit and retain high-quality staff and maintain NAEYC teacher-child ratios, LCG is proposing a 5% increase on tuition rates from those being charged prior to the closure of the First Flight CDC. We recommend and have assumed in our 5-year proforma a 3% annual increase on tuition rates. This increase will be reviewed each year with LAWA to ensure that the market can support such increase.

LAWA	Weekly	LAX Tenant	Weekly	Community	Weekly
Infants-Full	\$265	Infants-Full	\$358	Infants-Full	\$448
Toddlers-Full	\$265	Toddlers-Full	\$315	Toddlers-Full	\$394
Twos-Full	\$255	Twos-Full	\$305	Twos-Full	\$384
Early Preschool-Full	\$223	Early Preschool-Full	\$265	Early Preschool-Full	\$331
Preschool-Full	\$201	Preschool-Full	\$240	Preschool-Full	\$300
PreK-Full	\$201	PreK-Full	\$240	PreK-Full	\$300

Classroom	Teacher-Child Ratio	Capacity	LAWA Rate	LAWA Tenant Rate	Community
Infants	1:4	14	\$1148	\$1551	\$1941
Toddlers	1:4	16	\$1148	\$1551	\$1941
Twos	1:6	24	\$1105	\$1322	\$1664
Preschool	1:8	24	\$966	\$1148	\$1434
Pre-K	1:8	24	\$871	\$1040	\$1300
Total		102			

Registration Fees: Registration fees for all families will be \$159 for an individual child and \$238 for a family with 2 or more children. LCG will work with LAWA on registration for returning families.

Ancillary Programs: Programs such as Spanish, Kindermusik, soccer, etc. can be provided at the center. Parents pay a monthly fee for these programs. The average rate is \$50/month.

Summer Registration Fees: \$75 per child over 2 years of age charged at the beginning of summer camp, which includes a T-shirt, backpack, and baseball cap!

Drop-in Care/Flex Care: LCG will provide drop-in care to both Federal and Community Families when space is available. There will be an additional 25% added to the tuition fees for drop-in care.

Late Payment Fees: LCG implements a late payment policy. All tuition is due and payable on Monday or the child's first program day. A late payment fee of \$30.00 will be assessed for all payments not received on or before the due date.

Late Pick-Up Fees: Late pick-up charges will be assessed to parents who leave their children beyond the scheduled times, as well as the school closing times. Notification of a late payment or a late pick-up does not exclude parents from being charged the outlined fees.

(b) Projected Average Monthly Utilities: LCG acknowledges the predetermined monthly utility fees of \$7,500 per year based on information provided by LAWA.

(c) Budget Narrative

Submit a Proposed Operating Budget for the five-year term of the contract to be awarded.

We have included a 5-year proforma in Appendix L. Outlined below is a narrative walkthrough of the proposed budget.

Terms:

- Utilization: Projected percentage of total capacity utilized
- AFTE: Attended Full Time Equivalent

Revenue

- **Tuition Revenue:** Revenue collected from tuition only.
- **Net Revenue includes all tuition and other fees less any applicable discounts.**
- **Operating Expenses:** These line items represent costs associated with day-to-day operation of the center.
- **Labor:** Includes Salaries, Employee Benefits incorporating merit and cost of living increases, Workers Comp Insurance, maintaining NAEYC Ratios. We estimate this to run at approximately 77% as we ramp through year 1, decreasing year over year as we become more efficient.
- **Accountables:** This section represents ongoing costs such as: food and food supplies, office supplies and equipment, children's educational materials and supplies, small equipment, licenses and permits, trainings and meetings, utilities (as defined in this RFP) and janitorial costs.
- **Controllables:** These line items represent insurance, credit card fees, and other controllable expense items.
- **Indirect expenses** include rent, property taxes, building repairs and maintenance, and property taxes as those will be subsidized by LAWA as indicated in this RFP.
- **EBITDA:** This is LCG's projected bottom line.

Monthly Reporting

LCG will work together with LAWA to define the expectations and establish a mutually agreeable schedule for reporting. Based on our other successful employer-sponsored schools we anticipate the following:

- Center enrollment statistics
- New enrollments
- Number of disenrolled families and reasons
- Wait list information
- New center staff with bios
- Departing staff members
- Center activity calendar
- Facility maintenance information

Conclusion

Thank you for the opportunity to reopen and reinvigorate your First Flight Child Development Center, as we continue your proud tradition of providing high-quality early education and care to the families of LAWA.

Now, more than ever, early education is essential. And caring for children is our community service. Our proven track record makes us a leader in early education and child care, as well as an ideal partner when it comes to employer-sponsored centers. We look forward to collaborating closely with LAWA well into the future, providing critical child care services to your working families. Our extensive experience in the Southern California area providing early education and child care services will also ensure that we are a good match for LAWA families, as we are familiar with the needs of the parent community in the region. We are prepared, and we are ready, to move forward on this important transition and to assist LAWA in its ongoing commitment to provide the best opportunities for employees with children.

Appendix

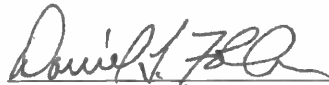
Appendix A- Certificate of Board Resolution- Learning Care Group

**CERTIFIED RESOLUTION
OF
THE BOARD OF DIRECTORS FOR
LEARNING CARE GROUP, INC.**

The undersigned certifies that the following Resolution was adopted at a meeting of the Board of Directors of Learning Care Group, Inc., a Michigan corporation ("the Company") duly called and held on March 8, 2021, and that such Resolution has not been modified or revoked:

"RESOLVED, in connection with the operations of the Company, that Sean Sondreal, as Chief Marketing Officer, is hereby authorized in the name of the Company, to act on behalf of the Company, including but not limited to executing, signing and delivering all contracts and all other documents required by, or connected with, the Los Angeles World Airports, the substance and form of which shall be conclusively binding on the Company.

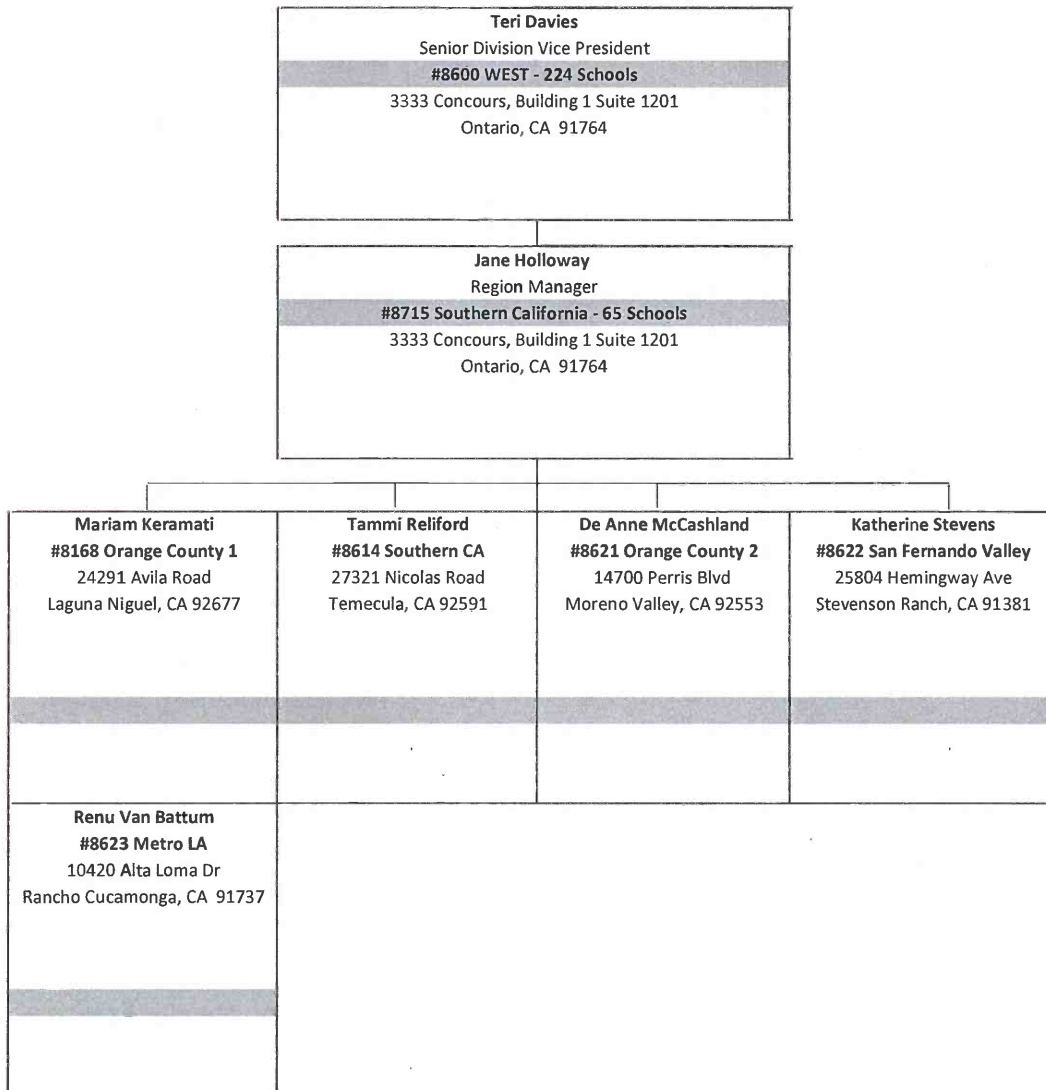
"FURTHER RESOLVED, that the Company hereby ratifies and affirms all actions taken and all documents executed by Sean Sondreal in connection with the foregoing."



Daniel S. Follis
General Counsel & Secretary

Date: March 8, 2021

Appendix B- Organizational Chart- Learning Care Group



Southern California Region Support			
Belem Hernandez-Melendez Operations Analyst	Belinda Rawlinson Operations Analyst	Joyce Smith HR Business Partner	Rhonda Kirk Employee Relations
Julie Alejandro Regional Marketing Manager CA	Carrie Stephenson AR/Subsidy Ops Analyst CA	Jean Griffith Federal Food Coordinator CA	Gabe Parra Emcor Sr. Facility Mgr. CA

Responsibility Matrix

Learning Care Group dedicated team offers a deep bench of talented, passionate individuals who will work to ensure the satisfaction and support of First Flight Child Development Center staff and families. This is an overview of the general tasks and areas of responsibility by role.

	Name	Title	Role
EXECUTIVE SUPPORT	Mark Bierley	Chief Executive Officer	Leads: Vision and mission; executive support; capital approvals.
	Nick Strange	Chief Operating Officer	Leads: field operations; talent development; quality and risk management; licensing; financial management
	Doug Baker	Chief Financial Officer	Leads: forecasting; budgeting; real estate; accounting
	Dr. Susan Canizares	Chief Academic Officer	Leads: educational mission; curricula development; learning philosophy policies; training and implementation
	Sean Sondreal	Chief Marketing Officer and Head of Employer Solutions	Leads: employer solutions from concept to development to execution; project management expertise; financial modeling; program development
	Judy Fimiani	Chief HR Officer	Leads: talent management philosophy; acquiring, developing, rewarding, and retaining the best talent
	Dan Follis	Chief Safety Officer and General Counsel	Leads: all legal, compliance, and regulatory affairs; all safety and compliance initiatives, including sponsoring standardization and implementation of safety practices
PROPOSAL	Karen Moormann	Sr. National Account Executive	Proposal point of contact; communication; initial contract phase; partnership establishment
	Sean Sondreal	CMO/Head of Employer Solutions	Financial modeling; partnership support and development; enrollment support and marketing
	Trudy Anderson	Vice President, Strategic Projects/Operational Leader	Operational expertise and project support
	Natalie Ryan-Gluth	Manager, Sales Support	Project management support

TRANSITION	Katherine Stevens	District Manager	Regular onsite support of director and teachers; operational quality; training and program implementation planning; accreditation support;
	Jane Holloway	Regional Manager	Regular onsite support of director and district manager; mentor role; operational quality;
	Teri Davies	Sr. Division Vice President	Oversees center operations for Western region. Collaborates with director and regional manager to ensure First Flight is receiving all necessary operational support; customer service; leadership; Center success.
	Heather Vucinaj	Partnership Relations Manager	Ongoing support: cultivate engagement, increase utilization and create revenue growth; ensure retention, satisfaction and delivery of incremental revenue; primary point of contact through contract
	Kelly St. Clair	Manager, Education	Staff training and educational programming support, assessing academic progress.
	Courtney Scott	Sr. Manager, HR Operations	Oversees staff transitions, benefits, training, development, recruiting and retention
	Katrina Shelton	Sr. Manager of Regulatory Compliance	Ensures school is compliant with all State Licensing and Health and Safety requirements set by the state and company. She also liaises with the Licensing Agency
	Amanda Davis	Director, 3 rd Party Operations Support	Amanda and her teams ensure all agency-funded children are billed appropriately in the POS based on their contract status and attendance
	Megan Troxler	PMO Project Analyst	she supports the planning, managing, and monitoring of key projects from Initiation to Closing. This includes facilitating project meetings, maintaining project schedules, and gathering issues; as well as, communication of the overall project status

Appendix C- CA Location Listing- Learning Care Group

Appendix A
CHILD CARE CENTER OPERATOR EXPERIENCE
(CA)

Column A: Name of the center and City.

Column B: Licensed capacity.

Column C: Facility Number issued by the California Department of Social Services (CDSS).

Column D: Number of years operated.

A		B	C	D
Name of Center		Licensed Capacity	CDSS issued Facility Number	Number of years operated
Childtime	Santa Ana	138	300610695 , 304370427	13
Childtime	Orange	95	300610697 , 304370508	13
Childtime	Newport Beach	73	300610699 , 300610700	13
Childtime	Laguna Niguel	105	300611704 , 300611705	16
Childtime	Huntington Beach	96	300611709 , 300611710 , 300611711	13
Childtime	Irvine	76	300611702 , 300611703	16
Childtime	Garden Grove	160	300611706 , 300611707 , 300611708	13
Childtime	Anaheim	116	300611714 , 300611715 , 304270205	16
Childtime	Commerce	99	191801302 , 191871812	16
Childtime	Alhambra	122	191501406 , 191597334 , 198001785	16
Childtime	Fresno	109	100406616 , 100406617	16
Childtime	Chino	126	360910507 , 360910508 , 360910509	16
Childtime	Modesto	134	500309413 , 500309662 , 500318004	16
Childtime	Clovis	131	100406618 , 100406619 , 100407139	16
Childtime	Martinez	175	073401396 , 073401397 , 073401398	16
Childtime	Moreno Valley	125	330910505 , 330910506 , 330911037	16
Childtime	Modesto	125	500311304 , 500311787 , 500320584	13
Childtime	Bakersfield	134	153801097 , 153801098 , 153801099	16
Childtime	Long Beach	93	198005522 , 198005523	16

Childtime	Brea	194	304270266 , 304270267 , 304270268	13
Childtime	Vacaville	148	483002938 , 483002939 , 483002940	16
Childtime	Elk Grove	148	343604946 , 343604947 , 343604948	16
Childtime	Roseville	148	313605616 , 313605617 , 313605618	16
Childtime	Roseville	145	313606469 , 313606470 , 313606471	16
Childtime	Sacramento	148	343605613 , 343605614 , 343605615	16
Childtime	San Diego	140	372006309 , 372006310	13
Childtime	La Mesa	96	370806314 , 370806315 , 370806455	16
Childtime	Chula Vista	148	376600636 , 376600637 , 376600638	13
Childtime	Oceanside	148	376600729 , 376600730 , 376600731	16
Childtime	Temecula	148	334808528 , 334808529 , 334808530	16
Childtime	Oxnard	188	566209676 , 566209677 , 566209678	13
Children's Courtyard	Morgan Hill	170	434415767 , 434415769 , 434415768	3
Tutor Time	Anaheim Hills	189	304370276 , 304370278 , 304370277	16
Tutor Time	Castaic	192	197413766 , 197413767 , 197413768	16
Tutor Time	Cypress	161	304370285 , 304370286 , 304370287	13
Tutor Time	Fontana	202	364817904 , 364817905 , 364817906	16
Tutor Time	Eastvale	222	364817907 , 364817908 , 364817909	16
Tutor Time	Murrieta	220	334817890 , 334817891 , 334817892	13
Tutor Time	Rancho Cucamonga	196	364817887 , 364817888 , 364817889	16
Tutor Time	Rancho Cucamonga	189	364817884 , 364817885 , 364817886	16
Tutor Time	Santa Ana	184	304370279 , 304370280 , 304370281	16
Tutor Time	Stevenson Ranch	182	197413769 , 197413770 , 197413771	16
Tutor Time	Torrance	179	197413747 , 197413748 , 197413749	13
Tutor Time	Ventura	179	566211277 , 566211278 , 566211279	16
Tutor Time	Walnut	181	198012765 , 198012766 , 198012767	16
Tutor Time	Corona	192	334817942 , 334817943 , 334817944	16
Tutor Time	Irvine	232	304370297 , 304370296 , 304370971	16
Tutor Time	Newport Beach	145	304370292 , 304370293	13
Tutor Time	Simi Valley	203	566212345 , 566212346 , 566212347	13
Tutor Time	Highland	193	364813344 , 364813345 , 364813346	16
Tutor Time	Santee	128	376600933 , 376600934 , 376600935	16
Tutor Time	Upland	201	364813347 , 364813348 , 364813349	16
Tutor Time	Rancho Santa Margarita	117	304370328 , 304370327	16
Tutor Time	Woodland Hills	198	197411211 , 197411212 , 197411213	16
Tutor Time	Fairfield	184	483004700 , 483004701 , 483004702	16
Tutor Time	Laguna Niguel	226	304370256 , 304370257	16
Tutor Time	Agoura Hills	145	197419658 , 197419657 , 197493066	7

Tutor Time	Santa Clarita	172	197419296 , 197419295 , 197492776	7
Tutor Time	Canyon Country	208	197419298 , 197419755 , 197419297	7
La Petite Academy	Bakersfield	166	153801103 , 153801104 , 153801105	7
La Petite Academy	Riverside	176	334801127 , 334801128 , 334830541	36
La Petite Academy	Lancaster	146	197401085 , 197401086 , 197409681	35
La Petite Academy	Palmdale	174	197401074 , 197401075 , 197401076	32
La Petite Academy	Rialto	146	364801080 , 364801081 , 364815634	33
La Petite Academy	Riverside	146	334801218 , 334801219	32
La Petite Academy	Victorville	168	364801075 , 364801076 , 364809116	32
La Petite Academy	Diamond Bar	156	198000853 , 198000854 , 198007062	33
La Petite Academy	Huntington Beach	136	304270089 , 304270090 , 304270091	34
La Petite Academy	Los Angeles	68	198011575 , 198011576	33
La Petite Academy	Saugus	137	197401087 , 197401088 , 197409418	32
La Petite Academy	Simi Valley	165	566200350 , 566200391	34
La Petite Academy	Ventura	84	566210590 , 566210591	15
La Petite Academy	Citrus Hts	146	343600872 , 343600873 , 343606582	34
La Petite Academy	Folsom	125	343600857 , 343600858 , 343615903	33
La Petite Academy	Fresno	127	103801101 , 103801102	11
La Petite Academy	Lodi	166	393600859 , 393600860	34
La Petite Academy	Gold River	140	343600869 , 343600870 , 343600871	33
La Petite Academy	Rocklin	147	313600867 , 313600868 , 313608509	32
La Petite Academy	Antioch	169	070215126 , 070215127	35
La Petite Academy	Concord	147	070215149 , 070215150 , 070215151	36
La Petite Academy	Pleasanton	143	010216514 , 010216515 , 010216516	34
La Petite Academy	Richmond	179	070215131 , 070215161 , 073403146	35
La Petite Academy	Richmond	64	073405608 , 073405609	15
La Petite Academy	San Ramon	161	070215066 , 070215068 , 073403397	31
La Petite Academy	Santa Rosa	135	490109141 , 490109143 , 490109441	32
La Petite Academy	Windsor	107	493006287 , 493006288	15
La Petite Academy	Chula Vista	166	376600096 , 376600097 , 376600675	34
La Petite Academy	Bonita	166	376600090 , 376600091 , 376600092	32
La Petite Academy	Oceanside	153	376600088 , 376600112 , 376600674	33
La Petite Academy	San Diego	120	376600102 , 376600891	34
La Petite Academy	San Diego	147	376600083 , 376600085	28
La Petite Academy	Vista	156	376600099 , 376600100 , 376600101	34

Appendix D- PHA Award Article- Learning Care Group


[MENU ▾](#)
[DONATE](#)

NEWS

Partnership for a Healthier America Names Learning Care Group 2017 Partner of the Year

Leading Education and Childcare Provider Recognized for Healthier Practices

WASHINGTON, D.C., Aug. 15, 2017 – The Partnership for a Healthier America is honoring **Learning Care Group** with the 2017 PHA Partner of the Year Award for the company's extensive work in prioritizing healthier practices in the daily lives of young children.

In 2014, Learning Care Group, a leading early education and childcare provider, reaffirmed its commitment to promoting healthy choices throughout its family of 900+ schools nationwide by making a commitment to PHA. Building on the momentum of its own internal Grow Fit healthy lifestyle initiative, Learning Care Group pledged to implement PHA standards aligning with the Let's Move! Child Care goals for physical activity, food, beverages, infant feeding, screen time and parent engagement.

Third-party verification shows Learning Care Group has successfully met or exceeded all of the PHA goals – paving the way for a lifetime of healthy habits for the thousands of children enrolled at its Childtime, Children's Courtyard, Creative Kids Learning Center, Everbrook Academy, La Petite Academy, Montessori Unlimited and Tutor Time schools nationwide.

"When forming the partnership with Learning Care Group, we at PHA recognized the outstanding work already under way throughout its schools to encourage healthier habits in children, and saw tremendous potential for an even greater impact," said Stacy Molander, Chief Operating Officer, Partnership for a Healthier America. "We are now seeing the profound results of LCG's efforts – and we are proud to recognize them as PHA's 2017 Partner of the Year."

The PHA Partner of the Year Award – part of the organization's Catalyst for Change Awards – is presented to the partner who demonstrates how it is successfully executing key PHA strategies, including a keen focus on populations impacted by obesity; doing well while doing good; using an innovative approach to address childhood obesity; or creating a ripple effect within the industry. Learning Care Group was selected from a pool of over 200 eligible PHA partners.

As Learning Care Group continues to further refine best practices for fitness and nutrition throughout its schools, its advancements are also driving meaningful changes among other early education providers. Learning Care Group has worked closely with its vendors to introduce healthier versions of child favorites such as chicken nuggets and cheese ravioli – new product offerings now also served by other childcare providers.

"Providing children with nutritious meals and encouraging physical activity is a critical first step in ensuring they thrive during their early years," said Learning Care Group CEO Barbara Beck. "Teaching them to make healthy choices is vital for their future success – and one of our greatest responsibilities as an early childhood education provider. Our Grow Fit mindset extends to every aspect of our school experience for more than 100,000 children each day, giving them the knowledge and inspiration for a



lifetime of healthy habits. We're honored to receive this award from PHA and look forward to continuing to work together to provide a solid foundation for lifelong fitness for children nationwide."

Nurturing a Healthier Generation

In May 2017, Learning Care Group announced a renewed three-year agreement with PHA, pledging to maintain adherence to the PHA goals. The expanded commitment encompasses:

Nutrition: Having already eliminated all fried foods and juice from the Grow Fit menu, Learning Care Group will now convert the remaining non-whole grain offerings to whole grain within the next year. It will also eliminate all grain-based desserts from the menu, further reducing consumption of sugar and saturated fats.

Fitness: Leveraging its exclusive personalized curricular approach designed to ensure school readiness, the company is augmenting its fitness curriculum with new guided activities for indoor and outdoor play.

Garden Program: In keeping with its emphasis on hands-on STEM and STEAM learning, the company is developing a new Grow Fit Gardening Program with scalable options for creating outdoor and indoor gardens at its schools.

PHA will present the Partner of the Year Award at the "PHA Fit to Celebrate Gala" in Washington, D.C. on Nov. 1, 2017. Tickets are available for purchase at www.ahealthieramerica.org/gala.

About Partnership for a Healthier America *The Partnership for a Healthier America (PHA) is devoted to working with the private sector to ensure the health of our nation's youth by solving the childhood obesity crisis. In 2010, PHA was created in conjunction with—but independent from—First Lady Michelle Obama's Let's Move! effort. PHA is a nonpartisan, nonprofit organization that is led by some of the nation's most respected health and childhood obesity experts. PHA brings together public, private and nonprofit leaders to broker meaningful commitments and develop strategies to end childhood obesity. Most important, PHA ensures that commitments made are commitments kept by working with unbiased third parties to monitor and publicly report on the progress our partners are making. For more information about PHA, please visit www.ahealthieramerica.org and follow PHA on Twitter @PHAnews.*

About Learning Care Group *Learning Care Group is a leader in early child education, with nearly 50 years of experience in inspiring children to love learning. Headquartered in Novi, Mich., the company provides early education and care for children ages 6 weeks to 12 years through seven unique brands: Childtime Learning Centers, The Children's Courtyard, Creative Kids Learning Centers, Everbrook Academy, La Petite Academy, Montessori Unlimited, and Tutor Time Child Care/Learning Centers. It operates more than 900 schools (corporate and franchise) across 36 states, the District of Columbia and internationally, and has a capacity to serve more than 130,000 children. Learning Care Group's proprietary School Readiness Pathway supports the development of the academic and social skills needed for a smooth transition to elementary school. For more information, please visit www.learningcaregroup.com and follow Learning Care Group on Twitter @TheLearningCare.*

MEDIA CONTACT:

Lydia Cisaruk, Learning Care Group
248.697.9140; lcisaruk@learningcaregroup.com



ABOUT US

About 

Leadership

Careers

Appendix E- Sample Menus- Learning Care Group

This Week's Menu

School 7035

Cycle 1 - NFP Spring/Summer 2019 -v1

For the week of: August 6, 2018

	Monday	Tuesday	Wednesday	Thursday	Friday
A M S n a c k	Hard Boiled Eggs Biscuits (WG)	Sun Butter Yogurt Dip "R" Cinnamon Graham Crackers (WG)	Cheese Slices Wheat Bagels (WG)	Milk Toasted Oat Cereal (WG)	Cheese Slices Wheat Toast (WG)
B r e a k f a s t	Milk Fresh Oranges "C" Rice Krispies	Milk Mandarin Oranges "AC" Wheat Bagels (WG)	Milk Fresh Apples "C" Wheat-Fuls (WG)	Milk Pineapple "C" included Tropical Overnight Oats "R"	Milk Cranberry Sauce Cinnamon Granola (WG)
L u n c h	Milk Ground Beef & Spanish Rice "R" Brown Rice (WG) included Fresh Cucumber Salad "R" Applesauce	Milk Aztec Beef Lasagna "R" Tortilla (WG) included Fresh Coleslaw "R" "C" Pineapple "C"	Milk Kati-Kati Chicken "R" Brown Rice (WG) Fresh Carrot Sticks "A" Cranberry Sauce	Milk Tuna Sailboat "R" Hot Dog Bun (WG) Included Peas Mandarin Oranges "AC"	Milk Kids Cheese & Bean Pita Pocket "R" WW Pita (WG) included Peas & Carrots "A" Fresh Oranges "C"
P M S n a c k	Cheese Slices Oyster Crackers (WG)	Black Beans Brown Rice (WG)	Hard Boiled Eggs Ranch Spikerz Crackers (WG)	Fresh Apples "C" Cheddar Crackers (WG)	Cheese Slices Jumpin' Bean Crackers (WG)

This institution is an equal opportunity provider.

Printed menus are approved by a Registered Dietitian

Menu Legend

"A" = Vitamin A, "C" = Vitamin C, "AC" = Vitamins A and C
 R = Homemade using a standard recipe to ensure proper ratios of nutritional components.
 WG = Whole Grain
 CN = Child Nutrition
 Water shall be available to children at frequent intervals and during meals and snacks.
 Water will be offered at snack when milk is not on the menu.
 Food served to infants and toddlers will be cut into small portions.
 * No Pork products are served in this facility



Type of Milk offered:

Whole milk is served to children 12-23 months of age. Fat free or 1% milk is served to children 2 years of age and older. Soy and lactose free milk are made available upon request. All milk is unflavored.

Appendix F- Staff Qualifications- Learning Care Group



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Assistant Director	Reports to (Title)	School Director
FLSA Status:	Hourly/Non-Exempt	Effective Date:	October 1, 2018

Job Summary:

The Assistant Director is responsible for the safe and effective operation of the School with the School Director, and achieving Learning Care Group's safety vision of "No One Gets Hurt." In the Director's absence, the Assistant Director has sole responsibility for the safe and effective operation of the School. The Assistant Director assists in the promotion of the social, physical, and intellectual growth of the children under his/her care; and assists with a variety of administrative tasks and opening/closing the School at least 50% of the time

Job Duties, Tasks and Responsibilities:

1. Assists the Director in planning work schedules, evaluating staff performance, and developing performance improvement plans. Assists with the implementation of Company-provided curriculum, which includes coaching, communicating and interpreting standards with teachers.
2. Ensures School compliance with all state-mandated teacher-child ratios; state and municipal statutes and regulations relating to the operation of childcare Schools; state and federal wage and hour laws; and Company policies and procedures.
3. Establishes and maintains a safe and healthy learning environment by a) adhering to all Company procedures related to injuries and accidents and b) verbally communicating to students and staff regarding potential hazards or injuries; c) and visually performing safety audits.
4. Report suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.
5. Assists with staff training sessions based on Director-identified needs and in partnership with the District Manager and the Company's Training Team.
6. Assists the Director by providing feedback to parents regarding the social and intellectual development of their child is provided by School staff and holds conferences with parents twice annually.
7. Assists in developing School strategies and teacher trainings to create and maintain an intellectually stimulating and age-appropriate classroom environment through creative means, including the display of student artwork and crafts and other documentation of learning; arranging bulletin boards; and employing digital technology.
8. Assists the Director with conducting daily attendance both visually and in writing.

9. Assists with accreditation goals and performs the associated classroom requirements to meet those goals, if applicable, and at the direction of the Director and District Manager.
10. Fosters a positive work environment by modeling appropriate and professional behavior.
11. Maintains an accurate financial accounting of the school operation, in conjunction with the Director, and protects the company's monetary assets. Assists in planning an annual budget and manages the operational budget as approved, if applicable.
12. Understands and articulates Company brand positioning, Company values and selling points, and Company curriculum and program offerings to School staff, families, and prospective parents.
13. Conducts engaging tours with prospective families; and converts marketing strategies to higher student headcount by responding, verbally or via e-mail, to prospective family inquiries regarding curriculum, cost, and other prospective family questions.
14. Recruits, hires, trains and develops talent, as directed by the Director, and ensures that staff members receive their job descriptions, company policies and procedures, and other orientation information.
15. Maintains current substitute list, if applicable. Prepares and forwards all personnel records and forms as required to District Manager/Support Central in a timely manner.
16. Monitors cleanliness of the school. May clean classroom by sweeping, mopping, and disposing of trash. Ensures daily cleaning checklists are conducted and School is tour-ready.
17. Coordinates equipment and/or facility repairs per Company requirement or Director direction.

Essential Functions of the Assistant Director:

The job duties, tasks and responsibilities numbered **1 through 15** are designated essential functions of the Assistant Director position. The other listed job duties and responsibilities are also expected.¹

Supervisory Responsibilities:

The Assistant Director maintains supervisory responsibility over all Center staff in the absence of the Director.

Minimum Job Qualifications:

- Must meet state licensing requirements for education.
- Must meet all standards and requirements relating to education and experience as set by the state and accreditation agent.
- Minimum high school diploma. **Preferred:** bachelor's degree in early childhood education, child development or related field.
- Must have at least two years of experience in a licensed childcare center with at least one year as a Lead Teacher or supervising a childcare program.
- Must possess a valid driver's license and meet Company standards to act as a Bus Driver

¹ All listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

- Must be able to communicate, both verbally and in writing, in the English language.

Travel Percentage:

Approximately 5-10% drivable travel

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Assistant Director.

X	Lifting, Carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading, Writing

Work Environment:

Throughout the course and conduct of working as an Assistant Director, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud. May be moderate exposure to hazards and/or childhood illnesses.

Education Addendum:

Assistant Director Qualification Requirements

101415.1 ASSISTANT INFANT CARE CENTER DIRECTOR QUALIFICATIONS AND DUTIES

(a) In addition to the director, an assistant director shall be present and on duty if the center has 25 or more infants in attendance.

(b) The assistant infant care center director shall meet the following qualifications:

(1) Be a fully qualified infant care teacher.

(2) Have completed, with passing grades, at least three postsecondary semester or equivalent quarter units in administration or employee relations at an accredited or approved college or university.

(A) The assistant director may complete the three units required in (b)(2) above within one year following initial employment as assistant director.

(B) The assistant director shall work under the direction and supervision of the infant or child care center director.

(C) Under the leadership of the director, the assistant director shall be responsible for the infant care center or the infant care component of a combination center.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72 and 1596.81, Health and Safety Code.



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Assistant Teacher/Floater	Reports to (Title)	School Director
FLSA Status:	Hourly/Non-Exempt	Effective Date:	October 1, 2018

Job Summary:

The Assistant Teacher/Floater (hereinafter "Assistant Teacher") is responsible for assisting the Lead Teacher and/or Teacher in curriculum implementation, classroom management, and achieving Learning Care Group's safety vision of "No One Gets Hurt." The Assistant Teacher supervises classes during nap and break times and works with various age groups in various classrooms. The Assistant Teacher promotes the social, physical, and intellectual growth of the children under his/her care and works with the school's staff to create an environment of learning and keeps parents informed of the progress of their child.

Job Duties, Tasks and Responsibilities:

1. Assists the Lead Teacher and/or Teacher with the implementation of the Company-provided curriculum, which includes communicating and interpreting, both verbally and in writing, instruction in ten learning domains, by preparing written, age-appropriate lesson plans on a weekly basis.
2. Assists the Lead Teacher and/or Teacher with the development of each weekly, age-appropriate lesson plans to the different learning levels of each child by visually observing the development of each child; listening to the verbal feedback from each child during classroom activities; and critically measure how to formally and informally assess for learning.
3. Interacts with children and models socially-appropriate behavior on the playground and in the classroom by developing and participating in physical activities that require frequent standing, kneeling, bending, stooping, and lifting to engage each child.
4. Assists the Lead Teacher and/or Teacher in conducting regular a) classroom observations and b) formal and informal assessments that reflect the age-appropriate interests of children in the Lead Teacher's classroom.
5. Establishes and maintains a safe and healthy learning environment by a) adhering to all Company procedures related to injuries and accidents and b) verbally communicating to students, staff, and/or the Director regarding potential hazards or injuries; c) visually performing safety checklists as assigned; and d) visually ensuring Face-to-Name is completed and utilized.
6. Communicates, both verbally or in writing, suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.

7. Employs the regular use of digital technology in the classroom, including the effective use of BrightWheel and Face-to-Name, which requires the ability to visually identify students.
8. In conjunction with the Lead Teacher and/or Teacher, provides daily, written and oral feedback to parents regarding the social and intellectual development of their child and conducts face-to-face conferences with parents twice yearly.
9. Attends, in-person, all staff training sessions and meetings at the direction of the school director
10. Treats each child with respect and dignity by recognizing and considering the unique background of each child, including children with disabilities, special talents and interest, style and pace of learning.
11. Creates and maintains an intellectually stimulating and age-appropriate classroom environment through creative means, including the display of student artwork and crafts and other documentation of learning; arranging bulletin boards; and employing digital technology.
12. Assists the Lead Teacher and/or Teacher in entering assessment data twice monthly by typing or writing the data into the school database.
13. Regularly opens and closes the assigned classroom in the morning and evening and conducts daily attendance visually and in writing.
14. Cleans the classroom by sweeping, mopping, and disposing of trash.
15. Assists the Lead Teacher and/or Teacher in QRIS or accreditation goals and performs the associated classroom requirements to meet those goals, if applicable.

Essential Functions of the Assistant Teacher:

The job duties, tasks and responsibilities numbered **1 through 10** are designated essential functions for the Assistant Teacher position. The other listed job duties and responsibilities are also expected of the Assistant Teacher.¹

Supervisory Responsibilities:

No direct reports.

Minimum Job Qualifications:

- Must meet state licensing requirements for education.
- Must meet all standards and requirements relating to education and experience as set by the state and accreditation agent.
- Must possess a high school diploma or its equivalent
- **Preferred:** previous experience in a licensed childcare center; a CDA and CPR and First Aid certification.

¹ The listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

- Must be able to communicate, both verbally and in writing, in the English language.

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Assistant Teacher.

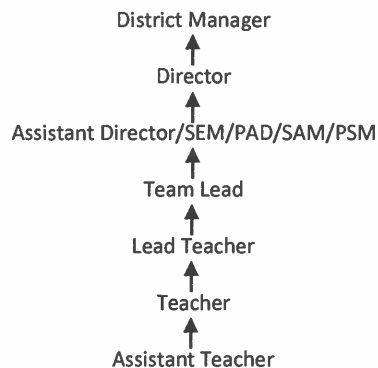
X	Lifting and carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading, Writing

Work Environment:

Throughout the course and conduct of working as an Assistant Teacher, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud. May be moderate exposure to hazards and/or childhood illnesses.

Organizational Structure/Career Progression:



Education Addendum:

Teacher qualification requirements (subsection from 101415.1)

(a) To be a fully qualified infant care teacher, a teacher shall have the following:

(1) Completion, with passing grades, of 12 postsecondary semester or equivalent quarter units in early childhood or child development education at an accredited or approved college or university.

(A) At least three of the units required in (c)(1) above shall be related to the care of infants or shall contain instruction specific to infants.

1. Examples of acceptable course work are pediatric nursing and postnatal care.

(2) At least six months of experience in a licensed infant care center or comparable group child care program for children under five years of age.

(A) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.

Sub section from 101216.1

101216.1 TEACHER QUALIFICATIONS AND DUTIES

(Continued)

(c) To be a fully qualified teacher, a teacher shall have one of the following:

(1) Twelve postsecondary semester or equivalent quarter units in early childhood education or child development completed, with passing grades, at an accredited or approved college or university; and at least six months of work experience in a licensed child care center or comparable group child care program.

(A) The units specified in (c)(1) above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum.

(B) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Director	Reports to (Title)	District Manager
FLSA Status:	Salaried Exempt	Effective Date:	October 1, 2018

Job Summary:

The Director is responsible for the safe and effective operation of the School, and achieving Learning Care Group's safety vision of "No One Gets Hurt." The Director promotes the social, physical, and intellectual growth of the children under his/her care and works with the School's staff to create an environment of learning while keeping parents informed of the progress of their child. Regularly opens in the morning and closes the School in the evening (at least 50% of the time).

Job Duties, Tasks and Responsibilities:

1. Manages School staff by planning work schedules, evaluating staff performance, and developing performance improvement plans. Assists with the implementation of Company-provided curriculum, which includes coaching, communicating and interpreting standards with teachers.
2. Ensures School compliance with all state-mandated teacher-child ratios; state and municipal statutes and regulations relating to the operation of childcare Schools; state and federal wage and hour laws; and Company policies and procedures.
3. Establishes and maintains a safe and healthy learning environment by a) adhering to all Company procedures related to injuries and accidents and b) verbally communicating to students and staff regarding potential hazards or injuries; c) and routinely performing safety audits.
4. Report suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.
5. Plans and implements appropriate and required staff training sessions based on Director-identified needs and in partnership with the District Manager and the Company's Training Team.
6. Ensures daily, written and/or verbal feedback regarding the social and intellectual development of their child is provided to parents by School staff and hosts conferences with parents twice annually.
7. Develops School strategies and Staff trainings to create and maintain an intellectually stimulating and age-appropriate classroom environment through creative means, including the display of student artwork and crafts and other documentation of learning; arranging bulletin boards; and employing digital technology.
8. Monitors daily attendance both visually and in writing.

9. Spearheads QRIS or accreditation goals and performs the associated classroom requirements to meet those goals, if applicable.
10. Fosters a positive work environment by modeling appropriate and professional behavior.
11. Maintains accurate tuition summaries and collects outstanding tuition balances in a timely manner.
12. Conducts thoughtful analyses of operating statements, school statistics, personnel reports, enrollment information, and other data. Maintains accurate financial accounting of school operations and protects company assets and assumes full Profit and Loss accountability for the School.
13. Understands and articulates Company brand positioning, Company values and selling points, and Company curriculum and program offerings to School staff, families, and prospective parents.
14. Conducts and/or participates in engaging tours with prospective families; converts marketing strategies to higher student headcount by regularly corresponding, verbally or via e-mail with prospective families regarding curriculum, cost, and other questions.
15. Recruits, hires, trains and develops talent by effectively deploying locally-tailored marketing strategies; establishes performance standards; communicates clear performance expectations to School staff, verbally and in writing; and offers public praise and private coaching to School staff.
16. May work directly with children in classrooms as part of state-mandated ratios.
17. Coordinates equipment and/or facility repairs per Company requirement or supervisor direction.
18. Monitors cleanliness of the school. May clean classroom by sweeping, mopping, and disposing of trash. Ensures daily cleaning checklists are conducted and School is tour-ready.
19. May prepare, cook and/or serve meals.

Essential Functions of the Director:

The job duties, tasks and responsibilities numbered 1 through 17 are designated essential functions of the Director position. The other listed job duties and responsibilities are also expected.¹

Supervisory Responsibilities:

The Director maintains supervisory responsibility over all School staff.

Minimum Job Qualifications:

- Must meet state licensing requirements for the Director position.
- Must meet all standards and requirements relating to background checks, fingerprinting, education and experience as set by the state and accreditation agent.

¹ All listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

- Minimum high school diploma. **Preferred:** bachelor's degree in early childhood education, child development or related field.
- Must have at least two years of experience in a licensed childcare School with at least one year as a director in a licensed childcare School or as required by specific state statutes or regulatory authority.
- Must be able to communicate, both verbally and in writing, in the English language.
- Must meet Company driving standards where applicable.

Travel Percentage:

Approximately 5-10% drivable travel

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Director.

X	Lifting and carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading and Writing

Work Environment:

Throughout the course and conduct of working as a Director, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud.
- May be moderate exposure to hazards and/or childhood illnesses.

Education Addendum:

Director Qualification Requirements

101415 INFANT CARE CENTER DIRECTOR QUALIFICATIONS AND DUTIES 101415

(a) In addition to Section 101215.1, the following shall apply:

(b) The experience requirement specified in Sections 101215.1(h)(1), (2) and (3) shall be completed in an infant care center or a comparable group child care program dealing with children under five years of age.

(c) At least three of the semester or equivalent quarter units required in Sections 101215.1(h)(1)(B), (h)(2) and (h)(3) shall be related to the care of infants.

(d) When the director of an infant care center or the director of a combination center is temporarily away from the center, the director has the authority to delegate his/her responsibilities as specified below:

(1) When an assistant director is required, arrangements shall be made for the assistant director to act as a substitute.

(A) Arrangements shall be made for a fully qualified infant care teacher to act as a substitute for the assistant director.

(2) When an assistant director is not required, arrangements shall be made for a fully qualified infant care teacher to act as a substitute.

(3) If the absence is for more than 30 consecutive calendar days, the substitute director shall meet the qualifications of a director.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.750, 1596.72 and 1596.81, Health and Safety Code.

Additional requirement for Director - sub section from 101215.1

(h) Child care center directors shall have completed one of the following prior to employment:

(1) High school graduation or GED; completion, with passing grades, of 15 semester or equivalent quarter units as specified in (h)(1)(A) and (h)(1)(B) below at an accredited or approved college or university; and at least four years of teaching experience in a licensed child care center or comparable group child care program.

(A) Three of the 15 units required in (h)(1) above shall be in administration or staff relations.

(B) Twelve of the 15 units required in (h)(1) above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum.

(2) An associate of arts degree from an accredited or approved college or university with a major or emphasis in early childhood education or child development; and at least two years of teaching experience in a licensed child care center or comparable group child care program.

(A) Three semester or equivalent quarter units shall be in administration or staff relations.

(3) A bachelor's degree from an accredited or approved college or university with a major or emphasis in early childhood education or child development; and at least one year of teaching experience in a licensed child care center or comparable group child care program.

(A) Three semester or equivalent quarter units shall be in administration or staff relations.



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Food Specialist	Reports to (Title)	School Director
FLSA Status:	Hourly/Non-Exempt	Effective Date:	October 1, 2018

Job Summary:

The Food Specialist is responsible for preparing meals throughout the day for the school's enrolled children by preparing the school's food order and weekly menus with Learning Care Group's safety vision of "No One Gets Hurt" in mind. The Food Specialist ensures that safe food preparation and proper sanitations methods are employed at all times, and maintains a safe and clean kitchen/pantry area. The Food Specialist also assists with the supervision of children and may step in as an Assistant Teacher/Floater as needed.

Job Duties, Tasks and Responsibilities:

1. Cooks and prepares meals by strictly following the recipes contained within the Healthier Standardized menu and maintains accurate meal and snack counts, and the production thereof.
2. Solely responsible for unloading the food order from the food truck, which requires bending, stooping, lifting, and overhand reaching, and putting all food items away in their designated areas.
3. Successfully completes each food order by visually maintaining all inventories and writing or typing each order; and adheres to all Federal Food Guidelines when applicable.
4. Cleans and sanitizes the kitchen, including all utensils and cookware, by washing all dishes; sweeping, mopping, and cleaning all of the kitchen areas (including, but not limited to the floors, countertops, stove tops, and student eating areas); and disposing of refuse and cleaning products in the assigned receptacles. The listed tasks require frequent bending, stooping, lifting, pulling, and reaching.
5. Strictly adheres to all safety and sanitary standards through visual reading and interpreting of OSHA procedures to maintain a safe environment for children.
6. Performs kitchen-related maintenance; cleans leftover or uneaten food and returns them to their proper receptacles; and returns supply and cleaning items to their proper locations.
7. Regularly communicates, both verbally or in writing, with parents regarding Director-approved menu changes and food serving schedules.
8. Communicates, both verbally or in writing, suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.

9. Interacts with children and models socially-appropriate behavior in the facility and in the classroom by developing and participating in physical activities that require frequent standing, kneeling, bending, stooping, and lifting to engage each child, when required.
10. Attends, in-person, all staff training sessions and meetings at the direction of the school director
11. Treats each child with respect and dignity by recognizing and considering the unique background of each child, including children with disabilities, special talents and interest, style and pace of learning.
12. Assists the Lead Teacher and/or Teacher with the implementation of the Company-provided curriculum, which includes communicating and interpreting, both verbally and in writing, instruction in ten learning domains, by preparing written, age-appropriate lesson plans on a weekly basis.
13. Assists the Lead Teacher and/or Teacher with the development of each weekly, age-appropriate lesson plans to the different learning levels of each child by visually observing the development of each child; listening to the verbal feedback from each child during classroom activities; and critically assessing how to formally and informally assess for learning.
14. Interacts with children and models socially-appropriate behavior on the playground and in the classroom by developing and participating in physical activities that require frequent standing, kneeling, bending, stooping, and lifting to engage each child.
15. Assists the Lead Teacher and/or Teacher in conducting regular a) classroom observations and b) formal and informal assessments that reflect the age-appropriate interests of children in the Lead Teacher's classroom.

Essential Functions of the Food Specialist:

The job duties, tasks and responsibilities numbered **1 through 11** are designated essential functions for the Food Specialist position. The other listed job duties and responsibilities are also expected of the Food Specialist.¹

Supervisory Responsibilities:

No direct reports. However, the Food Specialist shall assist school staff in accomplishing classroom objectives through positive coaching and development by acting as a resource in the school and by supporting the delivery of quality educational programming.

Minimum Job Qualifications:

- Must meet state licensing requirements for education.
- Must meet all standards and requirements relating to education and experience as set by the state and accreditation agent.
- Must possess a high school diploma or its equivalent.
- Must have a minimum of 3 months of experience in professional food preparation.

¹ The listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

- Must be able to communicate, both verbally and in writing, in the English language.

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Food Specialist.

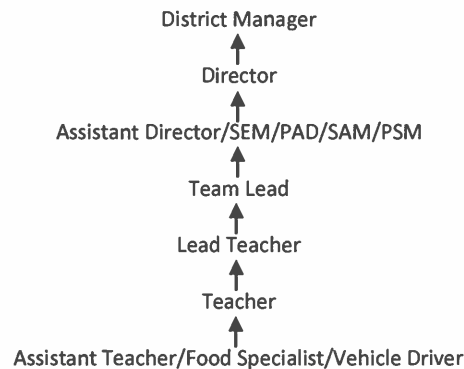
X	Lifting and carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading

Work Environment:

Throughout the course and conduct of working as a Food Specialist, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud. May be moderate exposure to hazards and/or childhood illnesses.

Organizational Structure/Career Progression:



Education Addendum:

Teacher qualification requirements

Subsection from 101415.1

(a) To be a fully qualified infant care teacher, a teacher shall have the following:

(1) Completion, with passing grades, of 12 postsecondary semester or equivalent quarter units in early childhood or child development education at an accredited or approved college or university.

(A) At least three of the units required in (c)(1) above shall be related to the care of infants or shall contain instruction specific to infants.

1. Examples of acceptable course work are pediatric nursing and postnatal care.

(2) At least six months of experience in a licensed infant care center or comparable group child care program for children under five years of age.

(A) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.

Sub section from 101216.1

101216.1 TEACHER QUALIFICATIONS AND DUTIES 101216.1

(Continued)

(c) To be a fully qualified teacher, a teacher shall have one of the following:

(1) Twelve postsecondary semester or equivalent quarter units in early childhood education or child development completed, with passing grades, at an accredited or approved college or university; and at least six months of work experience in a licensed child care center or comparable group child care program.

(A) The units specified in (c)(1) above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum.

(B) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Lead Teacher	Reports to (Title)	School Director
FLSA Status:	Hourly/Non-Exempt	Effective Date:	October 1, 2018

Job Summary:

The Lead Teacher is responsible for curriculum implementation, classroom management, and achieving Learning Care Group's safety vision of "No One Gets Hurt." The Lead Teacher promotes the social, physical, and intellectual growth of the children under his/her care and works with the school's staff to create an environment of learning and keeps parents informed of the progress of their child.

Job Duties, Tasks and Responsibilities:

1. Implements the Company-provided curriculum, which includes communicating and interpreting, both verbally and in writing, instruction in ten learning domains, by preparing written, age-appropriate lesson plans on a weekly basis.
2. Creates and tailors each weekly, age-appropriate lesson plan to the different learning levels of each child by visually observing the development of each child; listening to the verbal feedback from each child during classroom activities; and critically measure how to formally and informally assess for learning.
3. Interacts with children and models socially-appropriate behavior on the playground and in the classroom by developing and participating in physical activities that require frequent standing, kneeling, bending, stooping, and lifting to engage each child.
4. Conducts regular a) classroom observations and b) formal and informal assessments that reflect the age-appropriate interests of children in the Lead Teacher's classroom.
5. Establishes and maintains a safe and healthy learning environment by a) adhering to all Company procedures related to injuries and accidents and b) verbally communicating to students, staff, and/or the Director regarding potential hazards or injuries; c) visually performing safety checklists as assigned; and d) visually ensuring Face-to-Name is completed and utilized.
6. Communicates, both verbally or in writing, suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.
7. Employs the regular use of digital technology in the classroom, including the effective use of BrightWheel and Face-to-Name, which requires the ability to visually identify students.

8. Provides daily, written and oral feedback to parents regarding the social and intellectual development of their child and conducts face-to-face conferences with parents twice yearly.
9. Attends, in-person, all staff training sessions and meetings at the direction of the school director
10. Treats each child with respect and dignity by recognizing and considering the unique background of each child, including children with disabilities, special talents and interest, style and pace of learning.
11. Creates and maintains an intellectually stimulating and age-appropriate classroom environment through creative means, including the display of student artwork and crafts and other documentation of learning; arranging bulletin boards; and employing digital technology.
12. Enters assessment data twice monthly by typing or writing the data into the school database.
13. Regularly opens and closes the assigned classroom in the morning and evening and conducts daily attendance visually and in writing.
14. Cleans the classroom by sweeping, mopping, and disposing of trash.
15. Participates in QRIS or accreditation goals and performs the associated classroom requirements to meet those goals, if applicable.

Essential Functions of the Lead Teacher:

The job duties, tasks and responsibilities numbered 1 through 12 are designated essential functions for the Lead Teacher position. The other listed job duties and responsibilities are also expected of the Lead Teacher.¹

Supervisory Responsibilities:

No direct reports. However, the Lead Teacher shall support other teachers and assistant teachers to accomplish classroom objectives through positive coaching and development by acting as a resource in the school and by supporting the delivery of quality educational programming.

Minimum Job Qualifications:

- Must meet state licensing requirements for education.
- Must meet all standards and requirements relating to education and experience as set by the state and accreditation agent.
- Must be teacher-qualified.
- Must possess the ability to coach others and provide positive direction and the ability to delegate tasks to accomplish classroom objectives.
- Must have at least two (2) years of experience in a licensed childcare center. **Preferred:** a degree in early childhood development or similar discipline.
- Must be able to communicate, both verbally and in writing, in the English language.

¹ The listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Lead Teacher.

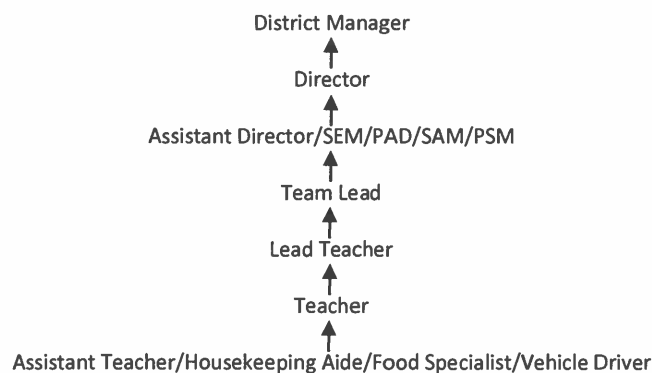
X	Lifting and carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading, Writing

Work Environment:

Throughout the course and conduct of working as a Lead Teacher, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud. May be moderate exposure to hazards and/or childhood illnesses.

Organizational Structure/Career Progression:



Education Addendum:

Teacher qualification requirements

Subsection from 101415.1

(a) To be a fully qualified infant care teacher, a teacher shall have the following:

(1) Completion, with passing grades, of 12 postsecondary semester or equivalent quarter units in early childhood or child development education at an accredited or approved college or university.

(A) At least three of the units required in (c)(1) above shall be related to the care of infants or shall contain instruction specific to infants.

1. Examples of acceptable course work are pediatric nursing and postnatal care.
- 2.

(2) At least six months of experience in a licensed infant care center or comparable group child care program for children under five years of age.

(A) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.

Sub section from 101216.1

101216.1 TEACHER QUALIFICATIONS AND DUTIES 101216.1

(Continued)

(c) To be a fully qualified teacher, a teacher shall have one of the following:

(1) Twelve postsecondary semester or equivalent quarter units in early childhood education or child development completed, with passing grades, at an accredited or approved college or university; and at least six months of work experience in a licensed child care center or comparable group child care program.

(A) The units specified in (c)(1) above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum.

(B) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Teacher	Reports to (Title)	School Director
FLSA Status:	Hourly/Non-Exempt	Effective Date:	October 1, 2018

Job Summary:

The Teacher is responsible for assisting the Lead Teacher in curriculum implementation, classroom management, and achieving Learning Care Group's safety vision of "No One Gets Hurt." The Teacher promotes the social, physical, and intellectual growth of the children under his/her care and works with the school's staff to create an environment of learning and keeps parents informed of the progress of their child.

Job Duties, Tasks and Responsibilities:

1. Assists the Lead Teacher with the implementation of the Company-provided curriculum, which includes **communicating and interpreting**, both **verbally and in writing**, instruction in ten learning domains, by preparing **written**, age-appropriate lesson plans on a weekly basis.
2. Assists the Lead Teacher with the development of each weekly, age-appropriate lesson plan tailored to the different learning levels of each child by **visually observing** the development of each child; **listening** to the verbal feedback from each child during classroom activities; and critically measure how to formally and informally assess for learning.
3. Interacts with children and models socially-appropriate behavior on the playground and in the classroom by developing and participating in physical activities that require frequent **standing, kneeling, bending, stooping, and lifting** to engage each child.
4. Assists the Lead Teacher in conducting regular a) classroom observations and b) formal and informal assessments that reflect the age-appropriate interests of children in the Lead Teacher's classroom.
5. Establishes and maintains a safe and healthy learning environment by a) adhering to all Company procedures related to injuries and accidents and b) verbally communicating to students, staff, and/or the Director regarding potential hazards or injuries; c) visually performing safety checklists as assigned; and d) visually ensuring Face-to-Name is completed and utilized.
6. Communicates, both verbally or in writing, suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.
7. Employs the regular use of digital technology in the classroom, including the effective use of BrightWheel and Face-to-Name, which requires the ability to visually identify students.

8. In conjunction with the Lead Teacher, provides daily, written and oral feedback to parents regarding the social and intellectual development of their child and conducts face-to-face conferences with parents twice yearly.
9. Attends, in-person, all staff training sessions and meetings at the direction of the school director
10. Treats each child with respect and dignity by recognizing and considering the unique background of each child, including children with disabilities, special talents and interest, style and pace of learning.
11. Creates and maintains an intellectually stimulating and age-appropriate classroom environment through creative means, including the display of student artwork and crafts and other documentation of learning; arranging bulletin boards; and employing digital technology.
12. Regularly opens and closes the assigned classroom in the morning and evening and conducts daily attendance visually and in writing.
13. Cleans the classroom by sweeping, mopping, vacuuming, cleaning the restroom, sanitizing toys and surfaces, and disposing of trash.
14. Helps with meal and snack preparation, feeding children, and modeling table manners by sitting with the children at family style meals.
15. Assists the Lead Teacher in entering assessment data twice monthly by typing or writing the data into the school database.
16. Participates in QRIS or accreditation goals and performs the associated classroom requirements to meet those goals, if applicable.

Essential Functions of the Teacher:

The job duties, tasks and responsibilities numbered **1 through 12** are designated essential functions for the Teacher position. The other listed job duties and responsibilities are also expected of the Teacher position.¹

Supervisory Responsibilities:

No direct reports.

Minimum Job Qualifications:

- Must meet state licensing requirements for education.
- Must meet all standards and requirements relating to education and experience as set by the state and accreditation agent.
- Must possess a high school diploma or its equivalent
- Must have at least one (1) year of experience in a licensed childcare center. **Preferred:** a CDA and CPR and First Aid certification.

¹ The listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

- Must be able to communicate, both verbally and in writing, in the English language.

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Teacher.

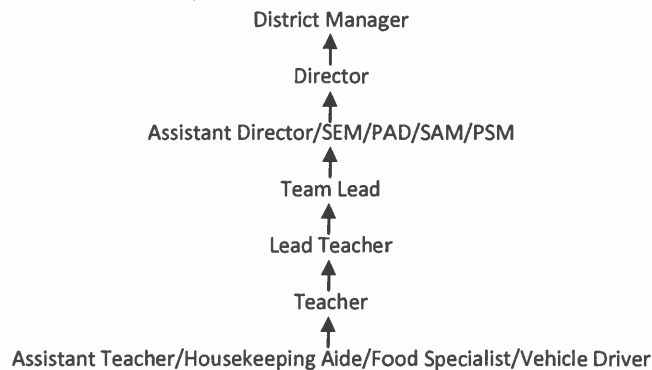
X	Lifting, Carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading, Writing

Work Environment:

Throughout the course and conduct of working as a Teacher, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud. May be moderate exposure to hazards and/or childhood illnesses.

Organizational Structure/Career Progression:



Education Addendum:

Teacher qualification requirements

Subsection from 101415.1

(a) To be a fully qualified infant care teacher, a teacher shall have the following:

(1) Completion, with passing grades, of 12 postsecondary semester or equivalent quarter units in early childhood or child development education at an accredited or approved college or university.

(A) At least three of the units required in (c)(1) above shall be related to the care of infants or shall contain instruction specific to infants.

1. Examples of acceptable course work are pediatric nursing and postnatal care.

2.

(2) At least six months of experience in a licensed infant care center or comparable group child care program for children under five years of age.

(A) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.

Sub section from 101216.1

101216.1 TEACHER QUALIFICATIONS AND DUTIES 101216.1

(Continued)

(c) To be a fully qualified teacher, a teacher shall have one of the following:

(1) Twelve postsecondary semester or equivalent quarter units in early childhood education or child development completed, with passing grades, at an accredited or approved college or university; and at least six months of work experience in a licensed child care center or comparable group child care program.

(A) The units specified in (c)(1) above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum.

(B) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.



Job Description

Job Code:	Assigned by HRIS	Department:	Field Operations
Job Title:	Team Lead	Reports to (Title)	School Director
FLSA Status:	Hourly/Non-Exempt	Effective Date:	October 1, 2018

Job Summary:

The Team Lead is responsible for curriculum implementation, classroom management, and achieving Learning Care Group's safety vision of "No One Gets Hurt." The Team Lead will have opening and/or closing responsibilities of the school in the absence of a member of management and may spend 50% or more of his or her time working in assigned classrooms as a Team Lead or may assist in other classrooms as needed. The Team Lead will also be responsible for, or assisting with, the management, training, and mentoring of newly-hired and existing employees.

Job Duties, Tasks and Responsibilities:

1. May serve as the Safety Captain for the school and is responsible for understanding, communicating (both verbally and in writing) and implementing policies, processes and procedures as outlined in the Safety Captain training modules.
2. Models and verbally coaches appropriate conduct and effective teaching practices for other teachers in the school building.
3. Provides exceptional customer service to families and children by maintaining strict confidentiality; interfacing with clients to understand their needs; and responding to all questions, verbally or via e-mail, in a friendly, timely, and professional manner. Effective customer service requires the Team Lead to provide walking tours to showcase the school to prospective families and effectively communicating offerings to families.
4. Implements the Company-provided curriculum, which includes communicating and interpreting, both verbally and in writing, instruction in ten learning domains, by preparing written, age-appropriate lesson plans on a weekly basis.
5. Creates and tailors each weekly, age-appropriate lesson plan to the different learning levels of each child by visually observing the development of each child; listening to the verbal feedback from each child during classroom activities; and critically measure how to formally and informally assess for learning.
6. Interacts with children and models socially-appropriate behavior on the playground and in the classroom by developing and participating in physical activities that require frequent standing, kneeling, bending, stooping, and lifting to engage each child.
7. Conducts regular a) classroom observations and b) formal and informal assessments that reflect the age-appropriate interests of children in the Team Lead's classroom.

8. Establishes and maintains a safe and healthy learning environment by a) adhering to all Company procedures related to injuries and accidents and b) verbally communicating to students, staff, and/or the Director regarding potential hazards or injuries; c) visually performing safety checklists as assigned; and d) visually ensuring Face-to-Name is completed and utilized.
9. Communicates, both verbally or in writing, suspected child abuse or neglect to local child protective agencies or child abuse hotlines as required by law.
10. Employs the regular use of digital technology in the classroom, including the effective use of BrightWheel and Face-to-Name, which requires the ability to visually identify students.
11. Provides daily, written and oral feedback to parents regarding the social and intellectual development of their child and conducts face-to-face conferences with parents twice yearly.
12. Attends, in-person, all staff training sessions and meetings at the direction of the school director
13. Treats each child with respect and dignity by recognizing and considering the unique background of each child, including children with disabilities, special talents and interest, style and pace of learning.
14. Creates and maintains an intellectually stimulating and age-appropriate classroom environment through creative means, including the display of student artwork and crafts and other documentation of learning; arranging bulletin boards; and employing digital technology.
15. Enters assessment data twice monthly by typing or writing the data into the school database.
16. Regularly opens and closes the assigned classroom in the morning and evening and conducts daily attendance visually and in writing.
17. Cleans the classroom by sweeping, mopping, and disposing of trash.
18. Participates in QRIS or accreditation goals and performs the associated classroom requirements to meet those goals, if applicable.

Essential Functions of Team Lead:

The job duties, tasks and responsibilities numbered 1 through 15 are designated essential functions for the Team Lead position. The other listed job duties and responsibilities are also expected of the Team Lead.¹

Supervisory Responsibilities:

No direct reports. However, the Team Lead shall support other teachers and assistant teachers to accomplish classroom objectives through positive coaching and development by acting as a resource in the school to support the delivery of quality educational programming.

¹ The listed job duties, tasks and responsibilities do not represent an exhaustive list. To successfully perform this job, an applicant and/or employee must be able to perform each of the listed essential functions, with or without reasonable accommodation.

Minimum Job Qualifications:

- Must meet state licensing requirements for education.
- Must meet all standards and requirements relating to education and experience as set by the state and accreditation agent.
- Must be teacher-qualified.
- Must possess the ability to coach others and provide positive direction and the ability to delegate tasks to accomplish classroom objectives.
- Must have at least three (3) years of experience in a Lead Teacher role in a licensed childcare center.
- Possesses a CDA (or equivalent) or an Associate's Degree in early childhood education or a related field.
- Must be able to communicate, both verbally and in writing, in the English language.

Physical Requirements:

The physical demands and attributes checked below are representative of those that must be met by an employee to successfully perform the essential functions of the Team Lead.

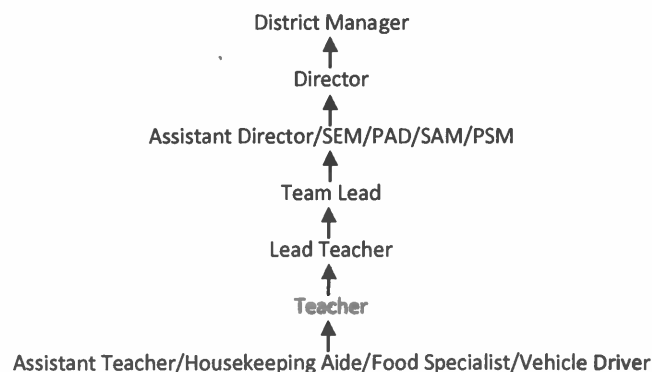
X	Lifting, Carrying (maximum 50 lbs.)	X	Stooping, Bending
X	Kneeling, Squatting	X	Walking/Running
X	Standing 95% of day	X	Sitting
X	Climbing, Balancing (Ladder)	X	Close Vision (20" or less)
X	Pushing / Pulling	X	Distance Vision (20' or more)
X	Hearing	X	Speaking
X	Reaching	X	Reading, Writing

Work Environment:

Throughout the course and conduct of working as a Team Lead, the following conditions may apply:

- May occasionally: work in temperatures above 100 degrees Fahrenheit and below 32 degrees Fahrenheit; walk on slippery or uneven surfaces; and climb ladders or work off elevated structures on an occasional basis during the work week.
- The noise level of the work environment is frequently loud. May be moderate exposure to hazards and/or childhood illnesses.

Organizational Structure/Career Progression:



Education Addendum:

Teacher qualification requirements

Subsection from 101415.1

(a) To be a fully qualified infant care teacher, a teacher shall have the following:

(1) Completion, with passing grades, of 12 postsecondary semester or equivalent quarter units in early childhood or child development education at an accredited or approved college or university.

(A) At least three of the units required in (c)(1) above shall be related to the care of infants or shall contain instruction specific to infants.

1. Examples of acceptable course work are pediatric nursing and postnatal care.
- 2.

(2) At least six months of experience in a licensed infant care center or comparable group child care program for children under five years of age.

(A) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.

Sub section from 101216.1

101216.1 TEACHER QUALIFICATIONS AND DUTIES 101216.1

(Continued)

(c) To be a fully qualified teacher, a teacher shall have one of the following:

(1) Twelve postsecondary semester or equivalent quarter units in early childhood education or child development completed, with passing grades, at an accredited or approved college or university; and at least six months of work experience in a licensed child care center or comparable group child care program.

(A) The units specified in (c)(1) above shall include courses that cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum.

(B) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.

Appendix G- Employee Handbook- Learning Care Group

**START
KIDS
STRONG**

And **empower**
your success.

**FIELD
EMPLOYEE
HANDBOOK**



FIELD EMPLOYEE HANDBOOK

Acknowledgment of Receipt

PLEASE PRINT TWO COPIES OF THIS FORM, KEEP ONE FOR REFERENCE,
AND RETURN A SIGNED COPY TO YOUR MANAGER

The Field Employee Handbook is available online on the Employee Lounge by clicking on the Field Employee Handbook icon (pictured above) on all classroom iPads or by using the URL address <https://lounge.learningcaregroup.com/docs/default-source/employee-management/employee-handbook/field-employee-handbook.pdf> on any computer or laptop.

I acknowledge that I have received directions to access the Learning Care Group Field Employee Handbook.

I understand it is my responsibility to read and follow the policies in the Field Employee Handbook, and I further acknowledge that if I am unable to access the Handbook online, I can contact my Manager or the Human Resources Pay and Benefits Connection at 1-877-767-5241 option 2 for assistance.

The policies in this Handbook govern my employment with the Company, and I agree that I will follow them. I understand that I may ask my Manager and/or the Human Resources department any questions concerning the Handbook.

Failure to comply with any requirements listed, as well as the failure to follow Company policy, state and federal laws, regulations, and/or licensing guidelines may result in corrective actions up to and including separation of employment.

I understand that this Handbook is not a contract of employment, express or implied, between me and the Company and that I should not view it as a contract of employment.

I understand that my employment status is at-will and acknowledge that employment can be terminated by me or the Company at any time and for any reason, with or without cause and with or without notice.

I understand that this Handbook supersedes any previous handbooks or addendums issued and any prior statements or representations regarding the terms and conditions of my employment with the Company whether written or oral. I also understand and agree that the Company reserves the right to change or alter policies at any time with or without notice. Only a designated representative of the Company has the authority to modify the Handbook.

Employee Name

School #

Employee Signature

Date

Manager Name

Manager Signature

Date

Table of Contents

<u>Our Commitment to a Safe Environment</u>	7
<u>About Our Team Handbook</u>	7
<u>Our Code of Conduct</u>	7
<u>Our History</u>	8
<u>Our Purpose and Values</u>	9
<u>iCare Customer Service Standards</u>	9

SAFETY IS IMPORTANT TO US

<u>Child Safety and Supervision</u>	10
<u>Nap Time</u>	10
<u>Mandated Reporting</u>	10
<u>The Importance of Greeting Children Each Morning</u>	11
<u>Positive Guidance & Redirection of Children</u>	11
<u>Babysitting & Transporting of Children</u>	11
<u>School/Office Building Access</u>	11
<u>Safety and Injury Prevention</u>	12
<u>Cytomegalovirus (CMV) and other Infectious Diseases</u>	12
<u>Fire Prevention and Disaster Plan</u>	13
<u>Inclement Weather, Natural Disaster or Other Emergencies</u>	13
<u>Emergencies</u>	13
<u>Workers Compensation/Work Injuries</u>	14

YOUR WORKPLACE POLICIES

<u>Staff Member Children in Classrooms</u>	15
<u>Staff Lesson Planning</u>	15
<u>Personal Appearance and Dress Code</u>	15
<u>Protecting Family & Staff Information</u>	16
<u>No Solicitation & No Distribution Policy</u>	16
<u>Outside Food Policy</u>	16
<u>Personal Possessions & Company Materials</u>	16
<u>Romance in the Workplace</u>	17
<u>Smoking</u>	17
<u>Drug and Alcohol Policy</u>	17
<u>Violence in the Workplace</u>	18
<u>Discrimination and Harassment</u>	18
<u>Sexual Harassment</u>	19
<u>Zero Tolerance/Consequences</u>	19
<u>Reporting Procedures</u>	19
<u>No Retaliation</u>	19
<u>Internal and External Cameras</u>	19
<u>Employer Monitoring</u>	20
<u>Personal Telephone Calls & Cellular Phone/Smart Devices Use</u>	20
<u>Electronic Communications and Internet Acceptable Use</u>	20
<u>Social Media</u>	22
<u>Computer Software Policy</u>	22
<u>Computer Hardware Policy</u>	23
<u>Motor Vehicle Records Policy</u>	23
<u>Conflict of Interest Policy</u>	23
<u>Accepting Gifts Gratuities and Entertainment</u>	23
<u>Giving Gifts to Suppliers, Vendors, and Other Third Parties</u>	24
<u>Outside Employment and Activities</u>	24
<u>Interests in Other Businesses</u>	24
<u>Anti-Bribery and Corruption</u>	25

<u>Confidentiality and Proprietary Information</u>	25
--	----

YOUR CAREER WITH US

<u>Equal Employment Opportunity (EEO)</u>	26
<u>Americans With Disabilities Act (ADA)</u>	26
<u>Immigration Reform and Control Act</u>	26
<u>Orientation and Training</u>	26
<u>Health Screening</u>	27
<u>Professional Certifications and Licenses</u>	27
<u>Criminal Arrests & Convictions</u>	27
<u>Employment of Relatives</u>	27
<u>Employment of Minors</u>	28
<u>Scheduling</u>	28
<u>Meal and Rest Breaks</u>	28
<u>Career Opportunities</u>	28
<u>Employment At-Will</u>	29

COMMUNICATION IS KEY

<u>Open Door Policy</u>	30
<u>Statement of Unions</u>	30
<u>EthicsPoint</u>	30
<u>Fair Treatment Process</u>	30
<u>Staff Meetings/ Conferences/ Special Events</u>	31
<u>Staff Communication Boards</u>	31
<u>Communicating with the Media</u>	31

YOUR PERFORMANCE EXPECTATIONS AND EVALUATIONS

<u>Employee Standards of Conduct</u>	32
<u>General Standards of Conduct</u>	32
<u>Unacceptable Standards of Conduct</u>	32
<u>Performance Improvement Plan (PIP) Policy</u>	33
<u>Unpaid Administrative Leave Pending Investigation</u>	34
<u>Performance Review Process</u>	34
<u>Merit Increases</u>	34

YOUR ATTENDANCE MATTERS

<u>Attendance Policy</u>	35
<u>Attendance Guideline</u>	35
<u>Notice of Absence or Tardiness</u>	36
<u>Pattern Absence and Tardiness</u>	36
<u>No Call/No Show</u>	36
<u>Job Abandonment</u>	36

YOUR BENEFIT OFFERINGS

<u>Insurance Benefits</u>	37
<u>Classification for the Purpose of Benefit Eligibility</u>	37
<u>Employment Classification</u>	37
<u>Employment Classification Review</u>	37
<u>Annual Open Enrollment</u>	38
<u>Qualifying Life Events</u>	38
<u>COBRA</u>	38
<u>HIPAA Privacy Notice</u>	38
<u>401K</u>	38
<u>Employee Assistance Program</u>	39

<u>Employee Childcare Discount</u>	39
<u>Tuition Reimbursement</u>	39
<u>Employee Referral Program</u>	40

YOUR TIME OFF

<u>Time Off Requests</u>	42
<u>Paid Time Off Policy (except CA, IL, NE)</u>	42
<u>How Paid Time Off (PTO) is Earned</u>	42
<u>How Paid Time Off (PTO) is Taken</u>	42
<u>PTO Requests and Approvals</u>	43
<u>PTO Eligibility for New Hires and Employees Changing to Full Time Status</u>	43
<u>Vacation Pay (CA, IL, NE Only)</u>	43
<u>State and Local Paid Sick Leave (AZ, CA, etc.)</u>	44
<u>Illinois and Nebraska Paid Sick Leave</u>	44
<u>Holiday Pay</u>	45
<u>Witness, Testimony, and Jury Duty</u>	45
<u>Time off to Vote</u>	46
<u>Bereavement</u>	46
<u>Leaves of Absence</u>	46
<u>Family and Medical Leaves of Absence</u>	46
<u>Military Family Leave (FMLA)</u>	48
<u>Military Leaves of Absence (Non FMLA)</u>	48
<u>Medical Leaves of Absence (Non FMLA)</u>	49
<u>Personal Leaves of Absence (Non FMLA)</u>	49
<u>Victims of Violence Leave (Non FMLA)</u>	50
<u>Post Birth Leave (Non FMLA)</u>	50
<u>Leave Under State Laws</u>	50
<u>Failure to Return from Leave</u>	50

YOUR COMPENSATION & RECORD KEEPING

<u>Classification for the Purpose of Compensation</u>	51
<u>Substitute/Seasonal Employee</u>	51
<u>Reporting to Work Pay</u>	51
<u>Recording Work Hours</u>	52
<u>Overtime</u>	52
<u>Pay Periods/Pay Checks</u>	52
<u>Personnel Files</u>	53

IF YOU DECIDE TO LEAVE US

<u>Resignation</u>	54
<u>Re-Employment</u>	54
<u>Verifications of Employment</u>	54
<u>Closing Statement</u>	55

<u>Important Contact Information</u>	55
--	----

Our Commitment to a Safe Environment

At Learning Care Group, safety is the foundation of everything we do. It's our top priority and our shared responsibility – from the CEO to our newest employee. Our commitment to excellence begins with our pledge to uphold the highest standards of safety, security and health at every location for the children in our care, our staff, and the families we serve.

We recognize that providing a nurturing learning environment as well as safeguarding our people requires dedication and ongoing vigilance from every employee. That's why we have implemented rigorous health and safety protocols throughout our operations to ensure that we meet or exceed regulatory guidelines.

Every employee undergoes safety training as part of New Employee Orientation before working in a classroom environment. **If you have any questions regarding safety training, please contact your Manager or the HR Department at 1-800-475-8295.**

ABOUT OUR TEAM HANDBOOK

Your Employee Handbook is written with YOU in mind! The Company is committed to fostering and maintaining positive relations with all of our employees. We believe each employee deserves recognition, respect and fair treatment. We are dedicated to promoting your personal growth and rewarding individual performance.

To ensure that we provide a fair and equal work environment, this handbook outlines the current employment policies and procedures of the Company. In addition, it serves to inform you about Learning Care Group's history (LCG), your performance expectations, as well as LCG's benefit offerings.

It is important for both employees and the Company to adhere to the policies and procedures in this handbook in order to achieve the best working environment possible. Failure to follow these policies may result in corrective action up to and including separation from employment.

This handbook does not create any kind of expressed or implied employment contract with any employee and does not make promises of continued employment. All employees are employed "at-will", and the Company may separate an employee's employment at any time, for any or no reason, with or without notice.

The Learning Care Group Field Employee Handbook is typically reviewed and updated annually.

All references in this handbook to the "Company" will mean and include Learning Care Group, Inc., its subsidiaries, Childtime Childcare, Inc., Tutor Time Learning Centers, LLC, The Children's Courtyard, La Petite Holdings, Inc., Everbrook Academy, Creative Kids Learning Centers, and Montessori Unlimited as well as any subsidiary of any of them.

The policies in this handbook supersede all prior policies of the Company, whether written or oral. Any subsequent revisions will replace prior policies and become a part of this handbook. The Company reserves the right to amend, modify or terminate any of its policies and procedures at any time with or without notice. If you have any questions, please feel free to contact your Manager or the Human Resources Department.

Our Code of Conduct

Our Code of Conduct is located on the Employee Lounge at Resources>Employee Management>Handbook>Code of Conduct or <https://lounge.learningcaregroup.com/docs/default-source/employee-management/employee-handbook/code-of-conduct>.

OUR HISTORY

Childtime Learning Centers was founded in 1967 and became a division of Gerber Products Corporation in 1973. In 1990, the Gerber Children's Centers were sold and were renamed Childtime Children's Centers. The company officially changed the name to Childtime Learning Centers in 1995.

Tutor Time Learning Centers originated in 1988 as a Florida-based privately held company. It began franchising in 1990 and became one of the largest franchisors of child care facilities in the United States. In July 2002, the assets of Tutor Time were acquired by Childtime, joining Tutor Time with the Childtime Learning Centers brand.

In August 2004, Childtime introduced a new parent company name, Learning Care Group, Inc., to better position the company for future growth.

The company continued its growth and in September 2006 acquired The Children's Courtyard, based in Arlington, Texas. Today, The Children's Courtyard operates schools in the Dallas/Fort Worth, Austin and Houston areas, serving children from six weeks to 13 years old.

Shortly afterwards, in January 2007, La Petite Academy, Inc. joined the Learning Care Group family. La Petite Academy operates nearly 500 locations, including Montessori Unlimited schools, in 36 states and the District of Columbia.

In 2017, Learning Care Group added two new brands to our family; Creative Kids Learning Center in Nevada and two new national brands called Everbrook Academy and Pathways Learning Academy.

We continue to implement our strategic growth plan and remain focused on providing the highest quality care across all of our brands.

About Learning Care Group, Inc.

Headquartered in Novi, Mich., Learning Care Group provides early education and child care services to children ages 6 weeks to 12 years within its portfolio of brands: The Children's Courtyard, Childtime Learning Centers, Creative Kids Learning Centers, Everbrook Academy, La Petite Academy, Montessori Unlimited, Tutor Time Child Care/Learning Centers. Learning Care Group operates more than 900 schools (corporate and franchise) across 36 states, the District of Columbia and internationally, and has a system-wide capacity to serve more than 100,000 children. Learning Care Group and its subsidiaries are equal opportunity employers and providers.

Today, the company is the second largest for-profit child care provider in North America.

OUR PURPOSE AND VALUES

OUR PROMISE

To make a difference and have a positive impact on every child at our schools, their families, and the communities we serve every day. We support child development for infants to school-age students, through a comprehensive, research-based curriculum in a safe, nurturing, fun school environment. As experts in child care and early education, we empower children to be ready for school, we instill a lifelong love of learning, and we provide a solid foundation for a successful future.

VISION

Safety · Care · Education · Results

VALUES

Safety · Honesty · Trust · Passion for Excellence · Love of Learning · Innovation

iCare Customer Service Standards

Learning Care Group has developed the iCare program to help ensure that we consistently provide a safe and nurturing experience for all families, **building strong and lasting** relationships with them. iCare defines the standards for key focus areas which impact current and prospective customers' experience with our schools. It encompasses staff demeanor and responsiveness, the school environment, and program offerings. This customer-centered mindset extends to every job role throughout our company.

SAFETY IS IMPORTANT TO US

You play an important role in guaranteeing the safety of the children who are in your care each day. At Learning Care Group, we are committed to maintaining a safe workplace. To further this goal, we are all required to comply with Company rules and policies as well as any applicable federal, state, and local laws regarding workplace safety. In addition, you must keep your workplace free of any potential hazards. Failure to follow our safety rules and policies may result in corrective action, up to and including separation of employment.

Creating a safe and nurturing environment for the children in your school is the most important responsibility that you have. If you have any questions or concerns about safety at your school, please contact your Manager or District Manager immediately.

Child Safety and Supervision

It is imperative that you know what the Company and licensing require of you regarding the supervision of children entrusted into your care.

Face-to-Name Procedure

As part of our expectations, you should have a complete understanding of the Face-to-Name Procedure and maintain accurate attendance records of the children in your care using “Face-to-Name” procedures. Face-to-Name attendance must be completed throughout the day at various times as outlined in our Face-to-Name procedures.

In addition, you are expected to understand all Company safety rules, including but not limited to the following:

- Children may not leave or be released from a school/Company activity with an unauthorized person.
- Employees will administer medication to children only in accordance with established Learning Care Group policies and applicable licensing regulations.
- Children **must not** be left unattended at any time.
- Volunteers/Visitors/3rd Party Vendors must never be left unsupervised with the children and are never considered as part of the ratio for the classroom or on a field trip.

Nap Time

Naptime procedures and direct supervision are required at all times. Each child in the group must be in the direct line of vision and within earshot of the staff member at all times. Staff members must be able to see the faces of all children in their care while sleeping. Refer to local licensing regulations to determine nap time staff: child ratio. All children must be accounted for and never left unattended for any reason. In general, **children under the age of two must be placed on their backs to sleep and checked every 15 minutes during naptime.** No blankets, pillows, bumper pads, or any other items are allowed to be placed in a crib or draped over the side of a crib. Once children are able to turn, they may remain in their desired position, but all faces must remain visible in plain sight at all times. This includes keeping faces free of blankets, sheets and pillows.

Children must not be left unattended at any time.

Mandated Reporting

You are in a unique position to quickly identify any signs of abuse. If you feel that the child is being harmed or is in danger of being harmed you are required by law to report suspected child abuse or neglect to your local child protective agency or child abuse hotline and to your Manager, or if necessary, to the Chief Compliance Officer. Informing your Manager or co-worker does not eliminate your responsibility to report to the proper authorities as a mandated reporter.

Employees who fail to comply with mandated reporter responsibilities are liable to civil and criminal liability as well as corrective action, up to and including separation of employment. The company will not tolerate any form of retaliation against an employee who makes a good faith report.

The Importance of Greeting Children each Morning

When families drop off their child(ren) each morning, you need to greet each child and parent. This serves two purposes. One, you are able to build on your relationship with families as you greet them by name. Two, you are able to notice any visible signs of abuse or illness. By talking to parents each morning, parents also give information on the mood and demeanor of their child. Observe any changes in behavior or physical markings and document any markings or changes in behavior on an observation form.

Positive Guidance and Redirection of Children

The true goal of positive guidance is to help children acquire the skill of self-discipline. Children are more likely to develop self-discipline and control when they are treated with dignity and given clear, consistent, and fair limits for classroom behavior. Our staff work with children to help them set their own limits, understand the consequences of their actions and the rationale behind rules and behavior expectations. Our guidance policy is proactive rather than reactive.

Our staff uses positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction. Specifically, they will:

- Use encouragement of good choices or behavior rather than focus only upon unacceptable behavior
- Remind a child of behavior expectations by using clear, positive statements, and modeling the desired behavior
- Redirect behavior using positive statements and
- Reinforce children when they make good choices

The following types of discipline and guidance are prohibited:

- Hitting, shaking, biting, pinching, pulling, pushing, physical force or inflicting any other form of corporal punishment to hurt a child
- Restricting a child's movement by binding, tying or any other type of physical restraint or time-out, including lifting or carrying a child
- Confining a child in any enclosed area such as a closet, locker, cubicle, office bathroom, etc.
- Mental or emotional cruelty such as humiliating, shaming, threatening, belittling, intimidating, forcing or frightening a child
- Depriving a child of water, meals, snacks, rest, recreation time or necessary toilet use, or depriving of shelter or water, etc.
- Use of food or water as a reward or punishment
- Use or withholding of physical activity as a punishment
- Subjecting a child to harsh, abusive or profane language
- Leaving children unattended or unsupervised for any amount of time
- Requiring a child to remain silent or inactive for inappropriate periods of time for the child's age
- Any other form of physical abuse, emotional abuse, or neglect

All employees must strictly adhere to this policy and all disciplinary requirements imposed by the applicable state licensing authority. The regulations of the state licensing agency supersede the policy of the company in the event of a conflict in our Positive Guidance and Redirection Policy (or in the event the state licensing regulation is stricter.).

Babysitting and Transporting of Children

The Company strongly discourages babysitting for enrolled children after hours by school staff unless in conjunction with a school event. If the parent/guardian requests babysitting services, employees must first obtain permission to perform services from the District Manager and have the Babysitting Acknowledgment and Waiver Form signed by all parties prior to any services being provided. In addition, school staff is absolutely prohibited from transporting children to or from the school in their personal vehicles without the expressed written consent from their District Manager and a signed Release of Liability form from the parent.

School/Office Building Access

It is important to us to provide a safe, protected environment for our employees and children, and allow families to feel confident in the care that we provide. In order to provide this type of environment we have specific guidelines regarding who can enter our premises.

As an employee, we ask that you enter the school/office or any other Company property only during working hours, unless prior written approval from your Manager has been received. In our schools, the presence of off duty employees may be disruptive to the

work of others who are on duty and may lessen the quality of care that is provided to our children. Off duty includes days off, any type of leave of absence or administrative leave. Employees who remain in the school/classrooms after clocking out are a distraction to those who are on duty, therefore employees may be subject to corrective action up to and including separation of employment.

In addition, visits from family members or friends are not permitted unless prior approval has been granted by your Manager. Any family members or friends providing transportation to an employee should remain in their car while waiting. Anyone dropping off something for a staff member must remain in the lobby and may not enter a classroom.

Safety and Injury Prevention

Our company safety vision is “No One Gets Hurt”. We are strongly committed to providing a safe place for you to work, and we have established a safety program to ensure that everyone understands the importance of safety. This program requires all of us to exercise good judgment, teamwork, and common sense in our daily work.

Injury prevention is the responsibility of each employee. If you should fail to follow the listed safety responsibilities below, corrective action may be taken up to and including separation of employment. Your responsibilities include:

- Follow my school’s safety policies and procedures at all times
- Always perform the “Top 2” safety behaviors to prevent:
 - Strains and sprains
 - Slips, trips, and falls
- Never sacrifice or compromise my safety or the safety of others
- Identify and correct hazards that could cause harm
- Take the time to help my fellow team members work safely
- Immediate reporting of hazardous conditions or behavior to your Manager including spills, broken gates and obstructed fire exits
- Immediate reporting of all injuries, no matter how slight, to your Manager
- **Never talking on a cell phone or using any text, email, GPS, map or other feature of any mobile phone or device when driving a school or academy bus or van**

If you have safety concerns that have been reported to management but have not been resolved, you can also file an EthicsPoint report by:

- Web: www.ethicspoint.com
- Phone (toll free): 1-866-384-4277

Cytomegalovirus (CMV) and Other Infectious Diseases

Adults who work in group care settings are at increased risk for acquiring and spreading infectious diseases. Many common infections encountered in the child care setting are transmitted by direct or indirect contact. Direct contact refers to person-to-person spread of an organism through direct physical contact. Indirect contact refers to spread that occurs by means of contact with a contaminated intermediate object like hands and shared toys.

Some state licensing agencies require proof of vaccination for certain communicable diseases. As a childcare provider we comply with all state licensing requirements.

There are some infectious diseases that are common among all preschool age children and may be harmful to pregnant women. These diseases include Cytomegalovirus (CMV), Fifth Disease (Parvovirus B19), Hand, Foot and Mouth (Enteroviral Infections), Hepatitis B, Human Immunodeficiency Virus (HIV/AIDS), Rubella (German Measles), and Varicella-Zoster (Chickenpox and Shingles). The Center for Disease Control (CDC) warns women of childbearing years to exercise diligence in proper hand washing techniques after any contact with urine, stool or any mouth/nose secretions.

Contaminated hands are the most common means of transmission of infections in child care settings. Frequent and proper hand washing is an effective, preventive action and is required by all employees. Additionally, all employees should wear disposable gloves when changing diapers and should wash hands after removing the gloves. This procedure is required with each diaper change, toilet training and training accident.

It is your responsibility to follow the prevention techniques mentioned above to insure your continued good health. Staff members and volunteers experiencing symptoms or receiving a diagnosis of illness exposure to certain communicable diseases may be excluded from working with children until released to work by a physician.

Fire Prevention and Disaster Plan

Good housekeeping and a watchful eye are our best measures of fire prevention. Any flammable material should be stored only in approved containers and areas.

- Never use extension cords as a permanent source of electricity. Move the unit needing the electricity or submit a work order to install a new outlet.
- All outlets should be covered with outlet covers when not in immediate use. Make sure all items using electricity are turned off when the school closes – especially all desk lamps, bathroom fans and lights inside the building unless used for safety/security purposes.
- Use of space heaters, candles and smoking is strictly prohibited in the building at all times.

It is your responsibility to know the local fire regulations and to learn the locations of the fire extinguishers, fire alarm stations, and exits in the school/office. You are responsible for understanding and practicing your assigned duties in case of a fire or disaster.

Inclement Weather, Natural Disasters or Other Emergencies

There may be situations where weather, disasters or special circumstance may cause emergency building closures.

To provide the best possible service to our customers, all schools will remain open in inclement weather unless there is a state of emergency declared by a government agency or as directed by the Chief Operating Officer. In the event of such situations, hourly employees are only paid for hours worked.

Unless otherwise directed by your Manager, employees are expected to report to work at their scheduled time. Employees are responsible for notifying their Manager of any travel delays due to severe weather. Should a school/office be closed prior to a work day, employees should stay home but may use earned paid time off in order to receive pay.

In the event that a natural disaster (i.e., floods, ice/snow storms, tornadoes, hurricanes, earthquakes, and other natural or man-made catastrophic events) occurs which prevents the Company from conducting its normal course of business, the following conditions will apply. Exempt employees will be paid their normal salary. Non-exempt hourly employees will be paid a minimum of two (2) hours or their actual hours worked whichever is greater, if they were scheduled to work on the day of the closure and reported to work. Should an employee report to work during an official closing because they were not informed of the closing they will be paid for two (2) hours for that particular day.

In a catastrophic event, a location that is not able to immediately re-open may deploy employees to surrounding locations where operationally feasible. Employees will be paid their normal rate of pay for hours worked at other locations. If an employee declines to work at another location during the time when their “home” school is closed, they will not receive any pay during that time.

Emergencies

If you think a situation is potentially life-threatening, you should call 9-1-1 immediately.

Workers Compensation/Work Injuries

The Company provides workers' compensation insurance that covers employees who are injured, or who become ill as a result of their work.

If you are injured while working or if you develop an illness associated with your work, you **must** report your injury or illness to your Manager immediately, even if medical attention is not needed at that time (regardless of time or day of the week).

The Company will comply with federal and state laws with respect to any reasonable accommodation that may be needed as a result of work-related injuries or illnesses.

The Company prohibits unlawful discrimination or retaliation against any employee who exercises his or her rights under state workers' compensation law. The Company will take appropriate corrective action, up to and including separation from employment, against any employee who violates this prohibition.

YOUR WORKPLACE POLICIES

Staff Member Children in Classrooms

Employees are strongly discouraged from having their own children in classrooms where they work at the school. While we recognize that this situation is sometimes unavoidable, it is not an acceptable practice on a regular basis.

Staff Lesson Planning

Staff lesson planning should occur during appropriate times. It can be conducted during naptimes, but staff must strictly follow the Naptime, Direct Supervision and Security policies.

Personal Appearance and Dress Code

Employee appearance creates a strong impression, and you must use good judgment regarding your clothing, appearance, and hygiene in the workplace. You are expected to dress in a manner that projects a professional image and is appropriate for working with children.

General Guidelines

- Attire should be clean, neat (not wrinkled), modest and appropriate for the work environment. Undergarments are required.
- Good personal hygiene is expected.
- Earrings and other jewelry should be worn in moderation and may not pose a safety hazard.

School Hourly Staff Attire

Tops

- Company approved brand logo shirt. Two shirts are provided at the time of hire. You may also purchase additional shirts by contacting your Director. You may wear a long sleeve shirt or another shirt, under your company provided shirt as long as it is red, black or white and does not have any visible logos.
- When wearing a jacket/sweater or zippered sweatshirt, it must not have any non-company logos and must be red, black or white.

Bottoms

- Black or khaki-colored cotton twill pants, capris, walking shorts, skirts, or skorts: knee length or longer.

Footwear

- Durable, rubber-soled clean white or black sneakers or tennis-shoes with laces/Velcro. Due to safety concerns, no form of open-toed or platform/heel shoes are permitted. (In Infant Rooms, employees may only wear footwear approved by the Company).

School/Field Management, Montessori Unlimited

Professional Attire:

- **Women:** Dresses, coordinated business attire - blazers, blouses/shirts, sweaters (not sweatshirts), skirts, pants, Capri-pants (not shorts) and dress shoes.
- **Men:** Slacks (not shorts), sweaters (not sweatshirts), polo-style shirts, dress shirts and dress shoes.

* Closed toed shoes are required to be worn in schools – school/field management and visiting SC staff. (Professional sling back shoes are acceptable).

This list is not all-inclusive and is subject to management interpretation. Failure to comply with this policy may result in being sent home without pay to change to more appropriate clothing and/or result in corrective action, up to and including separation of employment.

Protecting Family and Staff Information

All information regarding children, employees or employment-related information is confidential to the fullest extent allowed by law and must not be discussed by employees except in the appropriate business context. Employees should not discuss any confidential matters where it may be accidentally overheard by others not involved with the care and treatment of the children. All inquiries concerning a child, parent or employee should be referred to your Manager. Confidential information not permitted to be discussed with anyone includes, but is not limited to: Company trade secrets, employment information, corrective actions, customer lists, personal information of employees, families, or customers, and reportable issues (including employee statements). In addition, this provision also applies to post employment.

No Solicitation and No Distribution Policy

Solicitation by employees is prohibited during working time except in connection with a Company-approved or sponsored event. Working time includes all time during which an employee is assigned to or engaged in the performance of job duties, but does not include meal periods, rest breaks, or any other periods when employees are not assigned to or expected to perform job duties.

Distribution of material is prohibited during working time and in working areas, except in connection with a company-sponsored event. Working areas include areas where employees are performing work, excluding break rooms and parking lots.

Non-employees are not permitted to solicit or distribute literature on Company property at any time.

Outside Food Policy

While schools will vary in size and capacity, each school should have a designated area for employee meal and rest breaks. During meal and rest breaks, employees are welcome to eat lunch in authorized areas. In addition, employees may drink (no hot liquids) out of an **opaque, covered, non-glass container** (fast food drink cups and pop bottles are prohibited). However, the consumption of food by employees, other than posted menu items, is prohibited in unauthorized areas (i.e. occupied classroom, company vehicles) or while supervising children. Employees are prohibited from sharing any personal food or drink with children at any time. Employees are not allowed to store any personal food/drink items in the classroom. All personal food/drink items must be stored in the designated break area. Failure to follow this policy will result in corrective action up to and including separation of employment.

Personal Possessions and Company Materials

The Company is not responsible for Employees' personal possessions.

It is up to you to secure your personal possessions, as the Company will not replace damaged, lost or stolen personal property. In addition, your personal mail should not be sent to a Company address.

Any books, material or other items purchased for, used in, or donated to, the school/office become the property of the Company and will not be returned. The Company is not a tax exempt organization and therefore nothing purchased or donated to the Company is tax deductible.

Curriculum books and teaching resource materials and supplies are the property of the Company and may not be removed from the school/office.

The Company reserves the right to inspect your desk and cabinets, as well as any other belongings such as coats, purses, back packs of an employee brought onto Company property.

Romance in the Workplace

In order to minimize the risk of conflicts of interest and promote fairness, managers, supervisors and employees are prohibited from engaging in romantic, dating or sexual relationships with any employees, customers or vendors.

Employees are also prohibited from engaging in any kind of romantic, dating or sexual relationship with customers or vendors or from using any information obtained in the course of business to further a personal relationship with a customer or vendor.

All employees engaged in a romantic or dating relationship with another employee are required to notify Human Resources immediately. At the Company's discretion, one or both of the individuals involved in the relationship may be subject to transfer or separation of employment.

Any violation of this policy may result in corrective action, up to and including separation of employment.

Smoking

The Company is pleased to provide a smoke-free environment. Smoking and the use of any tobacco products or "vaping" with e-cigarettes is prohibited on all Company property including without limitation in all school/office buildings and all areas of the school/office (this includes all grounds, outdoor areas and parking lots, including in your personal vehicle), as well as any vehicles owned by the school/Company. Smoking is also prohibited at all Company offsite events such as field trips, summer camp programs, etc. For purposes of this policy, smoking includes lighting, smoking, or carrying a lighted cigarette, cigar, or pipe, and the use of any electronic smoking device. This policy applies to all employees, customers, vendors, and visitors.

If you witness conduct that you believe violates this policy, you should immediately bring it to the attention of your Manager and/or Human Resources. The issue will be investigated as confidentially as possible.

Violations of this policy may result in corrective action up to and including separation of employment. In addition, civil fines may be imposed for smoking in violation of the law.

Drug and Alcohol Policy

The company is committed to providing a safe and healthy workplace free from the effects of alcohol and unlawful drugs, as well as the abuse of prescription drugs. Employees who work while under the influence of drugs or alcohol pose a safety risk to themselves and others with whom they work. The unlawful manufacture, distribution, dispensation, possession, sale, being under the influence or use of alcohol, illegal drugs, or other mind altering substances is strictly prohibited in the workplace, on company premises, or while engaged in Company business (including field trips). In addition, the use of drugs not prescribed to you is strictly prohibited.

The Company may conduct alcohol and drug testing of job applicants and current employees. All test results are confidential and testing procedures comply with federal and state laws. Alcohol and drug testing is performed under the following circumstances:

- Pre-Employment testing: Based on local and state regulations applicants may be subject to drug testing as a condition of employment. All applicants given conditional offers of employment may be tested for illegal drugs.
- Reasonable suspicion testing: The Company reserves the right to test an employee based on reasonable suspicion that the employee may be using drugs and/or alcohol following workplace accidents or unsafe practices, or at any time within the Company's sole discretion. The basis for reasonable suspicion includes, but is not limited to, the smell of alcohol or illegal drugs on the employee, the employee's appearance or speech, frequent unexplained absences, uncharacteristic performance issues, or any observed behavior that may be abnormal in nature. *Under no circumstances will the employee be allowed to drive himself or herself to the testing facility. A member of management /supervision will make arrangements for the employee to be transported to the drug testing facility and then home.*
- Post-accident testing: An employee whose actions directly or indirectly caused any work related accident or incident involving the violation of any safety or security procedures may be required to submit to drug and alcohol testing. This applies even if the incident did not result in injury or property damage.

In addition to the above testing policy, CDL Drivers may be selected for random drug and/or alcohol testing as required by State and/or Federal Regulations.

Employees, who refuse to submit to a test, fail to show up for a test or receive a positive test will be subject to corrective action up to and including separation of employment. Job applicants who refuse to submit to testing or who receive a positive test will be disqualified from further employment consideration.

Learning Care Group reserves the right to inspect all portions of its premises for drugs, alcohol or other contraband as permitted by law. All employees, contract employees and visitors may be asked to cooperate in inspections of their persons, work areas and property that might conceal a drug, alcohol or other contraband. Employees who possess such contraband or refuse to cooperate in such inspections are subject to appropriate corrective action, up to and including separation of employment.

Violence in the Workplace

The Company prohibits any form of violence by an employee or third party, including customers and vendors, while on Company property and/or while engaged in services for the Company. Prohibited activities include, but are not limited to:

- Actual or implied threats of violence, written or verbal, (including but not limited to posts on social media)
- Brandishing of any object that could be construed as a weapon
- Harassment, bullying, or intimidation
- Assault or attempted assaults
- Presence or suspected presence of weapons
- Aggressive or hostile acts such as shouting, throwing objects, fighting, or intentionally damaging Company property or any individual's personal property
- Use of any obscene, abusive, or threatening language or gestures
- Any conduct or behavior a reasonable person would view as threatening

All employees and other individuals are prohibited from carrying, using and/or threatening to use any weapons including firearms, knives, explosives, or other dangerous items that might cause harm while on Company premises, including the parking lot and grounds.

Discrimination and Harassment Policy

The Company is committed to a work environment where all individuals are treated with dignity, decency, and respect. The Company strictly prohibits unlawful discrimination and harassment of employees, applicants, customers, and third parties on the basis of an individual's race, color, religion, creed, gender, national origin, age, veteran status, sex, sexual orientation, disability or any other protected classification.

This policy applies to all employment practices, including recruiting, hiring, pay rates, training and development, promotions, separations, terminations, and all other terms and conditions of employment.

Harassment can take many forms. It can be, but it is not limited to, words, signs, pictures, jokes, pranks, social media posts or physical contact.

Prohibited harassment includes, but is not limited to:

- Use of epithets, slurs, abusive or obscene language
- Negative stereotyping
- Threatening, intimidating and hostile acts or language
- Written or graphic material, including pornographic, sexually explicit material, e-mail, internet, or any other material, that denigrates or shows hostility toward an individual or group because of his/her race, color, religion, creed, gender, national origin, age, veteran status, sex, sexual orientation, disability or any other protected classification.
- Conduct directed at an individual because of that individual's membership in a protected class with the purpose or effect of unreasonably or substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual Harassment

Sexual harassment may include but is not limited to any unsolicited and unwelcome sexual advances, requests for sexual favors and verbal, or physical conduct of a sexual nature such as:

- Sexually suggestive comments, jokes, and insults
- Propositions or unwelcome invitations to engage in sexual activities
- Epithets, derogatory statements, slurs
- Sexually suggestive leering, facial expressions, and/or gestures
- Displaying sexually suggestive material
- Sending inappropriate adult-themed gifts
- Non-consensual touching, brushing against the body “accidentally,” uninvited pats, squeezes, pinches, or hugs, etc.
- Sexual assault, rape, or other inappropriate physical contact

Any employee who violates this policy will be subject to corrective action, up to and including separation of employment.

Zero Tolerance/Consequences

The Company has a “zero tolerance” policy for all issues surrounding harassment, discrimination or abuse. If in the opinion of management, there is conclusive or sufficient evidence of an employee participating in, or allowing such behavior to take place they may be subject to immediate corrective action up to and including separation from employment.

Further, any Managers and/or Supervisors who allow workplace harassment to continue or fail to take appropriate corrective action upon becoming aware of the harassment may be considered a party to the offense, even though they may not have engaged in the offensive behavior themselves.

Reporting Procedures

If you witness, are subjected to or have knowledge of events, behavior, or actions that violate this policy, you must immediately report the incident to your Manager, any member of management, Human Resources at 1-800-475-8295, or EthicsPoint at 1-866-384-4277. If necessary, immediately call 911.

The Company will promptly investigate all such reports and take appropriate corrective action, including corrective action up to and including separation of employment.

The Company prohibits and will not tolerate any form of retaliation for making good faith reports under this policy or cooperating in related investigations.

Any individual who applies for or obtains a restraining order that lists a Company location as a protected area is required to provide their Manager and the Human Resources Department with a copy of the application and copies of all temporary and/or permanent restraining orders that are granted.

No Retaliation

The Company strictly prohibits retaliation against anyone for reporting, in good faith, discrimination and/or harassment, assisting in making such a report, participating in an investigation, filing a discrimination charge, or otherwise pursuing his/her rights under the law. If you believe you are being retaliated against, you must report it in the manner described above. If an investigation confirms that retaliation has occurred in violation of this policy, the Company will take corrective, up to and including immediate separation of employment.

Internal and External Cameras

Safety cameras are installed in every classroom in addition to other areas of the facility both indoors and outdoors. These cameras are there for the safety and protection of our employees, children and other persons within the childcare facility.

- Employees are prohibited from tampering with camera equipment at any time.
- Only Company provided equipment may be used for internal and external monitoring. Employees may not use personal smart phones, tablets or other visual recording devices.
- Parents may not provide their own audio/visual monitoring equipment to the school.

Employer Monitoring

The Company reserves the right to monitor activity that takes place in the interior and exterior of its facilities. Employees are cautioned that they should have no expectation of privacy while using Company equipment or facilities.

Personal Telephone Calls and Cellular Phone/Smart Devices Use

The Company does a large amount of its business by telephone. Therefore, it is necessary for office and school telephones to be used for business purposes only. Personal use of office and school telephones is restricted. School telephone use should be limited to making emergency calls related to a child's care or for employee emergencies. Personal calls are not permitted except in cases of emergency.

To keep distractions to a minimum at our Schools, personal use of cell phones, e-mail, text messaging devices, PDA's, smart devices, and/or pagers is not permitted while working except to the extent that such a device relates to the school curriculum or approved communication with families. **Personal cell phones, text messaging devices, iPads, tablets, smart devices, pagers or any other media devices are not allowed while supervising children in any classrooms, playground, on fieldtrips, and/or while operating any bus or van!**

This means that employees are prohibited from using their cell phones or any other media/smart devices to make phone calls, text message, check email, go on the internet, take pictures or videos in any classroom, playground, bus or van. Employees found with/using phones or smart devices on their person in the classroom, on the playground, on a bus or van, or on a field trip will be subject to immediate corrective action up to and including separation of employment. These devices may be used in designated break areas and only during approved breaks or meal periods.

Electronic Communications and Internet Acceptable Use

The use of technology resources – including e-mail, voicemail, software applications and Internet access – to communicate business-related data, is critical to our business. Although these resources promise faster and better communications, they also raise significant issues concerning the security and control of information, especially in connection with confidential and proprietary business information. This policy accordingly serves to define the parameters of appropriate and professional use of the Company's technology resources.

Overview

Electronic media and services furnished to employees are owned by the Company and are to be used primarily for Company business. Limited, occasional or incidental use of electronic media including e-mail and the Internet for personal, non-business purposes is understandable and acceptable.

However, electronic media cannot be used for transmitting, retrieving or storing any communication that is discriminatory or harassing; derogatory to any individual or group; obscene, defamatory or threatening; or for any purpose that is illegal or contrary to the Company's policies or business interests.

Please remember that the Company has the right, at any time and without prior notice, to monitor and review any information, files or communications sent, stored or received on its computer systems or on its network, whether business-related or personal. Although it is not the Company's intention to routinely search for personal information on our systems, we have the absolute right to any software programs or other information contained on, or stored in, our equipment. No employee has the right to expect privacy when using Company equipment for their private use.

The Company reserves the right to monitor comments or discussions about the Company, its employees, clients and the industry, including products and competitors, posted on the Internet to anyone, including employees and non-employees. The Company uses blog-search tools and software to monitor forums such as blogs and other types of personal journals, diaries, personal and business discussion forums, and social networking sites.

By connecting to the Company's corporate resources, mobile devices gain the capability of being wiped remotely by the Company's IT department. A remote wipe will only be initiated if the Company deems it absolutely necessary. Examples of situations requiring remote wipe include, but are not limited to:

- Theft of the device.
- Loss of the device.

- Separation of employment in which the user has not already cleared corporate data by another method.

Web Filtering

Web filtering technologies prevent access from a computer to particular types of Internet content. The Company actively uses filtering technologies to prevent the downloading of software that is malicious and disruptive or that can damage the network or significantly degrade performance. The Company also utilizes web filtering technologies to restrict access to material which is considered inappropriate based on subject matter; for example, depictions of violence and pornography. In addition, the web filtering technologies also restrict access to websites that serve as a means of social networking (i.e., Facebook, Twitter, Instagram, and other similar sites). All Internet usage is regularly monitored and reviewed. Our goals are to boost productivity, preserve bandwidth, protect our information systems, and shield employees and customers from spam or inappropriate/offensive e-mail messages.

Internet Use Procedures

The Internet is a powerful communications tool and valuable resource for our employees. To help you get the most out of your Company Internet privileges, be sure to comply with the following procedures:

- Use your Company supplied Internet access primarily for business purposes.
- Do not use Company supplied Internet access to send, receive, store, browse or view any material that is discriminatory, harassing, defamatory, obscene or illegal.
- Do not use the Internet to download pirated, unlicensed or non-business-oriented software.
- Do not install any software, including browsers, without working through the IT Help Desk.
- Do not store/process any Company information, including employee, financial, or customer data, on any third-party (a.k.a. "Cloud") system without working through the IT Help Desk.
- Do not play computer or Internet-based games on company time.
- Limit your subscriptions to mailing lists only to those that are job-related or serve a legitimate business purposes.
- Because of the drain on resources, employees may not utilize or subscribe to any services that "broadcast" material through the Internet via the LCG network. This includes listening to Internet radio stations and receiving streaming media such as movies, television, stock market, sports or news updates through the Internet (i.e. Pandora, Netflix, Hulu, etc.). These types of web applications take up a tremendous amount of bandwidth and interfere with the use of the Internet for business purposes.
- Do not use the Internet or Company e-mail to pursue personal business or activities, such as selling personal items or soliciting for personal charities.
- Do not forward any sensitive business data, emails, or voicemails to external personal mailboxes.
- Exercise caution when transferring large files. Do not attach large files to e-mail messages. Consult with the Help Desk about how best to handle large file transfers.
- Always represent the Company's best interests. Keep in mind that your activities using the Internet while at work are tied directly to the Company. Do not visit any site that might in any way harm or diminish the Company's image or reputation.
- Should you believe that a Website has been incorrectly classified as a blocked site, you can apply for the site to be reclassified. Please make your request through the Help Desk. A Web Filtering Review Committee will monitor the appropriateness of the filtering categories and provide a means for resolving re-classification requests.
- Consumer based file sharing services are not to be used (i.e., Dropbox, OneDrive, Box, etc.)
- When in doubt about appropriate Internet usage, contact the Human Resources Department.

We expect professionalism and good judgment to be exercised with all forms of company technology and failure to abide by the following standards below is very serious and will result in corrective action up to and including separation from employment.

- Exposing LCG assets to damage by intentionally introducing a virus, Trojan, or malware into the LCG enterprise network.
- Using LCG technology resources to harass, intimidate, or degrade an employee.
- Using proxy avoidance software to circumvent security on the LCG network.
- Using LCG technology resources for personal financial gain.
- Installing or distributing pirated software.
- Stealing or selling LCG confidential data or processes.

The Company will investigate any employee misconduct that involves the use of its computer systems that is made the subject of a complaint or is discovered through routine review of computer activity (including Internet activity) or is otherwise brought to the Company's attention. Investigations will include accessing employee's stored communications. Upon the conclusion of the investigation, the Company will assess the severity level of the issue/complaint and take the appropriate action in accordance with its policies.

Social Media

Social media includes all means of communicating or posting information or content of any sort on the Internet, including your own or someone else's web log or blog, journal or diary, personal website, social networking site, bulletin board or chat room.

The Company respects the legal rights of its employees and understands that your time outside of work is your own. However, keep in mind that your social media activity, even if done off premises and while off-duty, could affect the Company's legitimate business interests. Carefully read the Confidentiality Policy and Discrimination and Harassment Policy, and when you engage in social media activity, you should bear that in mind and follow the guidelines listed below:

- You may not use the Company's electronic resources, including computers, laptops, and smart phones to engage in social media activity. This prohibition applies whether you are using Company equipment on or off Company premises. Employees are not permitted to participate in social media activity while on Company time, unless it is for approved business purposes. Company time includes any time that you are expected to be performing work tasks. It does not include meal breaks or other break periods.
- You should not represent or suggest in any social media content that you are authorized to speak on the Company's behalf, or that the Company has reviewed or approved your content.
- You should not post content about the Company, management, employees, customers, contractors, vendors, or any other person who works on behalf of the Company that is vulgar, obscene, threatening, intimidating, defamatory, harassing, or a violation of the Company's policies against discrimination, harassment, or hostility on account of a protected characteristic, such as race, age, or disability.
- You should not disparage or make knowingly false statements about the Company's products or services, or the products or services of our customers, co-workers, customers, contractors, vendors or competitors.
- You should not use the Company's logo, trademark or proprietary graphics without the written prior authorization of the Chief Marketing Officer.
- You should not disclose, or post images or video of, any of the Company's trade secrets or confidential business information or of any confidential business processes.
- You should not post images or video of the Company's employees, customers, vendors or competitors without their prior permission. You are prohibited from posting any images whatsoever of any child enrolled in the Company's schools.
- You should not post images or video of yourself that identifies you as a Company employee and depicts you engaging in illegal conduct, such as acts of violence or the illegal use of drugs, or in conduct that violates any Company policy.
- Your social media activity is subject to all pertinent Company policies. Inappropriate postings that may include confidential information, discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to corrective action up to and including separation of employment.

Computer Software Policy

Computer software, whether purchased, developed or modified by the Company, may not be downloaded, copied, reproduced, altered or appropriated by employees without prior authorization. Any such computer software is the property of the Company and may not be copied or appropriated by employees for personal use during employment with the Company or upon separation from employment. The illegal duplication of computer software may result in the filing of criminal copyright charges by the owners of the copyrights; copyright infringement is punishable by fines and/or imprisonment.

The Company does not condone the use of "bootleg" or "pirate" software on its systems. The use of such software is grounds for corrective action, up to and including separation from employment. If you become aware of the presence of any "bootleg" or "pirate" software on Company systems, you should notify your Manager immediately. Also, the use of personal disks, thumb drives, SD cards or software on Company systems without prior authorization is strictly prohibited.

Violation of any aspect of this policy may result in corrective action up to and including separation from employment. The Company will also seek civil damages against any employee who appropriates or copies Company property as described in this policy.

Employees have a responsibility to protect any software that is deployed, and supported by, the LCG Information Technology team. Part of that responsibility is utilizing applications authorized by the IT department and preventing any foreign or outside software from being downloaded into the LCG system.

Computer Hardware Policy

The Company's Sr. Vice President of Information Technology establishes the standards for computer hardware acquisitions, including the standards related to the lease, purchase or rental of hardware; the brand of hardware and peripheral equipment; maintenance contracts; and service vendors. Users may not remove Company data stored in data storage devices or remove/add hardware (PCMCIA or USB devices) from the premises without express permission from the IT Department and/or appropriate

Manager. No personal computer hardware is permitted on Company premises, other than personal digital assistants authorized by the IT Department. Only authorized users may operate Company computer equipment.

Mobile Devices

Company issued and personal mobile devices (smart phones, PDAs, hand-helds, tablets, etc.) have the same capabilities and options as personal computers. As such, all company policies and expectations regarding electronic communication and Internet usage are expected to be followed when operating a company-issued hand-held device or when connecting to the network with a personal device. In addition, wallpapers, ringtones, and all other customized options on Company devices should be professional and appropriate at all times.

Motor Vehicle Records (MVR) Policy

Safety is the top priority when choosing drivers, both to transport children/employees and to drive for business purposes. Any violations may warrant suspension from transporting children, position reassignment and may include corrective action up to and including separation from employment. Motor Vehicle Records for all employees driving for the company will be checked annually. ***Please note; no employee is eligible to do driving for company business (including running an errand) without first have a Motor Vehicle Record Check completed.***

Conflicts of Interest

A conflict of interest may arise in any situation in which an employee's loyalties are divided between interests that, to some degree, are incompatible with the interests of the Company. This includes private and personal interests that might interfere with the Company as a whole. All such conflicts should be avoided. The Company expects that no employee will knowingly place himself or herself in a position that would have the appearance of being in conflict with the interests of the Company.

Under guidelines approved by the Board or committees of the Board, certain conflicts of interest may be approved by the Company. Employees (including Directors and Officers) are required to consult with an Executive Officer, or the Ethics Compliance Officer, if they are contemplating action which may result in a conflict or potential conflict. If an employee, Officer, or Director becomes aware of a conflict or potential conflict, the employee, Officer, or Director is required to consult the procedures described in this Code and inform the Ethics Compliance Officer or an Ethics Compliance Committee Member of the transaction or relationship(s) giving rise to such conflict or potential conflict. Requests for approval must be in writing to the Executive Officer. All approvals must be in writing and signed by the Ethics Compliance Officer.

Ethics Compliance Officer

Dan Follis, General Counsel and Chief Compliance Officer

Ethics Compliance Committee Members

Dan Follis, General Counsel and Chief Compliance Officer

Judy Fimiani, Chief Human Resources Officer

Amanda Davis, Internal Controls Manager

Any of the above members can be reached by contacting the Human Resources Employee Hotline at 800.475.8295. Some of the more sensitive areas of "conflicts of interest" and the Company's related guidelines are as follows:

Accepting Gifts, Gratuities, and Entertainment

Gifts, gratuities, and entertainment include material goods, services, or activities offered to Company employees (including Directors and Officers) either free or at reduced costs, with the purpose (either direct, indirect, or implied) of influencing organizational decisions, such as the selection of employees, the hiring of vendors, favorable treatment, or the purchase of goods and services. The Company believes that the acceptance of gifts in any form, monetary or otherwise, can potentially be perceived as a conflict of interest. We also acknowledge in an environment such as ours gifts are more prevalent particularly in our schools between families and employees.

Employees must use extreme caution in accepting gifts, gratuities, services and entertainment, following these general guidelines:

- Employees may not solicit any form of personal gift or gratuity.
- Employees shall not accept personal gifts of money, credits, or purchasing discounts in any amount from vendors or from donors.
- Employees may accept non-monetary personal gifts (including meals, product samples, event tickets, etc.) if such

gifts have small nominal value (less than \$100) strictly as a gesture of goodwill, in the spirit of seasonal giving, or for public relations purposes, and only if such gifts are given and received with no expectation of reciprocal obligation.

- If an employee receives an unsolicited gift exceeding nominal value, the employee should either return the gift to the sender, pay the sender full market value for the gift, or donate the gift to a charitable organization. An employee who wishes to attend any vendor-sponsored events involving an overnight stay, plane travel, or other significant expense must: Receive prior approval from the Ethics Committee or, in the case of an Officer of the Company, the Chief Executive Officer, and within 15 days prior to the event, provide written disclosure on an Ethics Disclosure Form. Approval of such events will require evidence that the employee's attendance provides a value or benefit to the Company.

Employees accepting gifts, entertainment, and gratuities exceeding the nominal amount must contact the Ethics Compliance Officer for Disclosure Forms and Approval.

Giving Gifts to Suppliers, Vendors, and Other Third Parties

Gifts and other gratuities, personal favors, or benefits provided to third parties from Company funds or other Company assets are prohibited. Where lawful and appropriate, items of nominal value (i.e., calendars or office supplies worth less than \$25) and reasonable, business-related expenses (i.e., meals) are acceptable. Gifts of any kind or amount to government officials are absolutely forbidden. Government officials include employees of governmental agencies and authorities (i.e., Licensing or Compliance officials, Child Protective Services, or Law Enforcement Personnel, etc.).

Outside Employment and Activities

The Company understands that employees may have employment outside of Learning Care Group (either self-employed or by another employer), however it must not interfere with the employee's duties, adversely affect the quality of work performed, compete with the Company's interests, imply sponsorship, or adversely affect the good name of the Company. It is expected that the primary loyalty of all employees will remain with Learning Care Group. In addition, the following guidelines apply:

- Employees are prohibited from working in any outside business that may create a conflict of interest with their responsibilities to the Company or may embarrass or discredit the Company.
- Employees are prohibited from working in, and using Company equipment/resources, for any outside business during working hours.
- Employees cannot work or volunteer in any outside business which conflicts with the employee's hired availability and work schedule.
- Employees may not solicit for their outside work on Company premises or while working on Company time (i.e., Sensy, Essential Oils, Mary Kay Products, Tupperware, etc.).
- No employee with responsibilities and duties for the Child and Adult Care Food Program (CACFP) shall have any other employment outside of Learning Care Group, Inc. that interferes with the completion of CACFP responsibilities and duties. In addition, any employment outside of the CACFP responsibilities and duties may not constitute a real or apparent conflict of interest with the CACFP. Any employees considering or having outside employment will need written approval from the District Manager.
- Employees with certifications or other credentials may not mentor or assess employees of competitors or audit competitors or organizations outside of the Learning Care Group family of brands.

Any outside activity which does or might give the impression of the above listed conflicts shall require the prior written approval from the Chief Human Resources Officer. Such written approval must be maintained in the employee's personnel file.

Interests in Other Businesses

Unless approved in advance by the Ethics Compliance Officer, neither an employee nor his or her spouse, domestic partner, or any other member of the employee's immediate family may directly or indirectly knowingly have a financial interest (whether as an investor, lender, employee, or other service provider) in a competitor, customer, or supplier if that employee or his/her

subordinates deal directly or indirectly with that customer or supplier in the course of his/her job with the Company. Financial interest shall include both direct and indirect receipt of any compensation or consideration of any type.

The Company will not purchase any goods or services from a firm, supplier, or vendor employing or otherwise compensating a Company employee or his or her spouse, domestic partner, or any other member of the employee's immediate family unless there is written prior approval from the Ethics Compliance Officer, or in the absence of the Ethics Compliance Officer, General Counsel. Special care should be taken by any employee participating in any procurement decision involving a firm, supplier, or vendor employing or otherwise compensating a Company employee or his or her spouse, domestic partner, or any other member of the employee's immediate family.

Employees with actual or apparent conflict(s) of interest are required to make full disclosure to the Company's Ethics Compliance Officer. The Ethics Compliance Officer will review each disclosure on a case- by-case basis and make a determination as to which conflicts warrant a waiver. Even if a waiver is granted, an employee will be required to abide by the Company's Conflict of Interest, Non- Solicitation, Non-Competition, and Confidentiality Policies. Please contact the Human Resources Hotline at 1-800-475-8295 to request a copy of the Conflict of Interest Disclosure and Waiver Request form.

Anti-Bribery and Corruption

The Company strictly prohibits employees from giving, paying, offering or promising anything of value to any person for the purpose of influencing official action or gaining an improper advantage.

No assets of the Company or any other funds, personal or otherwise, may be used to bribe or influence any decision by an officer, director, employee, or agent of another organization or any government official, department or agency, political party or official, or candidate for political office. Employees are strictly prohibited from accepting or offering bribes, kickbacks, payoffs, or other types of payments from or to any organization or individual seeking to do business with, doing business with, or competing with the Company or a client of the Company.

A "facilitating payment" is a payment given to a government employee to expedite or secure the performance of a routine process such as to expedite utility services, provide needed police protection or approve the granting of a work permit or visa. Some countries and laws permit "facilitation payments" as an acceptable business practice, while others strictly prohibit such payments. Because the analysis of whether a "facilitation payment" is legal or not is highly technical and fact specific, such payments must be approved in advance by our Company's General Counsel.

Confidentiality and Proprietary Information

Confidential and proprietary information is accessible to employees through the course of employment. All employees have a duty to maintain confidential and proprietary information in a manner that ensures its privacy and safety both during and after employment with the Company.

Confidential and proprietary information includes, but is not limited to all non-public information relating to the Company's business; all non-public information that might be of use to competitors of the Company or might be harmful to the Company or its customers if disclosed; any names or complete or partial lists of any past, actual, or prospective customers or suppliers; information regarding the children in our care, personal health and financial information, and information relating to the internal operations or policies of the Company. Such information also includes intellectual property such as trade secrets, patents, trademarks, and copyrights, as well as business, marketing, and service plans, engineering and marketing and expansion ideas, designs, databases, records, salary information, and any unpublished financial data and reports. To that extent employee work product includes the creation of work production, other works, processes or systems, those shall be considered intellectual property owned by the Company.

Employees are prohibited from using, transferring, publishing, or disclosing confidential and proprietary information directly or indirectly, except if such disclosure is necessary in the ordinary course of performing duties for the Company or otherwise authorized by the Company. Employees who violate this policy may be subject to corrective action, up to and including separation of employment.

YOUR CAREER WITH US

As outlined in Our Promise, we are committed to making a difference and having a positive impact on every child at our schools, their families, and the communities we serve every day. Every employee plays an important role in achieving and maintaining Our Promise. We expect top performance, respectfulness and honest and open communication from all employees. Our continued success will be determined by the degree to which we exceed our customer's expectations every day, and give them a reason to come back to us again and again.

Equal Employment Opportunity

We are an equal opportunity employer. As such, it is our policy to recruit, hire, employ, train, compensate, transfer, and promote employees and applicants without regard to race, color, religion, age, gender, sexual orientation, pregnancy or related medical conditions, national origin or ancestry, or physical or mental disability (that does not affect the individual's ability to perform a particular job with or without reasonable accommodation), or other categories protected by law.

Americans With Disabilities Act (ADA)

The Company complies with the Americans with Disabilities Act, as well as similar state laws, which require that the Company make reasonable accommodations to qualified individuals with disabilities in our workplace. We are committed to addressing disabilities without discrimination in all work areas, including pre-employment, application, hiring, supervision and evaluation. The Company treats all medical information and records concerning disabilities as strictly confidential.

If you are a qualified individual with a disability, you have the right to request that the Company make reasonable accommodations in order to help you overcome the limitations posed by your disability to accomplish the essential functions of your job. Please contact your Human Resources Manager if you believe you need a reasonable accommodation. Your request will be evaluated in accordance with the provisions of the Americans with Disabilities Act and/or applicable state law. You will be notified of the decision regarding your request as soon as practicable.

The Company also complies with the Illinois Pregnancy Accommodation Act, which requires reasonable accommodations for Illinois employees based on pregnancy, childbirth or medical or common conditions related to pregnancy or childbirth. For more information regarding your rights under the Illinois Pregnancy Accommodation Act, please refer to the Illinois Department of Human Rights website at www.illinois.gov/dhr or contact your Human Resources Manager.

Immigration Reform and Control Act (IRCA)

The Company complies with all requirements and provisions of the Immigration Reform and Control Act of 1986 for verification, record retention, official access to documents and anti-discrimination.

In compliance with the Immigration Reform and Control Act of 1986, each employee, as a condition of employment, must complete the Employment Eligibility Form I-9 and present documentation establishing identity and employment eligibility within three days of employment. If you are a former employee who has been rehired you must also complete the form if you have not completed an I-9 with the Company within the past three years, or if the previous I-9 is no longer retained or considered valid under the law.

Orientation and Training

It is a priority to us as a company that you receive the appropriate training in order to be successful in your position. As a part of your onboarding experience, hourly school employees will receive at least 15 to 20 hours of interactive training in their first three days of employment before they begin working in the classroom or assigned position. You will also be given access to manuals, curriculum and other tools necessary to perform your job duties. As part of your training you are expected to learn, understand and adhere to your states childcare/licensing laws and regulations. *It is important to us that you receive proper training; if you do not receive your training please contact the HR Department at 800-475-8295.*

Over the course of your employment with the Company there will also be additional opportunities for ongoing training; both mandatory and optional programs will be offered to increase your performance in the childcare profession.

Health Screening

Based on state and federal regulations and essential job functions, applicants and/or employees may be required to submit to physical or medical screening before starting employment with the Company and/or on an ongoing basis.

Professional Certifications and Licenses

If you are licensed, registered or certified in the childcare industry, you must provide a copy of the official documentation for your personnel file at the time you are hired and at each renewal. If your state law prohibits the copying of licenses, then verification must be made and completed from the original license and filed in your personnel file. If your position requires licensure by the state or certification by a professional society you are responsible for keeping those licenses/certifications current; if your professional license has lapsed, been denied, revoked, restricted or otherwise limited you must report this to your Manager within 24 hours of notification. Failure to follow this policy and/or maintain required licenses or certifications may result in separation of employment.

This information must be reported to licensing within the timeframe allotted by state childcare licensing standards.

Arrests, Convictions and Investigations

You are required to notify your Manager within 24 hours, if you have a warrant for your arrest, are arrested or charged with a criminal act or if you are convicted of/charged with a crime.

All applicants and employees are required to disclose criminal arrests and convictions.

Disqualification of employment, either employees or applicants, may result if you have:

1. Ever been convicted of, pled guilty or no contest to, been imprisoned, or been on probation or parole for any felony or misdemeanor. Exceptions may be considered in cases where the conviction does not reflect upon the applicant's suitability for employment.
2. Ever been placed on a "National Disqualified List" by the United States Department of Agriculture, arising out of any Child and Adult Care Food Program.
3. Had an investigation by Child Protective Services, State Licensing or any comparable entity which would negatively impact our business or your ability to work with children.

You must be eligible to work with children in order to work for Learning Care Group, Inc.

An employee who is charged with any crime or subject to a child related investigation may be placed on unpaid administrative leave pending the outcome of the charge(s) or investigation up to a maximum of six (6) months.

Employment of Relatives

The Company attempts to avoid the hiring, transfer or promotion of relatives of employees or members of the same household (including roommates) into situations where the possibility of favoritism or conflicts of interest might exist. Family members (blood or marriage/household) cannot work for LCG if there would be: (1) a supervisory relationship (2) a potential for creating an adverse impact on work performance or morale (3) relatives working for the same manager (any employee hired prior to 10/1/2010 will be grandfathered except where a supervisory relationship exists) (4) an actual or appearance of conflict of interest.

For purposes of this policy, relatives by either blood, marriage or legal domestic partnerships include parents, grandparents, children, grandchildren, siblings, spouses, parents-in-law, sisters-in-law, brothers-in-law, sons-in-law, daughters-in-law, stepchildren, stepfathers, stepmothers, aunts, uncles, first cousins, nieces, nephews and individuals cohabiting together.

Employees who marry, become members of the same household, develop a romantic relationship, or become a relative should notify the appropriate Human Resources Manager immediately. Should one of the above situations occur, the Company will attempt to devise a working solution given the positions of the individuals and the practicality of alternate employment and reporting relationships within the Company. In the event that this policy is inconsistent with any applicable state law, the Company will fully comply with such law.

Employment of Minors

Generally, all employees must be 18 years of age or older. Occasionally, students or others who are 16 or 17 years old may be hired, in accordance with local state licensing regulations and state labor laws. All duties assigned will be in accordance with state and federal laws. It is your responsibility as an employee to provide and maintain a current work permit in states where this is required.

Scheduling

Non-Management School Employees

Our goal is always to have employees work their scheduled shift however; as a result of fluctuations in the student enrollment levels at each school the Company is unable to guarantee schedules and/or hours. You may be released early, required to stay later than scheduled, be moved either temporarily or permanently to another classroom, or be required to work overtime without notice. In the event that employees will need to be released early due to "low need hours", the Manager will ask for volunteers. However, if no volunteers are forthcoming or the situation does not lend itself to requesting volunteers, the Manager will use his/her discretion to release employees based on the business needs of the Company. In this instance employees may choose to use their earned paid time off for the remainder of their scheduled time. Employee schedules can be emailed and texted to employees on a weekly basis. Schedules must be posted each Thursday for employees. Managers will contact employees via phone if there are any changes to the schedule after posting. Although managers may email or text you your schedule it is not required. It is the employee's responsibility to obtain their schedule in advance of their scheduled hours.

School Management

Learning Care Group prides itself on being able to provide exceptional customer service to our families, prospective families and staff. In order to achieve this goal, members of management will share opening and closing responsibilities each day. The Director/Senior Manager is required to close the school a minimum of 50% of the time each week. This practice ensures that a member of management is available at critical times for our families and staff.

Meal and Rest Breaks

Please check with your Manager regarding the break schedules that are in place for your school location. In general, meal periods are usually thirty minutes to an hour in length and rest breaks are only taken as needed (for restroom breaks, etc.) unless otherwise specified by state law. If you remain at the school during your break, please remember, breaks should be taken in rooms where children are not actively supervised (Ex: break rooms, empty classrooms and/or designated areas). It is important for teachers to physically leave their classrooms during these breaks to prevent confusion for parents or families, and/or to prevent staff from being asked to work while on breaks. The company will fully comply with all applicable state laws concerning meal and rest breaks including lactation breaks for working mothers.

Career Opportunities

We encourage all employees to grow professionally through movement into different positions within the Company. The Company's job openings for Field Management and Support Central positions are generally posted on the Company's website www.learningcaregroup.com.

If you are interested in being considered for a transfer or promotion, contact your Manager or the Human Resources Department to complete and submit an *Internal Job Application Form (Transfer/Promotion)* found on the Employee Lounge. The submittal of an "Internal Job Application" indicates that you wish to be considered for a transfer/promotion, but does not guarantee that an interview, transfer or promotion will be granted. In order to be considered for a transfer or promotion, you must satisfy the following requirements:

- Minimum of one (1) year in your current position for School Directors, District Managers and Support Central Employees.
- Minimum of six (6) months in your current position for school hourly positions.
- Meet the minimum qualifications for the position for which you are applying.
- Your current Manager certifies your eligibility.
- Good Standing: You must have been rated at least a Meets or Exceeds for all current job requirements; You must not have had any corrective notices and/or been on a formal Performance Improvement Plan in the prior six months; You must have a satisfactory attendance record.

While the Company aims to make opportunities available to everyone, there are positions that may not be advertised due to restrictions of time, specialized experience, etc. In addition, please keep in mind that while LCG promotes internal growth, outside applicants may be interviewed and considered at the same time consideration is being given to internal applicants.

In the interest of appropriately managing our resources between corporate and franchise locations, transfers between corporately owned schools and franchise schools need to be approved by the Chief Human Resources Officer.

Employment-At-Will

Your employment is for an unspecified period of time. You, the employee, or the Company may terminate the employment relationship at any time and for any reason, with or without notice. The employment at will relationship cannot be modified or altered unless expressed in writing directed personally to you and signed by the CEO of the Company.

COMMUNICATION IS THE KEY

Open Door Policy

LCG fosters an “open door” policy. We promote an atmosphere in which employees can talk with management to get answers to their questions and resolve problems. We encourage employees to communicate openly and honestly, your work related questions and concerns should not go unheard. If a teacher feels they are either physically or mentally stressed, they should contact their Manager immediately. If you need more information or would like to speak with someone other than your manager, please feel free to contact our Human Resources Hotline (800) 475-8295 or your Human Resources Manager.

Statement on Unions

The Company is proud of the direct and close working relationship that exists between our Managers and our employees. We will strive to preserve this relationship because our ability to work together remains the best way to improve our working environment and resolve any issues that may arise. We support an environment where employees feel comfortable coming forward to discuss any concerns without feeling the need to seek out third-party intervention. For this reason, we believe that labor unions are unnecessary in our workplace.

Although the Company recognizes that employees have the right under federal law to organize and join unions, the law also gives employees the right to refrain from joining unions and to refuse to sign cards authorizing a union to represent them or to deduct union dues. Before signing an authorization card, we hope that each employee will seriously consider the effect that a labor union would have on the positive relationships that exist among our employees.

We continue to strongly encourage all of our employees to raise problems, issues of concern, and suggestions. Communication is critical to the Company's success and to building good working relationships among our employees. We believe that outside organizations, such as labor unions, can interfere with direct communications and mutual efforts to resolve issues that may arise.

As part of our open door policy, listed below are several avenues, of which employees can pursue to resolve various workplace issues, to obtain guidance, and additional information.

1. Go to your Manager or District Manager
2. Contact your Human Resources Manager
3. Call the Company's toll free Human Resources Hotline; 1-800-475-8295
4. Report a situation through the toll free EthicsPoint Hotline; 1-866-384-4277 or www.ethicspoint.com

EthicsPoint

The Company's promise of professionalism to each other and our customers compels us to align our culture of integrity with our values, words, and actions. There is never a situation when compromising our standards is either expected or acceptable. To support our culture of integrity, Learning Care Group, Inc., utilizes a robust ethics program that is in line with our Code of Conduct, called EthicsPoint. EthicsPoint is a comprehensive and anonymous internet and telephone based tool that assists management and employees in working together to address issues such as fraud, theft of company property, retaliation, conflict of interest, unsafe conditions or any other questionable or improper activity.

If you suspect theft, fraud, unsafe conditions or other serious workplace violations, you can file an EthicsPoint report at:

- Web: www.ethicspoint.com
- Phone (toll free): 1-866-384-4277

Fair Treatment Process

The Fair Treatment process is designed to assist employees who may not agree with an adverse employment action including separation or demotion. The process will offer you the opportunity to improve understanding, attempt to resolve an issue and look for areas of agreement. However, nothing in this policy affects or alters any employee's “At-Will” employment status.

Issues/concerns that will not be reviewed under the Fair Treatment Process include but are not limited to the following:

- An employee who voluntarily separates from employment.
- An employee who has a concern/issue with a documented Performance Improvement Plan.
- An employee who has a concern about company benefit or compensation plans.
- An employee who has a concern/issue with unemployment compensation and workers' compensation.

However, the above concerns should be reported to your Human Resources Manager.

Process

To begin the Fair Treatment Process, employees may obtain the appropriate form from the Support Central HR Department or his/her school. Employees should complete the form and a summary detailing his/her concern (up to 2 pages) to help us better understand the situation. All documents should be submitted to the Support Central HR Department. The Fair Treatment Process should be started no later than 30 consecutive calendar days after the separation, demotion or involuntary transfer occurs. If an employee decides to appeal a decision, then Step 2 forms are available from the Support Central HR Department.

Contact Information:

Support Central HR Department

Phone: (800) 475-8295

Fax: (248) 412-2071

Staff Meetings/Conferences/Special Events

Staff meetings, conferences and special events (i.e. parent/teacher conferences) are designed to educate and/or communicate pertinent information that will contribute to your talents and experience as an early childhood professional. As such, attendance at any meeting, conference or special event scheduled by your Manager or the Company is mandatory unless otherwise noted. Employees will be paid for all mandatory meetings, training sessions and other company events. Failure to attend and/or conduct yourself in a professional manner during mandatory meetings, conferences, and special events may result in corrective action up to and including separation of employment.

Staff Communication Boards

Staff Communication Boards are to be used solely to post information approved by the Company regarding policies, communications and other matters of concern to all employees. We encourage you to check the staff communication boards regularly. No information should be placed on these bulletin boards without the approval of your HR Manager. **Examples of prohibited bulletins include, but are not limited to advertisements announcing: cookie sales, purse parties, realtor flyers, etc. Unauthorized postings will be removed.**

Communicating with the Media

Media policy and procedures are designed to clarify our roles in responding to any requests for interviews, quotes and statements from the media.

All media requests, verbal or written, for interviews, quotes, statements, and press releases for the Company should be referred to the Marketing and Communications department. Under no circumstances should any employee provide information on behalf of the Company to the media.

Procedures:

Any employee contacted by the media for a statement, quote, interview or similar request for information from the Company should:

1. State that your primary responsibility is the care and safety of the children, and that 100% of your attention is focused on this role; however, you are glad to give them the appropriate contact. Support Central and other (non-school-based) employees should also politely refer media requests as described below.
2. After ANY request, please call the Communications department at **248-697-9140** with a brief explanation of the nature of the request.
3. **If the request is for photographs or television footage, explain that we cannot allow cameras into the school for the privacy and safety of the children and their families.**
4. Any interaction with the media should be handled in a professional manner. It is our intention to develop positive media relationships and take a proactive approach to communication. Do not imply that we have "no comment."
5. Any unauthorized communication, statements, or information given by an employee may result in corrective action up to and including separation from employment.

YOUR PERFORMANCE EXPECTATIONS AND EVALUATIONS

Employee Standards of Conduct

Employees of the Company represent both the Company and its customers. Therefore, certain standards of professional and personal conduct are expected to be maintained.

General Standards of Conduct

Appropriate employee conduct should reflect, but is not limited to the following guidelines:

- Creates a warm, nurturing and safe environment for the children in your care. Follows all company and licensing guidelines related to safety at all times.
- Avoid any action which could result in embarrassment, harassment or harm to another employee, a customer or the Company. This includes but is not limited to any activity which creates a public scandal or risks damaging the reputation of the Company.
- Perform your job duties and responsibilities for the benefit of the Company and its customers.
- Conduct all business in accordance with all laws, regulations, and Company policies.
- Treat fellow co-workers, managers, customers and visitors respectfully and courteously.
- Personal matters should not interfere with required job duties and responsibilities.
- Adhere to work schedules/hours and assignments as established by your Manager.
- Do not gossip or make false, fraudulent, disparaging or malicious statements regarding the Company, another employee or customer at any time or for any reason. Any type of disparagement to the Company, another employee or customer either during or after your employment will be taken very seriously and the Company is prepared to take any and all legal recourse available.

Unacceptable Standards of Conduct

We strive to provide the highest quality of services available to our children and the families we serve. We are committed to creating an environment for children and our employees that is safe, nurturing, empowering and which promotes growth and success. Policies and procedures are necessary to protect all individuals and to get work done in an efficient and orderly manner.

The following is a non-exclusive list of prohibited conduct that may lead to corrective action up to and including separation from employment:

- Failure to follow company and licensing guidelines related to the safety of children and employees.
- Failing to immediately report any issue involving the safety of children.
- Violations of state or federal laws, as well as child care licensing regulations or Company policies, including failing to follow mandated reporting policies.
- Gross, reckless misconduct or neglect in the course of performing your duties, including but not limited to: engaging in acts of vandalism, gambling, fighting, and any other activity that endangers the health, safety or welfare of children or employees.
- Physical, verbal or emotional/psychological abuse or threats made to a child, customer, visitor, co-worker or Manager.
- Sleeping on the job.
- Driving carelessly or recklessly in a company vehicle; failure to report accidents and/or violations, violating the parameters of the Company's Motor Vehicle Record Check policy; allowing a non-certified driver to drive a Company vehicle.
- Possessing, buying, selling, using, consuming or distributing illegal drugs, controlled substances, or prescription drugs that impair work performance while on the job or on company property.
- Reporting to work and/or working while under the influence (having in the bloodstream or being impaired by illegal drugs, alcohol, or controlled substances).
- Possessing a weapon of any type while in the course of performing your duties whether on or off Company premises.

- Employees should not engage in any conduct, while in the course of performing their duties whether on or off Company premises, which in the opinion of the Company or management, fails to promote the best interests of the Company or is detrimental to the welfare of children, fellow co-workers and the customers it serves. This includes but is not limited to Company meetings, conferences, and special events.
- Improper behavior or communication including but not limited to acts of being flagrantly rude, using profanity, swearing or telling off-color jokes or being disrespectful to a child, customer, visitor, co-worker or Manager.
- Entering unauthorized work areas such as desks, computers, files and/or other secured areas.
- Violation of the Company's Code of Conduct.
- Failure to promptly disclose to the Company any misdemeanor or felony conviction (past or present) or arrest while employed in accordance with the Criminal Convictions policy.
- Failure to inform the Company of a state or federal agency allegation or investigation involving any form of physical, sexual or emotion neglect and abuse of a child or adult.
- Violation of the Company's discrimination, harassment and retaliation policies.
- Failure to report to work when scheduled, excessive absenteeism or tardiness, abandoning your job or shift or leaving assigned work areas. Please see the "Your Attendance Matters" section below on page 32.
- Insubordination – Refusal by words or actions to comply with a direct order from a Manager and/or refusal of job assignment.
- Conducting personal business during "on the clock" work time.
- Soliciting any family to dis-enroll their child, negatively influencing any potential customer or applicant of the Company or soliciting families for outside work in lieu of your Company duties.
- Failing to follow the company's confidential policy.
- Providing untruthful information and/or not cooperating/participating in an investigation conducted by the company.
- Having any sexually-oriented materials, including but not limited to photos (including cell phone photos), sexting with or without photos, printed or Internet pornography, or videos in the presence of children or on Company property.
- Taking a picture/video of a child, co-worker, customer or manager with your personal cell phone, PDA or any other device or posting a picture/video of a child, co-worker, customer or manager on the internet including social networking websites is prohibited.
- Misuse, abuse, theft, attempted theft and/or unauthorized possession of Company assets including but not limited to property, funds, files, equipment, proprietary information and/or confidential information.
- Falsifying any records or documents such as time cards, expense reports, employment applications, child care records, customer records, accounting records and personal data, or making statements known to be false that are intended to influence Company decisions.

Violations of this policy may result in corrective action up to and including separation of employment. Any employee who violates state, federal, or local laws may be reported to the applicable authorities and may be prosecuted to the maximum extent of the law.

Performance Improvement Plan (PIP) Policy

The Performance Improvement Plan (PIP) Policy is maintained and enforced for the benefit of all customers (parents and children) and employees. The Company expects all employees to demonstrate the highest degree of performance, integrity, and professional conduct at all times. This policy is meant to make employees aware of the Company's expectations concerning their performance and behavior toward employees, management, and customers (parents and children), as well as other efforts that the Company may take in assisting employees to meet these high standards.

Unacceptable behavior and inadequate performance of job responsibilities may lead to corrective measures using the PIP process. The stage of the corrective measures depends on the severity and frequency of the offense; management has the discretion to determine the stage of corrective measures warranted.

There is nothing in this policy which alters any employees "at-will" employment status. The Company remains free to separate, at any time, any employment relationship whether or not violations of this policy may have occurred and whether or not any form of

Performance Improvement Plan may have been issued. Likewise, employees remain free to separate their own employment at any time and for any reason.

Unpaid Administrative Leave Pending Investigation

Employees may be placed on an unpaid administrative leave to allow enough time for the Company to conduct a thorough investigation regarding an employee's on the job actions. Generally, administrative leave should last no longer than three (3) to five (5) working days, but depending on allegations and investigative process may be extended as necessary.

An employee is barred from engaging in any business for the Company during the administrative leave including, but not limited to, building and computer access.

At the sole discretion of the Company, an employee may or may not be paid for the time off based on the results of the investigation. Employees may choose to use any earned paid time off for the duration of the leave.

There may be situations where an employee is placed on an unpaid administrative leave for an extended period time due to a state licensing, other third party organization or company investigation. In no case, will the administrative leave last more than six (6) months. If at this time a decision has not been made the Vice President of Human Resources will make the final determination on the investigation and employment status.

While on an extended administrative leave, employees are entitled to continue benefits coverage under the Company health care plan for the first thirty (30) calendar days. The Leave of Absence department will contact employees to arrange for payment of their share of the group health premiums, while under benefits coverage. If the employee fails to make these payments, their health benefits will be cancelled and they may be eligible to continue medical coverage through COBRA. Employees will be eligible to re-enroll in benefit coverage upon return from Administrative Leave, if they so choose.

If an employee is reinstated from an extended administrative leave, a reasonable attempt will be made to place the employee in a similar job with similar pay and work hours as their original position at the time the administrative leave commenced. In the event there is no position available for which they are qualified, the employee will be separated from the Company.

Performance Review Process

Employee performance reviews provide an excellent opportunity for you and your Manager to exchange meaningful dialogue about your job performance. All employees will be formally reviewed on an annual basis. Written performance reviews will be based on an employee's overall performance in relation to their job responsibilities and will also take into account their conduct, demeanor, and record of attendance and punctuality.

In order to be fully aware of performance expectations and measurements that the Company and your Manager require, please refer to your copy of LCG's performance review form. Questions about your performance expectations should be discussed with your Manager as they arise.

Merit Increases

The Company has a "pay for performance" philosophy, which means employees who have higher levels of performance will receive a higher increase in pay. Employees who do not meet overall performance expectations (3.0 rating or higher) on their performance review are not eligible for pay increases. Merit pay increases will be considered at the discretion of the company and are typically part of the annual performance review process.

YOUR ATTENDANCE MATTERS

Attendance Policy

Your team and your customers are counting on you to be at work and on time. Accordingly, the Company requires regular and punctual attendance from every employee.

Any type of absence or tardiness may require your Manager to change an employee's schedule in order to remain in compliance with state regulations and ratio requirements. Therefore, it is important to remember that if you are not at work, your co-workers must work that much harder and adapt to a newly revised schedule in order for the school to remain in compliance while you are absent.

Absences and tardiness will be considered excused if the employee requested the time off in accordance with the Company's policies on paid time off, vacation, and/or sick time and received the required approval. Absences will also be excused if the employee is on an approved leave of absence.

An employee will be considered to have taken an unexcused absence if the employee is absent from work during scheduled hours without permission, including full or partial day absences, late arrivals, early departures, and returning late from a meal or rest break. The Company allows a five-minute grace period on an employee's arrival at work and upon return from a meal break.

The Company recognizes absences protected by federal, state and local laws, such as the Family and Medical Leave Act and the Americans with Disabilities Act, and will comply with its obligations all applicable laws regarding attendance.

Absence Definition

An absence is defined as missing more than 50% of an entire scheduled shift and is considered one (1) occurrence. A half-day absence is defined as missing less than 50% of a scheduled shift and is considered a half (1/2) occurrence. In addition, one absence occurrence is also defined as missing one or more consecutive scheduled days (but not more than three), for a single event or illness, providing the employee notifies their Manager each scheduled day on which they are unable to work.

Your Manager may request a doctor's note for any absence and in more severe cases they may also require documentation from your doctor confirming your ability to return to work. Because all absences have a negative impact on our service, the company does not distinguish between excused and unexcused absences. Hence, an absence is not excused if an employee brings in a doctor's note. Regardless of whether an employee is using paid sick time or not any absence will be counted as an occurrence.

Tardiness/Punctuality Definition

A tardiness occurrence is defined as reporting to work after the beginning of a scheduled shift or returning late from a break or meal period. Employees are expected to clock in only after they have taken care of personal business such as hanging coats, putting away lunches, taking their children to classrooms, etc.

A tardiness occurrence will be recorded when employees have clocked-in more than five (5) minutes past the scheduled start/return time.

Tardiness has a negative impact on our service, therefore the company does not distinguish between excused and unexcused tardiness. Employees are expected to plan ahead and adjust for inclement weather, traffic, etc.

Attendance Guideline

A good attendance and punctuality record is an important consideration in reviewing employees for merit increases, promotions, and transfers.

Employees are allowed six (6) occurrences (absences and/or tardiness) in a rolling twelve (12) month period, which means an occurrence will be removed from an employee's record on the Anniversary date of the occurrence.

Employees that exceed the defined attendance criteria described in this policy will be subject to corrective action up to and including separation from employment. Occurrences are tracked in a twelve (12) month rolling year period, which means that an occurrence will be removed from an employee's record on the anniversary date of the occurrence.

Occurrence Chart: An occurrence is defined below as follows:	Occurrence Value
An Occurrence is: • Unscheduled time off (paid or unpaid) • Sick or illness (missing more than 50% of scheduled shift) • Sick or illness (missing less than 50% of scheduled shift) • Arriving late to work (more than 5 minutes) • Returning late to work (more than 5 minutes) after a break	1 1 ½ ½ ½
An Occurrence is not: • Approved Bereavement Time • Company Holidays • Approved Personal leave of absence • Approved FMLA time • Approved paid/unpaid time off • Jury Duty • Approved Military Leave • Approved ADA Leave	
*For tracking purposes, occurrences are tracked in a 12-month rolling year period	

Notice of Absence or Tardiness

If you must be absent for a full or partial work day or late for work, you must notify your Manager as far in advance as possible, and in all cases, prior to the scheduled start of your shift. You must provide a minimum of two (2) hours' notice prior to the shift starting. Also, you must speak directly to your immediate Manager to report an absence or tardiness. Leaving voicemail messages and or text messaging, or contacting employees other than your Manager, is unacceptable. Additionally, in cases where you do not work at the same location as your Manager, it is required that you contact your Manager if you are going to be tardy, absent or leave work early.

Pattern Absence and Tardiness

Pattern absence and tardiness is defined as occurrences where an employee is consistently absent or tardy on the same day of the week, month, shift, critical business period, special event days, etc. In addition, pattern tardiness is also defined as when an employee is late to arrive/return from work within five (5) minutes of their start time on a regular basis. Because of the negative impact on our customers, pattern absence and tardiness is not acceptable and may result in corrective action up to and including separation from employment.

No Call/No Show

Due to licensing regulations and the importance of providing superior service to our customers, it is critical that employees be at work when scheduled. Failure to call and not show up for your scheduled shift is defined as "No Call/No Show." As a result of not calling in or showing up for your scheduled shift, you will be placed on a Final Written Warning for the first occurrence and separated from employment on the second occurrence.

Job Abandonment

It is considered job abandonment: if you are absent without notice for two (2) consecutive scheduled days; if you leave your work station, classroom or site prior to the end of your scheduled shift without prior approval from your Manager; or if you fail to return to work from a break or meal period. This policy also is in effect for any employee who is scheduled to return from a leave of absence. Employees who abandon their jobs will be separated from employment as a voluntary resignation.

YOUR BENEFIT OFFERINGS

The Company is committed to providing a competitive benefits package to our employees and their families. Information is available on the Company's Employee Lounge for each plan offered. Employees may contact their Manager or call the Benefits Department for additional information on the Company benefit plans. The Company reserves the right to alter and amend benefit providers, plans, provisions, programs and eligibility.

Insurance Benefits

The Company believes that it is important to protect the health and welfare of you and your family, therefore a variety of insurance options are available.

Learning Care Group offers part-time and full-time employee benefits. To assist you in making your benefit selections, employees will be provided with a benefits packet with enrollment information when they become eligible for benefits. This packet highlights our various plan options, explains eligibility for each plan, and describes the actual enrollment procedures.

Please note that it is your responsibility to review and understand the benefits being offered to you. Questions about benefits enrollment information should be directed to the Pay and Benefits Connection: 1-877-767-5241, option 2.

Classification For The Purpose of Benefit Eligibility

The Company offers a set of benefit plan options for eligible full-time employees and a different set of benefit plan options for eligible part-time employees. Upon meeting the eligibility requirements, employees' elected benefit plans become effective the first of the month that includes 90 days of service. *Note: The LCG Retirement Savings Plan (401(k) Plan) and paid time off policies are subject to different eligibility requirements.* Additional information regarding Company benefit plans is located on the Employee Lounge or can be obtained by calling the Pay and Benefits Connection: 1-877-767-5241, option 2.

Employment Classification

- **Salaried/Full-time Employees:** To be considered a full-time salaried employee, the employee must be salaried, average 60 or more hours per pay period and be designated as full-time on the HRIS/Payroll system.
- **Hourly/Full-time Employees:** To be considered a full-time hourly employee, the employee must average 60 or more hours per pay period and be designated as full-time on the HRIS/Payroll system.
- **Hourly/Part-time Employees:** To be considered a part-time employee, the employee must regularly work less than 60 hours per pay period and be designated as part-time on the HRIS/Payroll system.
- **Seasonal or Substitute/Temporary Employees:** To be considered a seasonal or substitute employee, the employee must work on an "as needed" basis, and may be scheduled to work a variable schedule for a limited period of time. A seasonal or substitute employee could be re-classified as full-time and eligible for benefits if they regularly work 60 hours or more per pay period.

Employment Classification Review

Status Determination for Newly Hired Employees (Initial Measurement Period)

After the first four (4) pay periods your status will be systematically determined based on hours paid during this time.

- If after four (4) pay periods the employee has averaged 30 or more hours per week, then the employee will be classified as full-time and will be eligible for full-time health benefits.
- If after four (4) pay periods the employees average is less than 30 hours per week, then the employee will be classified as part-time and will be re-reviewed six (6) months from the original hire date.
- If after six (6) months of employment the employee's average hours are more than 30 hours per week, the employee's status will be systematically updated to full-time. Please see example below:

Average Hours Measurement Period	
Example: hire date of 9/5/17	
New Hire Measurement (4 pay periods)	9/5/2017 – 10/27/2017
Initial Measurement (6 months from hire date)	9/5/2017 – 3/6/2017

Status Determination for All Employees (Standard Measurement Period)

Employee status will be systematically reviewed and updated every six (6) months based on the employee's weekly average hours. Newly hired employees will follow the below measurement cycle once the initial measurement period has been met. Please see the example measurement cycles below:

Hours Measurement Cycle	Status Effective
4/15/2016 - 10/14/2016	1/1/2017
10/15/2016 - 4/15/2017	7/1/2017
4/16/2017 – 10/14/2017	1/1/2018
10/15/2017 – 4/15/2018	7/1/2018

Annual Open Enrollment

An annual open enrollment period is held each year for benefits. During this period, information will be provided to all benefit-eligible employees explaining enrollment procedures, plan benefits, and benefit costs for the upcoming year. During this time, employees may make changes to their elections. For questions, please contact either the toll free Pay and Benefits Connection at 1-877- 767-5241, option 2, or the Benefits Enrollment Center at 1-877-297-1412.

Qualifying Life Events

The benefits that you elect remain in effect until the end of the plan year (December 31), unless you experience a "Qualifying Life Event." Qualifying Life Events are defined as marriage, divorce/legal separation, birth, adoption, death, loss/gain of other coverage, permanent reduction in hours to below 30 for four (4) consecutive pay periods, or begin/return from Leave of Absence. If you experience one of these events, you may be able to adjust your coverage. Contact the Benefits Enrollment Center for more information.

Important Note: You have **31 days** from the date of the Qualifying Life Event to make changes to your coverage. Employees who do not make coverage changes within 31 days from the date of the event must wait until the annual open enrollment period.

COBRA

In accordance with the Consolidated Omnibus Budget Reconciliation Act of 1985 ("COBRA"), eligible employees and dependents are entitled to continue group health plan coverage upon the occurrence of certain qualifying events, such as separation of employment or a change in status. If you lose insurance coverage, you will be mailed information about continuation of your benefits (COBRA). For more information on COBRA, please contact either the toll free Pay and Benefits Connection at 1-877- 767-5241, option 2, or the Benefits Enrollment Center at 1-877-297-1412.

HIPAA Privacy Notice

The HIPAA Privacy Notice describes how your medical information may be used, disclosed and accessed if you are a participant in a Company sponsored health plan. The Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the rules to carry out this law (Privacy Rules), require health plans to notify participants and beneficiaries about the policies and practices the plan has adopted to protect the confidentiality of health information.

401(k) Program

All employees age 21 and older are eligible to enroll in the LCG Retirement Savings Plan (401(k) plan) after six (6) months of employment. Additional details and eligibility requirements are available by calling the toll free Pay and Benefits Connection at 1-877- 767-5241, option 2.

If you are rehired with the Company and were eligible to participate in the Plan before you terminated employment, you do not have to meet the eligibility requirements again. You will be eligible to participate on your date of rehire. If you did not meet the eligibility requirements at the time you terminated employment, you must meet the eligibility requirements as if you were a new hire.

Employee Assistance Program

Your well-being is important to us. In order to assist you with maintaining a work-life balance, Learning Care Group offers all employees the benefit of utilizing our Employee Assistance Program. This program can help you navigate through everyday challenges related to work and home as well as more serious issues involving your emotional, psychological and physical well-being. For more information on the Employee Assistance Program, please contact the toll free Pay and Benefits Connection at 1-877- 767-5241, option 2.

Employee Childcare Discount

The Company is proud to offer all active full-time and part-time employees the ability to take advantage of the quality childcare and education services offered at our schools. Depending upon position and/or length of service (length of service is based on employees Benefit Service Date with the company); an employee may be eligible, with certain restrictions, for a significant discount in childcare costs if you enroll your children within the Company's program. The childcare discount is subject to local school space availability and is subject to total enrollment restrictions. All employees are expected to follow the same tuition payment policies as all other customers. All late fees and charges apply. Tuition payments are collected directly at the school. **To find the specific discount amount you are eligible for, please refer to your Child Care Discount Chart that you received in your new hire packet.** The child care discount policy may be changed at the discretion of the company. The current Childcare Discount Chart can also be found on the Employee Lounge at <https://lounge.learningcaregroup.com/> under Resources>Employee Benefits>Childcare Discount.

Additional Provisions for All Employees

- The childcare discount is for employees who have children/legal dependents (must provide legal adoption or custodial agreement to District Manager for approval) enrolled in corporately-owned schools only.
- The childcare discount applies to a maximum of two (2) children per employee. Any additional children can receive a discount of 25%, if possible given all other stipulations of the childcare discount policy.
- Only 10% of slots in each school can be provided at the childcare discounts listed above.
- The childcare discount applies only to tuition and does not apply to other fees or costs such as registration fees, field trips, summer camp, ancillary programs (i.e. Spanish class, ABC Music and Me) etc.
- The childcare discount is only applicable for the hours in which the employee is physically working for the Company. (Employees on a leave of absence are not eligible to receive the childcare discount).
- To be eligible for the childcare discount, the employee must sign an Authorization for Deduction from Wages form. This form authorizes the Company to deduct delinquent payments for childcare tuition directly from the employee's paycheck, where authorized under state law.
- If an employee does not pay for tuition in a timely manner, the employee will be subject to disenrollment of child(ren) and/or loss of the childcare discount privilege.
- Tuition must be paid with Check, ACH, or debit card.
- Employees must sign the Enrollment Agreement and are bound by its terms and conditions.
- Consistent with our general Enrollment Agreement, discounts are only provided on tuitions paid in advance of services rendered. If co-pay is mandated by a state or other 3rd party government agency, that co-pay cannot be discounted.
- Employees are not eligible for any other discounts, i.e., sibling discounts, corporate discounts, etc.
- The childcare discount that an employee receives will be based on their normal position title with the company not an acting or temporary role. However, if their acting role exceeds 30 days they will be eligible for the discount associated with their acting role for the remainder of the assignment.

Tuition Reimbursement

The Tuition Reimbursement Program provides financial assistance to eligible full time and part time employees who voluntarily pursue academic study outside normal working hours at accredited colleges and universities. The Tuition Reimbursement Program also provides financial assistance for employees who voluntarily pursue or renew a Child Development Associate (CDA) Credential with the Council for Professional Recognition, or a comparable state or nationally recognized credentialing program.

Eligibility:

- Full time (30+ hours per week) employees will be reimbursed for 100% of tuition costs up to a maximum of \$1000 per fiscal year (July to June) for approved coursework completed after six months of employment with a grade of C or higher, and a Meets Expectations or higher rating on their current Performance Review

- Part time employees will be reimbursed for 100% of tuition costs up to a maximum of \$1000 per fiscal year (July to June) for approved coursework completed after one year of employment with a grade of C or higher, and a Meets Expectations or higher rating on their current Performance Review.
- CDA Renewals for full time and part time employees will be reimbursed in the full amount of the Council for Professional Recognition renewal fee of \$125, after 90 days of employment and have achieved a Meets Expectations or higher rating on their current Performance Review.

Eligible employees who receive tuition reimbursement from Learning Care Group as outlined in this policy agree to remain employed with Learning Care Group for a period of twelve months after the date the tuition reimbursement is issued. If the employee is terminated, either voluntarily or involuntarily, during this twelve-month period he/she will be required to repay Learning Care Group the full amount of the reimbursement within 21 days of termination. This reimbursement will be deducted from the final paycheck to the extent allowable under applicable state law.

Only tuition costs in excess of funds from scholarships, grants, government aid, or benefits resulting from military service or other organizations are eligible for reimbursement.

Application Procedure

- Eligible full time employees must submit a completed and signed Tuition Reimbursement Application for coursework completed or credentials awarded after six months of employment and no later than six months after the coursework completion date or credential award date.
- Eligible part time employees must submit a completed and signed Tuition Reimbursement Application for coursework completed or credentials awarded after one year of employment and no later than six months after the coursework completion date or credential award date.

The following documentation must accompany all Tuition Reimbursement Applications:

- Copy of eligible employee's Official Transcript with Grade of 2.0/C or higher for approved coursework or copy of eligible employee's awarded Credential.
- Proof of payment in the form of a paid invoice or payment receipt from the College or University or credentialing organization.

Reimbursement Procedure

Send the completed and signed Tuition Reimbursement Application with all required documentation to Jody Warner in the Support Central Human Resources Department by email or fax. All submissions will be reviewed for approval, then submitted for payment to the Accounts Payable Department. Tuition Reimbursement payments are non-taxable and will be charged to a corporate account in Support Central. Learning Care Group, Inc. reserves the right to suspend payment of Tuition Reimbursement requests in a given fiscal year with or without prior notice.

You may obtain a detailed copy of the Tuition Reimbursement policy and Tuition Reimbursement application from your Manager or the Human Resources department. This information can also be found on the Employee Lounge at <https://lounge.learningcaregroup.com/> and looking under Resources>Employee Benefits>Tuition Reimbursement.

Employee Referral Program

We believe that our employees are often the best resource for identifying qualified candidates to join the LCG team. We encourage you to refer candidates for job openings by visiting <https://lcg.employee referrals.com/jobs>.

An employee who refers a qualified candidate will be eligible for a taxable monetary bonus, once the candidate has completed 3 months of continuous active employment. The bonus eligibility is as follows:

- \$250 for all hourly non-management school positions and Support Central Temporary Positions (employees through an agency do not qualify)
- \$500 Referral Bonus for all school management (and Support Central) positions

In order to receive the referral bonus, the referring employee and the new hire must still be an active employee at the time of the payout. The bonus is paid through payroll and will be subject to the applicable payroll taxes.

Submitting a referral must be completed by the start date of the new employee. Referrals made after the start date will result in not earning a bonus.

Employee Eligibility

All employees are eligible to participate in this referral program with the following limitations:

- Field/School Management (Assistant Directors though Division Vice President) and Support Central Management are not eligible for referral bonuses for referrals for any locations/departments for which they have supervisory oversight.
- Support Central Directors and above as well as Field and Support Central Recruiters and HR Managers are not eligible for any referral bonus payouts.
- Referral bonuses are only paid for candidates who are not currently employees of the company and will not be paid for referrals of candidates who are Learning Care Group retirees, rehires (within 6 months of their last day of employment), or persons returning from a leave of absence.
- Referral bonuses are not awarded for referrals to franchised schools.

Candidate Eligibility

To be eligible referred applicants must fully meet the qualification requirements listed in the job description for the position and successfully complete all aspects of the pre-employment process.

In order to receive the referral bonus, the referring employee and the new hire must still be active employees at the time of the payout.

All information regarding the reason(s) for making a decision not to hire an applicant will remain strictly confidential.

Referral Process

To participate in this referral program, employees are required to submit referrals via <https://lcg.employee referrals.com>, we do not accept paper/scanned referrals. The employee can access open jobs on this referral site and can also sign up for email, text or smartphone application alerts that highlight open positions in their area. Employees can share jobs individually or auto share through LinkedIn, Twitter, Facebook or email to increase their reach and earn referral bonuses. Candidates are required to indicate who referred them for the position when completing the online application.

Referral Ownership/ Duplicate Referral

Candidates will stay affiliated under the referring employee for 6 months. After 6 months, if another employee refers the same candidate then the most recent referring employee will receive the bonus.

Promotions / Campaigns

Learning Care Group may from time to time offer limited time promotions for selected positions which may increase the amount of bonus, add prizes, or decrease the 3 month waiting period. These promotions will appear on <https://lcg.employee referrals.com>.

Program Guidelines

The company reserves the right to deny bonus payments to any employee who improperly makes promises or assurances of employment to prospective or actual candidates, or otherwise engages in improper or inappropriate conduct related to this program or other workplace activities.

YOUR TIME OFF FROM WORK

Time Off Requests

We understand that there may be times when employees need time off from work for appointments, vacation, public service or other personal reasons. In order to ensure we can properly schedule employees to meet licensing guidelines, we ask that all employees follow the time off request process listed below.

- Employees requesting time off from work must complete the Time Off Request Form.
- Time off requests should be made at least two (2) weeks ahead of time to plan for coverage.
- Managers will review the request for time off and notify the employee within five (5) business days if the request is approved or denied.
- The Manager must file the employees request for time off in their personnel file and provide them with a copy of the form (approved or denied).

Managers will do their best to approve time off requests if proper coverage can be made. There may be certain times of the year where time off will not be approved due to business needs (e.g. back to school period).

Paid Time Off Policy

The Company provides all School Directors and full time hourly school employees (employees who average 60 or more hours each pay period and are classified as full time in the HRIS/Payroll system) with Paid Time Off (PTO) to allow you time for relaxation, to perform civic duties, care for health needs or to care for family members. Employees classified as part time substitute or seasonal are not eligible for PTO except where required by state law. *Some locations/states have specific sick and vacation policies. These states include but may not be limited to Arizona, California, the District of Columbia, Illinois, Nebraska, New York, and Oregon. For detailed information, please see the State & Local Paid Sick Leave Handbook Addendum on the Employee Lounge under Resources>Employee Management>Handbook. The direct link is: <https://lounge.learningcaregroup.com/resources/employee-management>*

How Paid Time Off (PTO) is Earned

- PTO is earned based on the employee's service date with the company.
- PTO hours will become earned over the 26 pay periods of the current fiscal year.
- Employees must use PTO in the same fiscal year it is earned. Any unused PTO at the end of the fiscal year will not roll over to the next fiscal year and will be forfeited.
- PTO eligibility will be based on the average hours paid during the Standard Measurement Period (SMP) of October 15th – April 14th (SMP) of the previous fiscal year.
- Time off for FMLA, medical, military, personal and company initiated leave time will not be included in average the hours' calculation, and will not affect PTO hours.
- In order to be eligible for PTO time, the employee must maintain full time status.
- Employees will be eligible to earn up to an additional 5 days (40 hours) of PTO beginning in the fiscal year they celebrate their 5th/10th anniversary year.

Fiscal Year Paid Time Off Eligibility Chart

Years of Service	Full time Hourly <i>Hired on or before 10/30/11</i>	Full time Hourly <i>Hired on or after 10/31/11</i>	School Directors
1 - 4 years	Up to 10 days (up to 80 hours)	Up to 8 days (up to 64 hours)	Up to 15 days (up to 120 hours)
5 - 9 years	Up to 15 days (up to 120 hours)	Up to 13 days (up to 104 hours)	Up to 20 days (up to 160 hours)
10 + years	Up to 20 days (up to 160 hours)	Up to 18 days (up to 144 hours)	Up to 25 days (up to 200 hours)

How Paid Time Off (PTO) is Taken

- PTO hours will be paid at the employee's current rate of pay when the PTO is taken.
- At the beginning of each Fiscal Year employees will be allowed to take PTO in advance of their awarded hours. These advanced hours cannot exceed:

Fiscal Year Paid Time off Advanced Allowed

Years of Service	Full time Hourly <i>Hired on or before 10/30/11</i>	Full time Hourly <i>Hired on or after 10/31/11</i>	School Directors
1 - 4 years	Up to 5 days (up to 40 hours)	Up to 4 days (up to 32 hours)	Up to 8 days (up to 64 hours)
5 - 9 years	Up to 10 days (up to 80 hours)	Up to 9 days (up to 72 hours)	Up to 13 days (up to 104 hours)
10 + years	Up to 15 days (up to 120 hours)	Up to 14 days (up to 112 hours)	Up to 19 days (up to 152 hours)

PTO Requests and Approval

- Other than when you are sick, requests for time off should be made as far in advance as possible, but no less than two (2) weeks in advance.
- Before finalizing vacation plans, making reservations, scheduling health care appointments etc. employees should make sure that management has approved the requested days.
- Requests to take unpaid time off must be submitted and will be considered. All time off (paid or unpaid) must be approved by your Manager.
Any approved time off taken which is unpaid will impact your average hours and may impact your full time status.
- Based on specific business needs, an employee's manager may approve or disapprove requests for PTO.
- Management may place restrictions on the number of weeks an employee may use in a quarter.
- Management is responsible for responding to all PTO requests promptly.

PTO Eligibility for New Hires AND Employees Changing to Full Time Status

- Newly hired full time employees and those employees moving from part time to full time, will receive their PTO as listed on the chart below:

Fiscal Year Paid Time Off Eligibility Chart for New Hires AND Employees Changing to Full Time Status

Hire Date	Current Fiscal Year (hired on or BEFORE 10/30/11)	Current Fiscal Year (hired on or AFTER 10/31/11)	Next Fiscal Year Eligibility (hired on or BEFORE 10/30/11)	Next Fiscal Year Eligibility (hired on or AFTER 10/31/11)
July 1 st – Sept 30 th	Up to 40 hours (up to 5 days) <i>can take after 6 months</i>	Up to 32 hours (up to 4 days) <i>can take after 6 months</i>	Up to 80 hours (up to 10 days) <i>can take after 6 months</i>	Up to 64 hours (up to 8 days) <i>can take after 6 months</i>
Oct 1 st – Dec 31 st	Up to 20 hours (up to 2.5 days) <i>can take after April 1st</i>	Up to 16 hours (up to 2 days) <i>can take after April 1st</i>		
Jan 1 st – June 30 th	None Available	None Available		

- Employees will receive their PTO during the pay period in which the employee becomes eligible for PTO.
- Average hours will be calculated based on total hours worked during the Initial Measurement Period (IMP) or Standard Measurement Period (SMP).

Part Time Employees

- Any **full time employee who becomes part time** will be able to use PTO earned prior to their part time status change. This time must be used by the end of the fiscal year in which the status change occurred.
- If PTO was used in advance of what was earned as of the status change to part time, the employee will continue to earn PTO until the negative amount is zero; at that time PTO earned will no longer update.

Separation of Employment

- Employees who terminate employment whether it's voluntary or involuntary, will not be paid any earned or unused PTO except where required by state law.
- Any employee who separates from the company having used PTO hours in advance of what they have earned will have the advanced hours deducted on their final pay check subject to federal/state law.

California, Illinois, and Nebraska Vacation Pay Policy

Employees must be classified as full-time on the HRIS/Payroll system and average 60 hours per pay period to be eligible for vacation pay. This policy does not apply to part time, seasonal/substitute or temporary employees.

The Vacation Policy will follow the employee's anniversary year. The chart below summarizes the maximum vacation employees may earn based on years of service upon the anniversary date.

VACATION ELIGIBILITY CALIFORNIA, ILLINOIS, AND NEBRASKA

Years of Service	Full-time Hourly	School Directors
1 - 4 years	Up to 5 days (up to 40 hours)	Up to 10 days (up to 80 hours)
5 - 9 years	Up to 10 days (up to 80 hours)	Up to 15 days (up to 120 hours)
10 + years	Up to 15 days (up to 120 hours)	Up to 20 days (up to 160 hours)

Eligibility (CA, IL, NE)

- In order to be eligible for vacation time, the employee must be classified as full-time in the company's HRIS/Payroll system.
- The employee must work 60 or more hours per pay period.
- Employees will not accrue vacation pay in pay periods in which they have worked less than 60 hours.

How Vacation is Earned and Taken (CA, IL, NE)

- Vacation time will accrue based on hours paid.
- Employees will accrue vacation hours as unearned vacation on the first day of full time employment. The unearned vacation hours become earned vacation upon the employee's anniversary date.
- Employees can only use earned vacation time with the exception of an employee's first year as stated below.
- Unused vacation hours may not be rolled over to the following year and will not be paid out.
- In the event that state law requires the rollover of vacation from one year to the next, you may not accumulate more than 200 hours of earned and unearned vacation pay. Once an employee reaches 200 hours of earned and unearned vacation pay, no further vacation pay will accrue until the balance of their earned and unearned vacation pay falls below the cap of 200 hours.
- Vacation hours will be paid at the employee's current rate of pay.
- Full-time Hourly employees will be eligible for up to 10 days (up to 80 hours) of vacation beginning their 5th anniversary year. They will be eligible for up to 15 days (up to 120 hours) of vacation beginning their 10th anniversary year.
- Support Central Employees and School Directors will be eligible for up to 15 days (up to 120 hours) of vacation beginning their 5th anniversary year. They will be eligible for up to 20 days (up to 160 hours) of vacation beginning their 10th anniversary year.
- Employees on a leave of absence will cease to accrue vacation time during that period.
- Part time, seasonal and substitute, or temporary employees are not eligible for vacation pay.

Newly Hired Employees (CA, IL, NE)

- During the first year of employment only, employees can take an advance of up to 20 hours of their unearned vacation hours accrued through the first six (6) months of employment, once they have reached a minimum of six (6) months of service.
- Any and all advanced hours taken will be deducted from the employees earned vacation hours upon their first anniversary date.

Employees Converting from Full Time to Part Time Status (CA, IL, NE)

- Any full time employee who becomes part time will no longer accrue vacation as of their part time status change date. They will be able to use any earned vacation hours by their anniversary date. Additionally, any unearned vacation hours will become earned vacation hours on their anniversary. This vacation may be used over their anniversary year. (California – once vacation pay is earned or accrued no forfeiture)

Vacation Requests and Approval (CA, IL, NE)

- Requests should be made as far in advance as possible, but no less than two (2) weeks in advance.
- Before finalizing vacation plans, making reservations, etc. employees should make sure that management has approved the requested days.
- Based on specific business needs, an employee's manager may approve or disapprove requests for vacation time.
- Management may place restrictions on the number of weeks an employee may use in a quarter.
- Management is responsible for responding to all vacation requests promptly.

Separation of Employment (CA, IL, NE)

Employees will be paid for any earned or unearned vacation pay upon separation as mandated by state law.

State and Local Paid Sick Leave Policies

In most circumstances where states, cities, or counties, have specific paid sick leave requirements, full time employees will follow the Learning Care Group Paid Time Off Policy because the Learning Care Group Paid Time Off Policy is more generous than the state requirements.

However, part time employees and employee who do not currently qualify for Paid Time Off under the Learning Care Group Policy may receive benefits according to the more specific guidelines in locations such as Arizona, California, Connecticut, Oregon, New York, NY, Washington DC, Washington State, and Montgomery County MD, etc. For detailed information, please see the State & Local Paid Sick Leave Handbook Addendum on the Employee Lounge under Resources>Employee Management>Handbook. The direct link is: <https://lounge.learningcaregroup.com/resources/employee-management>

Illinois and Nebraska Paid Sick Leave Policy

The Company provides full-time employees with sick pay when they cannot work due to illness. Employees may take accrued sick time hours only, and may not take sick time in advance. Upon separation from the company, accrued sick time balances will not be paid except where required by law.

Although sick time is not generally scheduled in advance, the exception would be in the case of scheduled health care appointments. Therefore, (in the case of health care appointments) employees should request the use of sick time as far in advance as possible to allow for sufficient staffing coverage.

Employees who have been absent for three or more consecutive scheduled work days as the result of a health condition/family member's health condition may be eligible for a leave of absence and should consult the Benefits Department for additional information at 1-877-767-5241, option 2. Nothing in this policy should be understood to contradict our general absence and tardiness policy found in this Employee Handbook.

- **Eligibility:** Employees classified as full-time in the HRIS/Payroll system will receive sick pay accrual for pay periods with 60 or more paid hours.
- **Sick Time Accrual:** Accruals are calculated based on the number of hours paid per pay period. Hourly full time employees hired on or after October 31, 2011 will be eligible to accrue a maximum of 24 hours. Employees hired prior to October 31, 2011 will be eligible to accrue a maximum of 40 hours. Employees will not accrue additional hours until their sick pay accrual falls below the 24 or 40-hour maximum.

If your status is changed from full time to part time you will cease to accrue sick time as of the effective date of the status change. You will keep any sick time that you have earned up to the status change and are eligible to take it in accordance with this policy. If your status is changed from part time to full time you will begin to earn sick time as of the effective date of the status change.

Employees classified as part-time, seasonal or substitute or temporary are not eligible for sick pay accrual regardless of hours worked within a given pay period except where required by law.

Holiday Pay

All Company schools/offices will be closed on approved Company holidays. If a holiday falls on a Saturday, it will be recognized on Friday, if the holiday falls on a Sunday it will be observed on Monday. Employees will not be paid for holidays if they are on a leave of absence or if their last day worked is prior to the holiday.

- **Eligibility:** Employees classified as full-time employees on the HRIS/Payroll system with 90 days of service that work the last scheduled work day prior to the holiday and the first scheduled work day following the holiday will be eligible for holiday pay.
- **Holiday Hours:** Holiday hours are calculated based on the average number of hours worked per ten (10) day pay period over the last 26 pay periods. If an employee has worked less than 26 pay periods, the average is calculated based upon actual pay periods worked. An employee will not receive more than eight (8) hours pay for a holiday.
- **Paid Holidays:**
 - New Year's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Thanksgiving Day
 - Christmas Day

The Company recognizes that employees may desire to observe and celebrate additional holidays for individual reasons or personal beliefs. If desired, you may use paid time off to accommodate these needs.

Witness, Testimony and Jury Duty

Witness and jury duty time off is granted to any employee summoned for service as a juror or as a court witness. If you are called to testify, witness (on behalf of the company) or jury duty, you must show the summons to your Manager immediately in order to plan for your time off. While on jury duty, you will be eligible to receive your normal pay for a maximum of ten business days. Your pay will be based on your average hours worked, and you may keep any witness or jury fee paid to you for your appearance. Upon completion of your service to the court, you must provide documentation of your service to your Manager.

Employees who are subpoenaed to testify at a trial for a work-related matter may be eligible to receive some compensation based on your current average hours.

Nothing in this policy is intended to conflict with provisions of federal and state law. If there is any conflict, the provision of federal and state law will apply.

Time Off to Vote

All employees are granted leave, when necessary, to vote in local, state and national elections. Employees must inform their Manager in advance if they are unable to vote outside of their normal working hours. Schedules may be adjusted to provide employees appropriate time to vote prior to the closure of the polls. The company will comply with applicable state laws in regards to time off to vote.

Bereavement

If you experience a death in the family and you have completed at least 90 days of continuous employment and are designated as full-time in the HRIS/Payroll system, then you may receive paid time off to attend the funeral.

Full-time employees may receive up to five (5) paid days off from work to attend the funerals of the following family members: children, step children, spouses, and domestic partners. The five (5) days must be consecutive business calendar days.

Full-time employees may receive up to three (3) paid days off from work to attend the funeral of the following family members: parents, step parents, siblings, grandparents, step grandparents, grandchildren, father or mother-in-law, son or daughter-in-law and dependents residing in the employee's home. The three (3) days must be consecutive business calendar days.

Full-time employees are also granted up to one (1) paid day off of work to attend the funerals of extended family. Extended family members include uncles/aunts, nephews/nieces, first cousins, including those of your spouse, brothers or sisters-in-law and spouse's grandparents.

You may request additional time off as unpaid personal leave time. To request a personal leave, please contact your Manager.

Bereavement pay is calculated based on your average number of hours worked. Bereavement hours are not utilized in the calculation of overtime. Employees on a leave of absence are not eligible for bereavement pay.

Leave of Absence

The Company recognizes that circumstances or life issues may arise that require your absence from work. As such, the Company provides eligible employees with Leave of Absences. The maximum amount of Non-FMLA Leave is twelve (12) weeks in a rolling twelve (12) month period regardless of the type of Non-FMLA leave taken.

Please see your manager for the appropriate Leave of Absence forms which include the medical certification form or contact the Benefits Department at (877) 767-5241 option 2, for more information.

Family and Medical Leave of Absence - (FMLA)

The Company recognizes that medical and family needs can require employees to take time off from work. In accordance with the federal Family and Medical Leave Act (FMLA) and similar state laws, the Company offers the following leave provisions for employees needing time to attend to medical or family matters. In addition, the Company will also comply with all state/local laws that require leave provisions greater than those listed here.

Eligibility: To be eligible for leave under the FMLA, you must have worked for the Company at least twelve (12) months. In addition, you must have worked at least 1,250 hours during the previous twelve (12) month period beginning with the first date of leave.

Amount of Leave: Except in the case of leave to care for a covered service member with a serious injury or illness, eligible employees may take up to the maximum FMLA leave period of twelve (12) weeks in a rolling twelve (12) month period measured backward from the date the employee first uses any FMLA leave. Leave can be taken all at once or, if necessary, intermittently or on a reduced leave schedule.

FMLA: You may take FMLA leave for any of the following reasons:

- Birth and care of your newborn child.

- Placement of a child in your care for adoption or foster care.
- To care for an immediate family member (spouse, child, or parent) with a serious health condition.
- Your own serious health condition that interferes with your ability to perform job duties.
- Qualifying Exigency Leave arising out of the fact that the employee's spouse, son, daughter or parent is on active military duty (or has been notified of an impending call or order to active duty) in the National Guard or Reserves, in support of a contingency operation.
- Caregiver Leave to care for injured or ill service member who is a spouse, son, daughter, parent, or next of kin, who is a member of the Armed Services.

Serious Health Condition Defined: A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Pay Provisions: FMLA leave is unpaid leave. However, employees may use all available paid time off (if the employee has been with the Company for at least one year, they may advance paid time off in accordance with the Company's paid time off policy's) as well as any short-term disability or salary continuance benefits available through our insurance companies and state disability programs. If the condition is due to a work-related injury or illness, an employee may be entitled to receive workers' compensation benefits during the leave period. In either situation, the Company requires FMLA leave and any type of paid benefit period to run concurrently.

Notice and Certification: You must give a thirty (30) day notice of your need for FMLA leave, when foreseeable. When emergencies make a thirty (30) day notice impossible, you must inform your Manager and the Benefits Department (877) 767-5241, option 2 as soon as you become aware of the need for leave. In either case, you should complete the Leave of Absence packet and submit it to the Benefits Department as soon as possible, but no more than fifteen (15) days from receipt of the packet.

When a serious health condition necessitates a leave for either the employee or the employee's eligible family member, the Company requires you to provide a completed medical certification from a health care provider confirming that a serious health condition exists. Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave. Please contact your Human Resources Manager or the Benefits Department for the appropriate FMLA forms, which include the medical certification form.

While on leave, you must keep your Manager and the Benefits department informed of the estimated duration of leave and your intent to return from leave. You may not be employed elsewhere during FMLA leave including self-employment.

The Company will inform employees requesting leave whether they are eligible under FMLA. If they are, the Company will provide a notice to the employee specifying any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the Company will provide to the employee a reason for the ineligibility. The Company will also inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the Company determines that the leave is not FMLA-protected, the Company will notify the employee accordingly.

As with all communications with the Company, the submission of false information to the Company regarding the need for FMLA leave, or the fraudulent use of FMLA leave, may result in corrective action, up to and including separation of employment.

Health Benefits Continuation: While on FMLA leave you are entitled to continue benefits coverage under the Company health care plan. However, you are required to pay your normal deduction amounts during your leave. You should contact the Benefits Department at (877) 767-5241 option 2, to arrange for payment of your share of the group health premiums during leave. If you fail to make these payments your health benefits may be cancelled and you may be eligible for medical coverage through COBRA.

You have a thirty (30) day grace period in which to make premium payments. If payment is not made timely your group health insurance may be cancelled, provided we notify you in writing at least fifteen (15) days before the date that your health coverage will lapse. If your benefits are cancelled you may be eligible to continue your coverage under the terms of COBRA. You will receive a COBRA notice from the insurance carrier.

Return from Leave: When you return from FMLA leave you are entitled to reinstatement to your former position or one with equivalent pay, benefits and other employment terms. Employees returning from FMLA leave retain all benefits accrued prior to the start of the leave. Any changes in benefit levels, plans, or terms implemented during your absence automatically apply. Your leave will not count as a break in service for seniority purposes. However, you do not earn additional paid time off while on unpaid FMLA leave, and any paid leave benefits used during your leave will be deducted from your bank. Employees experiencing a serious health condition will be required to provide a fitness-for-duty medical certification to be completed by a health care provider to return to work. Otherwise the Company may deny reinstatement to an employee who fails to provide the certification, or may delay reinstatement until the certification is submitted.

Under limited circumstances Learning Care Group may deny reinstatement to work to certain highly-paid salaried (“key”) employees. In addition to denying reinstatement in certain circumstances to “key” employees, Learning Care Group is not required to continue FMLA benefits or reinstate employees who would have been laid off or otherwise had their employment terminated had they continued to work during the FMLA leave period.

You should report periodically (at least monthly) to your Manager on the status of your leave and your intent to return to work. You should also provide reasonable notice of a change in your circumstances, and you must provide a seven (7) day notice to your immediate Manager or Supervisor via phone to make arrangements to return to work. If you do not observe the terms of the leave policy, you may be separated as of the last day worked.

Military Family Leave – (FMLA)

Qualifying Exigency Leave - Due to Call to Active Duty

Eligible employees may be entitled to take up to 12 weeks of unpaid FMLA leave in a 12-month period for a “Qualifying Exigency” that arises out of the foreign deployment of the employee’s spouse, son, daughter, or parent who is a member of the Armed Forces (including the National Guard and Reserves) and who is on covered active duty or has been notified of an impending call or order to covered active duty. Qualifying exigencies (urgent needs or demands that require prompt action) may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

Caregiver Leave for Injured Service Member

Eligible employees may be entitled to take up to 26 weeks of unpaid FMLA leave during a single twelve (12) month period to care for a spouse, son, daughter, parent, or next of kin of a covered service member with a serious injury or illness. A covered service member is a current member of the Armed Forces, which includes the National Guard or Reserves, who is (1) undergoing medical treatment, recuperation, therapy, is an outpatient, or is on the temporary disability retired list for a serious injury or illness or (2) veteran who was discharged or the five-year period prior to the first date the eligible employee takes military caregiver leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a qualifying serious injury or illness. A veteran who was dishonorably discharged does not meet the FMLA definition of a covered service member.

For a current service member, a serious injury or illness is one that may render the service member medically unfit to perform his or her military duties. For a veteran, a serious injury or illness is one that rendered the veteran medically unfit to perform his or her military duties, or an injury or illness that qualifies the veteran for certain benefits from the Department of Veterans Affairs or substantially impairs the veteran’s ability to work. For veterans, it includes injuries or illnesses that were incurred or aggravated during military service but that did not manifest until after the veteran left active duty.

Employees will need to follow the current procedures of requesting FMLA. As a reminder, FMLA can be used on an intermittent basis. If there are any questions, please contact the Benefits Department at (877) 767-5241, option 2.

Military Leave of Absence - (Non-FMLA)

If you volunteer or are called to active military duty for the Reserves or National Guard, you must submit copies of your military orders to your Manager as soon as possible prior to any deployment.

The Company will grant Military Leave of Absence without pay, for the period of military service, in accordance with applicable federal and state laws. Your eligibility for reinstatement, after your military duty or training is completed, will also be determined in accordance with applicable federal and state laws.

While on a Military Leave of absence, you may elect to continue your health insurance coverage for yourself and your dependents for up to 24 months while you are in the military. Please contact the Benefits Enrollment Center for further information on COBRA at (877) 297-1412.

Important Note: Subject to the requirements of the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), the Company reserves the right to replace an employee during an extended leave of absence as dictated by the business needs of the company. Accordingly, the Company will comply with all applicable laws and protections governing such replacements.

Medical Leave of Absence - (Non-FMLA)

Employees with a serious health condition as defined under the FMLA who have exhausted the twelve (12) week provision under the FMLA or similar state law, are eligible for a non-FMLA Medical Leave of Absence of up to twelve (12) additional continuous weeks of unpaid medical leave in a rolling twelve (12) month period. In addition, employees who are not eligible for the provisions under the Family and Medical Leave Act may be eligible for a non-FMLA Medical Leave of Absence of up to twelve (12) continuous weeks of unpaid medical leave. However, a non-FMLA leave of absence cannot be taken on an intermittent basis unless such leave has been approved as a reasonable accommodation pursuant to the Americans with Disabilities Act or other applicable state law. If you have questions, please contact the Benefits Department for further information at (877) 767-5241, option 2.

Employees granted a non-FMLA Medical Leave of Absence may use earned paid time off, (if the employee has been with the Company for at least one year, they may advance paid time off in accordance with the Company's paid time off policy), as well as any short-term disability or salary continuance benefits available through our insurance companies and state disability programs.

You must give a thirty (30) day notice of your need for a non-FMLA Medical Leave, when foreseeable. When emergencies make a thirty (30) day notice impossible, you must inform your Manager and the Benefits Department 1 (877) 767-5241 option 2 as soon as you become aware of the need for leave. In either case, you should complete the Leave of Absence packet and submit it to the Benefits Department as soon as possible, but no more than fifteen (15) days from receipt of the packet.

Your benefits will be terminated thirty (30) days from the start of your leave. Once your benefits are terminated, you will be eligible to continue your medical, dental, vision and/or medical FSA coverage under the terms of COBRA. Please contact the Benefits Enrollment Center for further information on COBRA at (877) 297-1412. Upon returning from leave you are required to complete the Life Event Enrollment Process within 31 days in order to reinstate benefits, if necessary.

Please be aware that the granting of a non-FMLA Medical Leave of Absence does not guarantee that a position will be available at the end of the leave. When you are ready to return from leave you must contact your Manager via phone at least seven (7) days prior to your return date to make arrangements for your return to work. A reasonable attempt will be made to place you in a similar job with similar pay and work hours, but placement cannot be guaranteed. In the event that there is no position available for which you are qualified you may be separated from the Company.

You may not be employed elsewhere or self-employed during a Medical Leave of Absence. An employee who does not observe the terms of the policy may be separated as of the last day worked. You must contact your Manager at least seven (7) days prior to your return date to make arrangements for returning to work.

Personal Leave of Absence – (Non-FMLA)

The Company recognizes that there are cases where an employee may require a personal leave of absence which is not covered by other types of leave. By way of example, these may include such cases as pursuing full-time education, participating in extended community affairs projects, relocation, or preparing for a foreign adoption, just to name a few.

Employees with a minimum of three (3) months of service may be granted a personal leave of absence of up to twelve (12) weeks in a rolling twelve (12) month period for personal reasons, with the approval of management and the Benefits Department, when it is determined to be in the best interest of the Company and the employee, or as required by state or federal law. In order to be eligible for a Personal Leave of Absence, the employee must be requesting to be off work for more than ten (10) business days. Personal Leaves of Absence are **unpaid**; however full time employees may use earned paid time off. A Personal Leave is granted at the Company's discretion. **Please be aware that the granting of a Personal Leave of Absence does not guarantee that a position will be available at the end of the leave.**

A request for Personal Leaves of Absence must be submitted in writing to your Manager, using the Company request form, prior to the **beginning** of the leave. The request must specify the reason for the leave of absence, the last day to be worked and the return to work date. If you "volunteer" to take the summer or other time off work, a request for a Leave of Absence must be completed. No paid time off will be earned while you are on a Personal Leave of Absence. Your benefits will be terminated thirty (30) days from the start of your leave. Once your benefits are terminated, you will be eligible to continue your medical, dental, vision and/or medical FSA coverage under COBRA. Please contact the Benefits Department at (877) 767-5241, option 2, for further information on COBRA. Upon returning from leave you are required to complete the Life Event Enrollment Process within 31 days in order to reinstate benefits, if necessary.

When you are ready to return from personal leave, a reasonable attempt will be made to place you in a similar job with similar pay and work hours, but such placement cannot be guaranteed. The Company will not hold a position open for any length of time for a Personal Leaves of Absence. In the event that there is no position available for which you are qualified, you may be separated from employment.

In addition, you may not be employed elsewhere during the leave period. An employee who does not observe the terms of the policy may be separated as of the last day worked. You must report, or be available to report, for work on or before the expiration date of the leave. You must contact your Manager via phone at least seven (7) days prior to your return date to make arrangements for your return to work. If you fail to return to work from your Personal Leave of Absence, you will be separated from the Company as voluntarily resigning.

Victims of Violence Leave – (Non-FMLA)

If you are a victim of violence or domestic violence, you are entitled to twelve (12) weeks of unpaid leave to receive: 1) medical attention for injuries; 2) services from a shelter or domestic abuse center; 3) counseling; or 4) training from safety planning programs unless applicable state law applies. If possible, you are required to provide reasonable notice. The Company will also comply with any applicable state and/or local law regarding leave due to domestic violence, sexual assault, or stalking.

Earned paid time off may be used. However, paid time off will not be earned while you are on a Victims of Violence Leave of Absence.

Your benefits will be terminated thirty (30) days from the start of your leave. Once your benefits are terminated, you will be eligible to continue your medical, dental, vision and/or medical FSA coverage under COBRA. Please contact the Benefits Enrollment Center at (877) 297-1412 for further information on COBRA. Upon returning from leave you are required to complete the Life Event Enrollment Process within 31 days in order to reinstate benefits, if necessary.

When you are ready to return from leave, you must contact your Manager via phone at least seven (7) days prior to your return date to make arrangements for your return to work. A reasonable attempt will be made to place you in a similar job with similar pay and work hours, but such placement cannot be guaranteed.

The Company will otherwise follow all applicable state laws for leave of this type.

Post-Birth Leave – (Non-FMLA)

If you do not qualify for any other Leave of Absence referenced above, you may qualify for Post-Birth Leave which will allow up to 30 days of unpaid leave to bond with a newborn baby, newly adopted child or foster child for both mothers and fathers. This leave must begin immediately following a child's birth or adoption/foster care placement. The Company will otherwise follow all applicable state laws for leave.

Leave Under State Laws

Depending upon where an employee works, the employee may be eligible for leave under a particular state law. While leave entitlements under the Company's policies and any applicable state or federal laws generally run concurrently, the Company's policies do not supersede any state or federal laws that provide greater rights.

For further information regarding leave under state law, employees should contact the Benefits Department at (877) 767-5241, option 2. The Company will fully comply with all applicable state law concerning leaves, which provide such rights.

Failure to Return from Leave

Employees on leave who decide not to return to the Company are required to inform management in writing of that decision as soon as possible. The Company may then end the leave and separate the employee from the Company. An employee who fails to return within two (2) days of their agreed upon return date will be considered to have voluntarily resigned his/her position and will be separated from the Company.

YOUR COMPENSATION AND RECORD KEEPING

Classification for The Purpose of Compensation

The company does not have a probationary period (trial period) for new hires. All employees will be hired using one of the below classifications.

Non-Exempt (Hourly) Employee - An hourly non-exempt employee is compensated for all hours worked including overtime. All overtime must be approved by your Manager in advance. Employees in this classification must report their work hours through the applicable time-keeping mechanism as described in the Recording Work Hours policy below and are then compensated accordingly.

Exempt (Salaried) Employee - An exempt employee does not receive overtime payment for hours worked in excess of 40 hours in a work week.

Substitute/Seasonal Employee classification

Non-Exempt Hourly Substitute - An employee who works on an “as needed” basis and may be scheduled to work variable hours and in a number of different positions within the school on an as needed basis only. A Substitute may work when a regular employee calls in sick or is out on a leave of absence. A substitute employee is not eligible for paid time off. Substitute employees that work on a regular basis and average more than 24 hours per pay period will be reclassified by the school director as a regular employee.

A “Substitute” employee must clock in to work or attend training at least one (1) day within 90 days in order to maintain active status. If an employee fails to clock in at least one (1) day within 90 days, the employee will be separated from employment. The last day of the pay period in which the employee last worked will be the termination date.

Non-Exempt Hourly Seasonal – Seasonal employees are employed only during the summer and holiday seasons and for a limited period of time, not to exceed 120 days during each season. If a seasonal employee continues to work after 120 days, the employee will be converted to a regular employee. A Seasonal employee is not eligible for paid time off.

A “Seasonal” employee must clock in to work or attend training at least one (1) day within 120 days in order to maintain active status. If an employee fails to clock in one (1) day within 120 days, the employee will be separated from employment. The last day of the pay period in which the employee last worked will be the termination date.

Substitute and Seasonable employees must comply with all Company policies and procedures.

Reporting To Work Pay

An employee who reports to work at their scheduled start time must clock-in and perform their scheduled or alternative duties.

The Company is aware that at times, there are situations where there may be limited work available, such as low attendance, at the employee’s scheduled arrival time. Therefore, it is the responsibility of school management to determine and contact the employee with a revised scheduled start time no less than one (1) hour before the employee’s regularly scheduled shift.

If the employee has reported to work at his/her scheduled start time and has not been notified by school management that no work exists before his/her arrival, the employee should be provided alternate work to perform until there is a need for them in their regularly assigned position. If after one (1) hour, it is determined that there is no further need for the employee to complete their shift, the employee can be informed that they are to clock out. In all cases, the Company will pay a minimum of one (1) hour of regular time to the employee in cases where notification was not given to the employee at least one (1) hour prior to their scheduled start time. Should state law provide additional benefits to the employee, the Company will recognize that such state law will supersede this policy and will abide by such applicable law.

Recording Work Hours

Hourly non-exempt employees will be compensated for the number of hours worked. It is the responsibility of the employee to use the electronic time reporting system or manual time sheets to record the actual time worked each day. You must include your original clock-in time, clock-in or clock-out times for meal periods, and your clock-out time at the end of your scheduled shift.

- 1) Always report your time accurately, as electronic time or manual time records are official records of work time. Your Director should be providing a work schedule to you each week. Because of fluctuations in enrollments and attendance, it may be necessary for the Director to make changes in the work schedule on short notice. It is imperative that every employee report to work as scheduled and on time.
- 2) You are expected to clock in no more than five (5) minutes prior to your scheduled start time and clock out no later than five (5) minutes after your shift ends unless you have prior approval of school management. If you clock in/out more than five (5) minutes outside of your start/end time and are not working, your Director will adjust your time records and ask you to sign a record of the changes to confirm that you are aware a change was made. If you clock in more than five minutes prior to your scheduled start time and you are working, your Director may revise your scheduled leave time for the end of the day accordingly.
- 3) Clock in when you are fully ready to begin work, which may mean settling your child in his and/or her respective classroom(s) and/or using the restroom, and then clocking in. Unapproved early clock-ins/late clock-outs by an employee or unconfirmed time changes by management may result in corrective action up to and including separation from employment.
- 4) Clock-outs should be handled in a similar manner, in that you should clock out at your assigned time. Business needs may require your hours to be revised. You will be expected to clock out upon request of your management team.
- 5) No hourly, non-exempt employee is authorized to work and then not record the hours (i.e., working "off the clock"). Any hourly employee who works off the clock, on or off-premises, may be subjected to corrective action up to and including separation from employment. Conversely, you should report to your Manager or your Human Resources Manager anyone who asks or requires you to work off the clock.
- 6) If you are using an electronic or manual time recording system, it is your responsibility to check the accuracy of the weekly hours, sign off on your time card and inform your Manager if there is a discrepancy.

Overtime

The Company will pay overtime wages to all hourly non-exempt employees for hours actually worked on the job in excess of 40 hours per work week, except where state laws require otherwise. The Company will fully comply with all applicable state laws concerning overtime. Employees will be paid at the rate of one and one half (1-1/2) times the regular rate of pay for all hours worked in excess of 40 hours in one work week. Hours used to calculate overtime do not include vacation, sick leave, holidays or other paid time off not actually worked.

Overtime must be approved by your Manager BEFORE it is worked. While employees will be expected to work reasonable amounts of overtime as dictated by Company needs, employees that work unapproved overtime will be subject to corrective action up to and including separation of employment.

Pay Periods/Pay Checks

The Company's employees are paid bi-weekly (every two (2) weeks). On a bi-weekly system, payroll is based upon 26 pay periods per year. Your Manager will communicate the pay cycle and pay dates specific to your location.

Learning Care Group pays via paperless pay (through direct deposit or pay card). Pay check data is not sent to the location but may be viewed on-line in a secure environment. It is the employee's responsibility to review paystubs regularly to ensure that the information is correct, this includes hours worked, pay rate, tax withholding, benefit and other deductions, etc. In the rare occasion that there may be an error or discrepancy, employees must notify the Company immediately in order to resolve the issue. Please refer to the back of your handbook for instructions on how to access your paystub.

Personnel Files

The Company maintains certain personnel information for each employee. This information must be kept current so that we can notify appropriate parties in case of an emergency, administer benefits and have accurate payroll records.

We ask that you update Employee Self Service (ePayroll at <http://epayroll.theworknumber.com/lcg>) if any of the following personal information changes:

- Home Address
- Phone numbers – home and cell
- Email Address

Please reach out to your Manager or the Pay and Benefits Connection at 1-877-767-5241, option 2, if any of the below information changes:

- Name
- Emergency contact information
- Marital status/Number of dependents
- Tax information

You may ask for an opportunity to view your personnel file. If viewing a copy of your file in person, you may not remove any documents or records. The company will follow all applicable laws regarding requests for personnel information.

IF YOU DECIDE TO LEAVE US

Resignation

Employees who resign are urged to give a two (2) week written notice prior to the last day worked. Because your employment is "At Will", it is possible that upon submission of a resignation notice the Company, at its sole discretion may designate your last day worked earlier than the date you give in your written notice.

In accordance with our Paid Time Off (PTO) Policy, earned PTO will not be paid out at the time of separation, except where required by state law.

If a separating employee is in possession of any Company property, such as keys or educational materials it must be returned on or before the last day of work. If the Company property is kept at the employee's home, the Company will designate a Manager to collect the property or make necessary arrangements to acquire the property within seven (7) days of separation.

Re-Employment

Re-Employment of former employees will be considered on an individual basis. The following will be taken into account; attendance, job performance and if a two (2) week notice was given.

Paid Time Off Eligibility

If you are re-hired by the company within 6 months of your separation date, and are classified as full-time, your paid time off will be earned based on your "original" service date. For additional information regarding your re-employment and benefits, please call the Pay and Benefits Connection at 1-877-767-5241, option 2.

Verifications of Employment

Employees agree that they will direct all prospective employers seeking employment information to contact the Company's automated Employment Verification Service (the "Work Number") listed below. As it pertains to former employees, the Company will only release dates of employment, position held and salary information. If prospective employers seeking employment information initiate contact to anyone other than the specified Work Number, the Company will not be responsible for any disseminated information.

Employees may seek verification of employment and income for purposes such as mortgage and loan applications, apartment searches, etc. by using The Work Number. To obtain verification of employment only, please provide the following contact information to your verifier.

The Work Number

General Number: (800) 367-5690 or www.theworknumber.com

Social Services Number: (800) 660-3399 or www.theworknumber.com/socialservices

Required Information

Employer Code: 10054

Your Social Security Number

To obtain verification of employment and your salary you must provide your verifier with a six (6) digit salary key in addition to your Social Security Number and Employer Code. Please call The Work Number Client Service Center at (800) 996-7566 or visit www.theworknumber.com to complete this process and obtain your six (6) digit salary key.

If you have any questions about this service, please call The Work Number Client Service Center at (800) 996-7566. You may also contact Human Resources at (800) 475-8295.

Closing Statement

We are excited to have you join the Learning Care Group team! We look forward to working with you and hope that your employment with us will be both challenging and rewarding. Remember your first priority is to provide a safe nurturing environment for the children in your care so parents can be confident and worry free when leaving their children with you each day.

Learning Care Group and its brands are equal opportunity employers.

This version of the Employee Handbook takes precedence over all previous handbooks or guidelines issued.

IMPORTANT CONTACT INFORMATION

Support Central address:	21333 Haggerty Road Suite 100 Novi, MI 48375
Support Central phone:	248-697-9000
Pay and Benefit Connection Number:	1-877-767-5241 option 2 payandbenefits@learningcaregroup.com
Human Resources Hotline:	1-800-475-8295
The Work Number (Employment Verifications):	1-800-367-5690 Employer Code: 10054
EthicsPoint Hotline:	1-866-384-4277 www.ethicspoint.com
ePayroll/Employee Self Service	866-591-3729 http://epayroll.theworknumber.com/lcg Employer Code: 10054

Appendix H- Sample Staffing Schedule - Learning Care Group

Ratio Warnings - 14

Overlapping Schedules - 0

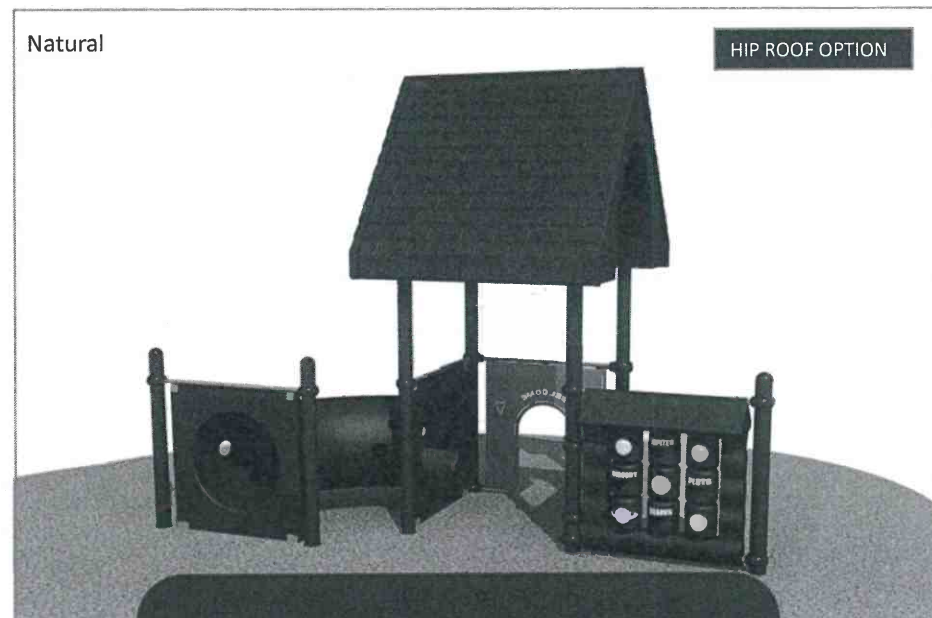
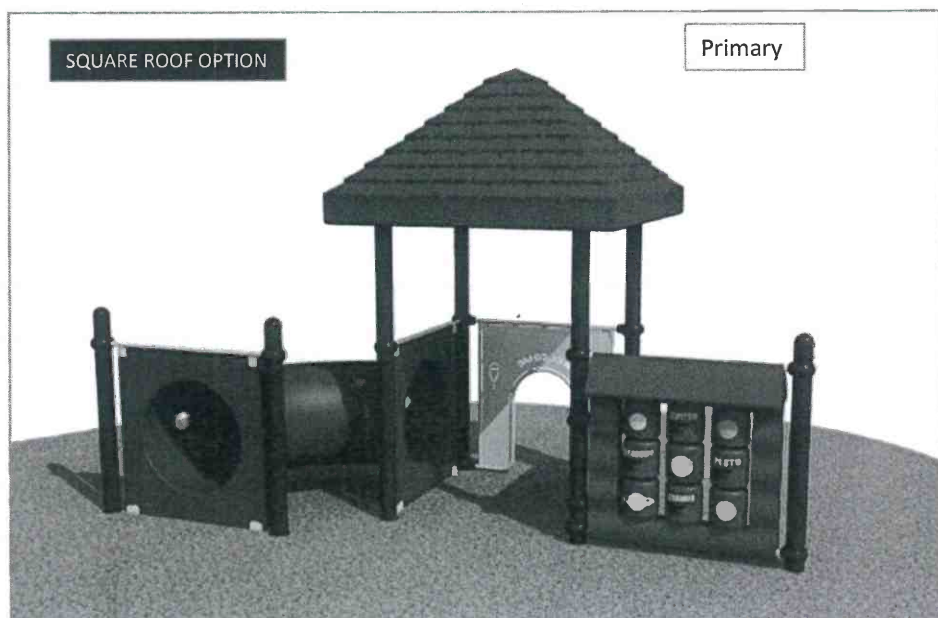
	06:00 AM	07:00 AM	08:00 AM	09:00 AM	10:00 AM	11:00 AM	12:00 PM	01:00 PM	02:00 PM	03:00 PM	04:00 PM	05:00 PM
ALICE ZADOORIAN - 4.25 / 21.25 hours			Kitchen									
Brijida Howe - 8 / 40 hours			Toddler 1						Toddler 1			
Courtney Raaf - 8 / 40 hours			Toddler 1					Toddler 1				
Ellen Eales - 8 / 40 hours			Preschool 1					Preschool 1				
Golazin Oshaghi - 8 / 35.5 hours			Toddler 1					Toddler 1				
Kameryn Kelly - 7.25 / 39.25 hours			Toddler 1					Toddler 1				
Kathern De La Torre - 8 / 40 hours			Admin					Admin				
Ligia Oakley - 8 / 40 hours			Early Preschool 1					Early Preschool 1				
Mahtab ravanbakhsh - 8 / 40 hours		Infant 1					Infant 1					
Mayra Ghaznavi - 8 / 40 hours			Infant 1					Infant 1				
Nechelle Perry - 5 / 25 hours			Toddler 1									
Piyali Sarkar - 8 / 40 hours		PreK 1					PreK 1					
Ursula Gonzales - 8 / 40 hours		Toddler 1						Toddler 1				

Appendix I- Playground Package- Learning Care Group

Playground Equipment Package

Infant & Toddler: Maze

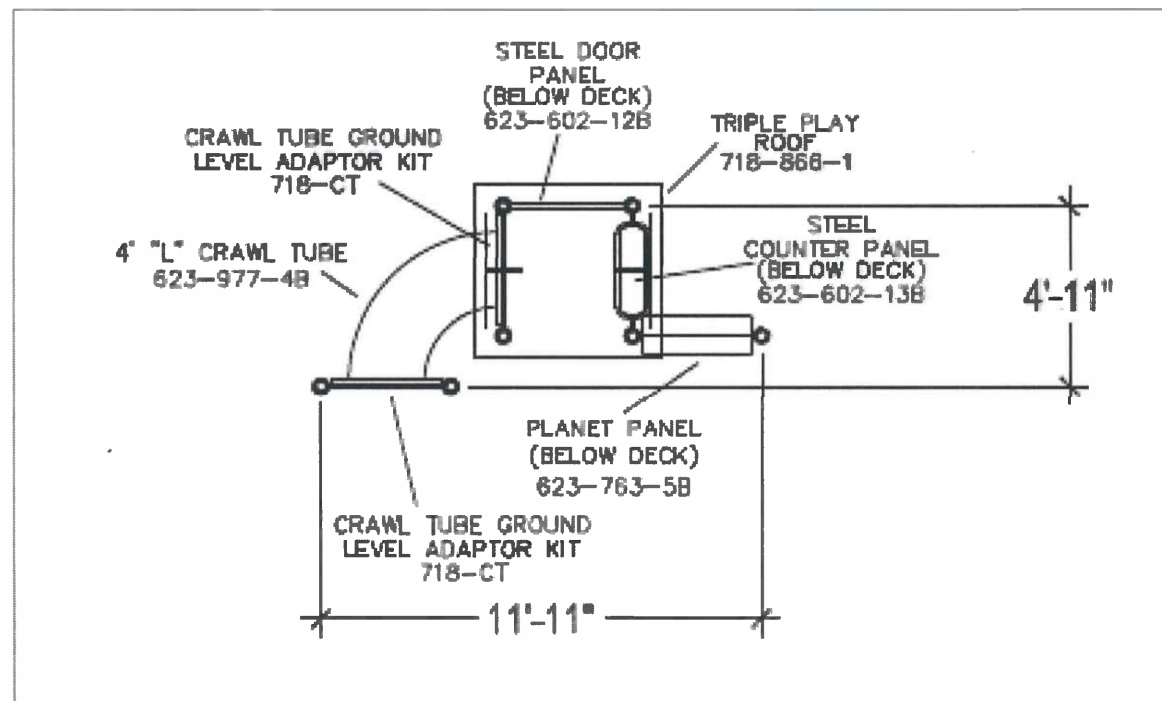
Miracle Recreation: Manufacturer can provide additional color palettes to coordinate with building interior



Age Group: 6-23 months
Use Zone: 5 x 12 Ground Space
Fall Height: 1'
Capacity: N/A
Model: MMW170291 / MMW170292

Infant & Toddler: Maze

Miracle Recreation



Infant & Toddler: Seesaw

Landscape Structures: Seesaw #148637
Age Group 2-5 & 5-12
Landscape Structures

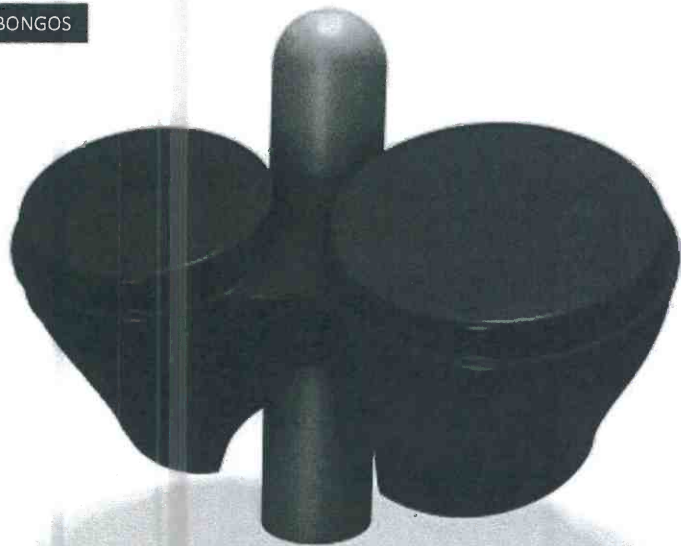
Use Zone: 13'6" X 21'7"



Age Group: 2-5 & 5-12
Use Zone: 13' 6" x 21' 7"
Fall Height: 29"
Capacity: 4
Model: 148637

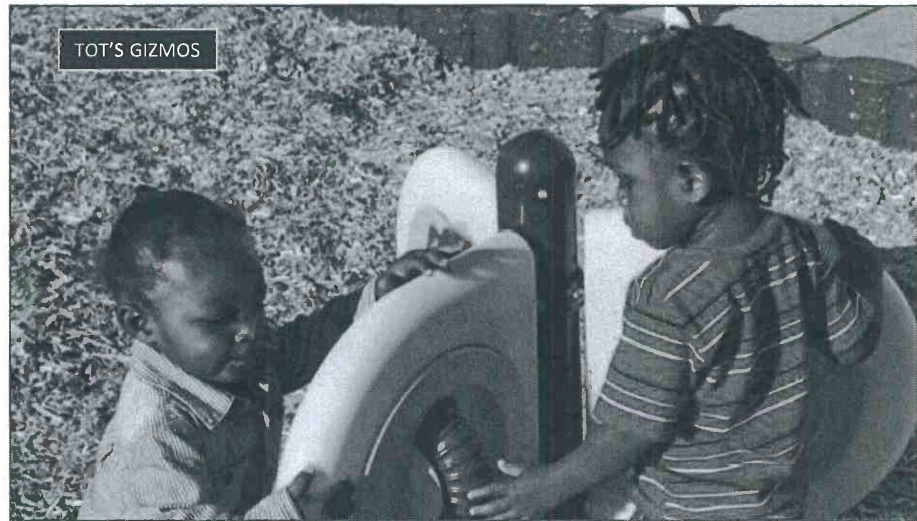
Infant & Toddler: Bongos & Gizmo's Gametime

BONGOS



Age Group: 6-23 months
Model: 39000

TOT'S GIZMOS



Age Group: 6-23 months
Model: 39008

Infant & Toddler: ThunderRing & Babble Flower

Gametime

THUNDER RING



Age Group: 6-23 months
Model: 39005

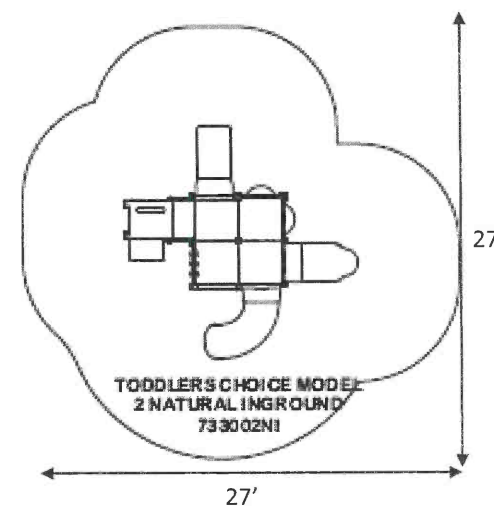
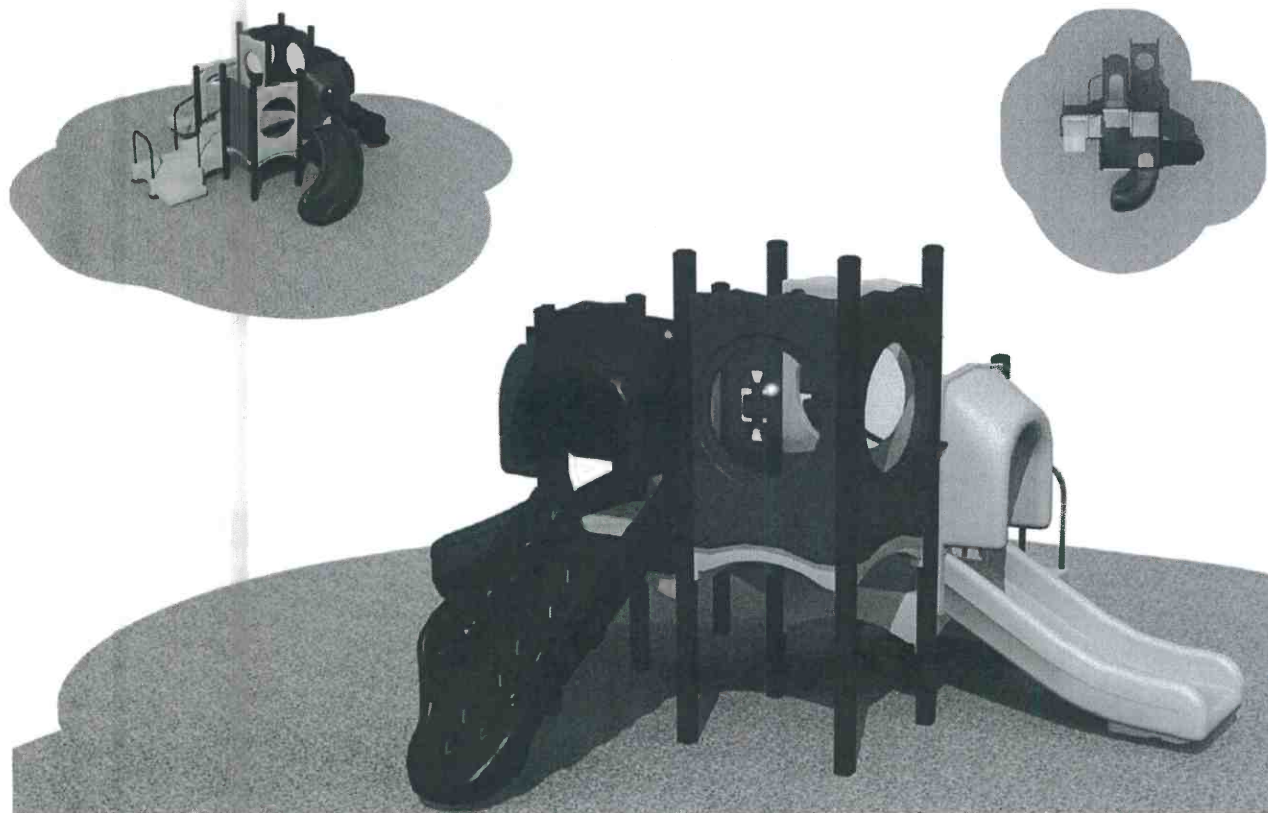
BABBLE FLOWER



Age Group: 6-23 months
Model: 39006

Preschool: Toddlers Choice 4-Deck

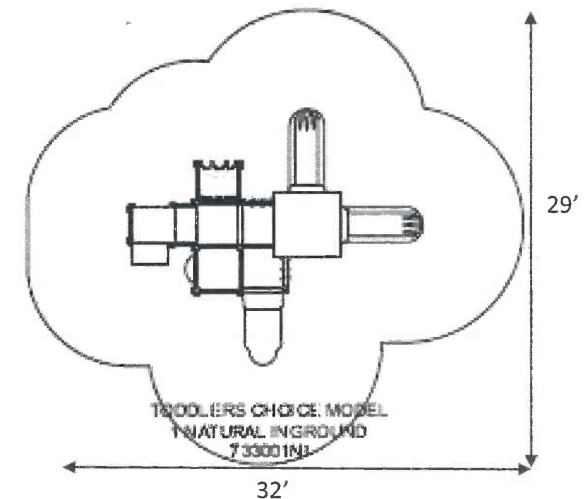
Miracle Recreation: Manufacturer can provide additional color palettes to coordinate with building interior



Age Group: 2-5
Use Zone: 27' x 27'
Fall Height: 3' 6"
Capacity: 20
Model: 733 002

Preschool: Toddlers Choice 5-Deck

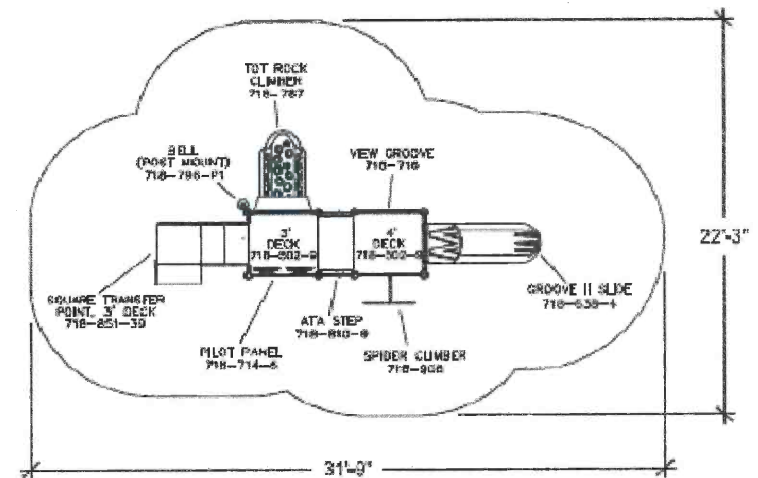
Miracle Recreation: Manufacturer can provide additional color palettes to coordinate with building interior



Age Group: 2-5
Use Zone: 32' x 29'
Fall Height: 4'
Capacity: 25
Model: 733 001

Preschool: Tot's Choice 2-Deck

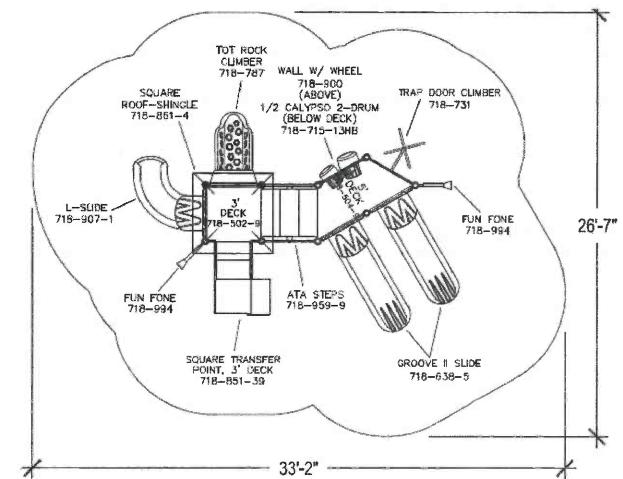
Miracle Recreation: Manufacturer can provide additional color palettes to coordinate with building interior



Age Group: 2-12
Use Zone: 32' x 23'
Fall Height: 4'
Capacity: 25
Model: 718-S164

Preschool: Tot's Choice

Miracle Recreation: Manufacturer can provide additional color palettes to coordinate with building interior



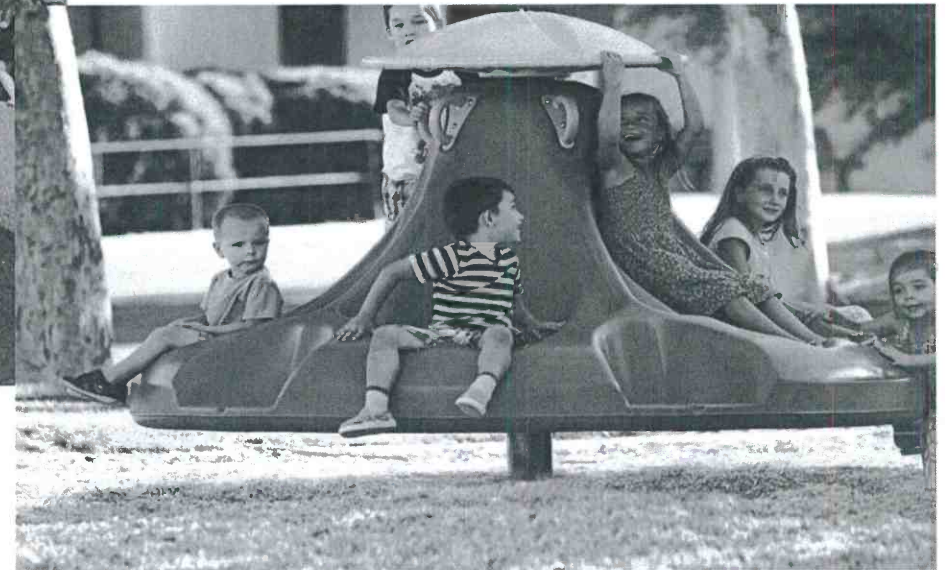
Age Group: 2-12
Use Zone: 34' x 27'
Fall Height: 5'
Capacity: 35
Model: 718-S075J

Additional Preschool Equipment

Ten Spin (Miracle Recreation)



Age Group: 2-12
Use Zone: 20" Diameter
Fall Height: 2'
Capacity: 10
Model: 304J



Appendix J- Family Handbook- Learning Care Group



FAMILY HANDBOOK



Revised 9/2017

Your School's Address: _____

Your School's Phone Number: _____

Your School's Email Address: _____

Your School's Website: _____

Hours of Operation: _____ a.m. to _____ p.m.

Your School's Director: _____

Your School's District Manager: _____

Your School's Division Vice President: _____

Customer Service Toll-Free Phone Number: 800.LaPetite (800.527.3848)

The Emergency Management Plan is available at the school for your review. In the event of an emergency, where it becomes necessary to remove children from the school property, the children will be evacuated to:

Evacuation Site Location: _____

Address: _____

Nearest Cross Streets: _____

Phone Number: _____

In the event of an evacuation, you will be notified of the situation as soon as possible by phone and may be asked to pick up your child at the evacuation site. Designated safe areas, both inside and outside the school, as well as evacuation routes, are posted in each classroom. Emergency drills are conducted monthly. Please partner with the school director to create an individualized plan for evacuation should your child have special needs necessitating such a plan.

Welcome to La Petite Academy®!

We are very excited to have you and your child join our La Petite Academy family.

Here at La Petite Academy, we focus on development of the whole child. Each day your child will be engaged in educational activities that take place in a secure, caring, and enriched environment. We treat each child and parent with understanding and respect, while being responsive to your individual needs and expectations.

You will receive daily information from our teachers outlining your child's activities and routines. This information will include observations related to their development such as the food eaten, diaper changes, length of naps, new skills learned, classroom activities, and special accomplishments.

In addition to the daily information you will receive, we have created this Family Handbook to provide you with the guidelines and policies of our school. These guidelines have been developed to ensure each child receives the best care possible during their time with us. They have been developed in accordance with state licensing standards, accreditation standards, research-based education practices, and guidance from the American Academy of Pediatrics. We encourage you to read this information for a better understanding of what to expect during your time here at La Petite Academy.

We welcome any questions you might have on the information contained in this handbook, and we encourage you to talk with your director if you require clarification on any topic. We also have a Customer Service Department available to speak with you about any questions, comments, concerns, or compliments that you would like to share. The Customer Service Department can be reached at 800.LaPetite (800.527.3848).

There may be times when we need to revise one of our guidelines or policies contained in this handbook due to updated standards for early child care. If this occurs, we will provide you with reasonable notice of any modification that will impact you and your child.

Thank you again for joining our family. We hope to partner with you for the next several years, creating a path for your child to continue learning for a lifetime!

Sincerely,

A handwritten signature in cursive script that reads "Barbara Beck".

Barbara Beck, Chief Executive Officer
La Petite Academy, Inc.

TABLE OF CONTENTS

EDUCATION AND CLASSROOM PHILOSOPHIES

Our Educational Mission and Philosophy	7
Non-Discrimination Policy	7
Children with Special Needs	7
Education at La Petite Academy	7
<i>Our Curriculum</i>	8
<i>Lesson Plans</i>	9
<i>The Classroom Experience</i>	9
<i>The Classroom Environment</i>	10
Safety School Pledge	10
Transitions	10
<i>Transitions Between Home and School</i>	10
<i>Transitions to New Classrooms</i>	11
Transitions to a New School	11
Accreditation and Quality Ratings	11
Program Assessment	11
Staff Training	12
Television and Other Passive Media Sources	12

FAMILY INVOLVEMENT AND COMMUNICATION

Open Door Policy	13
Parent-Teacher Conferences	13
Social Media	13
Community Resources	13
Newsletters	14
Staff Profiles	14

ENROLLMENT AND TUITION GUIDELINES

Enrollment and Tuition	15
<i>Enrolling Your Child</i>	15
<i>Communication</i>	15
<i>Tuition</i>	15
<i>Online Payments</i>	15
<i>In-School Payments</i>	15
General Fees	16
<i>Late Fees</i>	16
<i>Returned Payment Fees</i>	16
Program Fees	16
<i>Elective Programs</i>	16
<i>Summer Camp</i>	16
<i>School-Age Programs</i>	16

Child Absences	17
Absences	17
Reservation Fee/Vacations	17
Discounts.....	17
Multiple Child Discounts	17
Corporate Partnerships.....	17
Withdrawal and Disenrollment.....	17
Withdrawing Your Child.....	17
Disenrollment.....	18

OPERATIONAL POLICIES

Days of Operation and Closing Information	19
Days of Operation.....	19
Emergency Closing and Inclement Weather Information	19
Personal Items.....	19
Appropriate Dress for School	19
Personal Items to Bring to School.....	19
Personal Items to Leave at Home.....	20
Lost and Found.....	20
Nutrition.....	20
Grow Fit®.....	20
Meals.....	20
Federal Food Program (CACFP) Participation.....	21
Activities	22
Outdoor Activities	22
Water Activities	22
Celebrations, Holidays, and Birthdays.....	22
Naps and Quiet Time	23
Animals at School.....	23
Transportation To and From School and on Field Trips.....	23
Field Trips.....	23
Positive Behavior Support	24
Prevention and Response	24
Individual Behavior Support Approach.....	25

SAFETY AND SECURITY

Drop-Off and Pick-Up	26
Security Entrance System.....	26
Arriving at the School.....	26
Reporting Absences	26
Picking Up Your Child	26
Releasing Your Child.....	27
Visitors and Volunteers	27

Fire/Intruder/Emergency Drills.....	27
Cameras.....	27

INFANTS AND TODDLERS

Required Items.....	28
Safe Sleeping Position.....	28
Formula and Food	28
Diapers	29
Toilet Learning.....	29
Biting.....	30

HEALTH AND MEDICAL ISSUES

Maintaining a Clean and Healthy Environment.....	31
Immunization Requirements.....	31
Prescription and Non-Prescription Medications.....	31
Illness	33
Child Accidents & Incidents	34
Emergency Medical Procedure.....	34
Children with Allergies	34
Pest Control.....	34

LICENSING AND LEGAL REGULATIONS

Mandated Reporting of Suspected Child Abuse or Neglect.....	35
State Licensing Requirements.....	35
Confidentiality of Information	35

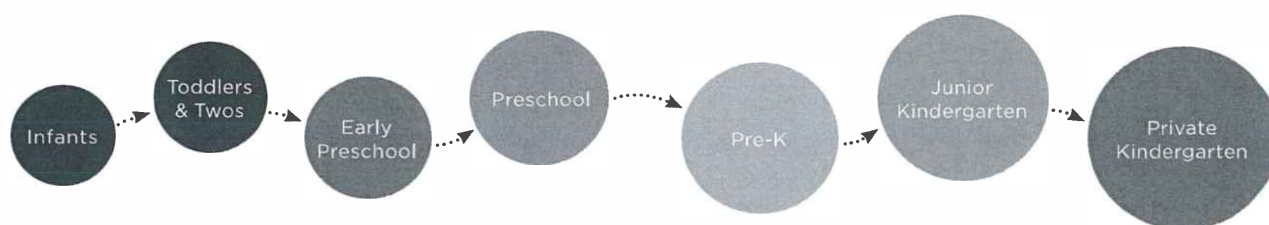
FAMILY EXPECTATIONS

Appropriate Language in School.....	36
Smoking	36
Physical or Verbal Punishment of Children on School Property.....	36
Threats and Threatening Behavior	36
Firearms and Weapons Ban on School Property	36
Custody and Visitation Issues.....	37
Staff Hired by Parents	37
Persons Appearing to be Impaired by Drugs or Alcohol.....	37
Resolution of Disputes	38
Non-Solicitation and Non-Distribution Policies	38

EDUCATION AND CLASSROOM PHILOSOPHIES

OUR EDUCATIONAL MISSION AND PHILOSOPHY

The early years are the most critical years in a child's life; experiences during this time have a lasting impact on a child's development and future academic success. Our purpose is to empower children ages 6 weeks to 12 years to acquire the skills they will need to become creative problem solvers, lifelong learners, and responsible members of their community. Our mission is to support the growth of each child traveling the **School Readiness Pathway**, which provides a portfolio of educational programs set on a continuum specifically designed to meet a child's individual needs and set the foundation for academic success:



NON-DISCRIMINATION POLICY

It is our policy to provide an environment that is free from unlawful discrimination of any type, including discrimination based on race, color, religion, sex, national origin, age, disability, veteran status, or any other characteristic protected by law. This policy governs all aspects of our school's operations.

If you require the Family Handbook or other documents in an alternate language, please notify the school director and translation services will be made available as needed.

CHILDREN WITH SPECIAL NEEDS

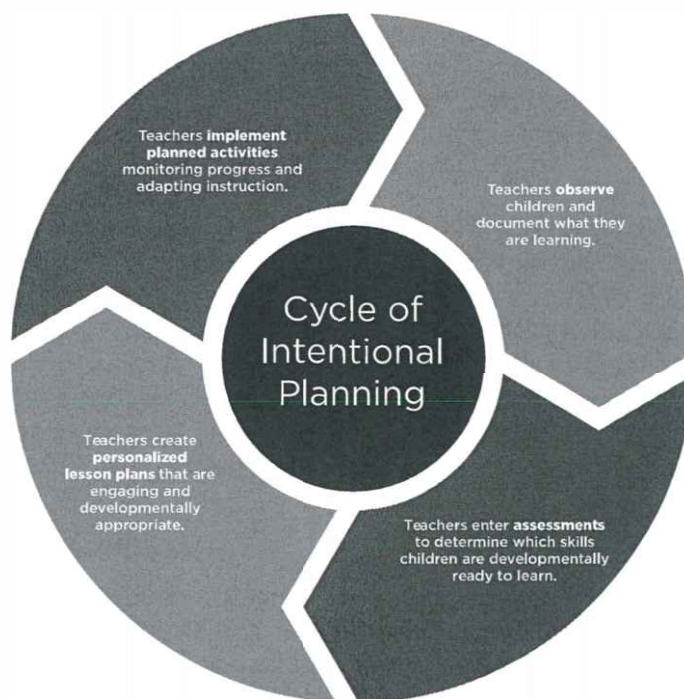
We act in compliance with the Americans with Disabilities Act and other applicable federal, state, or local laws pertaining to the provision of services to children with disabilities. Our goal is to meet the individual needs of the child within the structure of our program, while maintaining a healthy and safe environment for all the children and staff. We will make reasonable accommodations, including sharing resources in our community, to afford children with special needs full and equal enjoyment of our programs and services in the most integrated setting appropriate to their needs. We will make no assumptions concerning any individual's abilities or disabilities and will make an individual assessment to determine if we can meet each child's need in our group care setting.

EDUCATION AT LA PETITE ACADEMY

La Petite's proprietary curricula are designed to encourage each child to reach his or her full potential and to approach learning with curiosity, persistence, and enthusiasm. We provide materials and active experiences that children need to become critical thinkers and problem solvers. Content is learned through investigation, **play**, and focused intentional teaching.

Our Curriculum

All the classrooms along our School Readiness Pathway, for Infants through Pre-K, utilize a single set of research-based developmental indicators, which ensures consistency and growth in the learning experiences throughout a child's time with us, regardless of when they start. It also ensures that, no matter the classroom, all our curricula prepare children for school. Our teachers embrace a cycle of intentional planning that guides them to make instructional decisions for their lesson plans based on the needs of the specific children in their classroom.



Infants, Toddlers, and Twos

Learn from the Start™, a proprietary, milestone-based curriculum for infants, toddlers, and 2-year-olds, encompasses every aspect of life in the classroom: an engaging environment, meaningful and nurturing teacher-child interactions, and intentionally planned learning experiences. This curriculum focuses on language development, as well as social-emotional and physical development. Teachers plan individual and group experiences that allow children to interact with others, as well as with their environment, based upon observational assessments of research-based milestones.

Early Preschool

Our proprietary Early Preschool curriculum, *Learn as We Grow™*, provides teachers and children the tools they need to make the leap to Preschool by building the routines and self-help skills all independent learners need! This unique program helps children learn to understand and manage their environment and routines, develop self-help skills, and grow in their abilities as a social child in a classroom with others. Teachers intentionally plan for learning experiences but also model and practice critical-thinking skills that support everyday routines and choices.

Preschool and Pre-K

Early Innovators™, our proprietary curriculum for 3- to 5-year-old children in Preschool and Pre-K, is inspired by the STEM approach to early childhood education. STEM is an acronym for science, technology, engineering, and math education. In the STEM approach, science, technology, engineering, and math are a part of everything that happens in the classroom because the skills and knowledge in each discipline are deeply connected to the real world

and to how children learn most effectively. Our daily routine includes a deliberate mixture of independent learning opportunities and teacher-led learning activities planned with specific outcomes in mind for each individual child.

Junior Kindergarten

Our school may offer a Junior Kindergarten program if there is a need. Our Junior Kindergarten program is dependent on children's birthdays, their completion of Pre-K, and their specific needs. The Junior K program features nationally recognized and award-winning kindergarten curricula aligned with state standards and adapted to meet the developmental needs of older 4-year-olds and young 5-year-olds. Junior Kindergarten promotes self-regulation, organization, and academic readiness within a gradual release of responsibility model and a progression from large group to small group to independent learning.

Private Kindergarten

If we have enough interest from our families, our school may offer a Private Kindergarten program. In accordance with state requirements, the students in our Private Kindergarten classroom must meet the entrance age for kindergarten determined by the state and district in which they reside. Our Private Kindergarten program is taught by a degreed teacher and has a lower teacher-to-student ratio, which provides more time for individualized instruction. This program features nationally recognized and award-winning curricula aligned with state standards for kindergarten. In this classroom, we balance structure and academic focus with child-directed learning centers, free-choice times, exploration, and outdoor play.

School-Age Programs

My Best Self™, our proprietary before- and after-school curriculum, is a fresh new way to approach character development through our clubs. This program supports students' success and personal growth by beginning and ending each school day with a focus on goal-setting and reflection. Character development is built into each of the clubs—helping the children in our school-age programs grow through the development of their five Core MEs.

We also offer a dynamic, fun-filled school-age Summer Camp program, including age-appropriate activities and field trips. Our school-age Summer Camp is designed for children who have already completed their kindergarten year through age twelve.

Elective Programs

We believe educational options should be available, and we appreciate the needs of parents and our clients when building elective programs in our schools. Ask your school director what elective programs are available for your child.

Lesson Plans

Staff in each classroom will post lesson plans that provide you with information on the week's activities and the skills to be developed through the activities and learning experiences.

As part of our *Grow Fit* program you may also notice that teachers incorporate nutrition and physical activities into their daily lesson plans. Each classroom provides physical activity daily, including outdoor activity twice daily as weather permits and indoor movement activities throughout the day. The amount of time children are encouraged to participate in physical activity is developmentally appropriate and may increase with age.

The Classroom Experience

In the La Petite classroom, we provide children with the time, materials, and guidance they need to understand their world and to communicate that understanding in ways that are meaningful.

La Petite recognizes that children are naturally curious about the world around them and learn critical foundational science, math, reading, and writing concepts through hands-on experiences. We support children's active exploration and investigation through intentionally planned individual, small group, and large group activities.

The Classroom Environment

Research has shown that when children feel safe and secure in their environment, they are better able to focus and learn, making deeper connections between new information and their prior knowledge. To support children's development and sense of security, our school environment is clean, safe, and well planned.

We make a concerted effort to place all children in appropriate classrooms and provide activities and learning experiences specially designed for each child's needs and abilities. Children are encouraged to work and play together in small groups around the classroom. In our environment, you will see your child involved in meaningful, self-directed activities, as well as teacher-initiated instruction.

The child-sized furniture, equipment, sinks, and toilets will help your child develop self-reliance in taking care of his or her personal needs. Your child's learning experiences will be enriched by the materials and equipment we provide, such as blocks, computers, puppets, musical instruments, games, and books.

The classrooms are arranged into learning centers that encourage exploration within a predictable daily routine, including small and large group times. Your child's learning experiences will be enriched by the space we create and the materials and equipment we provide.

SCHOOL SAFETY PLEDGE

We believe that empowering the children in our schools to make safe choices can positively affect the safety of the school. This is accomplished by following our "Safety Starts with Me" Pledge.

Safety Starts with Me

- I will listen.
- I will follow directions.
- I will use equipment and materials safely.
- I will stay where my teacher can see me.
- I will use words and actions in a helpful way.

This is my pledge.

TRANSITIONS

Transitions Between Home and School

A positive daily transition from home to school for your child is a collaborative effort between you and our staff. Each child reacts differently to the separation from their family when coming to school each day. Please take the time to come into the classroom with your child every day. Your child will feel more secure while at school if he or she knows that you value his or her teacher, friends, and environment.

If this is your child's first time in a group setting, we encourage you to spend additional time in the classroom to help your child become comfortable in his or her new environment. Sit with your child or move around the room as he or she explores the classroom. Young children have little experience with change and often need extra time to adjust.

Never disappear without saying goodbye. Often creating a goodbye ritual—like giving a kiss in your child's palm to hold all day long—will benefit both of you.

When it is time to transition to home at the end of the day, it may be helpful to bring a favorite book or toy in your car or bag as an incentive to leave school and friends. Family Walls in each classroom are designed to allow you to see our intentional lesson plans and the details around what your child has been learning. Talk with your child about something specific you noticed on the lesson plan for the day or ask questions like, "What shall we do when we get home?" This will help your child focus on things that are consistent, building his or her sense of security.

Transitions to New Classrooms

When your child is ready to move to a new classroom, we do all we can to make this transition a smooth and successful one. We will contact you when we feel your child is ready to move. The move will always be a collaborative decision among parents, teachers, and management.

We have created procedures and protocol for teachers to use to support children when moving from one classroom to another. We also communicate with your child so he or she knows what to expect ahead of time, and we invite your child to visit the new classroom several times so as to become secure with the new environment, teacher, and classmates.

TRANSITION TO A NEW SCHOOL

The transition to a new school can be a big adjustment for a child. Because we do focus on children's social, emotional, and cognitive development every day in our classrooms, we are confident that the children in our classrooms will be prepared for this change.

If your child is struggling with feelings of loss or anxiety about an unknown future, you may see an increase in behavior problems, social withdrawal, or a tendency toward regressive behaviors (thumb-sucking, separation anxiety, etc.) for a short period of time, even in older children, while they are adapting. This is completely normal. We have resources to support you and your child through this. And in quieter moments, make sure to express sympathy or empathy to your child, and provide some extra reassurances and snuggles during this transition.

ACCREDITATION AND QUALITY RATINGS

We are strong proponents of pursuing national and state recognition through programs such as the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), AdvancED, the National Early Childhood Program Accreditation (NECPA), and the Quality Rating and Improvement Systems within each state, where applicable. It is our goal to have our schools successfully accredited or quality rated. As a result, you will find that many policies and practices used by our schools are based directly on the standards and criteria established by these accrediting and quality rating institutions. We are committed to providing high-quality care and appreciate the opportunity to continuously improve our program to best meet the needs of the children and families in our care.

PROGRAM ASSESSMENT

We continually assess all aspects of our programs in a variety of ways, including classroom observations, quality assurance checks, and annual parent surveys. We encourage your active involvement in assisting us with this process.

The most important assessment tool at our disposal is the progress of your child and how he or she learns and masters new skills and abilities. Our teachers engage in ongoing

professional development around the use of our proprietary assessment program, as well as how to observe and assess the children in their classrooms as they are engaged in their daily activities and experiences, and how to document the skills that the children have mastered. Our teachers are also supported in creating lesson plans with activities that are based on each child's individual assessments.

STAFF TRAINING

We have identified certain skills and competencies teachers must have to meet the care and early education needs of children. Following a careful selection process, each staff member receives ongoing training, beginning with our New Employee Orientation Program. Our management staff observes all teachers and provides feedback to ensure we are providing the most developmentally appropriate, high-quality learning opportunities possible.

We strongly support the professional development of our staff, offer a Professional Development Day annually and engage our teachers in ongoing professional development throughout the year through e-learning opportunities and staff training. Teachers are provided with in-service training and a wide variety of other resources to develop, maintain, and update their teaching skills. Our management staff also receives a thorough orientation to their role and responsibilities including ongoing leadership training through each school year.

TELEVISION AND OTHER PASSIVE MEDIA SOURCES

We limit television/passive media in our school because we focus on interactive learning experiences. When media is used, it directly connects to the intentionally planned curriculum and each program is previewed and approved by the management team before the children see it. After viewing, the teacher will discuss the program with the children to help them develop critical-thinking skills. Families are given advance notice of the title of the media piece to be shown to allow them time to decide whether or not their child may see the program. Children are not required to view a program, and other activities are always available.

FAMILY INVOLVEMENT AND COMMUNICATION

OPEN DOOR POLICY

Our goal is to collaborate with you to ensure your child has the best experience possible, so we encourage you to visit at any time and join us in our activities. Families are the most significant people in each child's life. Because you know your child better than anyone, we depend on you to help us learn about your child, starting with your initial visit when we gather information from you. We seek your active involvement and input in the school's programs, particularly in ensuring your child's progress, and also to assist us in determining program goals and improvements.

All families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender, abilities, or preferred language are welcome to participate and are included in all aspects of our program and in your child's classroom, including volunteer opportunities. We appreciate families sharing their talents, time, and traditions and invite you to join us for events held throughout the year.

PARENT-TEACHER CONFERENCES

While you will receive ongoing updates on your child's development throughout the year, we encourage you to schedule meetings with your child's teacher whenever you have questions or concerns. In addition, we offer parent-teacher conferences twice a year. At our parent-teacher conferences, we share with you your child's confidential and individualized assessments. This gives you the opportunity to discuss your child's interests, progress, observations and milestones seen at home, and any other questions you may have regarding our programs or your child's development on the School Readiness Pathway. In addition, during conferences we may use these assessments to share ways for you to support your child's growth. Your director will contact you to schedule your conference. We hope you will take advantage of these opportunities to visit with the teacher to discuss your child's interests and progress.

SOCIAL MEDIA

We encourage our families to engage with us both at school—and online. Our Facebook, Twitter, YouTube, Pinterest, Instagram, and Google My Business pages are excellent sources for informative school updates, helpful parenting tips, and fun interactive media. These online communities are also great places to share stories of wonderful experiences with our schools, as well as cute pictures of your little one having fun.

COMMUNITY RESOURCES

If you are interested in family education opportunities or child and family support services, please let us know. We are happy to provide you with information on the community services and programs available in your area, including health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services.

NEWSLETTERS

In an effort to keep you informed of what we are doing at the school, we publish and distribute a monthly newsletter with important information about child development issues, home activity ideas, and information about the curriculum and School Readiness Pathway. We also announce upcoming activities and events, as well as introduce new teachers. Newsletters are made available to all parents of enrolled children. You will also notice a variety of flyers in the school with information on special events, programs, and reminders.

STAFF PROFILES

In order to help you become better acquainted with the staff involved in the care of your child, information on each staff member is posted, including their experience, education and/or specific qualifications, as well as hobbies and interests. We encourage you to take some time to get to know your child's teachers and build a relationship to better support your child's growth and learning.

ENROLLMENT AND TUITION GUIDELINES

ENROLLMENT AND TUITION

Enrolling Your Child

When you enroll your child with us, you are required to complete the Enrollment Registration Information packet. These forms give us vital information about your child so we can provide the best possible care. It is imperative for your child's health and safety that all forms are accurately completed and submitted to management for review **before your child's first day**. There may be other state-specific forms that must be completed as well.

If your family participates in any state or federal child care subsidy programs, please review your program details for any terms and conditions which may affect your child's enrollment at our school.

Communication

Within the Enrollment Registration Information packet, you will be asked for telephone numbers where you can be immediately reached. **Please notify us if you have any changes to your contact information.** For your child's health and safety, we must be able to quickly reach you while your child is in our care. You will also be required to provide us with the names and telephone numbers of at least three other persons that you authorize to pick up your child from school. Please inform these persons that they are required to come to the office before they go to your child's classroom, and they must bring valid, government-issued identification.

Families may also sign up to use our electronic communications system. If you choose to receive electronic communication, ensure that you provide a valid email address so that you may receive notifications about your child's growth and development.

Tuition

While completing the Enrollment Registration Information packet, you will be asked to sign an Enrollment Agreement that explains the terms and conditions of enrollment and our fees. In addition to tuition, we require a non-refundable annual registration fee. Tuition payments are due each Monday (or the first day of attendance) for the current week. **For the safety of our children and staff, cash is not accepted for tuition payments.**

Online Payments

As part of the registration process, an account will be created for you in our online portal called Family Link. All schools have online payment services available within this tool. The payment preference is a recurring debit card payment or ACH (Automatic Clearing House) payment through a checking account. Credit card payment options are also available, although we may restrict which types of cards will be accepted. Recurring payments are only available when using debit cards and ACH payments, not when using credit cards. Please see your director for details.

In-School Payments

Parents may make payments in school by using a credit card, debit card, check, money order, or cashier's check. **We do not take any cash payments.**

GENERAL FEES

Late Fees

Late payment fees will be assessed if all tuition and other charges are not paid on/before the due date. Late pick-up charges will also be assessed to parents who leave their children beyond scheduled times, as well as past the school closing time. If you are unable to pick up your child before the school's scheduled closing time, please call us as soon as you know you will be late.

Notification of a late payment or a late pick-up does not exclude parents from being charged the outlined late fees.

Returned Payment Fees

Checks are processed by TeleCheck Services. If you write a check that is returned to us for any reason, you will be charged a returned check fee. The fee and the amount of the original check must be paid via money order, cashier's check, or credit/debit card (if available). If you write two checks to the school that are returned for any reason within a six month period, you will be required to make payments via money order, cashier's check, or credit/debit card (if available) for the next six-month period.

PROGRAM FEES

Activities outside of the general curriculum may require additional fees. **For the safety of our children and staff, cash is not accepted for the payment of program fees.** Based on the interest of families in our school and the availability of resources, we offer several extracurricular opportunities during the traditional school year that you may choose for your child. These activities may include computer usage, dance, art, gymnastics, and music.

To participate in extracurricular activities, a properly completed and signed permission slip and payment of any related fees are required prior to the activity.

Elective Programs

Children enrolled in some elective programs may be charged an additional fee. Your director will notify you of the amount and due date of this fee.

Summer Camp

There is a mandatory summer registration fee. Our summer camp curriculum also includes special activities each week. Calendars describing the plans for your child's classroom will be provided. You may be required to pay a summer activity fee in addition to tuition and the summer registration fee. Please see your director for additional information.

School-Age Programs

We welcome our school-age children to attend additional days, such as school district in-service days, school holidays, and emergency closures, as space permits. Please schedule these days in advance, when possible, with your director. An additional charge will be applied for these days.

To ensure a safe and developmentally appropriate environment for each child in our program, school-age children may only attend our program during official school breaks, emergency closures, before and after a regularly scheduled school day, and before and after kindergarten and Pre-K part-time programs. **School-age care will not be provided due to the following situations: suspension from school, expulsion from school, illness, or any other time when school is regularly in session, but the child is not in school.**

CHILD ABSENCES

Absences

If your child is going to be absent, you must notify us; if your child is ill, you must notify us as to the nature of the illness, particularly if it is contagious. **No allowances, credits, refunds, or make-up days shall be made for occasional absences.** Tuition must still be paid in full. Additionally, if your school-age child rides our bus and is absent from elementary school for the day, you must notify us as soon as possible.

Reservation Fee/Vacations

If your child is going to be absent for a full week (Monday to Friday), a reservation fee will be granted with advance notice to the director, if possible. The reservation fee must be taken in full week (Monday to Friday) increments. Please ask your director for details about the amount of your reservation fee.

If you choose to withdraw your child, he or she will only be eligible for readmission based upon space availability and if all other enrollment criteria are met, including a payment of a non-refundable registration fee at the current rate. Reservation fees may not be used during a final two-week withdrawal period.

DISCOUNTS

You are only entitled to one form of discount, which cannot be combined with other discounts offered by the Company or other sources (such as state subsidies and/or discounts). Special promotions and discounts are not valid with other offers and may not be available to company associates or their immediate families. Please see your director for details.

Multiple Child Discounts

When multiple children from the same family attend the school, a 10 percent discount from the usual tuition fee may be granted once a second child begins attending and for each child who attends thereafter. To take advantage of this discount, full tuition must be paid for the child with the highest tuition base. The discount is then applied to the other child enrolled from the same family. In most cases, the discount will apply to the tuition for the oldest child.

Corporate Partnerships

Your family may be eligible for a tuition discount if there is an existing corporate partnership between our school and your employer. Please contact your human resources or benefits department to determine if your employer has a corporate partnership with us. It is a family's responsibility to request any corporate partnership discounts. Discounts **will not** be applied retroactively.

WITHDRAWAL AND DISENROLLMENT

Withdrawing Your Child

If you decide to withdraw your child from our care, you are required to give two weeks' notice. If notification is not provided, you will still be responsible for all tuition and fees for the two weeks, whether or not your child is in attendance. After you have withdrawn your child, he or she will only be eligible for readmission based upon space availability and if all other enrollment criteria are met. If an outstanding balance existed when your child was withdrawn, you must bring your account current before we can consider you for re-enrollment. If your child is eligible to re-enroll, you must pay a new non-refundable registration fee at the current rate. Reservation fees may not be used during a final two-week withdrawal period.

Disenrollment

In certain circumstances it may be necessary to discontinue a child's enrollment. This decision is based on the best interest of the child concerned, other children in the class, and the well-being of everyone at the school. Every effort will be made to correct a situation before a final decision is made (i.e., moving a child to another class, redirecting behaviors, providing choices, separating children who are not getting along, or other interventions).

A child may be disenrolled based on the child's behavior/actions or those of the parent guardian or their guest.

Behaviors which may lead to a child's disenrollment include, but are not limited to:

- Abuse of other children, staff, or property
- Continued violation of policies
- Disruptive or dangerous behavior

Disenrollments due to **parent/guardian or their guests' behavior** include, but are not limited to:

- Abuse of other children, staff, or property
- Continued violation of policies
- Disruptive or dangerous behavior
- Disruptive or dangerous behavior by an individual identified as an authorized or emergency pick-up person
- Use of inappropriate language while on school property, including parking lots and playgrounds
- Smoking on school property, including parking lots and playgrounds
- Use of any type of corporal punishment on any child, whether they are enrolled in our program or not, while on school property
- Use of verbal abuse, causing undue embarrassment and/or causing emotional distress to any child or adult
- Threats or threatening behavior, regardless of who is the target of the threat
- The possession of firearms, ammunition, and other weapons while on school property or at any event sponsored by the school; uniformed law enforcement officers may have their firearm on them while on school property
- Repeated late pick-ups
- Non-payment of tuition by the due date

Should it be determined that our school is unable to meet the needs of the child or the expectations of the parent/guardian, it may be necessary to discontinue a child's enrollment.

This is a partial list and we reserve the right to end the enrollment of a child at any time for any reason deemed appropriate. Whenever possible, prior notification will be provided to the parent.

OPERATIONAL POLICIES

DAYS OF OPERATION AND CLOSING INFORMATION

Days of Operation

Our schools are open Monday through Friday, all year long. We are closed in observance of these holidays each year:

New Year's Day	Labor Day
Martin Luther King, Jr. Day/Presidents' Day*	Thanksgiving Day
Memorial Day	Christmas Day
Independence Day	

*To promote the professional growth and development of our staff, we will be closed either Martin Luther King, Jr. Day or Presidents' Day for in-service training focused on educational philosophies, curriculum, health and safety policies, and general school operations. Please contact your school to find out which holiday your school is closed.

If any of the above observed holidays fall on a Saturday, we will be closed the preceding Friday. If any observed holiday falls on a Sunday, we will be closed the following Monday.

No allowances, credits, refunds, or make-up days shall be made for holiday closings. Tuition must still be paid in full.

Emergency Closing and Inclement Weather Information

If the school must close after you have dropped off your child, you or your designated emergency contacts will be notified by school management so that you can make appropriate arrangements for picking up your child. The director and any necessary staff will remain with your child until you or an emergency contact arrives. You are responsible for ensuring that your contact and emergency contact information is up-to-date.

PERSONAL ITEMS

Appropriate Dress for School

Please dress your child for school in comfortable, washable play clothes that will allow him or her to thoroughly enjoy the classroom, playground, and all school activities. Please dress your children in school-appropriate clothing. Please do not bring your children to school in clothing that is overly revealing, that may pose a choking hazard, and/or that is inappropriate for the anticipated weather. Please take into consideration current weather conditions, as well as the unexpected changes in the weather that may necessitate a change in apparel. This may include having a jacket, coat, mittens, gloves, and hat for days that become colder or the ability to change into a lighter weight shirt, pants, or shorts for warmer days.

Tennis shoes or other closed-toed shoes must be worn at all times; **flip-flops, sandals, or open-toed shoes are not permitted.**

Personal Items to Bring to School

To help us keep your child happy, safe, healthy, clean, and comfortable while in our care, please bring at least one complete change of clothes. Accidents and spills can happen at any age. **Please place your child's first and last name (in permanent ink) on each article of clothing and all other personal items you bring to the school.**

Limited use of handheld electronic devices may be permitted with parent permission. Please see your director for details.

If your child is able to sleep on a cot, please provide us with a blanket for nap time. Keep in mind the small size of your child's cubby, which precludes us from storing larger bedding items. Infant and toddler parents should talk to school management before bringing bedding items to the school.

Personal Items to Leave at Home

Please do not bring any valuables that you and your child treasure, such as favorite books, jewelry, or toys from home. Please help your child understand why it is not wise to bring toys or other objects to school that they may not wish to share with the group. We cannot be responsible for lost or damaged items.

In order to ensure the safety of the environment of our centers, necklaces (including teething necklaces), bracelets, and teething beads are not permitted for use by children 3 years, 11 months, and younger. Children who must wear a necklace for religious reasons may do so with written parent permission.

Lost and Found

If your child is missing anything, please inquire at the school as soon as possible. It is much easier to return a lost item if it is labeled with the child's first and last name, so remember to label everything.

NUTRITION GROW FIT™

Through our *Grow Fit* program, we emphasize the value of teaching children healthy habits and giving them the tools to make healthy choices long after they leave our school. *Grow Fit* includes a number of healthy offerings and practices such as providing healthy choices at meals and snacks; opportunities indoors and out for children to engage in physical activity; and supporting families with resources for making healthy choices at home.

By working toward the following **five goals**, we are helping to build an entire generation of healthy kids:

- Physical Activity: 1-2 hours every day.
- Screen Time: At school, no more than 30 minutes weekly.
- Food: More fruits, veggies, whole grains, lean meats, beans, and legumes. Meals served family style. No fried foods.
- Beverages: Water, whenever. No juice or sugar-sweetened drinks. For ages 2+; low-fat or nonfat milk offered daily.
- Infant and Toddler Feeding: Breastfeeding moms can provide their milk to their infants and are welcome to breastfeed during school time.

You will see evidence of the program through lesson plans, newsletters, and school-wide events. If you have any questions regarding the *Grow Fit* program or your children's meals please contact your director.

Meals

Meals at our school are served family style, which may include children assisting in table setting, serving, and cleaning up, where local health departments allow. Menus include foods which meet daily nutritional needs, as well as state licensing requirements. Our menus are posted and copies are made available to you. There may be times when we have to substitute one food for another, while maintaining the nutritional content of the overall

menu. Substitutions will be posted in order to keep you apprised of what has been served. We encourage children to sample new foods and to taste what is being served; however, we cannot require children to eat or in any way punish them if they choose not to eat all foods served. If breakfast is not served at the school, we ask that children have their breakfast before arriving at the school.

Our first and foremost priority is to ensure that we provide a healthy and safe environment for the children in our care. Therefore, **outside food will not be permitted in the school.** Exceptions may be approved if a child is unable to eat what is being served at the school due to religious reasons, special dietary needs, and/or severe allergies. Vegetarian options are available at every meal. Any exceptions must be discussed with your director prior to any food being brought into the school.

For those children not yet eating table food, please bring a day's supply of meals, including prepared and capped bottles that are labeled with the child's name, date, and contents, except in those locations participating in the Child and Adult Care Food Program (CACFP). **At CACFP locations, infants will be provided with milk-based or soy-based formula (depending on dietary requirements), iron-fortified infant cereal, jar foods, and table foods (once the infant is developmentally ready). Parents of infants who do not want their child to consume the food that is provided must inform the director that they are refusing and must also provide their own food labeled and packaged according to LCG and state licensing requirements including the child's name, date, and contents.**

Federal Food Program (CACFP) Participation

Many of our schools participate in the Child and Adult Care Food Program (CACFP). The CACFP is a federal program of the Food Nutrition Services, United States Department of Agriculture (USDA). The primary goal of the CACFP is to improve the nutrition of children 12 years of age and younger. The program provides support to licensed child care programs to provide high-quality, nutritious, and appealing meals and snacks to infants and children in our care. The CACFP strives to give children the foundation they will need to make good healthy eating choices and make good nutrition a part of their everyday lives. As a part of your enrollment process, you may be asked to fill out forms that are required for schools participating in this program.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs, are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at 800.877.8339. In addition, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866.632.9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights,
1400 Independence Avenue SW, Washington, D.C. 20250-9410;
(2) Fax: 202.690.7442; or
(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

ACTIVITIES

Outdoor Activities

Outdoor play is an essential part of your child's day. We will monitor the weather throughout the day to ensure the safety of the children. Should environmental conditions prohibit safe outdoor activity, teachers will provide additional indoor opportunities for physical activity.

Children who are well enough to attend school must be well enough to participate in all activities, including outdoor play. Please be sure your child has adequate outdoor clothing.

Water Activities

Your child may participate in water activities with us during our warmer summer months with your written authorization. School-age children may attend public swimming facilities as part of the summer activity program. We follow all state regulations in regards to maintaining lower staff/child ratios in relation to water activities and ensuring child safety.

Children may also participate in "Splash Days" during the summer months. The children will have the opportunity to run and splash in sprinklers, use water tables, and use water toys. If your child will be participating in water activities, you will be asked to send your child to school with sunscreen, a swimsuit, water shoes, a towel, and any other necessary water items on these days. In addition, we require a signed authorization for the application of sunscreen or insect repellent.

Celebrations, Holidays, and Birthdays

Celebrating holidays and birthdays is a meaningful and fun experience for children, families, and teachers. Holidays are a reflection of the cultural and ethnic diversity of our families and are an opportunity for children to learn about each other. We encourage families to share their own traditions as a wonderful benefit to their children, and a great way to become involved in the classroom. We ensure that the holiday experiences are developmentally appropriate for the children in our classrooms, reflective of the diversity of the families in our programs, and meaningful to the interests of the children.

As part of our Grow Fit program, we've made a widespread commitment to promoting wellness. This extends to celebrations, for which we strive to provide delicious and nutritious alternatives to high-sugar or high-calorie snacks and beverages. We encourage parents to bring in healthy snacks to school events, such as fruit, vegetables, yogurt, and whole grain crackers. We highly recommend you do not bring in sugary items such as cupcakes, candy, and soft drinks or salty snacks. Non-food items are welcome too! Please speak with the director prior to celebration events with any questions.

Your child's birthday is a special day for him or her and for us. We are happy to acknowledge your child's birthday within his or her classroom, and we will gladly make your child feel special. Please make arrangements for birthday celebrations at least one week in advance with the director.

Please remember healthy snacks must be purchased from a licensed food provider. Food made at your home cannot be brought to school to ensure the safety of children who may

have food allergies. **Carefully read all labels to be sure foods do not contain—and are not produced in plants that contain—peanuts, tree nuts, or other allergens.** Also, always keep in mind the risk of choking hazards for small children.

Naps and Quiet Time

Nap times are important for infants, toddlers, preschoolers, and some kindergarten children. Infants sleep “on demand,” according to their own schedule. For other age groups, our daily schedule incorporates a balance of active and quiet play, including a rest period. During this time, children are encouraged to rest, but not required to sleep. After a period of rest, children who do not sleep are allowed to get up and participate in quiet activities, while still respecting the quiet time so others can nap.

Animals at School

If state standards allow, your child may have a class pet or have the opportunity to interact with a pet as part of specialized programming. We encourage good hygiene and hand washing after handling or coming into contact with an animal and items used by animals, such as water, food bowls, and cages. You must notify us if your child has an allergy to certain types of animals and you may be required to complete an allergy packet.

Transportation To and From School and on Field Trips

Transportation may be provided for children **4 years of age and older AND 40 pounds or more. Additional restrictions may apply for transportation to and from Field Trips. Please see your director for details.**

Prior to transporting any child, we ensure that:

- We have signed permission from you to transport your child and permission to take your child on a field trip, when applicable.
- We have verification that your child is at least 4 years old AND 40 pounds or more.
- All proper loading and unloading procedures are followed.
- All children, when using smaller, multi-function, youth activity buses, are fitted with shoulder harnesses, where applicable.
- We keep an accurate list of all children being transported.
- Emergency medical transport and treatment authorization forms for each child being transported, the name of the school, the school director, and the emergency telephone numbers accompany the vehicle.
- Each vehicle has a fire extinguisher approved by the local or state fire marshal, secured in the passenger compartment and accessible to the adult occupants.
- Each vehicle includes a first-aid kit, bodily fluid kit, and emergency roadside kit.

Management is in communication with the drivers through a communication device, and each vehicle follows a strict transportation route and schedule.

Field Trips

Field trips are part of our curriculum and include on-site, off-site, and walking field trips. Children may be able to attend off-site field trips requiring a bus ride starting at **4 years of age and older AND 40 pounds or more.** Additional restrictions may apply, specifically for children ages 4 years and younger. Please see the director for additional information.

You will be notified of a planned field trip in advance by a posting in the school or on the sign-in/-out sheet. You will be asked to sign a separate authorization form to include the date, time, location, special instructions or items to bring, and the anticipated time of arrival back at the school.

The following procedures are followed when taking your child on a field trip:

- We must have signed permission from you to take your child on a field trip, including permission to transport when applicable.
- One or more staff members will carry emergency medical consent forms and emergency contact information for each child on the field trip.
- Medication is not typically administered on field trips unless it is a life-threatening circumstance (such as allergic reactions to bee stings) or a medication with a dosage interval shorter than the anticipated time for the field trip.
- Staff members will have a written list of all children on the field trip and will check the list frequently to account for the presence of all children.
- Staff members will have a first-aid kit available on field trips.
- Each child must wear a shirt, name tag, or other identification listing the name and telephone number of the school.
- Each staff member must be easily identifiable by all children on the field trip by wearing easily spotted identification and/or clothing.
- Each staff member supervising a field trip will have a communication device such as a two-way radio available or an alternate plan at the field trip location in case of an emergency.
- Staff members with training in CPR and first aid will be present on the field trip.

Field trips begin and end at the school. You may not drop off your child at the field trip site and we will not release your child to you while on a field trip; all children must return to the school before being released to their parents.

POSITIVE BEHAVIOR SUPPORT

Prevention and Response

We embrace a Positive Behavior Support model that works to prevent challenging behavior in young children. Teachers proactively help children develop the self-control and social skills they will need to be happy and functioning members of the community.

The true goal of positive behavior guidance is to help children acquire the skill of self-control. Children are more likely to develop self-control when they are treated with dignity and given clear, consistent, and fair limits for classroom behavior. We support positive teacher-child and child-to-child interactions by encouraging respectful communication, building a classroom community, and helping teachers to understand developmentally appropriate responses as children learn how to navigate classroom and behavioral expectations.

Our staff work with children to help them set their own limits, and to understand the consequences of their actions and the rationale behind classroom and behavioral expectations. Our guidance policy is proactive rather than reactive. Our staff uses positive methods of support and guidance that encourage self-esteem, self-control, and self-direction. We empower the children in our classrooms by offering choices and by encouraging them to take responsibility with classroom jobs.

When children struggle with making appropriate behavior choices, our approach is to embrace these teachable moments by helping children learn social-emotional skills, through teaching, modeling, and coaching in the moment. Our teachers respond to children's challenging behaviors, including physical aggression, in a manner that:

- Provides for the safety of the child;
- Provides for the safety of others in the classroom;
- Is calm;
- Is respectful to the child; and
- Provides the child with information on acceptable behavior.

Specifically, they will:

- Use encouragement of good choices or behavior rather than focus only upon unacceptable behavior;
- Remind a child of behavior expectations by using clear, positive statements, and modeling the desired behavior;
- Use environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior;
- Redirect behavior using positive statements; and
- Reinforce children when they make good choices.

The following types of discipline are prohibited:

- Hitting, shaking, biting, pinching, pulling, pushing, physical force, or inflicting any other form of corporal punishment to hurt a child.
- Restricting a child's movement by binding, tying, or any other type of physical restraint or time-out, including lifting or carrying a child.
- Confining a child in any enclosed area such as a closet, locker, cubicle, office, bathroom, etc.
- Mental or emotional cruelty such as humiliating, shaming, threatening, belittling, intimidating, forcing, or frightening a child.
- Depriving a child of water, meals, snacks, rest, recreation time, or necessary toilet use, or depriving of shelter or water, etc.
- Use of food or water as a reward or punishment.
- Use or withholding of physical activity as a punishment.
- Subjecting a child to harsh, abusive, or profane language.
- Leaving children unattended or unsupervised for any amount of time.
- Requiring a child to remain silent or inactive (time-outs).
- Any other form of physical abuse, emotional abuse, or neglect.

Individual Behavior Support Approach

For children with persistent, serious challenging behavior, our systematic approach supports teachers, administrators, and families in working together to assist children with whom positive behavior support techniques appear to be ineffective. The Education Department is available to support teachers, administrators, and families in this process as needed. In addition, outside support professionals may be included as needed to work with the school-family team to develop and implement an individualized plan that supports the child's inclusion and success.

If your child continues to exhibit inappropriate behavior over a period of time, you may be asked to participate in a parent-teacher conversation with the director and teacher. Children may be invited to attend as well.

Failure to sign a Behavior Intervention Plan and/or to cooperate with its terms and conditions are grounds for immediate disenrollment.

SAFETY AND SECURITY

DROP-OFF AND PICK-UP

Security Entrance System

Our school is equipped with a security entry system to protect the children in our care. This system ensures that only people with access will be allowed to enter the school. Upon enrollment, your director will provide you with security entry instructions, which will allow you full access to the school during business hours.

Do not allow other persons to “piggyback” into the building when you enter our school. While we all want to be polite and hold the door for others, the security system cannot be enforced if parents allow others to enter at the same time they do, with no knowledge of whether that person has legitimate access to the school property.

Do not share your code or card with anyone else, including your child. If your code or card is ever compromised, please see a member of management immediately. Codes will be changed periodically for security purposes.

Arriving at the School

Please keep your children with you at all times, especially when exiting your vehicle in our parking lot. Do not leave children, regardless of their age, unattended in your car when dropping off or picking up. Lock your car and keep valuables such as your purse, wallet, phone, laptop, etc., with you or out of sight. **We are not responsible for any personal belongings taken from your vehicle while it is on our property.**

You must sign in, accompany your child into his or her classroom, and let the teacher know your child has arrived. This provides a smooth transition and allows you a brief exchange with the teacher to convey information about your child and to learn of the day’s plans. Children must be supervised at all times; therefore, if you have more than one child at our school, take your older child to his or her classroom first. It is unsafe for our infants and toddlers to have older children in their rooms.

When we first open for the day and attendance is low, children may be gathered into one of several rooms before moving to their respective classrooms. Likewise, at the end of the day, as children are picked up, remaining children may be placed in a room other than their assigned classroom.

Reporting Absences

If your child is going to be absent, notify a member of management as soon as possible. If your child is ill, please notify us as to the nature of the illness, particularly if it is contagious.

If your child is enrolled in our school-age program, please let the director know about any changes to your child’s schedule. Additionally, if your school-age child rides our bus and is absent from school for the day, please notify us at least two hours in advance. This will give us adequate time to change the bus rosters and notify the appropriate bus driver.

Picking Up Your Child

When you arrive to pick up your child, allow time for your child to complete whatever activity he or she is participating in. Please remember to let the teacher know your child is leaving and to sign out as you exit the building.

We must ask you to make every effort to pick up your child before closing time. If you are going to be late, please call our office immediately. A late fee will be assessed for arriving at the school after your child's scheduled hours and/or after the school closing time. If we do not receive a call from you and cannot reach your emergency release contacts, we may be required to call local authorities to assist with the situation. Members of our staff are not permitted to take your child home with them.

Releasing Your Child

Please notify us any time someone other than a parent/guardian is picking up your child. We will only release a child to his or her parents/guardians and the persons listed on the Emergency Contact and Release list in your child's Enrollment Registration Information packet. We will not release a child to anyone (other than the parent) under the age of **eighteen (18)**, including siblings.

If a situation arises requiring someone not on the Emergency Contact and Release list to pick up your child, prior written authorization must be provided to the school. Government-issued photo identification must be shown for any person not positively known to us before we can release your child. If there is an emergency situation and you are unable to submit prior written authorization, we will use your personal information to verify your identity to authorize the release.

Under no circumstances will children be allowed to leave the school unsupervised for another location. We cannot release a child to walk to a bus stop or walk home.

Visitors and Volunteers

With your approval, other relatives or friends may be permitted to visit your child at the school. For the safety of all children enrolled in our school, all visitors and volunteers must provide current photo identification and sign in with the office upon arrival. A staff member will accompany all visitors and volunteers at all times. All visitors and volunteers must wear a Volunteer/Visitor name badge label while in our building. We adhere to all state licensing regulations regarding the health and background of volunteers.

FIRE/INTRUDER/EMERGENCY DRILLS

Our Emergency Management Plan is posted in the school and available for review at any time. We conduct fire, intruder, and emergency evacuation drills regularly. Parents, staff, and children will not be made aware of drill dates or times, as this is the most effective way to assess the success of fire and emergency/evacuation plans. During a fire/emergency drill, an Emergency Drill Sign will be posted on the front door and parents may not sign children into or out of the school, but must wait until the drill is complete and children have returned to the building. Parents can wait with their child's class in the designated safe zone outside of the building until the drill is complete.

In the event of a real fire/emergency situation, the director will inform the classroom staff that the school will be evacuated. Parents will be notified of the situation as soon as possible. If it becomes necessary to remove the children from school property, each school also has an emergency evacuation site. In the event of an emergency evacuation, you and/or your emergency contact(s) will be notified and you may be asked to pick up your child at the emergency evacuation site.

CAMERAS

Cameras are installed in every classroom, in addition to other areas of the facility both indoors and outdoors. These cameras are there for the safety and protection of our employees, children, and other persons within the child care facility.

INFANTS AND TODDLERS

REQUIRED ITEMS

Please be sure you provide the school with the following (on a daily basis):

- Three changes of clothing (including socks and booties)
- **If your child is sleeping in a crib:** crib sheet and sleep sack
- **If your child is sleeping on a cot:** cot sheet, blanket, small pillow and pillowcase
- Diapers
- Wipes
- Ointments
- Enough prepared and labeled formula or breast milk (using company labels)
- Jar food and Infant cereal (when applicable)
- Sweaters and/or jackets to accommodate indoor/outdoor temperature changes

All items must be labeled with the child's first and last names. Infant belongings (soiled clothing, used/unused bottles, etc.) must be taken home nightly and laundered or sanitized.

Infants are fed, changed, and placed in a crib to sleep on demand. They are also held while being bottle-fed and are placed in their cribs only to sleep. They are removed from the crib for playing and nurturing during their waking hours. You are encouraged to visit the school to feed, play, and interact with your infant. You are welcome to breastfeed your infant at any time. There is a designated space where you may sit and do so comfortably.

Infants will be fed formula or breast milk in accordance with parent/guardian instructions. Nothing else (i.e., juice, water, cereal, medication) will be fed to an infant in their bottle without a physician's note. Families enrolled in schools that participate in the CACFP program do not need to supply food or infant formula.

SAFE SLEEPING POSITION

In accordance with the recommendations of the American Academy of Pediatrics, we place infants on their backs to sleep in cribs with no blankets, bumpers, pillows, or wedges of any kind. Crib gyms, crib toys, mobiles, mirrors, and all objects/toys, except pacifiers, are prohibited from being in or attached to an infant's crib. Items or toys may not be hung from the ceiling over an infant's crib. Infants nap in assigned cribs according to their individual schedule. If you request that your infant sleeps with a wedge installed in the crib, documentation will be required from your physician. See your director to obtain the required paperwork. Swaddling is not permitted. Sleep sacks that do not restrict arm or leg movement may be used. Weighted sleep apparel or sleep sacks which also can be used for swaddling are not permitted.

FORMULA AND FOOD

Families are required to provide a nutritional diet for their infant. All foods, including formula, jar foods, and infant cereals, must be supplied and labeled by the parent with Company-provided labels (with the exception of schools participating in the CACFP program) including the child's first and last names, contents and date (with the exception of schools participating in the CACFP program). Glass bottles are prohibited. Bottles must be clear enough that the contents of the bottle are visible. Food will be stored in the appropriate location in the child's room. Unused portions of bottles will be discarded within one hour from the beginning of the feeding. Bottles must be prepared prior to being brought to the school (with the exception of CACFP schools). Frozen breast milk may not be stored at the school. Please fill bottles only with

the amount of formula/breast milk your child will drink at each feeding. Please do not leave any bottles, open food, or formula at the school at the end of the day. All leftover open food items not taken home will be discarded at the end of the day.

Families at schools that are participating in the CACFP program are not required to provide formula, infant cereal, baby food, snacks, or meals for their child. All foods, including formula, jar foods, and infant cereals will be provided to the children during the course of the day. Families with formula-fed infants will need to provide empty, labeled bottles for their child. The children will provide and prepare milk-based or soy-based formula (depending on dietary requirements). Parents of infants who do not want their child to consume the food and/or formula that is provided must inform the director that they are refusing and must also provide their own infant food and/or formula labeled and packaged according to LCG and state licensing requirements including the child's name, date, and contents.

DIAPERS

Families whose children wear diapers must provide diapers and baby wipes to accommodate the child's needs and replenish all items, as needed. For families who prefer alternative diapers with a cloth or disposable insert please see your director to discuss available options.

TOILET LEARNING

Learning to use a toilet is a gradual process that takes place over a period of time as a child matures physically and emotionally. Successful toilet learning depends upon the physical, cognitive, and language development of the child. For example, for a child to be ready for toilet learning he or she must:

- Be aware of bowel and bladder fullness.
- Have the muscle development to control elimination.
- Have the language and physical skills to signal the need to the caregivers.
- Have the large and small motor skills to get to the toilet on time, remove clothing, and then to actually use the toilet.
- Be willing to participate.

As you can see these are complex abilities that develop over an extended period of time.

Children show readiness to begin toilet learning when they recognize their diaper needs to be changed. At this point, a child may be ready to learn and be able to control his or her bowels and bladder. Beginning the toilet learning process too early will cause frustration for children. Toilet learning is recommended for children between the ages of 2 and 3 years old.

A child's cues and mannerisms initiate toilet learning. These may include verbal requests, gestures of pulling down pants, leading the caregiver to the bathroom, squirming in place, and pointing gestures.

We will be sensitive to these cues by asking the child to use the toilet, assisting the child on scheduled visits to the bathroom when they are most likely to need to use the toilet, giving frequent verbal reminders during the day, posting pictures of sequenced potty routines, and communicating with you to establish consistency between the school and home.

This growth period is a natural progression of independence. Toileting accidents, which will happen frequently before children master this complex task, are treated respectfully. You must bring at least three full changes of clothes, including underwear, pants, shirts, socks, and an extra pair of shoes. If the child has an accident, staff, using gloves, will assist in changing the child's clothes. For health and safety reasons, soiled clothing will not be washed or rinsed by the school. All soiled clothing will be placed in a sealed plastic bag and returned to you for pick-up at the end of the day.

Children will be assisted, as needed, when using the bathroom. Children will flush the toilet and be assisted with washing their hands with soap and water. All efforts by the child will be positively acknowledged and encouraged.

BITING

If you are the parent of an older infant or toddler, we know it is distressing to learn your child has been bitten or has bitten a friend. Experts in the field of child development agree that biting is within a range of expected behaviors among toddlers 13 months to 3 years of age. Common reasons cited for biting are: need for autonomy and control, exploration, teething, attention getting, frustration (frequently due to lack of language or unmet needs), anxiety, mimicking, self-defense, and lack of experience interacting with children in a group.

At the first sign of biting, we evaluate the environment and activities at the time of the bite. If warranted, adjustments in the environment, routines, or the transitions in the classroom may be made.

If a bite occurs, the teacher will first attend to the bitten child by comforting the child and gently cleaning the bitten area with soap and water. Then the teacher will speak to the child who bit, saying things such as "biting hurts others and is not allowed," keeping words to a minimum so the child does not get the message that this behavior is a way to get the teacher's attention. Staff will complete an incident report for the bitten child. And staff will complete an incident report for the child who has bitten and discuss the incident with the child's parents.

It is important to remember that biting is a developmentally appropriate behavior for infants to 3-year-old children. For children who continue to bite, more specific intervention will be initiated, following the Individual Behavior Support approach. Teachers and administrators will partner with families to identify personalized strategies to support the child.

In some cases, if the behavior continues, you may be asked to disenroll your child until the behavior has stopped.

Staff cannot discuss with either parent the identity of the other child involved in the incident, nor can staff discuss the medical history of any child involved in a biting incident with the other parent.

HEALTH AND MEDICAL ISSUES

MAINTAINING A CLEAN AND HEALTHY ENVIRONMENT

Our commitment to a clean and healthy environment compels us to take precautionary steps to prevent the spread of communicable diseases. Our schools are designed to be easily cleaned and maintained at high standards of sanitation. We implement and post daily cleaning and disinfecting schedules in our classrooms. Toys in the infant and toddler rooms are sanitized, as they are mouthed by children. Table tops are regularly sanitized, including before and after meal and snack times.

We promote cleanliness and good hygiene with children on a regular basis. Frequent hand washing is practiced by staff and children, and is always required before eating, after toileting, and after outdoor play.

IMMUNIZATION REQUIREMENTS

All children must be up-to-date on their immunizations before being admitted to our school. This applies to children from birth through school age. Acceptable documentation for records of immunizations must be validated by a physician or other healthcare professional with a signature or rubber stamp, and include your child's name and birth date, the number of doses and vaccine type, and the month, day, and year the child received each vaccination. Validated proof of immunizations should be submitted as your child receives new immunizations or booster shots.

If any state licensing regulations exist that exceed these requirements, the state licensing regulations will be adhered to by the school. Failure to abide by the immunization requirements may impact your child's enrollment.

In some circumstances, you will have the right to waive immunizations for your child. To do so, a written statement (or state-required form, if applicable) must be provided to us indicating the religious, cultural, or medical reasons surrounding the waiver. Talk to your director to find out if your state allows immunization waivers for child care.

PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS

In the event that your child requires Prescription or Non-Prescription medication while in our care, the following processes must take place to ensure compliance with our policies as well as state regulations.

You must:

- Personally hand over all medication to a member of management, not classroom staff.
- Complete a Prescription or Non-Prescription Medical Treatment Instruction, Consent, and Waiver form, whichever is applicable, which will be kept in the front office.

Any medication brought by you for your child must be:

- In the original container.
- Labeled with the child's first and last name.
- Labeled with the date (if prescription medicine).
- Include directions to administer the medication.
- If prescribed, include the name of the physician prescribing the medication.
- Current, not expired.

Our management staff will record the following information:

- Name of the child to whom the medicine was given.
- Name of the medication.
- Date, time, and amount of medication given.
- Name (not initials) of management staff administering the medication.

Please do not allow your child to bring medication in their backpack, diaper bag, or pocket. Medications will be dispensed at noon unless otherwise directed on the prescription. If possible, it is recommended that parents/guardians give children their medications in the morning or evening hours outside of care. All medications are stored in an area that is inaccessible to children. If required, refrigeration of medications is available. Medication is not typically administered on field trips unless it is a life-threatening circumstance (such as allergic reactions to bee stings) or a drug that has a dosage duration shorter than the anticipated time for the field trip.

For prescription medications, you must complete a Prescription Medication Treatment Instructions, Consent, and Waiver form or a state-specific form required by the licensing agency. The signed form must be renewed after ten (10) business days, from the date of the signature, but cannot exceed the prescribed duration of the medication. Prescription medications must be stored in the original container with the child's name, physician's name, date, pharmacy name and phone number, prescription name, number, and clear instructions on frequency and amount to be given to the child. No injections will be administered, with the exception of Epi-Pens.

For over-the-counter medications, you must complete a Non-Prescription Medical Treatment Instructions, Consent, and Waiver form or state-specific form required by the licensing agency. The signed form expires seven (7) days from the date of the signature unless otherwise prescribed by the child's physician. The only exception to this is for the use of diaper cream, sunscreen, and insect repellent, where one form can be completed for each child for a period of 6 months unless required more frequently by state law. Over-the-counter medications must be in the original container with the child's name clearly written and expiration date. The authorization must indicate the times the medication is to be given and the exact dosage. You must supply additional information on possible side effects of the medication.

Over-the-counter and topical medications are defined as follows:

- Topical ointments (sunscreen, bug repellent, diaper ointment, and teething gel).
- Non-prescription antihistamines/decongestants.
- Acetaminophen/ibuprofen/aspirin substitutes (Tylenol, Motrin).
- Cough suppressants.

The use of aerosol sunscreens or insect repellent is prohibited. No medication will be dispensed in a manner that is contrary to the label directions without a physician's written instructions.

ILLNESS

In addition to the physician's examination and immunization records required for enrollment, we will observe each child's health daily. We will document the following:

- Changes in behavior or appearance.
- Any skin rashes and itchy skin or scalp.
- Any boils or weeping skin rashes.
- Signs of fever, such as flushed appearance or shivering.
- Complaints of pain or not feeling well.
- Vomiting, diarrhea, or drainage from eyes.
- When a child has been exposed to a harmful communicable disease.

If we observe your child developing symptoms of illness during the day we will separate him or her from the other children to rest comfortably and be monitored by a staff member, and call you to pick up your child. For the health and well being of your child and others, your child must be kept home if he or she develops any of the following symptoms of contagious disease until the child is free of symptoms for 24 hours or the child's physician indicates, in writing, that a child can return to the school (unless otherwise directed by the local health department):

- The illness prevents the child from participating comfortably in activities, including outdoor activities, as determined by staff.
- The illness results in a greater need for care than the staff determine they can provide without compromising their ability to care for other children.

The child has any of the following conditions:

- Appears to be severely ill—lethargy, lack of responsiveness, irritability, persistent crying, difficulty breathing, or having a quickly spreading rash.
- A fever: Above 101°F orally or 100°F or higher taken axillary (under arm).
- Diarrhea.
- Blood or mucus in the stools not explained by dietary change.
- Vomiting.
- Persistent abdominal pain or intermittent abdominal pain associated with fever, dehydration, or other signs or symptoms of illness.
- Mouth sores with drooling.
- Rash with fever or behavioral changes.
- Head lice or nits, until after treatment has begun.
- Streptococcal pharyngitis (i.e., strep throat or other streptococcal infection).
- Scabies, until after treatment has begun.
- Chickenpox (varicella).
- Impetigo.
- Pertussis (i.e., whooping cough) (We follow the direction of the health department).
- Measles, Mumps, and Rubella (We follow the direction of the health department).
- Tuberculosis (We follow the direction of the health department).
- Hepatitis A virus infection (We follow the direction of the health department).
- Any child determined by the health department to be contributing to the transmission of illness during an outbreak.

(Referencing *Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide, 2nd Edition*. Aronson, Susan S., MD, FAAP and Shope, Timothy R., MD, MPH, FAAP. American Academy of Pediatrics. 2009.)

If your child has a communicable disease, please inform the school immediately so we can take the necessary precautions. We will take necessary measures to protect your child's confidentiality, and will only share the information relating to the communicable disease with those that need to know. We also will notify you if we become aware that an employee or a child in our care has contracted a communicable disease that the local health department requires us to report.

CHILD ACCIDENTS & INCIDENTS

The Program Director or Management Person-in-Charge, on the day of an incident, accident, injury, or illness involving a child (collectively called, "incidents"), will notify parents as soon as practically possible of the incident. Depending on the nature of the incident, the incident will be documented on an Incident Report, which contains at least the following information: school number and the date the report was completed; child's name, date of birth, age, and gender; a description of the incident. You will be asked to sign and will receive a copy of the Incident Report. If your child receives outside medical attention, you will also be provided with a student accident insurance claim form. The student accident insurance is a supplemental insurance policy that is an excess policy only. Your health insurance is and remains the primary responsible party for payment for the cost of treatment of your child. The policy also requires a deductible for each incident and parents/guardians have one year from the date of injury to make a claim. You are solely responsible for initiating a claim, requesting all appropriate forms, and for tracking the status of your claim. Staff cannot discuss with either parent the identity of the other child involved in the incident, nor can staff discuss the medical history of any child involved in an incident with the other parent.

EMERGENCY MEDICAL PROCEDURE

If your child becomes ill or incurs a minor injury while in our care, our staff will perform basic first aid to treat the illness or injury. If the illness or injury requires more than basic first aid, you will be contacted and asked to pick up your child to transport them to a medical care facility for treatment. In the event of a medical emergency, we may act under the authority of the signed Authorization for Medical Treatment of a Minor form in the Enrollment Registration Information packet and take the emergency measures deemed necessary for the medical care and protection of your child, including contacting Emergency Medical Services (EMS). In the event that we cannot contact you, we will make continuous efforts to contact you or someone listed by you as an emergency contact. Please keep all contact information, emergency medical information, and the authorization for medication treatment current.

CHILDREN WITH ALLERGIES

Please notify us immediately when you learn that your child has allergies as the completion of additional documentation will be required.

PEST CONTROL

Our school will control pests to protect the health and safety of children and staff, maintain a productive learning environment, and maintain the integrity of the school and grounds. We use all suitable techniques to prevent pests. In the event that we must apply a pesticide, we will use only those products registered for such use in accordance with federal, state, and local laws. The use of any pesticide by unlicensed persons is prohibited; therefore, only individuals licensed by the state will use pesticide products and the use will be in strict accordance with the product's label. We will provide you with notification via letter and/or posting (whichever is applicable) per federal, state, and local laws.

LICENSING AND LEGAL REGULATIONS

MANDATED REPORTING OF SUSPECTED CHILD ABUSE OR NEGLECT

As caring and concerned child care providers and early education educators, we take our responsibilities seriously. Abuse and neglect, whether physical or emotional, can happen

in all types of families, from all walks of life, and in varying degrees. When abuse occurs, both children and parent/guardians are the victims and need support, understanding, and help. Our staff has been trained to recognize the signs and symptoms of abuse and neglect. Furthermore, **the law requires us to report all suspected cases of abuse or neglect.**

Parents may ask the school director for a confidential referral for outside intervention and suggested resources for prevention and assistance in dealing with this sensitive matter.

STATE LICENSING REQUIREMENTS

State licensing requirements and strict enforcement of standards are in the best interest of all children. All of our schools meet or exceed applicable licensing regulations and standards. These standards relate to our facility, staff, health and safety procedures, nutrition, teacher/child ratios, and recordkeeping. Our schools are subject to inspection by state, county, and city health, fire, and licensing officials.

It is the right of the state licensing agency, as well as Child Protective Services, Social Services, or Children and Family Services to perform their duties as follows:

- Privately interview children and/or staff without prior notice or parental consent.
- Inspect, audit, and copy child and staff records without notice or parental consent.
- Observe the physical condition of the child, including conditions that could indicate abuse, neglect, or inappropriate placement and, if determined necessary, provide protective custody and/or have a licensed medical professional physically examine the child.

The school has carefully developed systems to ensure the comfort and protection of your child. As a parent/guardian, you can always expect our school to adhere to all county and state regulations governing safety, fire, nutrition, and child/staff ratios. Our inspection reports are either posted or available upon request from the school director. Our goal is to provide a safe and nurturing environment for all children with programs to suit each developmental level. We welcome your comments and suggestions that may help us achieve these goals.

CONFIDENTIALITY OF INFORMATION

Information pertaining to a child and his or her family is kept confidential at all times. Occasionally, records may be reviewed by regulatory agencies or accrediting bodies for information that may be pertinent to a child's well-being or requested by a legal subpoena. Student files are otherwise confidential and monitored only by the management. If your child is involved in an incident involving another child, our staff will not reveal the other child's identity.

REGDUE

FAMILY EXPECTATIONS

Just as we set guidelines for appropriate behavior of children, we also must ensure that parents and other adults who come to our schools know what our expectations are in terms of their interactions with our staff, other children, and parents. A child may be disenrolled based on the child's behavior/actions or those of the parent/guardian or their guest. Please review the "Disenrollment" section of the handbook for additional information.

APPROPRIATE LANGUAGE IN SCHOOL

Parents/guardians and their guests must use appropriate language while on school property. Foul language of any type is not permitted on school grounds, which includes our parking lots and playgrounds.

If a problem or concern arises, the first step is to move the discussion into a private office area where you can express your concerns with the director. We will do our best to address every problem or concern that arises. If another time must be scheduled to address the problem or concern, we can reschedule the meeting for a time at which you and the director can discuss the problem or concern.

SMOKING

Smoking is prohibited on all school property, including parking lots and playgrounds.

PHYSICAL OR VERBAL PUNISHMENT OF CHILDREN ON SCHOOL PROPERTY

We do not allow parents or their guests to use any type of corporal punishment on any child, whether enrolled in our program or not, while on school property. This includes our parking lots, playgrounds, and bathrooms. Further, while verbal reprimands may be appropriate, it is not appropriate for a parent to verbally abuse their child while on our premises. Doing so can cause undue embarrassment and emotional distress to your child or an observing child. Violations of this policy will result in immediate disenrollment from our program.

THREATS AND THREATENING BEHAVIOR

We have a responsibility to provide a safe environment for our employees, the children we serve, and other adults. Therefore, we have a zero tolerance policy regarding threats or threatening behavior in our schools, whether the threat comes from a child or an adult, and regardless of who is the target of the threat. This includes, but is not limited to, threats to do physical harm to someone or threats to retaliate in any way. This type of behavior will result in immediate disenrollment from our program.

FIREARMS AND WEAPONS BAN ON SCHOOL PROPERTY

At no time is any person permitted to possess firearms, ammunition, or other weapons on school property, or at events sponsored by the school. For persons authorized to carry concealed weapons, we respectfully request that any/all weapons be left in your vehicle during the period of time when you are in the school.

Uniformed law enforcement officers may bring a firearm onto school property regardless of whether or not they are entering in an official duty related to their respective law enforcement agency. Law enforcement officers in civilian attire, not conducting official business, are not permitted to bring firearms into the building.

Any violation of this policy may result in immediate disenrollment from our program, as well as criminal prosecution.

CUSTODY AND VISITATION ISSUES

It is our policy to not interfere with the custody relationship of a child's parents. As such, we assume that both parents/guardians have equal rights to pick up/drop off, visit, or request documents about their child. If that is not the case, it is the parent's/guardian's responsibility to provide court documents and/or legally binding parental agreements to clarify the rights and responsibilities of the parents and/or guardians. We will follow the last dated court documents, without prejudice, to either parent/guardian. We ask that parents/guardians keep the school, our staff, and other children out of any legal entanglements or other custodial issues and resolve these issues in another forum. Failure to adhere to this request may result in disenrollment.

In the case of a family in which the parents and/or guardians are divorced, both parents, regardless of which parent enrolled the child, are entitled to obtain the following documents and information typically contained in a child's file:

- Medical Documentation (i.e., immunization records, doctor's notes, medical diagnosis)
- Incident and Observation Reports
- Academic Progress Reports and Individualized Educational Plans
- Attendance Records

All financial records and the Enrollment Registration Information Packet are considered private and confidential to the enrolling parent. They will not be provided to the non-enrolling parent without proper service of a subpoena and/or court order.

STAFF HIRED BY PARENTS

We strongly discourage our employees from making independent child care arrangements with families at the school. However, in the event that you enter into an agreement with a Company employee to babysit for your family outside of the employee's normal works hours and/or outside of the school hours, it must be done away from the school and with full knowledge and understanding that the sitter enters into such an agreement as a private citizen and not as a Company employee. We cannot be responsible for our employees away from the school, outside their working hours, and will not be liable for their acts or omissions when not on our property. You may be required to sign an acknowledgment and waiver to this effect. If you hire a staff member to work for you and that employee resigns their position with us in order to accept your employment offer, you will be required to pay the Company a \$1,500 finder's fee.

In addition, staff is absolutely prohibited from transporting children to or from the school in their personal vehicles without a signed Release of Liability form from the parent/guardian.

PERSONS APPEARING TO BE IMPAIRED BY DRUGS OR ALCOHOL

If a parent or other adult enters the school to pick up a child and appears to be intoxicated either by the smell of alcohol or his or her actions appears to be impaired, we may refuse to release the child to them and call another contact on the emergency contact list to pick up the child. If the intoxicated individual becomes aggressive or unruly, the director may notify the local authorities.

RESOLUTION OF DISPUTES

In the event that a dispute arises out of or relates in any way to our services, we encourage you to attempt to resolve such matters in good faith directly with management. Your director can provide you with the contact information for additional management personnel who will be happy to work with you to resolve any issues you may have.

NON-SOLICITATION AND NON-DISTRIBUTION POLICY

It is our policy to prohibit employees and non-employees from direct or indirect solicitations of any kind.

The company prohibits:

- The distribution of literature for any purpose by employees in working areas on Company property.
- The distribution of literature for any purpose by employees in non-working areas of Company property during employees' working time.
- Commercial solicitation by a commercial solicitor of any kind.
- Personal solicitation of any kind by employees on working time.
- Solicitation or distribution to employees, customers, vendors, or visitors by non-employees at any time on Company property and premises within the Company's control.

For more details, please see the school director.

NOTES

**STAPLE PARENT (YELLOW) COPY OF THE ENROLLMENT
REGISTRATION INFORMATION PACKET HERE**



brightwheel Terms of Use Agreement and Waiver Form

Policy Statement: The following applies to Learning Care Group, Inc. and its affiliated schools: Childtime Childcare, Inc.; Creative Kids Learning Center; Everbrook Academy; La Petite Academy, Inc.; Montessori Unlimited; The Children's Courtyard, Inc.; Tutor Time Learning Centers, LLC (collectively "LCG").

brightwheel is a platform which allows the child care center to utilize technology to electronically communicate with parents/guardians of enrolled children through emails and/or mobile applications.

The Children's Online Privacy Protection Act of 1998 (COPPA) prohibits unfair or deceptive acts or practices in connection with the collection, use, and/or disclosure of personal information from and about children on the Internet.

1. USE OF THE SERVICE

- a. Due to the necessity of ensuring the privacy of children and employees of LCG, the service is made available to you for personal use only. All users must be at least eighteen (18) years of age. In accepting these terms of use, you agree that you are more than 18 years of age and are fully able and competent to enter into the terms and conditions set forth in these Terms of Use.
- b. Only parents/legal guardians may be given authorization for use of the brightwheel service. You must notify your school immediately of any breach of security or unauthorized use of your account.
- c. Your use of the service is subject to your acceptance of and compliance with the Terms of Use. LCG reserves the right to refuse service to anyone at any time without notice for any reason. LCG reserves the right to investigate your use of the service in order to determine whether a violation of the Terms of Use has occurred or to comply with any applicable law, or legal process.

2. YOUR ACCEPTANCE

- a. By registering your brightwheel account or otherwise using the service you signify your agreement to these terms and conditions (the "Terms of Use") in addition to those of brightwheel. The Terms of Use contained within this document are proprietary to LCG and are independent of those of brightwheel.
- b. Your school is not responsible for any failures, technical or otherwise, of the brightwheel software.
- c. Although we may attempt to notify you when major changes are made to these Terms of Use, LCG may, in its sole discretion, modify or revise these Terms of Use and policies at any time, and you agree to be bound by such modifications or revisions.

3. ACKNOWLEDGEMENTS

- a. I am the custodial parent/legal guardian primarily responsible for the enrolled child.
- b. I understand that pictures of my child may be taken to be sent to me through brightwheel and that my child's image may be sent to other participating brightwheel families as part of group activities or classroom photos.
- c. I understand that notifications will be sent to me based on my preferences in the Enrollment Agreement.
- d. I understand that I need to keep the school updated of any changes in my email address to ensure I receive updates on my child.





La Petite Academy® Family Handbook Acknowledgement

I have read the document entitled “Family Handbook” and have received a copy of the “Family Handbook.” I understand that it is my responsibility to read and follow the policies in the Family Handbook.

The terms of this handbook may ONLY be altered, revised, modified or deleted by the Company, in writing.

Parent or Legal Guardian's Name (Please Print)

Signature (Parent or Legal Guardian)

Date

Child's Name (Please Print)

Director's Signature

Date

Duplicate Carbon Page



LaPetite.com

Appendix K- Emergency Preparedness Plan- Learning Care Group



Emergency Notification Plan for Natural and Man-Made Disasters

In the event of a natural or man-made disaster (blizzards, floods, road closures, school lockdowns, etc.) that requires the center to shelter the children in place, the center will utilize its emergency management procedures to ensure the safety of your child.

In the event of an emergency, the Director or Management Person-In-Charge will be responsible for ensuring that special needs medication/devices/foods are transported in the event of an emergency as well as contacting 911, if necessary.

In the event of an evacuation, you will be notified of the situation as soon as possible by phone and may be asked to pick up your child at the evacuation site. We will contact you in one of the following ways: phone, email, electronic application update.

We will continue to notify one of your emergency contacts until we are able to reach you. In the event that you and your emergency contacts are unable to be reached, we will contact the authorities to assist us in notifying you. The director and any necessary staff will remain with your child until you or an emergency contact arrives. You are responsible for ensuring that your contact and emergency contact information is up-to-date. ***Please review this policy with your emergency contacts.***

In the event that it becomes necessary to remove children from the school property, the children will be evacuated to:

Evacuation Site Location:

Address:

Nearest Cross Streets:

Phone Number:

Designated safe areas, both inside and outside the school, as well as evacuation routes, are posted in each classroom. Emergency drills are conducted monthly. Please follow any directions we provide for reuniting you with your child. We will follow the directives of professionals who are in control of the emergency, such as the police or utility companies. If we cannot be in contact with you, please listen to your local television or radio reports. Although this can be an upsetting situation to be separated from your child, remember safety is our first priority. Once the emergency has been resolved, your child will be released to you, following our normal, daily, sign-out routine which includes producing photo ID.

Children with Special Needs: If your child has special needs, please complete the Emergency Evacuation Plan for Children with Special Needs so that we may ensure that your child receives the care that s/he needs. Please partner with the Principal to create an individualized plan for evacuation should your child have special needs necessitating such a plan. Non-mobile children with special needs will be transported from the building using one of the following methods: wheelchair (if applicable), emergency cribs (not occupied by infants), stroller, or school bus.

For further details, the full Emergency Management Plan is available at the school for your review



Emergency Preparedness Plan

For Natural and Man-Made Disasters

This plan applies to the operations, and resources necessary to ensure the continuation of La Petite Academy's essential functions, in the event that its normal operations are disrupted or threatened with disruption. The scope of this plan applies to La Petite Academy employees and is not for distribution to families of children enrolled in care.

All schools will maintain emergency contact information for all currently enrolled children. If a school is directed to leave the building and go to an emergency off site location, a member of management will be responsible for transporting this information. Prior to leaving the school, a message will be sent to all parents through the Electronic Communication System, which will notify them that an evacuation is taking place. Emergency phone chargers will be kept in the offsite emergency bag that goes with management.

Purpose: La Petite Academy is committed to the safety and well-being of all children in care as well as employees. This plan is designed to ensure that in the event of an unusual occurrence or disaster, the center is capable of performing functions that are essential to its ability to continue operations after the event has passed. This document provides planning and program guidance for ensuring the continuity of these essential operations under all conditions. Such events that may threaten the continuity of operations include: acts of nature, accidents, technological emergencies, and military or police incidents.

The objectives of La Petite Academy in responding to a hazard situation include:

- ☐ Ensure safety of all employees and children in care.
- ☐ Achieve timely stabilization of an emergency situation.
- ☐ Reduce or prevent disruptions to operations.
- ☐ Ensure that the center has identified location(s) where it continues to provide care, as appropriate, during an event.
- ☐ Protect essential facilities, equipment, assets and records in the event of a disruption in business.

Assessment

Preparedness Level	Description
None	An event with no warning. Example: Fires
Moderate	An event with moderate (1-2 days) warning. Example: Severe weather that is unusual for the area or season.
High	An event with a high (3+ days) degree of warning or predictability. Example: Severe weather that is typical for the area or season.

If the event is an emergency, call 911. For all events, Directors must immediately notify the District Manager and Reportable Issues.

An emergency condition may require the relocation of La Petite Academy employees and children enrolled in care to a location identified in the **Emergency Management Plan**. Employees and children enrolled in care may not be able to return to the site immediately following the event.

As soon as it becomes apparent that there will be a delay in the location's opening beyond a period of 3 days, the Director or Management Person-In-Charge will partner with the District Manager to determine which Learning Care Group childcare centers will support La Petite Academy staff and children and the continuation of childcare.

NOTE: Employees may not enter the building after an event until they have received permission through an "all-clear" from a facility manager, structural engineer or Viox mechanic.

Assessment: During or Post-Event, As Applicable	
Business Hours	Non-Business Hours
☐ Is the facility or surrounding area within the scope of the event? ☐ Are children or employees affected? ☐ Must the children/employees evacuate or are they sheltering-in- place? ☐ Have parents been contacted? ☐ Have the proper Emergency responders (if applicable) and Reportable Issues been notified? ☐ What are instructions from Emergency responders (if applicable)?	☐ Is the facility affected? ☐ Who should be notified? ☐ Is it safe for employees to return to work the next day? ☐ How soon will the center be operational again? ☐ Have parents been contacted?

The Regional Manager or DVP will evaluate all available information relating to:

1. Instructions from emergency responders (if applicable)
2. Instructions from the authorized party conducting an assessment of the location
3. Subsequent changes in readiness or advisory levels
4. The potential or actual effects of the event on utilities, communication systems, information systems, office facilities, and other vital equipment
5. The expected duration of the emergency situation

Evacuation/Shelter-In Place

In the event that evacuation or shelter-in-place is required, the following procedures will be followed. Management and assigned Safety Captains will be provided with support from Support Central as well as their DM, RM, and/or DVP as needed.

Evacuating Infants/Toddlers:	Infants and non-mobile toddlers will be evacuated together using evacuation cribs with no more than four infants per crib.
Emergency Kits/Information:	- Each classroom is equipped with an emergency kit. The contents of the emergency kit are detailed in the Emergency Management Plan. - Infant/toddler caregivers will have, diapers, wipes and small, age-appropriate toys in their emergency kits. - In the event of evacuation, teachers will take the classroom emergency kit to the evacuation site. The director or management person-in-charge must take the school office emergency kit, which includes the emergency contact information for all staff and children. - Staff members will carry the daily attendance sheets and face-to-name transition sheets in order to ensure that all children are accounted for.
Once all children are safely evacuated:	- Parents will be notified of the evacuation. - The children and staff will remain at the location until either the building is cleared to re-enter or pickup from a parent/guardian takes place. - Staff members will conduct face-to-name checks on a regular basis at the evacuation site. - A staff member will stay with the child until the parent/guardian or an emergency contact arrives at the evacuation location. - Staff members will be responsible for continuing to care for the children at the relocation site by use of storytelling, songs, and games (with available materials). - Children will be provided with snacks as needed.

Shelter-In-Place:	The Center has designated shelter-in-place locations within the school that are away from windows and doorways. See the Emergency Management Plan for the list of designated shelter-in-place areas for the school.
Emergency Supplies:	All classrooms are equipped with emergency kits, first aid kits, and universal precautions kits for use in the event of an emergency.
Notification:	Parents/Guardians will be notified once the immediate threat has passed.

Parent Reunification

In case of the need to evacuate or when parents/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians/emergency contacts as soon as it is safe to do so.

Notification:	Parents/Guardians are provided: - Information on each evacuation site location. - Contact information for the Director. Parent/Guardian contact information is: - Kept in the school office emergency kit - Accessible to directors through access to the Electronic Communication System and LCW.
Release:	Children will only be released to contacts listed as a child's Parent/Guardian or emergency contact.



Emergency Evacuation Plan for Children with Special Needs

Purpose: Our staff and children are our priority and we are dedicated to ensuring the safety of everyone in the event of an emergency. In an effort to anticipate and control an orderly evacuation of all individuals, it is important to be prepared to evacuate children with special needs. The information contained in this document will assist staff in planning for the support that may be required for students with special needs in the event of an emergency.

Child's Full Name: _____ **Date of Birth:** _____

Name of Person Completing this Form: _____

Relationship to the Child: _____

Child Information

Physical Limitations: _____

Communication Difficulties: _____

Adaptive Equipment Needed: _____

In the event of an emergency that would require the class or building to evacuate, does the above child require any assistance in exiting the building? _____

If yes, please describe the assistance that will be needed:

Will any additional adaptive equipment be needed in the event of an evacuation? _____

If yes, what equipment will be needed? _____

Has the equipment been provided to the school? _____

Management Signature: _____ **Date:** _____

Management Use Only

Please list employees, including management, who have been trained on evacuation procedures if assistance is needed:

Bus Evacuation Drill

The drill should be completed with staff and children understanding the intent that it is drill.
The drill should last no longer than 2.5 minutes.

Practice evacuating the bus in the school parking lot only.

Schools should conduct drills bi-annually, in June and September each year, with all children who ride the bus. Drills should only be conducted during daylight hours and should be implemented with every driver. Each drill should be documented on the Emergency Drill Log. If multiple drills are conducted during the day, only one Bus Evacuation Drill sheet is required to be completed.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

Director and/or Management Person-in-Charge makes the decision to implement a bus evacuation drill.

Director and/or Management Person-in-Charge:

- Communicate bus evacuation drill in advance to all staff
- Remind drivers to use **Core Cues** to get the children's attention and signal them for specific behaviors (please refer to Learning Care System on **Core Cues** for additional information)

Bus Driver:

- Park the bus in a safe area in the parkinglot.
- Activate the hazard warning lights.
- Driver should discuss **Core Cues** with the applicable children, and review the steps that need to be taken if there was an emergency on the bus.
- Explain the importance of following directions should an emergency occur.
- Demonstrate what the children need to do if an evacuation is necessary, showing children how to safely jump from the rear emergency exit door.
- Direct children to gather at a safe area at least 100 feet away from the bus.
- Now practice evacuating the bus helping each child to safely jump from the rear emergency exit door.

Bus Evacuation Drill

- Take the phone, emergency equipment and emergency contact information (Bus Binder) with you as you evacuate the bus.
- Ensure all children are accounted for using the Face-to-Name Transition Sheet.
- Be sure to have a bus roster with children's names, knowledge of the seating chart, knowledge of children's individual characteristics (i.e., those who will need help; those who may run; those who may panic) and knowledge of any special needs children.
- At the completion of the drill, return the children to their classroom(s), place emergency equipment back on bus, turn off hazard warning lights, and return the bus to the designated parking spot.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- "A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you're quiet as a flea"
- "1, 2, 3, 4 Line up at the Door" or "1, 2, 3, 4 Get down on the floor."
- "Clap, clap, clap, clap put your hands behind your back" or "Clap, clap, clap, clap hands on your neighbors back"
- "Turtle Pose" (aka duck and cover position)

Earthquake Drill

The drill should be completed with staff and children understanding the intent that it is a drill. The drill should last no longer than 2.5 minutes.

Schools should conduct drills (for those in locations prone to earthquakes) at least twice yearly, or more frequently, as required by your state licensing standards and initiate the drill under a variety of circumstances, day of week, time of day, etc. Each drill should be documented on the Emergency Drill Log.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

During an earthquake drill, parents must not attempt to enter the building until direction has been given by the Director and/or Management Person-in-Charge.

Director and/or Management Person-in-Charge makes the decision to implement an earthquake drill.

Director and/or Management Person-in-Charge:

- Communicate earthquake drill in advance to all staff and visitors. Have teachers talk to the children in their classrooms about the procedures for moving quickly and quietly to a safe area (include all buildings and outside areas).
- Remind staff to use **Core Cues** to get the children's attention and signal them for specific behaviors (please refer to Learning Care System on **Core Cues** for additional information)
- Complete and place Emergency Drill Sign on the front door notifying visiting public that the school is participating in a drill.
- Promptly notify all staff and visitors to prepare immediately for an earthquake drill via phone/intercom/walkie talkie to let them know that this is a drill.
- Locate an Emergency Kit and access the Emergency Management Plan (Earthquakes tab on flipchart).
- Walk around and assess the drill.
- Announce to each classroom that the drill is complete and return to normal activities.

Teachers:

- Gather all children in your care using **Core Cues** and proceed to take cover. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
- **Drop, cover, and hold-on.** Drop under a sturdy desk or table and hold on to one leg of the table or desk and cover your eyes by keeping your head down. Practice these actions so that they become an automatic response. Review with children how they should protect their head and arms.
- If outdoors when an earthquake occurs, move to an open area that is away from buildings, street lights, and utility wires. Remember to use Core Cues to reinforce appropriate actions.

Earthquake Drill

- Stay away from windows, skylights, and any items that could fall.
- Assess and determine possible evacuation routes; evacuation routes are listed on maps which are posted in each room.
- Never use an elevator as an exit after an earthquake has occurred until it has been determined that it is safe for use. Use stairways to exit the building if determined that an evacuation is necessary.
- Take Emergency Kits and access the Emergency Management Plan (Earthquakes tab on flipchart), Take Daily Attendance Sheets and Face-to-Name Transition Sheets with you during the drill, relocation or evacuation. Take attendance using the Face-to-Name Transition Sheet upon taking cover, relocating to the shelter area, or evacuating to the evacuation site.
- Remain with children at all times.
- Follow all directions of emergency personnel.
- Remain in place until Director or Management Person-in-Charge announces to each classroom that the drill is complete.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- "A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you're quiet as a flea"
- "1, 2, 3, 4 Line up at the Door" or "1, 2, 3, 4 Get down on the floor."
- "Clap, clap, clap, clap put your hands behind your back" or "Clap, clap, clap, clap hands on your neighbors back"
- "Turtle Pose" (aka duck and cover position)

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Earthquakes

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures to ensure the health and safety of the children and staff during an earthquake.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring proper earthquake safety measures are followed *for those schools in locations prone to earthquakes* and for notifying the District Manager and Reportable Issues of any earthquake emergencies.

Definition:

Earthquake: A tremor of the surface of the Earth, sometimes severe and devastating, which results from shock waves generated by the movement of rock masses deep within the Earth.

Procedure:

Stage 1 - PREPARE

1. All designated exits and evacuation routes must be marked on your emergency evacuation route maps, which must be posted on the walls next to the doorways within each classroom, the Director's office, the kitchen, and the lobby area. Refer to your local fire authority for specific placement.
2. The Director must review emergency procedures with all staff members.
 - a. The Director must train staff members to:
 - i. Understand the warning and evacuation procedures for the school.
 - ii. **Drop, cover, and hold-on.** Drop under a sturdy desk or table and hold on to one leg of the table or desk and cover your eyes by keeping your head down. Practice these actions so that they become an automatic response. Review with staff and children on how they should protect their head and arms.
 - iii. Stay away from windows, skylights, and any items that could fall.
 - iv. If outdoors when an earthquake occurs, move into an open area that is away from buildings, street lights, and utility wires.
 - v. Never use an elevator as an exit after an earthquake has occurred until it has been deemed safe for use. Use stairways to exit the building if determined that an evacuation is necessary.
 - vi. Take **Emergency Kits** and access **Emergency Management Plan** (Earthquakes tab on flipchart). Take Daily Attendance Sheets and the Face-to-Name Transition Sheet during the drill, relocation or evacuation.

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Earthquakes

Take attendance using the Face-to-Name Transition Sheet upon taking cover, relocating to the shelter area, or evacuating to the evacuation site.

- vii. Remain with children at all times.
 - viii. Follow all directions of emergency personnel.
3. All members of management must be trained to assist infants and toddlers when needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.

Drills:

Schools in areas prone to earthquakes should conduct drills at least twice per year, or more frequently, as required by your state licensing standards.

Preparation materials:

- **Earthquake Drill** document
 - **Emergency Drill Sign**
 - **Emergency Kit**
 - **Emergency Drill Log**
1. Complete and post **Emergency Drill Sign** on front door.
 2. Practice responding to an earthquake by completing an **Earthquake Drill** located in Policy Tech.
 3. Document drill on **Emergency Drill Log**.

Stage 2 - RESPOND

The Director or Management Person-in-Charge is responsible for initiating the **Emergency Management Plan** (Earthquakes tab on flipchart).

What to do if you are outside the school

1. Stay outside and move all children away from buildings, trees, streetlights and power lines.
2. Instruct all staff members and children to crouch down and cover their heads until the shaking stops. After the shaking has stopped, assess for any injuries or damage.
3. Remain in your location until it has been determined safe to re-enter the school.

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Earthquakes

What to do if you are traveling in a Learning Care Group Bus

1. Pull over to a clear location. Avoid bridges or ramps that might have been damaged by the quake.
2. Stop the vehicle and instruct all riders to remain in their seats with seatbelts fastened until the shaking has stopped.
3. Assess any injuries or damage to the vehicle and call 911, if necessary, to assist with injuries.

What to do if you are inside the school

The Director must:

1. Instruct staff to move all children under tables/desks and to hold on to a part of it while their heads are positioned down to protect their eyes.
2. Once the shaking has stopped, retrieve the **Emergency Kit**.
3. Assess the area for damage and injuries by moving carefully and watching out for things that have fallen or broken. Be ready for additional earthquakes or aftershocks.
4. Account for all children and confirm Face-to Name counts with the entire staff.
5. Remain in place for safety and attendance purposes until it has been determined that it is safe to leave. Keep in contact with local authorities for further instructions.
6. **Call 911 immediately** if serious injuries, fire, severe structural damage has occurred. If necessary, assist with providing first aid. Take universal precautions to prevent exposure to any bloodborne pathogens.
7. If your area has become unsafe (i.e. ceiling collapse, broken glass, smell gas/smoke, etc), evacuate to another area. Inspect other areas that would provide for a safer environment (another room, outside, etc.) and assist the students and staff to a new location.

The Staff Members must:

1. Gather all children in their care and proceed to take cover.
2. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Earthquakes

3. Ensure that children are under tables/desks and holding on to a part of it while their heads are positioned down to protect their eyes.
4. Once the shaking has stopped, assess the area for damage and injuries by moving carefully and watching out for things that have fallen or broken. Be ready for additional earthquakes or aftershocks.
5. Account for all children in their direct care using Face-to-Name Transition Sheets and confirm count with the Director.

Stage 3 – REPORT

1. Secure the area and prevent further damages.
2. Call 911 for any life threatening emergency.
3. If necessary, school management should establish procedures with the District Manager and Reportable Issues for facility shut down and early release of employees and children.
 - a. Contact local radio/television stations for school to be included on school closing lists. If your school has voicemail, change the message to reflect the closing. If possible, update the school closing on the brand website.
 - b. Set up an emergency contact procedure with the staff.
 - c. Notify the families and staff of school closing for the day, closing early, or opening late.
4. Contact Reportable Issues if the facility will be closed. If the location is closed, even for a short time, document if we're able to place children at one of our other locations, even for a temporary basis.
5. Complete the **Post-Weather Emergency Inspection** form.
 - a. *Hazards to look for after an Earthquake*
 - i. Fire hazards – If safe to do so, put out small fires in your School immediately, and call for help. If the fire is too big, evacuate and wait for the fire department.
 - ii. Gas leaks - If you smell gas or hear blowing or hissing noises, open a window(s) and quickly leave the School. *Turn off the gas at the outside main valve if you can do so safely and call the gas company.*
 - iii. Damaged electrical wiring - If you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Earthquakes

- circuit breaker. Do not touch downed or damaged power lines or any objects in contact with them.
- iv. Sewage and water lines damage - If you suspect sewage lines are damaged, avoid using the toilets. If water pipes are damaged, avoid using water from taps.
 - v. Fallen items - Beware of items tumbling off bookshelves and when you open closet doors and kitchen cupboards.
 - vi. Food and water supplies - Do not eat or drink anything from open containers near shattered glass. If power is off, plan meals to use up foods that will spoil quickly, canned goods or frozen foods (food in the freezer should be good for at least a couple of days).
6. Should damage occur to the school:
- a. Secure the area and prevent further injury or damages.
 - b. Report all weather emergency damage immediately to your District Manager and Reportable Issues.
 - c. Contact Viox for facilities-related services.
 - i. **Non-Emergencies:** Click on “WO Tracking System” listed under My Applications on the Portal’s homepage.
 - ii. **Facility Emergencies:** Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, **call Viox’s Emergency Hotline 1-888-895-0121**. The call will be routed to an operator for live support.
7. Take photographs or videotape all damage PRIOR to repairs.
8. Track all staff time and any expenses related to loss.
9. Report child injuries as directed in the **Incident Reporting** policy.
10. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
11. Notify your local licensing agency, as required by your state.
12. If the school is accredited, contact the Accreditation Team to determine if a report needs to be submitted.



Emergency Drill Log

School #: _____

Year: _____

Directions: Using the appropriate Drill Document on PolicyTech, please complete the below chart for each drill done throughout the year. The key outlines how frequently each drill must be completed.

MONTH	TYPE OF DRILL	MANAGEMENT PERSON IN CHARGE DURING DRILL	DATE	TIME	# OF STAFF ON DUTY	# OF KIDS IN SCHOOL	TOTAL # OF PEOPLE IN SCHOOL	PROBLEMS ENCOUNTERED	TIME REQUIRED TO COMPLETE DRILL
JAN									
FEB									
MAR									
APR									
MAY									
JUN									

E= Earthquake (twice yearly, if in earthquake-prone region)

H= Hurricane (twice yearly, if in hurricane-prone region)

B= Bus (twice yearly, in June and September)

M- Missing Child (monthly)

T= Tornado (twice yearly, if in tornado-prone region)

L= Lockdown (quarterly, alternate red and yellow)

F= Fire (monthly)

Note: If state licensing requires drills to be conducted more frequently, follow the direction of the state licensing regulations



EVACUATION NOTICE

Due to an emergency situation, all children and staff have been evacuated and transported to our evacuation site.

Evacuation Date:

Evacuation Site Location:

Address:

Nearest Cross Streets:

Evacuation Site Phone Number:

Alternate Phone Number:

Please proceed to this location to pick up your child/children.

Fire Drill

The drill should be completed with staff and children understanding the intent that it is a drill. The drill should last no longer than 2.5 minutes.

Schools should conduct drills at least once per month, or more frequently, as required by your state licensing standards. At least two of the fire drills held per year must be conducted at naptime. Initiate the drill under a variety of circumstances, day of week, time of day, etc. Each drill should be documented on the Emergency Drill Log.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

During a fire drill, parents must not attempt to enter the building until direction has been given by the Director and/or Management Person-in-Charge.

Director and/or Management Person-in-Charge makes the decision to implement a fire drill.

Director and/or Management Person-in-Charge:

- The Fire Department, local responders, and/or alarm monitoring agencies may need to be notified about the drill in advance to ensure they understand that it is not an actual fire event.
- Communicate fire drill in advance to all staff and visitors. Have teachers talk to the children in their classrooms about the procedures for evacuating the school (include all buildings and outside areas).
- Remind staff to use **Core Cues** to get the children's attention and signal them for specific behaviors (please refer to Learning Care System on **Core Cues** for additional information)
- Complete and place Emergency Drill Sign on the front door notifying visiting public that the school is participating in a drill.
- Engage fire alarm to begin drill.
- Locate an Emergency Kit, access the Emergency Management Plan (Fire tab on flipchart), and if possible, take a cell phone and/or battery operated radio with you.
- Ensure that the entire building is clear of all staff, children and visitors. Check bathrooms, closets, cribs and any small areas to ensure no children are left behind.
- Walk around and assess the drill.
- Ensure all teachers have completed a Face-to-Name check at the Assembly Area, as designated on your Emergency Management Plan flipchart. Then confirm with entire staff that all children are accounted for and present.
- While at the Assembly Area, review location of designated Evacuation Site, as indicated on your Emergency Management Plan. In the event of real emergency, you may be required to leave school ground and move to Evacuation Site.
- At the Assembly Site, give the "all clear" to staff to indicate that the drill is complete and return to normal activities.

Fire Drill

Teachers

- When the fire alarm sounds, grab the Emergency Kits and access the Emergency Management Plan (Fire tab on flipchart). Take the Face-to-Name Transition Sheets with you as you guide the children in your care out the nearest exit door using appropriate **Core Cues**. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
- For inclement weather, take appropriate supplies to protect the children if able to do so safely.
- Have the children hold hands and use the buddy system while exiting, reinforcing actions using appropriate **Core Cues**.
- Proceed to your designated Assembly Area.
- Ensure all children are accounted for using the Face-to-Name Transition Sheet. Any missing children must be reported immediately to the Director or Management Person-in-Charge.
- Calm and reassure the children.
- Remain with children at all times.
- Remain in place until Director or Management Person-in-Charge announces an all clear that the drill is complete.
- Under no circumstances are staff members to stop for any of their own or children's personal belongings, including, jackets, shoes, etc.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- "A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you're quiet as a flea"
- "1, 2, 3, 4 Line up at the Door" or "1, 2, 3, 4 Get down on the floor."
- "Clap, clap, clap, clap put your hands behind your back" or "Clap, clap, clap, clap hands on your neighbors back"
- "Turtle Pose" (aka duck and cover position)

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Fires

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures for the health and safety of the children and staff during a fire.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring proper fire safety measures are followed and for notifying the District Manager and Reportable Issues of a fire.

Definition:

Fire: Combustion or burning, in which substances combine chemically with oxygen, air and typically give out bright light, heat, and smoke.

Procedure:

Stage 1 – PREPARE

1. The Director must utilize fire policy and procedures to prevent and prepare for a fire emergency including the following:
 - a. evacuation procedure
 - b. marked exits
 - c. a designated shelter area (within the building)
 - d. an evacuation site (outside of the building)
 - e. fire/smoke detectors
 - f. fire extinguishers
 - g. safe storage
 - h. fire safety training (i.e., use of flammable materials)
 - i. fire drills
 - j. monthly fire extinguisher checks
2. All designated exits and evacuation routes must be marked on the emergency evacuation route maps, which must be posted on the walls next to the doorways within each classroom, the Director's office, the kitchen, and the lobby area. Refer to your local fire authority for specific placement.
3. The Director must review fire emergencies with all staff members, ensuring they understand the fire policy and procedures and know the location of all fire extinguishers and evacuation routes in the building.
 - a. The Director must also train staff members to:
 - i. Understand how to prevent, contain, and report fires.
 - ii. Understand how to relocate to a safer location within the school and how to evacuate the school.
 - iii. Ensure areas that have equipment such as dryers, water heaters, electrical panels, etc. are kept clear of combustible materials, such as paper, cardboard, rags, and chemicals.
 - iv. Use stairs in case of a fire. Elevators must never be used.
 - v. Crawl on their hands and knees to the nearest safe exit if a room is filled with smoke, fire, or is hot.
 - vi. Conduct "sweeps" for frightened children who may be hiding in closets, under desks, in bathrooms, etc.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Fires

- i. Grab **Emergency Kits** and access **Emergency Management Plan** (Fire tab on flipchart). Take Daily Attendance Sheets and Face-to-Name Transition Sheets during the drill, relocation or evacuation.
 - ii. Take attendance using the Face-to-Name Transition Sheet upon reaching the evacuation site.
 - iii. Remain with children at all times during and after evacuation.
 - iv. Follow all directions of emergency personnel.
4. The Director, or a designee such as the Safety Captain, must perform monthly fire extinguisher checks. Checks must be performed *every* month and the person conducting the check *must* sign the tag on the fire extinguisher.
 - a. Monthly fire extinguisher checks include:
 - i. Check the tag and make sure the annual inspection date is current (inspections are valid for 1 (one) year.
 - ii. Verify that the date that is punched is the last date the extinguisher was serviced.
 - iii. Check to make sure that there is a seal through the pull pin.
 - iv. Check the pull pin- it should be in place through the handle.
 - v. Read the gauge. The yellow arrow should be in the green zone.
 - vi. Look at the hose, or nozzle tip, and check for cracks and/or damage. *Note: not all fire extinguishers have hoses or nozzles.*
 - vii. Inspect the entire cylinder for dents, rust or any other damage.
 - viii. Make sure that the wall hanger is secure in the wall.
 - ix. Ensure that there is a 3-foot clearance in front of and around the fire extinguisher.
 - b. Once all steps are completed, the Director or designee will put their initials on the tag next to the line next to the month that the extinguisher was inspected.

NOTE: If any fire extinguishers are missing, have been discharged in any way or need to be moved or re-hung, please notify Viox.

5. Staff members must ensure that all building exits and evacuation routes are kept clear and that all fire extinguishers, alarm boxes, and electrical panels are unobstructed at all times.
6. All members of management must be trained to assist infants and toddlers when needed. All children who are not able to walk must be placed in an evacuation crib (maximum of 4 children per crib) and be transported to the evacuation site.

NOTE: Position evacuation cribs near the exit of the classroom to shorten the time needed for evacuation.

Special Note: Fire Equipment & Systems

- Fire extinguishers will be provided and maintained by VIOX and/or their designated contractors. All monthly checks will be completed by the Director, Management Person-in-Charge or a designee. All extinguishers must have a visible tag affixed indicating that the appropriate and necessary inspections have been completed. Instructions for proper use of the extinguisher must be indicted on the

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

- extinguisher. Safety is of primary consideration and employees should not place themselves in a dangerous situation while attempting to use an extinguisher.
- Ensure all local fire regulations are being followed. Your local Fire Marshall or Fire Inspector will conduct regular inspections of your building to ensure all local requirements are met. Report all equipment and inspection deficiencies to your District Manager and contact VIOX for facilities-related services.
 - **Non-emergencies:** Click on *WO Tracking System* from the Portal's home page or click *Facilities & Construction* on the homepage and then click on *WO Tracking System*.
 - **For all other Facilities Emergencies:** Those that interfere with the operation of your school or issues requiring immediate attention to prevent permanent damage, **call 1-888-895-0121**. The call will be routed to an operator for live support.

Drills:

Schools should conduct drills at least once per month, or more frequently, as required by your state licensing standards. At least two of the fire drills held per year must be conducted at naptime. Please check accreditation requirements, if applicable, for specific drill times.

The Fire Department, local responders, and/or alarm monitoring agencies may need to be notified about the drill in advance to ensure they understand that it is not an actual fire event.

Preparation materials:

- **Fire Drill** document
 - **Emergency Drill Sign**
 - **Emergency Kit**
 - **Emergency Drill Log**
1. Complete and post **Emergency Drill Sign** on front door.
 2. Practice responding to a fire emergency by completing **Fire Drill** located in Policy Tech.
 3. Document drill on **Emergency Drill Log**.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Stage 2 – RESPOND

In the case of a fire emergency:

Director/Management Person-in-Charge must:

1. Initiate the **Emergency Management Plan** (Fire tab on flipchart).
2. If properly trained, use a fire extinguisher to put out the fire if the fire is small, is not in a room where children are present, and is not a threat to their safety.
3. Notify all teachers and staff to calmly evacuate the building, grab **Emergency Kits** and access the **Emergency Management Plan** (Fire tab on flipchart). Take the Daily Attendance Sheets and Face-to-Name Transition Sheets during the drill, relocation or evacuation.
4. Dial 911 to report the emergency.
5. Children may panic. Check all classrooms, bathrooms, closets, and corners for children.
6. Assist infant/toddler teachers in the evacuation (Assistant/Cooks/Drivers will assist all other teachers).
7. Exit by way of the closest, safest exit and proceed to the designated evacuation site.
8. Instruct the teachers to take attendance using the Face-to-Name Transition Sheet upon reaching the evacuation site.
9. Contact the District Manager who will notify Reportable Issues. If District Manager is not available, contact the Division Vice President.

Infant Teachers:

1. Place Face-to-Name Transition Sheets and all infants into the emergency evacuation crib(s). Take the **Emergency Kit** and access **Emergency Management Plan** (Fires tab on flipchart). (Note: evacuation cribs have special, large evacuation wheels and mattresses with reinforced boards.) Roll crib(s) to the closest and safest exit and proceed outside to your designated evacuation site.
2. Take attendance using the Face-to-Name Transition Sheet and account for each child in your care. Report any infants not accounted for and remain with the children in your care at all times until further notification and instruction.
3. For inclement weather, take appropriate supplies to protect the infants.

All Other Classroom Teachers:

1. If the fire alarm sounds, you smell smoke, or see a fire immediately notify the Director or Management Person-in-Charge and immediately gather all children in your care.
2. Grab **Emergency Kits** and access the **Emergency Management Plan** (Fires tab on flipchart). Take Face-to-Name Transition Sheets with you as you guide the children out the nearest exit door.
3. If necessary, assist with providing first aid. Take universal precautions to prevent exposure to any bloodborne pathogens.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

4. Have children hold hands while exiting and use the buddy system. Proceed to your designated evacuation site.
5. Take attendance using the Face-to-Name Transition Sheet. Account for each child in your care and report any missing children to the Director or Management Person-in-Charge. Remain with the children in your care at all times until further instruction and notification.
6. For inclement weather, take appropriate supplies to protect the children.

Note: Under no circumstances are staff members to stop for any of their own or children's personal belongings, including, jackets, shoes, etc.

Stage 3 – REPORT

1. In the event an evacuation away from school grounds is required:
 - a. Post an evacuation notice on front door listing the alternate site, if safely possible.
 - b. Notify the District Manager who will contact Reportable Issues. If District Manager is not available, contact the Divisional Vice President.
 - c. If safely possible, record a message on the school's voicemail indicating the reason for the evacuation and the location of the alternate site.
 - d. Do not return to the school until local authorities have cleared the school of any threat.
2. Contact Reportable Issues if the facility will be closed. If the location is closed, even for a short time, document if we're able to place children at one of our other locations, even for a temporary basis.
3. Should damage occur to the school:
 - a. Report all building/property damage as soon as possible to your District Manager.
 - b. Contact Viox for facilities-related services.
 - i. **Non-Emergencies:** Click on "WO Tracking System" listed under My Applications on the Portal's homepage.
 - ii. **Facility Emergencies:** Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, **call Viox's Emergency Hotline 1-888-895-0121.** The call will be routed to an operator for live support.
4. Take photographs or videotape all damage PRIOR to repairs.
5. Track all time and expenses related to any loss.
6. Report child injuries as directed in the **Incident Reporting** policy.
7. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
8. Notify your local licensing agency, as required by your state.
9. If the school is accredited, contact the Accreditation Team to determine if a report needs to be submitted.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Floods

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures to ensure the health and safety of children, staff, and property during a flood.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring flood safety measures are followed and for notifying the District Manager and Reportable Issues of any weather related emergency.

Definition:

Flood: An event resulting from rising water, usually from a river/lake or heavy rainfall, which submerges land under water. Floods may also be caused by facility type issues (broken or leaking pipes, sewage or drainage back-ups, toilet back-ups, etc.).

Procedure:

Stage 1—PREPARE

1. The school must designate areas within the building to keep everyone together in a safe and secure place in the event of a flood.
 - a. For flood emergencies, choose an area for shelter that will safely accommodate all staff and students. Depending on the size of your school, you may need to select more than one shelter location, preferably in close proximity to one another.
 - b. The area chosen as your Assembly Area in the event of a flood should be located in a place that is least susceptible to water and electrical hazards.
2. All designated shelter areas must be marked on your emergency evacuation route maps, which must be posted on the walls next to doorways within each classroom, Director's office, kitchen, and lobby area. Refer to your local fire authority for specific placement.
3. The Director must review emergency procedures with all staff members, ensuring that all staff members know the location of all designated flood shelter areas in the building.
 - a. Staff must also be trained to:
 - i. Be aware of and watchful for potential school flooding issues, such as toilets not functioning properly, leaky pipes or faucets, unexplained pools of water in the school, etc.
 - ii. Grab the **Emergency Kits** and access the **Emergency Management Plan** (Floods tab on flipchart). Take Daily Attendance Sheets and Face-to-Name Transition Sheets during the relocation or evacuation.
 - iii. Close classroom doors, if applicable, once the room has been evacuated.
 - iv. Properly secure the building.
 - v. Take attendance using the Face-to-Name Transition Sheet upon reaching the shelter or evacuation site.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Floods

- vi. Remain with children at all times.
 - vii. Follow all directions of emergency personnel.
4. The Director must inspect all areas of the school subject to flooding. Identify records and equipment that should be moved to a higher location. Determine where to move records and equipment in case of flood.
 5. All members of management must be trained to assist infants and toddlers when needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.

Stage 2—RESPOND

1. Be aware of weather advisories in your area. Advisories are issued by the National Weather Service.
2. Ensure your radio is tuned to a designated emergency station throughout the course of the watch/warning. The Director or Management Person-in-Charge is responsible for listening for the watch/warning, initiating the **Emergency Management Plan** (Floods tab on flipchart), and relocating staff, children, and families to the designated shelter areas.
3. Follow all directions of emergency personnel.

During Watch Conditions:

Flood Watch - Flooding is possible. Stay tuned to your local emergency radio station for up-to-date information. A watch means people should be prepared to evacuate.

1. The Director or Management Person-in-Charge must
 - a. Notify all teachers of the watch.
 - b. Direct a staff member to visit the shelter area(s) to ensure that they are clear and ready for use.

During Warning Conditions:

Flood Warning - Flooding is already occurring or will occur soon. Take precautions at once and be prepared to evacuate and go to higher ground.

1. The Director or Management Person-in-Charge must:
 - a. Instruct all staff members to begin moving all children to the designated shelter areas. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
2. Staff members must:

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Floods

- a. Grab the **Emergency Kit** and access the **Emergency Management Plan** (Floods tab on flipchart). Take the Face-to-Name Transition Sheets to the shelter location.
 - b. Move children to the designated shelter area.
 - c. Close classroom doors. Take attendance using the Face-to-Name Transition Sheet.
 - d. Remain with children at all times. If possible, take a cell phone and/or battery operated radio to the shelter area to maintain communication.
 - e. Maintain communication with local authorities, as necessary, if applicable.
 - f. Using emergency information from radio broadcasts or instructions from emergency personnel, determine if or when the building must be evacuated or when it is safe to leave the shelter area(s).
 - g. Avoid walking or standing in flood waters near energized electrical equipment or circuits.
 - h. If it is unsafe to remain in the shelter area(s), choose an alternate site. Assess whether the alternate site is a safe back up and relocate the children and staff to this location.
3. Once all staff members and children are in the shelter area(s), the Director or Management Person-in-Charge must
- a. Conduct another head count of all children and confirm with entire staff that Face-to Name checks have been completed and all children are accounted for.
 - b. Remain in the shelter area for safety and attendance purposes until it has been determined that it is safe to leave the shelter area.
 - c. If flood waters enter the shelter area, arrange and assist the children in sitting on top of tables in a safe position until a building evacuation is possible. This will minimize water exposure and hazards if water has entered the school. Do not enter or remain in a classroom or building with standing or rising water.
 - d. If there is standing water in the school, contact the local electrical utility to disconnect power at the site.
 - e. If there are any injuries, call 911, if necessary, or assist with providing first aid. Take universal precautions to prevent exposure to any bloodborne pathogens.
 - f. Staff must not enter or go near electrical closets and panels. Do not attempt to turn off any electrical switch gear.
 - g. Maintain communication with local authorities, as necessary.
 - h. If it is unsafe to remain in the shelter area, assess whether everyone should go to another location and then move accordingly.
4. When it is safe to do so, the Director or Management Person-in-Charge must
- a. Prevent all staff, children, and families from re-entering other areas if damage is suspected, until emergency personnel have surveyed the building.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Floods

- b. Inform staff of any facility hazards and areas or routes that must be closed from access.

Stage 3—REPORT

1. Secure the area and prevent further injury or damages.
2. If there are any injuries, call 911 if necessary, or assist with providing first aid. Take universal precautions to prevent exposure to bloodborne pathogens.
3. If necessary, school management should establish procedures with the District Manager and Reportable Issues for facility shut down and early release of employees and children.
 - a. Contact local radio/television stations for school to be included on school closing lists. If your school has voicemail, change the message to reflect the closing.
 - b. Set up an emergency contact procedure with the staff.
 - c. Notify the families and staff of school closing for the day, closing early, or opening late.
4. If the location is closed, even for a short time, document if the school is able to place children at one of our other locations, even for a temporary basis.
5. Complete the **Post-Weather Emergency Inspection** form and report all weather damage, power outages, or losses of heat immediately to your District Manager and contact Viox for facilities-related services.
 - a. **Non-Emergencies:** Click on “WO Tracking System” listed on My Applications on the Portal’s homepage.
 - b. **Facility Emergencies:** Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, **call Viox’s Emergency Hotline 1-888-895-0121**. The call will be routed to an operator for live support.
6. Take photographs of all damage PRIOR to repairs.
7. Track all staff time and any expenses related to any loss.
8. Report child injuries as directed in the **Incident Reporting** policy.
9. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
10. Notify your local licensing agency, as required by your state.
11. If the school is accredited, contact the Accreditation Team to determine if a report needs to be submitted.

Emergency Management	Section C: Building Emergencies
Effective: 10/1/2012	Version: 1

Hazard Communication

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To provide a safe workplace for staff members, to assure that staff members receive the information and training needed to work safely with workplace chemicals identified as hazardous and to comply with Occupational Safety and Health Administration 29 CFR 1910.1200 Hazard Communication Standard. This Standard contains policy, guidelines, and procedures that determine how the program is implemented.

Policy:

The Hazard Communication policy must be followed by all staff members.

Procedure:

Material Safety Data Sheets (MSDS) are available for all chemicals and all containers are clearly identified with prominent labels. MSDS are provided by dependable suppliers.

Chemical hazards associated with their work must be communicated to staff members along with the necessary job safety precautions, safety equipment, or personal protective devices to be utilized. This information is communicated through supervisors and the School Director.

- ☐ Through New Employee Orientation (NEO), the Director, or designated Management Person-In-Charge, must review the chemicals we use with any new hire and the safety precautions required in handling the chemicals.
- ☐ MSDS must be reviewed and updated annually and are available in Policy Tech.
- ☐ Personal Protective Equipment is provided for use in working with the small quantities of these chemicals.

Responsibilities

Health and Safety Manager:

- ☐ Assist the Director in the development of safe handling procedures with any non-routine chemical handling or activities.
- ☐ Perform an annual review of the program and make any necessary updates.
- ☐ Ensure the Hazard Communication policy is in compliance with the OSHA Standard.

Director:

- Ensure the school's overall compliance with the Hazard Communication policy at the school.
- ☐ Train staff members on the elements of the PPE Hazard Assessment through NEO Training and Annual Safety Certification.
- ☐ Direct the review of the basic chemical inventory, adding or deleting from the inventory as new chemicals are added or no longer used in the school.

Emergency Management	Section C: Building Emergencies
Effective: 10/1/2012	Version: 1

Hazard Communication

- ☐ Coordinate emergency and hazardous spill procedures, fire drills, and fire department activities related to hazardous chemicals.
- ☐ Coordinate new employee training, Annual Safety Certification and train any transferred employees who have not yet been trained.
- ☐ Provide the necessary personal protective equipment and other safety equipment.
- ☐ Ensure that labels are properly affixed to all spray bottles and secondary containers.

Staff Members:

- ☐ Follow safe working practices as outlined during training and on the MSDS.
- ☐ Notify the Director of any concerns involving use of hazardous chemicals in the workplace.

Chemical Inventory

A **Chemical Inventory List** of chemicals and other materials referenced under the Standard is available on Policy Tech. This inventory is updated as new chemicals are added or individual chemicals are deleted from the inventory.

Material Safety Data Sheets (MSDS)

MSDS are provided by our suppliers to outline the special precautions and controls necessary for handling hazardous chemicals. MSDS are maintained and available on Policy Tech.

When new or revised chemicals come into the school, an MSDS, if not provided with the initial shipment, will be obtained, and staff members will be trained in its use, as outlined in the training and emergency notification requirements on the MSDS.

Labeling

Labels provide information to staff members concerning the potential hazards of chemicals in use at the school. All manufacturers' labels, including names and addresses, will remain on spray bottles and containers coming to the school. Labels should not be removed from containers unless a damaged label is being replaced.

At a minimum, each label contains the following information:

- Identification of material in the container
- Appropriate hazard warnings, such as fire hazard, health potential, etc.
- Name and address of manufacturer or supplier

Training

Initial training of staff members will be conducted during New Employee Orientation. Additionally, annual retraining will occur through the Annual Safety Certification conducted in June of each year. In addition, at any time that a new chemical is introduced into the school, it will be reviewed with all staff members.

Emergency Management	Section C: Building Emergencies
Effective: 10/1/2012	Version: 1

Hazard Communication

Personal Protective Equipment

Some chemicals require the use of personal protective equipment (PPE) by staff members to prevent exposure to the skin, eyes, or clothing. The MSDS and labels provide the information as to what PPE is necessary for the specific chemical. The **Personal Protective Equipment Hazard Assessment** determines required PPE for hazardous chemicals which will be provided for staff members. Staff members will be trained on the proper use and care of PPE through NEO and Annual Safety Certification.

Non-routine Operations

Our schools are childhood education facilities without intricate equipment, machinery, or operations. We do not have any "non-routine operations" that would require special coverage under the Hazard Communication Standard.

If a "non-routine operation" should occur, we will conduct an impromptu training session with the staff members involved prior to having them complete any task involving a hazardous chemical. Training will include information about the specific hazardous chemical and the precautions and protective equipment to use to reduce or avoid exposure.

Annual Review

An annual review of the requirements of the Hazard Communications Standard and the Hazard Communication policy will be conducted. Contact the Health and Safety Manager in the Risk Management Department at Support Central with any questions.

Hurricane Drill

The drill should be completed with staff and children understanding the intent that it is a drill. The drill should last no longer than 2.5 minutes.

Schools should conduct drills (for those in locations prone to hurricanes) at least twice yearly, or more frequently, as required by your state licensing standards. Initiate the drill under a variety of circumstances, day of week, time of day, etc. Each drill should be documented on the Emergency Drill Log.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

During a hurricane drill, parents must not attempt to enter the building until direction has been given by the Director and/or Management Person-in-Charge.

Director and/or Management Person-in-Charge makes the decision to implement a hurricane drill.

Director and/or Management Person-in-Charge:

- Communicate hurricane drill in advance to all staff and visitors. Have teachers talk to the children in their classrooms about the procedures for moving quickly to a sheltered area and being ready to “take cover” (include all buildings and outside areas).
- Remind staff to use **Core Cues** to get the children’s attention and signal them for specific behaviors (please refer to the Learning Care System on Core Cues for additional information)
- Complete and place Emergency Drill Sign on the front door notifying visiting public that the school is participating in a drill.
- Promptly notify all staff and visitors to prepare immediately for a hurricane drill by issuing a “take cover” announcement via the phone/intercom system to let them know that this is a drill.
- Locate Emergency Kit and access the Emergency Management Plan (Hurricanes tab on flipchart), and if possible, take a cell phone and/or battery operated radio with you.
- If applicable, close blinds to all exterior windows.
- Ensure that no children, staff, and families are outside. All persons present on school grounds must be directed to the shelter area(s) immediately.
- Conduct another head count of all children and confirm with entire staff that Face-to-Name checks have been completed and all children are accounted for and present.
- Walk around and assess the drill.

Hurricane Drill

- Announce to each classroom that the drill is complete and return to normal activities.

Teachers:

- Gather all children in your care using appropriate **Core Cues**, move quickly to a sheltered area and proceed to “take cover” in a small interior room, closets or hallways. If not, lie on the floor under tables and sturdy objects. Consider children with disabilities and plan accordingly. If outside, move indoors immediately. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
- Avoid windows and glass doorways.
- Close all interior doors. Secure and brace external doors.
- Grab Emergency Kits and access the Emergency Management Plan (Hurricanes tab on flipchart) and take Face-to-Name Transition Sheets to the shelter location.
- Ensure all children are accounted for using the Face-to-Name Transition Sheet.
- Calm and reassure the children.
- Remain with children at all times.
- Remain in place until Director or Management Person-in-Charge announces that the drill is complete.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- “A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you’re quiet as a flea”
- “1, 2, 3, 4 Line up at the Door” or “1, 2, 3, 4 Get down on the floor.”
- “Clap, clap, clap, clap put your hands behind your back” or “Clap, clap, clap, clap hands on your neighbors back”
- “Turtle Pose” (aka duck and cover position)

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Hurricanes

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures to ensure the health and safety of the children and staff during a hurricane.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring proper hurricane safety measures, such as drills and procedures, are followed *for those schools in locations prone to hurricanes* and for notifying the District Manager and Reportable Issues of any weather related emergency.

Definition: Hurricane: A severe tropical cyclone usually associated with heavy rains and winds moving over 75 miles per hour. The official hurricane season runs from June 1 through November 30 each year.

Procedure:

Stage 1 – PREPARE

1. The school must designate area(s) within the building that are away from windows and doors and if possible, rooms that have been reinforced with concrete, brick or block.
 - a. When designating an area for shelter, utilize:
 - i. Small interior rooms on the lowest floor without windows.
 - ii. Hallways on the lowest floor away from doors and windows.
 - iii. Rooms constructed with reinforced concrete, brick, or block with no windows and a heavy concrete floor.
 - iv. Protected areas away from doors and windows,
 - b. If you need assistance determining the safest shelter areas for your location, consult with your local fire department officials.
2. All designated shelter areas must be marked on your emergency evacuation route maps, which must be posted on the walls next to doorways within each classroom, Director's office, kitchen, and lobby area. Refer to your local fire authority for specific placement.
3. The Director must review emergency procedures with all staff members, ensuring that all staff members know the location of evacuation routes, designated shelter areas (within the school), and designated emergency evacuation site(s) (a location away from the school).
 - a. The Director must also train staff members to:
 - i. Understand the preparation required for hurricanes and the warning and evacuation procedures for the school. Grab **Emergency Kits** and access the **Emergency Management Plan** (Hurricanes tab on flipchart). Take Daily Attendance Sheets and Face-to-Name Transition Sheets during the drill, relocation or evacuation.
4. The Director should inquire with local emergency management office about community evacuation plans relating to your area, learn evacuation routes, and determine where you would go and how you would get there if you needed to evacuate.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Hurricanes

5. Staff members must ensure that all building exits and evacuation routes are kept clear.
6. All members of management must be trained to assist infants and toddlers when needed. All non-mobile infants must be transported in the evacuation cribs to the designated shelter area.

Drills:

Schools in areas prone to hurricanes should conduct drills at least twice per year, or more frequently, as required by your state licensing standards.

Preparation materials:

- **Hurricane Drill** document
 - **Emergency Drill Sign**
 - **Emergency Kit**
 - **Emergency Drill Log**
1. Complete and post **Emergency Drill Sign** on front door.
 2. Practice responding to a Hurricane by completing **Hurricane Drill** located in Policy Tech.
 3. Document drill on **Emergency Drill Log**.

Stage 2 – RESPOND

1. Be aware of weather advisories regarding hurricanes in your area. All hurricane advisories are issued by the National Weather Service. Ensure your radio is tuned to a designated emergency station throughout the course of the watch/warning. The Director or Management Person-in-Charge is responsible for listening for the watch/warning, initiating the **Emergency Management Plan** (Hurricanes tab on flipchart), and relocating staff, children, and families to the designated shelter areas.
 - **Hurricane Watch-** A hurricane is possible within 24 to 36 hours. Stay tuned for additional advisories. Tune to local radio and television stations for additional information. An evacuation may be necessary.
 - **Hurricane Warning-** A hurricane will hit land within 24 hours. Take precautions at once. If advised by emergency personnel, evacuate immediately.
2. The following items should be completed in response to an impending hurricane:
 - a. Contact parents and notify them of school closing.
 - i **School Voicemail:** All schools must have an active voicemail account for their phone. Directors must know how to access the voicemails (remotely if needed)

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Hurricanes

and how to update the message on the voicemail system. *This should be the primary method of communication for schools to let parents know about weather-related closings.* The voicemail system must be updated with each new development—i.e. closing, delayed opening, etc. If a school does not have voicemail or does not know how to operate their voicemail, contact the IT Department. *Note:* In some circumstances, if there is loss of power at the school, the phone system will be out of service.

- ii. **Email Blast:** The Director or the DM must send out an email blast to all parents using email addresses located in the POS system for each school.
 - iii. **School Closed Posting:** If onsite when the decision to close or delay the opening is made, print the School Closed Posting located in Policy Tech and post it on the front door to share information with parents.
 - iv. **Websites:** To have closings posted on brand-specific websites, Directors should partner with their DM on making a school closing decision. All closings must have DM approval. DMs should email the closed schools number and information to Reportable Issues no later than 8:30 am EST.
- b. Identify nearby “sister” schools that you may need to move your children into in the event that your building is severely damaged. Obtain the address and phone numbers of that school.
 - c. Ensure no loose items such as toys, equipment, small tables, chairs, plant boxes, trashcans, etc. are left outside on the playground or in areas surrounding the building. Bring them inside or place in a secured location.
 - d. Ensure **Safety Kits** (First Aid, Universal Precaution and Emergency Kits) are fully stocked and readily accessible.
 - e. Turn computers off, unplug, and store in elevated locations (i.e. on top of desks or tables).
 - f. Store electrical equipment, etc. away from windows.
 - g. Store business documents and other important documents in a safe, secure location to prevent them from potential water damage. Place documents in an elevated and safe location near the center of the building and away from windows or drop ceilings, if possible.
 - h. Set refrigerator(s) to the coldest setting and keep closed.
 - i. Have cell phones available should phone lines become disconnected.
 - j. If safe to do so, fuel vehicles. Lock and park them in an area away from trees that could fall and damage them. If possible, away from drains or low areas that may collect water.
 - k. Place food deliveries on hold, if necessary.
 - l. Ensure your District Manager has updated contact information for the Director and the Assistant Director.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Hurricanes

3. Contact Viox's Emergency Hotline at **1-888-895-0121** for assistance with securing the building.
4. Talk with your staff. Make sure everyone knows where to meet and who to call in the event you are separated.
5. When authorities order an evacuation:
 - a. Leave immediately.
 - b. Follow evacuation routes announced by local officials.
 - c. Stay away from coastal areas, riverbanks, and streams.
 - d. Notify District Manager of evacuation site.
6. If you are not required or are unable to evacuate and the hurricane approaches, stay indoors during the hurricane and away from windows and glass doors in the designated shelter area. Keep curtains and blinds closed. Direct all staff members and children to:
 - a. Stay away from windows and doors. Congregate staff members and children in a central location within the school during the storm and prepare to evacuate if necessary.
 - b. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated shelter area.
 - c. If possible, take refuge in a small interior room, closets, or hallways. If not, lie on the floor under tables or sturdy objects.
 - d. Close all interior doors. Secure and brace external doors.
7. Follow all directions given by emergency personnel.

Stage 3 – REPORT

1. Stay tuned to local radio or television for information.
2. If there are any injuries, call 911 if necessary, or assist with providing first aid. Take universal precautions to prevent exposure to bloodborne pathogens.
3. If you are in a safe location, stay where you are until local authorities say it is safe to leave. If you evacuated the area, do not return to the area until authorities say it is safe to return.
 - a. Drive only when necessary. Roads will have weakened and could collapse. Do not drive on flooded or barricaded roads or bridges.
 - b. Stay away from downed power lines and report them to the power company. Report broken gas, sewer, or water mains to local officials.
 - c. Do not drink or prepare food with tap water until notified by officials that it is safe to do so.
4. Contact Reportable Issues if the facility will be closed. If the location is closed, even for a short time, document if we're able to place children at one of our other locations, even for a temporary basis.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 3

Hurricanes

5. Complete the **Post-Weather Emergency Inspection** form and report all weather damage, power outages, or losses of heat immediately to your District Manager and contact Viox for facilities-related services.
 - a. **Non-Emergencies:** Click on “WO Tracking System” listed under My Applications on the Portal’s homepage.
 - b. **Facility Emergencies:** Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, **call Viox’s Emergency Hotline 1-888-895-0121**. The call will be routed to an operator for live support.
6. Take pictures or video of damage PRIOR to repairs.
7. Viox will inspect all affected schools for damage and notify Division Vice Presidents of the condition of each school. Wait for notification and approval from your District Manager to re-enter and/or re-open the school.
8. Track all staff time and any expenses related to loss.
9. Report child injuries as directed in the **Incident Reporting** policy.
10. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
11. Notify your local licensing agency, as required by your state.
12. If the school is accredited, contact the Accreditation Team to determine if a report needs to be submitted.

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Intruder Alerts or Threats of Violence

(Lockdowns, Bomb Threats, Hazardous Materials & Suspicious Articles)

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures to ensure the health and safety of the children, staff and families at our schools if faced with a threat of violence.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring that safety measures are followed and notifying the police department and District Manager. All staff, parents and children must follow the instructions of emergency personnel.

Definition:

An intruder is a person who is not wanted or a person who entered without permission or authority or any other authorized or unauthorized individual, who has entered the building or property and is identified as someone who through act or deed poses a perceived threat to the health, safety, and welfare of the children, staff, and school. The intruder may be someone known or unknown to you.

There are two levels of lockdown, Yellow and Red.

Yellow: A need for a "perimeter lock down" of the facility is required due to a situation where the police notify the school that there is some kind of dangerous situation near the facility but not close enough to possibly create danger for students.

Red: The risk of danger is imminent.

Procedure:

INTRUDER ALERT AND LOCKDOWN

Stage 1 – PREPARE

1. The Director must have an Intruder Alert and Lockdown Plan including training and quarterly drills. Consider children with disabilities and plan accordingly.
2. Determine a code word that will be used to initiate lockdown or drill.
3. All designated safe places must be listed on your **Emergency Management Plan** flipchart. All designated exits and evacuation routes must be marked on your emergency evacuation route maps, which must be posted on the walls next to the doorways within each classroom, the Director's office, the kitchen, and the reception area.
4. The Director must review emergency procedures with all staff members, ensuring they understand the Intruder Alert and Lockdown Plan and know the code word, the location of all the safe places and evacuation routes in the building.
 - a. The Director must also train staff members to:
 - i. Ensure **Emergency Kits** are stocked with all required items.
 - ii. **Know their safe locations and to follow all directions from Director, Management Person-in-Charge or emergency personnel.**

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Intruder Alerts or Threats of Violence

(Lockdowns, Bomb Threats, Hazardous Materials & Suspicious Articles)

- iii. Ensure staff members have successfully completed drills.
- iv. Know that emergency personnel are present to first stop the intruder before caring for injured persons or leading an evacuation of the building.

Drills:

Schools should conduct drills quarterly, two Yellow and two Red each year, and initiate them under a variety of circumstances, day of week, time of day, etc.

Preparation materials:

- **Lockdown Drill** document
- **Emergency Drill Sign**
- **Emergency Kit**
- **Emergency Drill Log**

1. Complete and post **Emergency Drill Sign** on front door.
2. Practice going into lockdown utilizing code word and **Lockdown Drill**.
3. Document drill on **Emergency Drill Log**.

Stage 2 – RESPOND:

At times, due to various circumstances, schools may be notified by police, fire department, or other emergency personnel of incidents requiring a school to go into lockdown. In this case, no one is allowed to come into or go out of the school until cleared by emergency personnel. A lockdown may include an intruder to the building or school area (both inside and outside including parking lot and playground areas), a threat to the immediate area surrounding the building, and any other incident as determined by emergency personnel.

In some cases, an intruder may be present on school grounds. If this occurs, refer to the instructions below.

1. Director or Management Person-in-Charge is responsible for initiating the **Emergency Management Plan** (Intruder Alerts & School Lockdown tab on flipchart).
2. Director or Management Person-in-Charge must be the primary contact person with emergency personnel.
3. Director or Management Person-in-Charge must assess the situation. If a weapon is not present, the Director or Management Person-in-Charge should approach the intruder with caution in the following manner:
 - a. Approach the individual in a non-confrontational manner and, if possible, have another staff member or available adult with you.
 - i. Introduce yourself to the individual and ask them who they are and how you can be of assistance to them.

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Intruder Alerts or Threats of Violence

(Lockdowns, Bomb Threats, Hazardous Materials & Suspicious Articles)

- ii. Inform them of the **Volunteer/Visitor** policy and guide the person to an area away from children.
 - iii. If the person refuses or begins to act hostile or threatening, do not agitate them or force them to move, immediately call 911.
4. If Director or Management Person-in-Charge is suspicious, uneasy, or there is a weapon or threat of a weapon involved, call 911 immediately and go into lockdown.
 - a. All staff must be alerted immediately and support and participate fully in the lockdown. Director, Management Person-in-Charge or emergency personnel will give clear directions to staff, children and visitors.
 - b. Each staff member must ensure all children are accounted for using the Face-to-Name Transition Sheet.
 - c. All children, staff and visitors should move to an area that provides maximum protection (i.e., under tables, in bathrooms and closets, etc.) and is away from doors and windows.
 - d. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
 - e. Lock all entrances and exits.
 - f. Staff should keep themselves and the children in their care as calm as possible and quiet enough to be able to hear emergency directions.
 - g. Staff must ensure they have their classroom **Emergency Kit** and access the **Emergency Management Plan** (Intruder Alert & School Lockdown tab on flipchart) in case further evacuation or direction would occur.
 - h. Staff, children and visitors must remain in place until an “all clear” has been given by emergency personnel. Director or Management Person-in-Charge will inform staff, children and visitors that the school has been given the “all clear”.
 - i. Once “all clear” has been given, staff should again use the Face-to-Name Transition Sheet to account for all children. Staff must also assist in returning the school and classrooms to normal activities.
 - j. Director or Management Person-in-Charge and all staff members must always follow the directions of emergency personnel. Emergency personnel will give specific instructions to ensure the health and safety of everyone at the school. Visitors and parents who may be present when an emergency lockdown or intruder alert takes place at the school must also follow emergency personnel directives.

Stage 3 – REPORT

1. Director or Management Person-in-Charge must report all lockdown and intruder situations immediately to the District Manager.
2. The District Manager will work with the school and Reportable Issues to determine action steps to be taken at the school.
3. Reportable Issues will work with the Director and/or District Manager on information for contacting families. All media inquiries and requests must be directed to the Director of Communications.

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Intruder Alerts or Threats of Violence

(Lockdowns, Bomb Threats, Hazardous Materials & Suspicious Articles)

4. Report child injuries as directed in the **Incident Reporting** policy.
5. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
6. Director or Management Person-in-Charge must report the incident to local licensing agency, as required by state.

OTHER THREATS OF VIOLENCE (including Bomb Threats)

Stage 1 – PREPARE

1. Any staff member who answers the school's phone must be trained to immediately write down any details of the caller that they can remember. These details may include the following:
 - What type of threat is being made? Bomb threat, threat of gunfire, etc.?
 - When the bomb is going to explode or the gunfire is expected?
 - Where the bomb is going to explode?
 - Time of the call.
 - Identity of the caller-Male or Female? Child or Adult?
 - Language of the caller-Accent? Foul language? Slang? Well spoken?
 - Background Noise-Voices? Any specific noises such as traffic, music, etc.?
2. Ensure all staff members know the **Emergency Management Plan** (Bomb Threat tab on flipchart). If you are asked to evacuate the building, all staff must take their **Emergency Kits** along with their classroom's Face-to-Name Transition Sheets.
3. Train staff to remain as calm as possible.
4. Ensure evacuation routes are posted in prominent locations.

Stage 2 – RESPOND AND REPORT

1. Call 911 immediately and follow any/all instructions given by them. Be prepared to evacuate based on the instructions of emergency personnel.
2. Examples of threats are:
 - **Hazardous Materials**—Substances that are flammable, combustible, explosive, toxic, noxious, corrosive, oxidizable, radioactive, or an irritant.
 - **Suspicious Article**—Evidence of a suspicious article, package, or letter. Do not touch or attempt to move the article unless instructed to do so by police.
3. In case of evacuation:
 - a. The Director or Management Person-in-Charge must take the school office **Emergency Kit**. Ensure the building has been completely evacuated and staff and children are relocated as required by emergency personnel.
 - b. Bring the Daily Attendance Sheets and Face-to-Name Transition Sheets along and take attendance once the evacuation site is reached. Account for all children and confirm counts with the entire staff.
 - c. The Director or Management Person-in-Charge should take the school cell phone and immediately contact the District Manager for assistance.
 - i. If the Director or Management Person-in-Charge cannot locate the District Manager, the Director or Management Person-in-Charge must immediately contact the Division Vice President.

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Intruder Alerts or Threats of Violence

(Lockdowns, Bomb Threats, Hazardous Materials & Suspicious Articles)

- ii. The Director, District Manager, and Reportable Issues will work together to contact parents to notify them of the emergency.
 - iii. The District Manager, Division Vice President, and Reportable Issues will work with the Director and Management Person-in-Charge on any action steps that need to be taken after the initial threat and the building has been cleared for staff, children and families to return.
- 4. If the determination is made that return to the building is not safe, contact parents to inform them of the situation and the pick-up location.
- 5. In some cases, cars and pedestrians may not be allowed in the area where the staff and children are located. The school can proceed with pick-up/drop-off of children once an "all clear" has been provided by emergency personnel.
- 6. Report child injuries as directed in the **Incident Reporting** policy.
- 7. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
- 8. The Director or Management Person-in-Charge must report the incident to local licensing agency, as required by state.
- 9. If the school is accredited, contact the Accreditation Team to determine if a report needs to be submitted.

Lockdown Drill

There are two levels of lockdown: Yellow and Red.

Yellow: A need for a “perimeter lock down” of the facility is required due to a situation where the police notify the school that there is some kind of dangerous situation near your facility but not close enough to possibly create danger for students.

Red: The risk of danger is imminent.

Your school should have pre-determined code words you should use for Yellow and Red lockdown/drills.

The drill should be completed with staff and children understanding the intent that it is a drill. The drill should last no longer than 2.5 minutes.

Schools should conduct drills quarterly, two Yellow and two Red each year, and initiate them under a variety of circumstances, day of week, time of day, etc. Each drill should be documented on the Emergency Drill Log.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

During a lockdown drill, parents must not attempt to enter the building until the verbal “all clear” has been given in-person by the Director and/or Management Person-in-Charge.

Director and/or Management Person-in-Charge makes the decision to implement a lockdown drill

Director and/or Management Person-in-Charge:

Yellow and Red Levels:

- Communicate lockdown drill in advance to all staff and visitors. Have teachers talk to the children in their classrooms about the procedures for moving quickly and quietly to their safe place (include all buildings and outside areas).
- Inform teachers that they are not allowed to use their cell phones for calls or for text messaging to family/friends during a lockdown drill or situation. In real situations, family/friends arriving at the school would only increase the danger to everyone. If you have a cell phone, silence the ringer.
- Explain to staff that a lockdown overrides a fire alarm. Do not exit classrooms during a lockdown if the fire alarm goes off.
- Remind staff to use **Core Cues** to get the children’s attention and signal them for specific behaviors (please refer to the Learning Care Systems on Core Cues for additional information)
- Complete and place Emergency Drill Sign on the front door notifying visiting public that the school is participating in a drill.
- Using your pre-determined code word, promptly notify all staff and visitors to prepare immediately for Yellow or Red lockdown status via the phone/intercom/walkie talkies to let them know that this is a drill.

Lockdown Drill

- Locate an Emergency Kit and access the Emergency Management Plan (Intruder Alert & School Lockdown tab on flipchart).
- Lock all entrance/exit doors.
- Walk around and assess the drill.
- Give a verbal “all clear” to each classroom when the safety of the school has been assured.

Teachers:

Yellow Level:

- Using **Core Cues** direct the children to immediately move from hallways and playground into classrooms.
- Close windows and blinds (if the school has them).
- Ensure all children are accounted for using the Face-to-Name Transition Sheet.
- Do not exit classroom or open entrance/exits doors until a verbal “all clear” is given by the Director and/or Management Person-in-Charge.

Red Level:

- Using **Core Cues** direct the children to immediately move from hallways and playground into classrooms.
- Barricade all doors. Carefully move heaviest objects in front of doors if possible and place door stop (from Emergency Kit) under doors that open inward to the classroom.
- Close windows and blinds.
- Grab the Emergency Kit and access the Emergency Management Plan (Intruder Alert & School Lockdown tab on flipchart).
- Reinforcing actions using appropriate **Core Cues**, stay away from all doors and windows; move children towards the safe places and areas that provide maximum protection, i.e. behind large items, in bathrooms, in closets, etc. Let them know that you’re going to conduct an activity in a special place.
- Consider children with disabilities and plan accordingly.
- Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safearea.
- Shut off lights and any music/noise sources.
- Ensure all children are accounted for using the Face-to-Name Transition Sheet.
- Calm and reassure the children.
- Do not use the classroom telephone.
- Be quiet, remain in place and wait for further instructions. Keep the children engaged and occupied to help keep them in the safe location for the duration of the drill.
- Do not exit classroom or open entrance/exit doors until a verbal “all clear” is given by the Director

Lockdown Drill

and/or Management Person-in-Charge.

Location Precautions:

Village: Lock all doors, turn off lights and seek shelter in the Village itself.

Lunch Room: Children should be moved to the far side of the most open areas, turn tables on side if necessary.

Outside: Children should stop, drop and remain still or huddle around playground equipment. If/as possible, depending upon situation, attempt to move into classroom.

Bathrooms: Children/staff should move into a stall if possible, lock the stall door and crouch on the toilet so feet, hands and head are hidden from view.

Hallway: Students should move into a classroom immediately.

Library/Music Room: Students should seek shelter under tables or in closets. Lock the doors, turn out the lights, and turn off the music.

Staff Lounge: Lock the door, turn off the lights and seek shelter.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- "A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you're quiet as a flea"
- "1, 2, 3, 4 Line up at the Door" or "1, 2, 3, 4 Get down on the floor."
- "Clap, clap, clap, clap put your hands behind your back" or "Clap, clap, clap, clap hands on your neighbors back"
- "Turtle Pose" (aka duck and cover position)

Missing Child Drill

A missing child is defined as a child that cannot be located by a school staff member, parent, or third party or who has been taken by someone other than an authorized pick-up person.

Management of schools should conduct drills monthly and initiate them under a variety of circumstances (day of week, time of day, etc.). Each drill should be documented on the Emergency Drill Log. The drill should last no longer than 2.5 minutes.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

When there is a missing child, your school must use the pre-determined code word, "Code Adam".

The alert will indicate to the designated employees to start monitoring front entrances while other employees begin looking for the child within the building. If an individual reports that a child is missing, staff shall obtain a detailed and accurate description of the child to include their physical features and clothing.

During a missing child drill, parents must not attempt to enter the building until direction has been given by the Director and/or Management Person-in-Charge

Director and/or Management Person-in-Charge:

All missing children:

- Communicate missing child drill in advance to all staff and visitors. Have teachers talk to the children in their classrooms about following direction and always staying with the class when indoors, outside or on a field trip.
- Remind staff to use **Core Cues** to get the children's attention and signal them for specific behaviors (please refer to the Learning Care System on Core Cues for additional information)
- Complete and place Emergency Drill Sign on the front door notifying visiting public that the school is participating in a drill.
- Announce the start of the drill using your pre-determined code word, "Code Adam".
- Locate an Emergency Kit, access the Emergency Management Plan (Missing Child tab).
- Each month choose one classroom to practice quickly moving your team around to supervise the children in that classroom and help the teacher locate a child.
- Ensure each teacher calls for help and practice immediately following/locating the child (without actually leaving their classroom).

Missing Child Drill

- Conclude the drill and instruct the staff to return to their normal activities.

Child not located in reasonable time or taken unlawfully by a parent or family member:

- Practice calling 911 and contacting the parent/guardian of a child (without actually making the calls).

Child forcibly taken:

- Practice calling 911 and alerting staff to go into lockdown (without actually making the call and announcement).

Teachers:

- Immediately call for help on your walkie talkie using the code word. If walkie talkie is unavailable, use classroom phone or alert other staff members by raising your voice so they can hear the code word. If on a field trip, use cell phone.
- Follow/locate the missing child. Supervise all children until the help you called for arrives, they will then supervise the class.
- Ensure all children are accounted for using the Face-to-Name Transition Sheet.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- "A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you're quiet as a flea"
- "1, 2, 3, 4 Line up at the Door" or "1, 2, 3, 4 Get down on the floor."
- "Clap, clap, clap, clap put your hands behind your back" or "Clap, clap, clap, clap hands on your neighbors back"
- "Turtle Pose" (aka duck and cover position)

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Missing Child

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures when a child is unable to be located by the school.

Policy:

The Director or Management Person-in-Charge is responsible for notifying the District Manager about any missing child.

Definition:

A missing child is identified as a child who has left the property unattended and cannot be located by a school staff member in a reasonable amount of time or who has been taken by someone other than an authorized pick-up person.

Procedure:

Stage 1 – RESPOND

1. The Director or Management Person-in-Charge is responsible for initiating the **Emergency Management Plan** (Missing Child tab on flipchart).
2. If a child has made an unplanned departure from the school grounds, the Director or Management Person-in-Charge must make every effort to follow/locate the child.
 - a. If the child is not located within a reasonable amount of time, the Director or Management Person-in-Charge must call 911 immediately and give a detailed description of the child.
 - b. The Director or Management Person-in-Charge must contact the parent/guardian of the child and inform them of the situation and that emergency personnel have been notified.
3. If a child has been taken, unlawfully by a parent or family member, the Director or Management Person-in-Charge must call 911.
 - a. The Director or Management Person-in-Charge must contact the parent/guardian of the child and inform them of the situation and that emergency personnel have been notified.
4. If a child has been forcibly taken from the school grounds, and there is a threat of further violence, the Director or Management Person-in-Charge should immediately call 911 and go into lockdown.
 - a. All staff must be alerted immediately and support and participate fully in the lockdown. Director, Management Person-in-Charge or emergency personnel will give clear directions to staff, children and visitors.
 - b. Each staff member must ensure all children are accounted for using the Face-to-Name Transition Sheet.
 - c. All children, staff and visitors should move to an area that provides maximum protection (i.e., under tables, in bathrooms and closets, etc.) and is away from doors and windows.

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Missing Child

- d. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
- e. Lock all entrances and exits.
- f. Staff should keep themselves and the children in their care as calm as possible and quiet enough to be able to hear emergency directions.
- g. Staff must ensure they have their classroom **Emergency Kit** and access the **Emergency Management Plan** (Intruder Alert & School Lockdown tab on flipchart) in case further evacuation or direction would occur.
- h. Staff, children and visitors must remain in place until an “all clear” has been given by emergency personnel. Director or Management Person-in-Charge will inform staff, children and visitors that the school has been given the “all clear”.
- i. Once “all clear” has been given, staff should again use the Face-to-Name Transition Sheet to account for all children. Staff must also assist in returning the school and classrooms to normal activities.
- j. Director or Management Person-in-Charge and all staff members must always follow the directions of emergency personnel. Emergency personnel will give specific instructions to ensure the health and safety of everyone at the school. Visitors and parents who may be present when a lockdown takes place at the school must also follow emergency personnel directives.

Stage 2 – REPORT

1. Director or Management Person-in-Charge must report all lockdowns and intruder situations immediately to the District Manager.
2. The District Manager will work with the school and Reportable Issues to determine action steps to be taken at the school.
3. Reportable Issues will work with the Director and/or District Manager on information for contacting families. All media inquiries and requests must be directed to the Director of Communications.
4. Director or Management Person-in-Charge must report the incident to local licensing agency, as required by state.
5. If applicable, report child injuries as directed in the **Incident Reporting** policy.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 2

Nuclear Plant Event

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures for the health and safety of the children and staff during a nuclear plant event for any school located within a 10 mile radius of a nuclear power plant.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring proper safety measures are followed and for notifying the District Manager and Reportable Issues of any nuclear plant event.

Definitions:

The terms below are used to describe events at nuclear power plants.

- Unusual Event: a minor incident such as severe weather. Because of strict regulations, a number of events must be classified and reported as “unusual events” even though they pose no threat or danger to us. *No public action is required.*
- Alert: a minor incident that affects, or could potentially affect, reactor safety. There is the possibility of a small, limited release of radioactive material, but there would be no danger to us. *No public action is required.*
- Site Area Emergency: a more serious incident such as: a major leak from the reactor coolant system; a fire in a safety system; or an incident in which radioactive releases are possible or are occurring that will not affect the off-site population. Sirens would sound, alerting us to tune to local radio or television stations for official information. *May require public action.*
- General Emergency: the most severe emergency classification. Radioactive releases that could affect the off-site population are possible or are occurring and/or a major security event has occurred at the plant. Sirens would sound, alerting us to tune to one of the local radio or television stations for official information. *Public action required.*
- Emergency Alert System (EAS): a national public warning system that requires broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, and direct broadcast satellite (DBS) providers to provide the communications capability to the President to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information, such as AMBER alerts and weather information targeted to specific area.
- Temporary Relocation Center: a location designated for citizens who are asked to evacuate their immediate area. Locations may also be referred to as “reception centers” or “temporary shelters”.

Procedure:

Stage 1 – PREPARE

1. State and local governments have established strict guidelines to ensure safety in the unlikely event of an emergency at the local plant. Emergency officials will provide timely, accurate information and instructions. Schools should follow official instructions.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 2

Nuclear Plant Event

2. The Director must utilize nuclear plant event policy and procedures to prepare for and respond to a local nuclear plant emergency which includes an evacuation procedure, marked exits, a designated shelter area (within the building) and an evacuation site (outside of the building). The nuclear plant event procedures specify when and how to take shelter and when and how to evacuate in case of a nuclear plant emergency.
3. All designated exits and evacuation routes must be marked on your emergency evacuation route maps, which must be posted on the walls next to the doorways within each classroom, the Director's office, the kitchen, and the lobby area.
4. The Director must review emergency procedures with all staff members, ensuring they understand the nuclear plant event policy and procedures.
 - a. The Director must also train staff members to:
 - i. Understand how to relocate to a safer location within the school and how and where to evacuate the school.
 - ii. Ensure that all ventilation systems are turned off (furnaces, air conditioning) and that all windows and doors are shut.
 - iii. When outdoors go indoors immediately and wash everyone's hands and face.
 - iv. Conduct "sweeps" for frightened children who may be hiding in closets, under desks, in bathrooms, etc.
 - v. **Grab Emergency Kits** and access **Emergency Management Plan**. Take Daily Attendance Sheets and Face-to-Name Transition Sheets during a relocation or evacuation.
 - vi. Take attendance using the Face-to-Name Transition Sheet prior to leaving and upon reaching the evacuation site.
 - vii. Remain with children at all times during and after evacuation.
 - viii. Follow all directions of emergency personnel.
5. Staff members must ensure that all building exits and evacuation routes are kept clear and unobstructed at all times.
6. All members of management must be trained to assist infants and toddlers when needed. All children who are not able to walk must be placed in an evacuation crib (maximum of 4 children per crib) and be transported to the transportation to the evacuation site.

NOTE: Position evacuation cribs near the exit of the classroom to shorten the time need for evacuation.

Stage 2 - RESPOND

In the case of a nuclear plant emergency where you are instructed by the Emergency Alert System to stay indoors and take shelter, Director/Management Person-in-Charge must:

1. Initiate the Emergency Management Plan (Nuclear Plant Event policy).

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 2

Nuclear Plant Event

2. Notify all teachers and staff to return to their designated classrooms and close all windows and doors.
3. If a class was outside when they were instructed to take shelter, instruct all teachers and staff to wash everyone's hands and face.
4. Turn off all ventilation (furnaces, air conditioning, etc.).
5. Instruct all teachers and staff to gather the **Emergency Kits**, Daily Attendance Sheets and Face-to-Name Transition Sheets.
6. Children may panic. Check all classrooms, bathrooms, closets, and corners for children.
7. Instruct the teachers to take attendance using the Face-to-Name Transition Sheet upon returning to their designated classroom.
8. Contact the District Manager who will notify Reportable Issues. If District Manager is not available, contact the Divisional Vice President.
9. Remain indoors until further information from the Emergency Alert System is received.

In the case of a nuclear plant emergency where you are instructed by the Emergency Alert System to evacuate, Director/Management Person-in-Charge must:

1. Prepare to evacuate the building and go to the designated Temporary Relocation Center (TRC) assigned to your location.
2. Post an evacuation notice on front door listing the alternate site, if safely possible.
3. Instruct teachers and staff to turn off all small appliances, faucets, ventilation systems and to close and lock all windows and doors.
4. Instruct teachers and staff to gather all necessities including medications, special diet foods, diapers, baby bottles/formula and any other necessary items.
5. Notify all teachers and staff to calmly evacuate the building and take the **Emergency Kits**, Daily Attendance Sheets and Face-to-Name Transition Sheets.
6. Children may panic. Check all classrooms, bathrooms, closets, and corners for children.
7. Assist infant/toddler teachers in the evacuation (Assistant/Cooks/Drivers will assist all other teachers).

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 2

Nuclear Plant Event

8. Exit by way of the closest, safest exit and safely assist children onto the designated transportation, ensuring that all children are properly secured. Consider children with disabilities and plan accordingly.
9. Instruct the teachers to take attendance using the Face-to-Name Transition Sheet prior to leaving the school as well as upon reaching the evacuation site.
10. Do not open any windows or vents in the transportation vehicles or use the air conditioner.
11. Contact the District Manager who will notify Reportable Issues. If District Manager is not available, contact the Division Vice President.
12. Upon arrival to the TRC, contact the children's parents and/or legal guardians using the Emergency Contact Information letting them know your location.
13. Instruct teachers and staff to check out children picked up by their parents or guardians on the Face-to-Name Transition Sheets.

Stage 3 – REPORT

1. In the event an evacuation away from school grounds is required:
 - a. Post an evacuation notice on front door listing the alternate site, if safely possible.
 - b. Notify the District Manager who will contact Reportable Issues. If District Manager is not available, contact the Division Vice President.
 - c. If safely possible, record a message on the school's voicemail indicating the reason for the evacuation and the location of the alternate site.
 - d. Do not return to the school until local authorities have cleared the school of any threat.
2. Contact Reportable Issues if the facility will be closed. If the location is closed, even for a short time, document if we're able to place children at one of our other locations, even for a temporary basis.
3. Should damage occur to the school:
 - a. Report all building/property damage as soon as possible to your District Manager.
 - b. Contact Viox for facilities-related services.
 - **Non-emergencies:** Click on "WO Tracking System" listed under My Applications on the Portal's home page.
 - **Facility Emergencies:** Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, call **Viox's Emergency Hotline 1-888-895-0121**. Your call will be routed to an operator for live support.
4. Take photographs or videotape all damage PRIOR to repairs.

Emergency Management	Section B: Weather Emergencies
Effective: 04/25/2016	Version: 2

Nuclear Plant Event

5. Track all staff time and any expense related to loss.
6. Report child injuries as directed in the **Incident Reporting** policy.
7. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
8. Notify your local licensing agency, if required by your state.

Note: For additional information on what to do in an emergency dial 2-1-1 to connect to the United Way for information about what to do in a Nuclear Plant Event in your area.

POST-WEATHER EMERGENCY INSPECTION

Hurricanes/Earthquakes/Tornadoes/Floods

Take pictures to document any damage PRIOR to repairs being completed.

Exterior Inspection	Comments/Problems
Check for downed, loose, or dangling power lines. (Do <u>not</u> approach any downed lines. Notify the local electric company).	
Check sidewalks and parking lot for downed trees and large cracks.	
Check roof for missing tiles, exposed wood.	
Inspect the condition of the fence.	
Inspect playground for downed trees and other hazards.	
Check exterior for broken windows.	
Check for damaged doors/doorframes.	
Inspect bus for any possible damages that could prevent operation.	

Report all damage to your District Manager and contact VIOX for facilities-related services.

Interior Inspection	Comments/Problems
Check if the school has electricity. Electrical service will be a major determination for how quickly the school can be reopened. Report electrical status to District Manager as soon as possible.	
Check interior for leaks or damaged ceiling tiles.	
Check that there is no standing water in the school.	
Check operation of all electrical fixtures, appliances, computer, etc. If there is standing water in the school, DO NOT perform this check until the water has been removed.	
Do not throw out any damaged fixtures or furniture until you have photographed and listed all damaged items you are discarding.	
If you have spoiled food, list all items that you are discarding.	

Director's Signature: _____ **Date Completed:** _____

Keep in a binder in the Director's office for one year.

REV 10/2013



Emergency Management	Section A: Emergency Management Plan
Effective: 10/7/2013	Version: 2

Safety Kits

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures for availability, maintenance, and use of the three types of safety kits in our schools: Universal Precautions (UP) Kits, Emergency Kits, and First Aid Kits.

Policy:

The Director is responsible for ensuring Universal Precautions (UP) Kits, Emergency Kits, and First Aid Kits are available, maintained, and used in our schools.

Definitions:

Universal Precaution (UP) Kits are used to promptly provide available supplies that will assist staff in taking universal precautions when responding to an incident.

Emergency (Evacuation) Kits are used to promptly provide available supplies that will assist staff in responding to emergency situations.

First Aid Kits are used to provide immediate medical attention to staff, children and the visiting public.

Procedure:

All Safety Kits should be inspected, cleaned, and restocked monthly. Inspections must be documented on the **Emergency Drill Log**. Refills for all of the Safety Kits may be purchased through CoreXpand or at local stores.

Note: Requirements for safety kit contents may vary from state to state. Please consult with the appropriate regulatory agency for your state regarding child care safety kits prior to assembling a safety kit.

Universal Precaution (UP) Kits

- Universal Precaution (UP) Kits must be assembled by the staff in ziplock plastic bags and be added to every Emergency Kit in the school.

UP Kit Contents:

- | | |
|---|--|
| ☐ 3 pair disposable gloves | ☐ Band-aids |
| ☐ Gauze pads | ☐ Bloodborne Pathogens Reports |
| ☐ Paper towels | ☐ Disposable plastic grocery bags |

Emergency (Evacuation) Kits

- Emergency Kits must be assembled by the staff. Emergency Kit (red bags) are available in CoreXpand.

Emergency Management	Section A: Emergency Management Plan
Effective: 10/7/2013	Version: 2

Safety Kits

- One must be hung in each classroom in an accessible place near an exit door where a staff member could easily obtain the kit in case of an emergency. The kit should be taken outside by a staff member when children are on the playground or on a walk and brought back to its designated location when children return to the classroom.
- An Emergency Kit should also be located in the office.
- In the event of a drill or an actual emergency in which evacuation may be necessary, a staff member in each classroom is responsible for obtaining the Emergency Kit. The Director or Management Person-in-Charge is responsible for obtaining the office Emergency Kit.

Emergency Kit Contents for Classrooms:

- | | |
|--|--|
| <ul style="list-style-type: none"> ☐ Universal Precautions (UP) Kit (see content requirements above) ☐ Flashlight ☐ Whistle ☐ Roll of duct tape ☐ Wedge door stop ☐ 1 unopened liter bottle of store purchased water (or equivalent) | <ul style="list-style-type: none"> ☐ 2 dozen disposable paper cups ☐ Hand sanitizer (small travel size) ☐ Packages of saltine crackers (enough for the amount of children in the classroom) ☐ Age-appropriate activities for the children in the classroom |
|--|--|

Infant and Diaper Changing Rooms must also contain (in addition to the above items):

- ☐ 1 disposable diaper for each child in the room labeled with the child's name
- ☐ 1 full package of disposable diaper wipes
- ☐ Soft cooler or lunch box for bottles for infants

Emergency Kit Contents for Office:

- | | |
|---|--|
| <ul style="list-style-type: none"> ☐ Copies of all staff and child emergency contact information sheets <ul style="list-style-type: none"> ☐ Attach current photo of each staff member and child to their emergency contact information sheet ☐ Update photos annually ☐ Flashlight with extra package of batteries ☐ Small battery operated radio with extra package of batteries ☐ Manual can opener | <ul style="list-style-type: none"> ☐ Universal Precautions (UP) Kit (see content requirements above) ☐ Note pad and pens ☐ Scissors ☐ Whistle ☐ Hand sanitizer ☐ 2 dozen disposable cups ☐ 1 unopened liter bottle of store purchased water(or equivalent) ☐ Roll of duct tape ☐ Wedge door stop |
|---|--|

First Aid Kits

Emergency Management	Section A: Emergency Management Plan
Effective: 10/7/2013	Version: 2

Safety Kits

- First Aid Kits must be assembled by the staff.
- A minimum of one first aid kit must remain at the school at all times.
- Another first aid kit must be readily available for field trips and outings away from the facility. Each kit should be a closed container for storing first aid supplies, accessible to staff at all times, but out of the reach of children. No medications should be kept in the first aid kit. Medications should be kept in a separate locked location.

First Aid Kit Contents, at a minimum:

- | | |
|---|---|
| ☐ 2 Pair of disposable gloves | ☐ 25 Antiseptic cleansing wipes (sting free) |
| ☐ Scissors | ☐ Triangular sling/bandage |
| ☐ Tweezers | ☐ Trauma pad 5" X 9" |
| ☐ Thermometer (non-glass) | ☐ Eye dressing |
| ☐ 25 quantity box of assorted size Band-Aids (non-latex) | ☐ Eyewash (bottle) |
| ☐ Non-Adhesive bandage 2" X 3" | ☐ 25 Antibiotic ointment packets |
| ☐ Gauze dressing pads 2" X 2" | ☐ CPR Face Shield (pediatric/adult) |
| ☐ Gauze dressing pads 4" X 4" | ☐ Cold pack |
| ☐ Flexible roll gauze 2" | ☐ Bloodborne Pathogens Kit – available through CoreXpand |
| ☐ Flexible roll gauze 3" | ☐ Pen/pencil |
| ☐ Adhesive first aid tape (roll) | ☐ Small notepad |
- A separate Bus First Aid Kit should be kept on each bus. These kits are available through Leaseplan. Each bus should also have a Bus Bodily Fluid Clean Up Kit, also available through Leaseplan, as referenced in the Transportation policy.

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Technological Emergencies

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures to ensure the health and safety of the children and staff at our schools during a technological emergency.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring that emergency measures are followed and for notifying the District Manager, IT, and Reportable Issues.

Definition:

A technological emergency includes: Any interruption or loss of a utility service, power source, information system or equipment needed to keep the school business in operation.

Procedure:

Stage 1 – PREPARE

1. Review **Emergency Management Plan** (Technological Emergencies tab on flipchart) with staff on a regular basis.
2. Know what your state licensing regulations are for keeping the school open if one of the following situations were to occur: no water, no electricity, no phones, etc. Some states require that a school close until these items have been repaired or are functioning normally and other states have a specific time requirement that a school can remain open.
3. The Director must review emergency procedures with all staff members, ensuring that all staff members understand the potential warning signs and evacuation procedures for the school.
 - a. Staff must also be trained on the following:
 - i. Grab the **Emergency Kits** and access the Emergency Management Plan (Technological Emergencies tab on flipchart). Take Daily Attendance Sheets and Face-to-Name Transition Sheets to the evacuation site.
 - ii. Take attendance using the Face-to-Name Transition Sheet upon reaching the evacuation site.
 - iii. Remain with children at all times during and after evacuation or relocation.
 - iv. Follow all directions of emergency personnel.
4. Contact the helpdesk at 1-877-767-5241, option 1 for any computer or phone issues you may have at your school.
5. Partner with Viox to identify location of all critical operations access panels, valves, etc. including:
 - a. Utilities including electric power, gas, water, hydraulics, compressed air, municipal and internal sewer systems and wastewater treatment services.
 - b. Security and alarm systems, elevators, lighting, heating, ventilation and air conditioning systems, electrical distribution systems.

Stage 2 – RESPOND

1. The Director or Management Person-in-Charge is responsible for initiating the **Emergency Management Plan** (Technological Emergencies tab on flipchart).

Emergency Management	Section C: Building Emergencies
Effective: 04/25/2016	Version: 3

Technological Emergencies

2. Determine with the District Manager the impact of service disruption and plan of action that needs to be taken (i.e., closing school, evacuation of school, etc.).
3. Contact Viox on Emergency Hotline to report issue at **1-888-895-0121** and contact IT at 877-767-5241 option 1 for plans on restoring systems.

Stage 3 – REPORT

1. Report all technological emergencies to your District Manager, who will notify Reportable Issues. If phone or computer related, report to IT.
2. The District Manager and/or IT will work with Support Central and outside work crews to determine the necessary work and repairs required and what action must be taken at your school.
3. Contact Reportable Issues if the facility will be closed. If the location is closed, even for a short time, document if we're able to place children at one of our other locations, even for a temporary basis.
4. Track all staff time and any expenses related to loss.
5. Report child injuries as directed in the **Incident Reporting** policy.
6. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
7. The Director or Management Person-in-Charge must report technological emergencies to local licensing agency, as required by state.

Tornado Drill

The drill should be completed with staff and children understanding the intent that it is a drill. The drill should last no longer than 2.5 minutes.

Schools should conduct drills (for those in locations prone to tornadoes) at least twice yearly, or more frequently, as required by your state licensing standards. Initiate the drill under a variety of circumstances, day of week, time of day, etc. Each drill should be documented on the Emergency Drill Log.

Address issues during the drill. Evaluate what worked well and if there are any areas of improvement for the staff. Retrain staff in areas of deficiency.

Be sure to remind the children that they are safe now and tell them what they did well and if there are any areas for improvement.

During a tornado drill, parents must not attempt to enter the building until direction has been given by the Director and/or Management Person-in-Charge.

Director and/or Management Person-in-Charge makes the decision to implement a tornado drill.

Director and/or Management Person-in-Charge:

- Communicate tornado drill in advance to all staff and visitors. Have teachers talk to the children in their classrooms about the procedures for moving quickly to a sheltered area and being ready to “take cover” (include all buildings and outside areas).
- Remind staff to use **Core Cues** to get the children’s attention and signal them for specific behaviors (please refer to the Learning Care System on Core Cues for additional information)
- Complete and place Emergency Drill Sign on the front door notifying visiting public that the school is participating in a drill.
- Promptly notify all staff and visitors to prepare immediately for a tornado drill by issuing a “take cover” announcement via phone/intercom/walkie talkies to let them know that this is a drill.
- Locate an Emergency Kit, and access the Emergency Management Plan (Tornadoes tab on flipchart), and if possible, take a cell phone and/or battery operated radio with you.
- If applicable, close blinds to all exterior windows.
- Ensure that no children, staff, and families are outside. All persons present on school grounds must be directed to the shelter area(s) immediately.
- Conduct another head count/ face-to-name of all children and confirm with entire staff.
- Walk around and assess the drill.
- Announce to each classroom that the drill is complete and return to normal activities.

Teachers:

- Using appropriate **Core Cues**, gather all children in your care, move quickly to a sheltered area and proceed to “take cover”.
- Consider children with disabilities and plan accordingly. If outside, move indoors immediately. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.

Tornado Drill

- Avoid windows and glass doorways.
- Close classroom doors.
- Grab the Emergency Kit and access the Emergency Management Plan (Tornadoes tab on flipchart) and take Face-to-Name Transition Sheets to the shelter location.
- Protect the heads of staff and children with jackets and blankets, reinforcing actions using appropriate **Core Cues**.
- Ensure all children are accounted for using the Face-to-Name Transition Sheet.
- Calm and reassure the children.
- Remain with children at all times.
- Remain in place until Director or Management Person-in-Charge announces to each classroom that the drill is complete.

Director/Management Person-in-Charge Signature

Date

Core Cues

Core Cues are child-friendly signals that should be used to get the attention of the class and signal them for specific behaviors to keep everyone safe. **Core Cues** should be discussed with the children so they have a successful experience and understand what is expected of them.

- "A, B, C, D Everybody look at me. Hands freeze, feet freeze. Now you're quiet as a flea"
- "1, 2, 3, 4 Line up at the Door" or "1, 2, 3, 4 Get down on the floor."
- "Clap, clap, clap, clap put your hands behind your back" or "Clap, clap, clap, clap hands on your neighbors back"
- "Turtle Pose" (aka duck and cover position)

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Tornadoes

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures to ensure the health and safety of the children and staff during a tornado.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring proper tornado safety measures, such as drills and procedures, are followed *for those schools in locations prone to tornadoes* and for notifying the District Manager and Reportable Issues of any weather related emergency.

Definition:

Tornado: A localized and violently destructive windstorm occurring over land characterized by a funnel-shaped cloud extending toward the ground. Tornadoes can occur in any area, but occur more frequently in the Midwest, Southeast and Southwest. Tornadoes can also occur very quickly with little or no warning.

Procedure:

Stage 1—PREPARE

1. The school must designate areas within the building that are away from windows and doors and if possible, rooms that have been reinforced with concrete, brick or block.
 - a. When designating an area for shelter, utilize:
 - i. Small interior rooms on the lowest floor without windows.
 - ii. Hallways on the lowest floor away from doors and windows.
 - iii. Rooms constructed with reinforced concrete, brick, or block with no windows and a heavy concrete floor.
 - iv. Protected areas away from doors and windows,
 - b. If you need assistance determining the safest shelter areas for your location, consult with your local fire department officials.
2. All designated shelter areas must be marked on your emergency evacuation route maps, which must be posted on the walls next to doorways within each classroom, Director's office, kitchen, and lobby area. Refer to your local fire authority for specific placement.
3. The Director must review emergency procedures with all staff members, ensuring that all staff members know the location of all designated tornado shelter areas in the building.
 - a. Staff must also be trained to:
 - i. Grab **Emergency Kits** and access **Emergency Management Plan** (Tornadoes tab on flipchart). Take Daily Attendance Sheets and Face-to-Name Transition Sheets during the drill, relocation or evacuation.
 - ii. Avoid windows and glass doorways.
 - iii. Close classroom doors.
 - iv. Protect the heads of staff and children with jackets and blankets.
 - v. Take attendance using the Face-to-Name Transition Sheet.
 - vi. Remain with children at all times.
4. All members of management must be trained to assist infants and toddlers when needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Tornadoes

Drills:

Schools in areas prone to tornadoes should conduct drills at least twice per year, or more frequently, as required by your state licensing standards.

Preparation materials:

- **Tornado Drill** document
 - **Emergency Drill Sign**
 - **Emergency Kit**
 - **Emergency Drill Log**
1. Complete and post **Emergency Drill Sign** on front door.
 2. Practice responding to a Tornado by completing **Tornado Drill** located in Policy Tech.
 3. Document drill on **Emergency Drill Log**.

Stage 2—RESPOND

1. Be aware of weather advisories in your area. Advisories are issued by the National Weather Service.
2. Ensure your radio is tuned to a designated emergency station throughout the course of the watch/warning. The Director or Management Person-in-Charge is responsible for listening for the watch/warning, initiating the **Emergency Management Plan** (Tornadoes tab on flipchart), and relocating staff, children, and families to the designated shelter areas.
3. Follow all directions of emergency personnel.

During Watch Conditions:

Tornado Watch – A tornado is likely. Stay tuned to local radio and television stations for additional information. Be ready to take shelter.

1. The Director or Management Person-in-Charge must:
 - A. Notify all teachers of the watch.
 - B. Direct a staff member to visit the shelter areas to ensure that they are clear and capable of being used.

During Warning Conditions:

Tornado Warning - A tornado has been sighted in the area or is indicated by radar. Take shelter immediately.

1. The Director or Management Person-in-Charge must:
 - a. Issue a “take cover” announcement via phone/intercom/walkies to each classroom specifically if:
 - i. A tornado is sighted.
 - ii. A tornado siren is heard.
 - iii. A tornado warning is issued that affects the location of the school.

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Tornadoes

- iv. There are high winds at or exceeding 60 miles/hour.
- v. There is golf ball size hail or larger.
- vi. There is rapidly dropping pressure and dark greenish clouds.
- b. Instruct all staff members to begin moving all children to the shelter areas. Consider children with disabilities and plan accordingly. Assist infants and toddlers, as needed. All non-mobile infants must be transported in the evacuation cribs to the designated safe area.
 - i. Staff members must:
 - Grab the **Emergency Kit** and access **Emergency Management Plan** (Tornadoes tab on flipchart). Take the Daily Attendance Sheets and Face-to-Name Transition Sheets to the shelter location.
 - Avoid windows and glass doorways.
 - Close classroom doors.
 - Protect the heads of staff and children with jackets and blankets.
 - Take attendance using the Face-to-Name Transition Sheet.
 - Remain with children at all times.
 - c. If applicable, close blinds to all exterior windows.
 - d. Ensure that no children, staff, and families are outside. All persons present on school grounds must be directed to the shelter area(s) immediately.
 - e. If possible, take a cell phone and/or battery operated radio to the shelter area to maintain communication.
2. Once all staff members and children are in the shelter area(s), the Director or Management Person-in-Charge must:
 - a. Conduct another head count of all children and confirm with entire staff.
 - b. Remain in the shelter area for safety and attendance purposes until it has been determined that it is safe to leave the shelter area.
 - c. Maintain communication with local authorities, as necessary.
 - d. If it is unsafe to remain in the shelter area, assess whether everyone should go to another location and then move accordingly.
3. When it is safe to do so, the Director or Management Person-in-Charge must:
 - a. Prevent all staff, children, and families from re-entering other areas if damage is suspected, until emergency personnel have surveyed the building.
 - b. Inform staff of any facility hazards and areas or routes that must be closed from access.

Stage 3—REPORT

1. Secure the area and prevent further injury or damages.
2. If there are any injuries, call 911 if necessary, or assist with providing first aid. Take universal precautions to prevent exposure to bloodborne pathogens.
3. If necessary, school management should establish procedures with the District Manager and Reportable Issues for facility shut down and early release of employees and children.
 - a. Contact local radio/television stations for school to be included on school closing lists. If your school has voicemail, change the message to reflect the closing.
 - b. Set up an emergency contact procedure with the staff.

Emergency Management	Section B: Weather Emergencies
Effective: 10/7/2013	Version: 3

Tornadoes

- c. Notify the families and staff of school closing for the day, closing early, or opening late.
4. Complete the **Post-Weather Emergency Inspection** form and report all weather damage, power outages, or losses of heat immediately to your District Manager and contact Viox for facilities-related services.
 - a. **Non-Emergencies:** Click on “WO Tracking System” listed under My Applications on the Portal’s homepage.
 - b. **Facility Emergencies:** Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, **call Viox’s Emergency Hotline 1-888-895-0121**. The call will be routed to an operator for live support.
5. Take photographs of all damage PRIOR to repairs.
6. If the location is closed, even for a short time, document if the school is able to place children at one of our other locations, even for a temporary basis.
7. Track all time and expenses related to any loss.
8. Report child injuries as directed in the **Incident Reporting** policy.
9. Report staff injuries as directed in the **Reporting Employee Injuries** policy.
10. Notify your local licensing agency, as required by your state.
11. If the school is accredited, contact the Accreditation Team to determine if a report needs to be submitted.

Emergency Management	Section D: Transportation Emergencies
Effective: 12/30/2013	Version: 2

Transportation Emergency Plan

Purpose:

To describe the steps to be taken in the event of an accident, serious illness, severe weather, or other emergency while driving a bus.

Policy:

The bus driver must be familiar with and follow the procedures listed below and on the **Transportation Emergency Plan** on the **Bus Binder Cover**. Following these procedures will ensure the safety of children and staff while transporting on the bus in the event of an emergency.

Procedure:

Preparation for an Emergency

- Ensure a **Bus Binder Cover** is on the front of the Bus Binder which includes the following information:

<i>Transportation Emergency Plan</i>
<i>In the event of:</i> <u><i>Accident, Serious Illness or Severe Weather</i></u> Park the bus in a safe area Activate hazard warning lights Call 911 if needed Evacuate the bus using emergency exits if necessary Contact the Director or Management Person-in-Charge <u><i>Evacuation</i></u> Park the bus in a safe area Activate hazard warning lights Call 911 if needed Direct the children to move out of the bus and to a safe place Take the phone, emergency equipment and emergency contact information (bus binder) Conduct a Face-to-Name check Contact the Director or Management Person-in-Charge

- Check that the following items are taken on the bus each trip.
 - Bus Binder-see **Bus Binder Checklist** for list of contents
 - Phone
 - Fire Extinguisher
 - Bus First Aid Kit and Bus Bodily Fluids Clean Up Kit
 - Emergency Roadside Kit
 - Seatbelt cutter if applicable (for use with STAR seats)

Emergency Management	Section D: Transportation Emergencies
Effective: 12/30/2013	Version: 2

Transportation Emergency Plan

- Conduct bi-annual (June and September) bus evacuation drills with the children using the **Bus Evacuation Drill** sheet.
 - Discuss with the children, the steps that need to be taken if there were an emergency on the bus. Explain the importance of following directions should an emergency occur.
 - Demonstrate what the children need to do if an evacuation is necessary, showing children how to safely jump from the rear emergency exit door.
 - Direct children to gather at a safe area at least 100 feet away from the bus.
 - Practice evacuating the bus in the school parking lot during daylight hours with every driver and all children who ride the bus.
- Be sure to have a bus roster with children's names, knowledge of the seating chart, knowledge of children's individual characteristics (i.e. those who will help, those who may run, those who may panic), and knowledge of any special needs children.
- Review the **Vehicle Accident Reporting** policy.

Responding to an Emergency

Accident:

The bus driver must:

1. Park the bus.
2. Activate hazard warning lights.
3. Check for injuries and provide the appropriate first aid.
4. Call 911 if necessary.
5. Evacuate the bus if needed. See *Evacuating the Bus* below.
6. Contact Director or Management Person-in-Charge immediately.
7. Contact the police if medical attention is not needed.
8. Complete the *Other Driver's Information* on the **Vehicle Accident Reporting Form**.

The Director or Management Person-in Charge must:

1. Contact the District Manager.
2. District Manager will report the accident to Reportable Issues: 248-697-9150.
3. Report to licensing if state regulation requires.
4. Report the accident to LeasePlan: 800-323-6644.
5. Contact the ClaimLine if a staff member is injured and complete an Injury Packet (available on the portal): 888-432-8976.
6. Contact the parents/guardians of all children involved and complete an **Incident Report** for each child
7. Complete the remaining portions of the **Vehicle Accident Reporting Form** along with the bus driver.

Serious Illness (Child or Staff Member):

The bus driver must:

1. Park the bus safely.
2. Turn on hazard warning lights.

Emergency Management	Section D: Transportation Emergencies
Effective: 12/30/2013	Version: 2

Transportation Emergency Plan

3. Call the Director or Management Person-in-Charge to report the illness and ask to contact the parent/guardian.
4. Call 911, if the illness warrants emergency medical attention.
5. Talk to the children about what is happening and ask that they remain seated.
6. Attend to the ill child.
7. If the driver is ill, he or she must wait for another staff member or EMS to arrive, reassuring the children while they wait for assistance.

The Director or Management Person-In-Charge must:

1. Make arrangements for the children to safely return to the school.
2. Contact the District Manager.
3. District Manager will contact Reportable Issues at 248-697-9150.
4. Report to licensing if state regulation requires.
5. Provide the parents/guardians with a copy of the completed **Incident Report** if needed.

Severe Weather:

- Communicate with the Director or Management Person-in-Charge regarding the weather alert.
- Park the bus as safely as possible.
- Activate the hazard warning lights.
- If the bus is in the direct path of a sighted tornado and evacuation (See *Evacuating the Bus*) is ordered, seek shelter in the nearest building. If shelter in a building is not readily available, escort children to a nearby ditch or culvert. Direct them to lie face down, hands covering their head. They should be far enough away so the bus cannot topple on them. Avoid areas that are subject to flash floods.

Evacuating the Bus

Stage 1-Determine if evacuation is necessary

Evacuating the bus is mandatory when:

- The bus is on fire or there is a threat of a fire.
- The bus is stalled on or adjacent to a railroad-highway crossing.
- The position of the bus may change and increase the danger.
- There is an imminent danger of collision.
- There is a need to quickly evacuate because of a hazardous materials spill.

Note: If it is determined that the level of risk or danger is the same or increased if an evacuation is conducted, then the bus shall not be evacuated.

Stage 2-Evacuate the bus

- Park the bus safely away from traffic or other hazards if possible.
- Turn on the hazard warning lights.
- Call 911 if needed.
- Explain to the children what is happening and the steps they will need to take.

Emergency Management	Section D: Transportation Emergencies
Effective: 12/30/2013	Version: 2

Transportation Emergency Plan

- Determine the safest way to evacuate (i.e. Front, rear or side door evacuation, or some combination of doors, roof or window evacuation).
 - *Do not* move a child you believe may have suffered a neck or spinal injury unless his or her life is in immediate danger.
 - If the bus is rolled over, in a ditch, etc., where the seatbelts (if applicable) won't release the driver may need to use the seat belt cutter to quickly extract the children from their seats.
- Evacuate the children to a safe place (upwind, if fire is present or there is a risk of spilled hazardous materials), which is at least 100 feet off the road in the direction of oncoming traffic.
- Take the phone, emergency equipment and emergency contact information (bus binder).
- Conduct a Face-to-Name check to ensure all children have evacuated the bus.
- Contact the Director or Management Person-in-Charge to report the situation.

Stage 3-Reporting

The Director or Management Person-in-Charge must:

1. Call the parents/guardians.
2. Call the District Manager.
3. District Manager will contact Reportable Issues at 248-697-9150.
4. Report to licensing if state regulation requires.
5. Provided parents/guardians with a copy of completed **Incident Report**.

Health and Safety Manual	Section C: Emergency Management
Effective: 09/05/2017	Version: 4

Vehicle Accident Reporting

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish a procedure for any and all staff members who are involved in any motor vehicle accident while driving a bus, company owned/leased vehicle, personal car used for business purposes, or authorized rental vehicle and the steps for reporting the accident.

Policy:

Drivers are **required** to report any damage or theft of a bus, company owned/leased vehicle or authorized rental vehicle to their Director or Management Person-in-Charge/Supervisor **immediately**.

Damage to a vehicle includes but is not limited to:

- Incident Involving another Vehicle
- Window Replacement
- Parking Lot Damage
- Storm Damage
- Vandalism
- Deer & Other Animals

NOTE: Any staff member involved in a preventable accident may be removed as an authorized driver upon review by the:

- HR Department
- Risk Management Department
- Director
- District Manager
- Fleet Manager

If, in the company's judgment, the employee was negligent or irresponsible, further disciplinary action may be taken, up to and including termination of employment.

Procedure:

Responding to a Bus Accident

The driver of the bus must:

1. Move and park the bus in a safe place, if possible.
2. Activate hazard warning lights.
3. Check all children on the bus for injuries and move them to a safe place on the bus.
4. Call 911.
5. Evacuate the bus if needed and take the Bus Binder with you. See the **Transportation Emergency Plan** policy and the **Bus Binder Cover**.
6. Contact Director or Management Person-in-Charge immediately.
7. Complete the following during interactions with the police:
 - Obtain the officer's name and badge number
 - Give your name, driver's license number and insurance information
 - Briefly describe what happened. ***Do not, under any circumstances, admit or comment on any liability to anyone at this time.***
8. Complete the ***Other Driver's Information*** on the **Vehicle Accident Report Form**.
9. If possible, take photographs of damage.

Health and Safety Manual	Section C: Emergency Management
Effective: 09/05/2017	Version: 4

Vehicle Accident Reporting

- If the police will **not** come to the scene, go to the police station as soon as possible with the completed **Vehicle Accident Report Form** and make a police report. Any child on the bus at the time of the accident should be taken back to the school prior to going to the police station.

The Director or Management Person-in-Charge must:

- Follow procedures outlined in the **Reportable Issues** policy and contact the District Manager to report the accident in detail, including information regarding any injuries to staff or children.
- Arrange for alternate transportation for the children if needed.
- Report to licensing if state regulation requires.
- Report the accident to Lease Plan: 800-323-6644.
- Contact the ClaimLine if a staff member is injured and complete the Injury Packet (available on the portal): 888-432-8976.
- Contact the parents/guardians of all children involved and complete an **Incident Report**.
- Complete the remaining portions of the **Vehicle Accident Report Form** along with the bus driver. Ensure photographs of damage have been taken, if possible. Keep the form in a file in the office for one year.

The District Manager must:

- Contact Reportable Issues: 248-697-9150 option #3.
- Ensure the Director or Management Person-in-Charge has followed all steps according to the **Vehicle Accident Reporting** policy and **Reportable Issues** policy.

Responding to a Company Owned Vehicle Accident

The driver of a company owned vehicle must:

- Move and park the vehicle in a safe place, if possible.
- Activate hazard warning lights.
- Check for injuries.
- Call 911.
- Evacuate the vehicle, if needed.
- Contact their supervisor immediately.
- Complete the following during interactions with the police:
 - Obtain the officer's name and badge number
 - Give your name, driver's license number and insurance information
 - Briefly describe what happened. ***Do not, under any circumstances, admit or comment on any liability to anyone at this time.***
- Complete all information on the **Vehicle Accident Report Form**.
- Report the accident to Reportable Issues: 248-697-9150. (after hours 248-974-4877)
- Report the accident to Lease Plan: 800-323-6644.
- Supervisors should contact the ClaimLine if a staff member is injured and complete the Injury Packet (available on the Lounge): 888-432-8976.
- If the police will **not** come to the scene, go to the police station as soon as possible with the completed **Vehicle Accident Report Form** and make a police report.

Health and Safety Manual	Section C: Emergency Management
Effective: 09/05/2017	Version: 4

Vehicle Accident Reporting

Responding to a Rental Vehicle Accident

The driver of a rental vehicle must:

1. Report the accident to Lease Plan: 800-323-6644.
2. Provide the rental car company with LeasePlan's telephone and the claim/incident numbers.
3. Follow the instructions provided by the rental agreement/contract for accident handling/reporting.

NOTE: Failure to report an accident will result in disciplinary action, up to and including immediate termination of employment.

Repairs for a Bus or Company Owned Vehicle Accident (Not Rental Vehicles)

- LeasePlan will coordinate all estimates and repairs to the vehicle and all approvals will go through Fleet Operations.
- The rental vehicle(s) to be used while the vehicle is being repaired will also be coordinated by Lease Plan with the Director, District Manager, Division Vice President or other employee using a company owned vehicle. The rental vehicle must be returned promptly after the repair is made.
- The fuel card may be used to fill up the rental(s).

Thefts, Break-ins, Vandalism of Buses or Company Owned Vehicles

- All thefts, break-ins or vandalism to a bus or company owned vehicle must be reported immediately to the police and then to LeasePlan at 800-323-6644 to have repairs made to the damaged vehicle.

Emergency Management	Section B: Weather Emergencies
Effective: 11/1/2013	Version: 1

Volcanic Eruption

This policy supersedes any and all previous policies on the subject matter.

Purpose:

To establish proper procedures for the health and safety of the children and staff during a volcanic eruption.

Policy:

The Director or Management Person-in-Charge is responsible for ensuring proper safety measures are followed and for notifying the District Manager and Reportable Issues of any volcanic eruption.

Volcanoes can produce ash, toxic gases, flashfloods of hot water and debris called lahars, lava flows, and fast-moving flows of hot gases and debris called pyroclastic flows.

Some threats can be predicted ahead of time and others may occur with little or no notice after an eruption occurs. Each volcano and situation is unique. Volcanoes can spew hot, dangerous gases, ash, lava, and rock that can be destructive. Eruptions can also result in additional threats to health, such as floods, mudslides, power outages, drinking water contamination, and wildfires. Health concerns after a volcanic eruption include infectious disease, respiratory illness, burns, injuries from falls, and vehicle accidents related to the slippery, hazy conditions caused by ash.

Definition:

Volcanic Eruption: The sudden occurrence of a violent discharge of steam and volcanic material.

Volcanic Ash: Ash is small particles that are gritty, abrasive, sometimes corrosive, and always unpleasant. Small ash particles can abrade (scratch) the front of the eye. Ash particles may contain crystalline silica, a material that causes a respiratory disease called silicosis. Exposure to ash can be harmful. Infants, elderly people, and people with respiratory conditions such as asthma, emphysema, and other chronic lung diseases may have problems if they breathe in volcanic ash.

Gases: The most common volcanic gas is water vapor, followed by carbon dioxide and sulfur dioxide. Sulfur dioxide can cause breathing problems in both healthy people and people with asthma and other respiratory problems. Although gases usually blow away rapidly, it is possible that people who are close to the volcano or who are in the low-lying areas downwind may be exposed to levels that may affect health. At low levels, gases can irritate the eyes, nose, and throat. At higher levels, gases can cause rapid breathing, headache, dizziness, swelling and spasm of the throat, and suffocation. However, heavy gases such as carbon dioxide and hydrogen sulfide can collect in low-lying air.

Emergency Management	Section B: Weather Emergencies
Effective: 11/1/2013	Version: 1

Volcanic Eruption

Procedure:

Stage 1—PREPARE

In the event of a volcanic eruption be prepared either to take shelter or to evacuate and grab the Emergency Kits.

1. For areas with active volcanos, State and local governments have established guidelines to ensure safety in the unlikely event of a volcanic eruption. Emergency officials will provide timely, accurate information and instructions. Schools should follow official instructions.
2. The Director must utilize the volcanic eruption policy and procedures to prepare for and respond to an eruption which includes an evacuation procedure, marked exits, a designated shelter area (within the building) and an evacuation site (outside of the building).
3. All designated exits and evacuation routes must be marked on your emergency evacuation route maps, which must be posted on the walls next to the doorways within each classroom, the Director's office, the kitchen, and the lobby area.
4. The Director must review emergency procedures with all staff members, ensuring they understand the volcanic eruption policy and procedures.
 - a. The Director must also train staff membersto:
 - i. Understand how to relocate to a safer location within the school and how and where to evacuate the school.
 - ii. Ensure that all ventilation systems are turned off (furnaces, air conditioning) and that all windows and doors are shut.
 - iii. When outdoors go indoors immediately and wash everyone's hands and face.
 - iv. Conduct "sweeps" for frightened children who may be hiding in closets, under desks, in bathrooms, etc.
 - v. Grab Emergency Kits and access Emergency Management Plan. Take Daily Attendance Sheets and Face-to-Name Transition Sheets during a relocation or evacuation.
 - vi. Take attendance using the Face-to-Name Transition Sheet prior to leaving and upon reaching the evacuation site.
 - vii. Remain with children at all times during and after evacuation.
 - viii. Follow all directions of emergency personnel.

Emergency Management	Section B: Weather Emergencies
Effective: 11/1/2013	Version: 1

Volcanic Eruption

5. Staff members must ensure that all building exits and evacuation routes are kept clear and unobstructed at all times.
6. All members of management must be trained to assist infants and toddlers when needed. All children who are not able to walk must be placed in an evacuation crib (maximum of 4 children per crib) and be transported to the evacuation site

NOTE: Position evacuation cribs near the exit of the classroom to shorten the time need for evacuation.

Stage 2 - RESPOND

In the case of a volcanic eruption where you are instructed by the Emergency Alert System to stay indoors and take shelter, the Director/Management Person-in-Charge must:

1. Initiate the Emergency Management Plan (Volcanic Eruption tab).
2. Notify all teachers and staff to return to their designated classrooms and close and lock all windows and doors.
3. Move away from windows.
4. Turn off all ventilation (furnaces, air conditioning, etc.).
5. Instruct all teachers and staff to gather the Emergency Kits, Daily Attendance Sheets and Face-to-Name Transition Sheets.
6. Children may panic. Check all classrooms, bathrooms, closets, and corners for children.
7. Instruct the teachers to take attendance using the Face-to-Name Transition Sheet upon returning to their designated classroom.
8. Contact the District Manager who will notify Reportable Issues. If District Manager is not available, contact the Divisional Vice President.
9. Remain indoors until further information from the Emergency Alert System is received.
 - a. If ash is continually falling, you may not be able to shelter indoors for more than a few hours because the weight of the ash could collapse the roof of your building and block air intakes into the building. Listen to authorities for advice

Emergency Management	Section B: Weather Emergencies
Effective: 11/1/2013	Version: 1

Volcanic Eruption

on leaving the area when ash fall lasts more than a few hours.

In the case of a volcanic eruption where you are instructed by the Emergency Alert System to evacuate, the Director/Management Person-in-Charge must:

1. Prepare to evacuate the building.
2. Post an evacuation notice on front door listing the alternate site, if safely possible.
3. Instruct teachers and staff to turn off all small appliances, faucets, ventilation systems and to close and lock all windows and doors.
4. Instruct teachers and staff to gather all necessities including medications, special diet foods, diapers, baby bottles/formula and any other necessary items.
5. Notify all teachers and staff to calmly evacuate the building and take the Emergency Kits, Daily Attendance Sheets and Face-to-Name Transition Sheets.
6. Children may panic. Check all classrooms, bathrooms, closets, and corners for children.
7. Assist infant/toddler teachers in the evacuation (Assistant/Cooks/Drivers will assist all other teachers).
8. Exit by way of the closest, safest exit and safely assist children onto the designated transportation, ensuring that all children are properly secured. If no vehicle is available, make arrangements with friends or family for transportation, or follow authorities' instructions on where to obtain transportation.
 - a. Place vehicles under cover, if at all possible.
 - b. Consider children with disabilities and plan accordingly.
9. Instruct the teachers to take attendance using the Face-to-Name Transition Sheet prior to leaving the school as well as upon reaching the evacuation site.
10. Do not open any windows or vents in the transportation vehicles or use the air conditioner.
11. Contact the District Manager who will notify Reportable Issues. If District Manager is not available, contact the Division Vice President.

Emergency Management	Section B: Weather Emergencies
Effective: 11/1/2013	Version: 1

Volcanic Eruption

12. Upon arrival to the evacuation site, contact the children's parents and/or legal guardians using the Emergency Contact Information letting them know your location.
13. Instruct teachers and staff to check out children picked up by their parents or guardians on the Face-to-Name Transition Sheets.

Stage3–REPORT

1. In the event an evacuation away from school grounds is required:
 - a. Post an evacuation notice on front door listing the alternate site, if safely possible.
 - b. Notify the District Manager who will contact Reportable Issues. If District Manager is not available, contact the Division Vice President.
 - c. If safely possible, record a message on the school's voicemail indicating the reason for the evacuation and the location of the alternate site.
 - d. Do not return to the school until local authorities have cleared the school of any threat.
2. Contact Reportable Issues if the facility will be closed. If the location is closed, even for a short time, document if we're able to place children at one of our other locations, even for a temporary basis.
3. Should damage occur to the school:
 - a. Report all building/property damage as soon as possible to your District Manager.
 - b. Contact Viox for facilities-related services.
 - i. Non-emergencies: Click on "WO Tracking System" listed under My Applications on the Portal's home page.
 - ii. Facility Emergencies: Anything that interferes with the operations, safety, or security of your school or to prevent permanent damage, call Viox's Emergency Hotline 1-888-895-0121. Your call will be routed to an operator for live support.
4. Take photographs or videotape all damage PRIOR to repairs.
5. Track all staff time and any expense related to loss.
6. Report child injuries as directed in the Incident Reporting policy.
7. Report staff injuries as directed in the Reporting Employee Injuries policy.

Emergency Management	Section B: Weather Emergencies
Effective: 11/1/2013	Version: 1

Volcanic Eruption

8. Notify your local licensing agency, if required by your state

NOTE: Exposure to ash can be harmful to your health, particularly the respiratory (breathing) tract. To protect yourself while you are outdoors or while you are cleaning up ash that has gotten indoors, use an N-95 disposable respirator (also known as an “air purifying respirator”). N-95 respirators can be purchased at hardware stores. If you don’t have an N-95 respirator, you can protect yourself by using a nuisance dust mask as a last resort, but you should stay outdoors for only short periods while dust is falling. Nuisance dust masks can provide comfort and relief from exposure to relatively non-hazardous contaminants such as pollen, but they do not offer as much protection as an N-95 respirator. Cleanup or emergency workers may need a different type of breathing protection.

Appendix L- 5 Year Proforma- Learning Care Group



Pro Forma Summary
First Flight CDC (LAX) - Los Angeles, CA

Site Details		
Address:	9320 Lincoln Blvd, Los Angeles, CA 90045	Developer: 1st CDC (LAX) - Los Angeles, CA
Site Name:	First Flight CDC (LAX) - Los Angeles, CA	Agreement Term: 5 years
DMA:	Los Angeles-Long Beach-Santa Ana, CA	
Division:	West(Teri Davies)	
District:	Metro LA	
Sq Ft:	6,000	
Capacity:	102	

Program Detail								
Programs	Count of Rooms	Ratio	Group Size	Capacity	5 Day Full Time Rates - LAWA	5 Day Full Time Rates - LAX Tenant	5 Day Full Time Rates - Community	
Infants	1	4	12	14	\$265	\$358	\$448	
Toddlers	2	4	8	16	\$265	\$315	\$394	
Twos	2	6	12	24	\$255	\$305	\$384	
Early PreSchool	-	-	-	-	\$223	\$265	\$331	
PreSchool	1	8	16	24	\$201	\$240	\$300	
PreK	1	8	16	24	\$201	\$240	\$300	
Junior Kindergarten	-	-	-	-	\$0	\$0	\$0	
School Age B/A	-	-	-	-	\$0	\$0	\$0	
Summer Camp	-	-	-	-	\$0	\$0	\$0	
TOTAL	7			102				

Pricing recommended rates with cuties			
Rates	5 Day Full Time Rates - LAWA	5 Day Full Time Rates - LAX Tenant	5 Day Full Time Rates - Community
Infants	275	368	458
Tods	275	325	404
Two's	265	315	394
Early Pre-School	223	265	331
PreSchool	201	240	300
Pre-K	201	240	300
Jr. Kindergarten	0	0	0
SA - B/A	0	0	0
Avg Inf-PreK Full Rate	240	292	365

Demographic Data - 10 Minutes			
Median Family Household Income	\$107,903		
Learning Care Group Schools	0		
Chain Competitors	0		
	<u>Age 0-5</u>	<u>Age 5-13</u>	<u>Ttl (0-13)</u>
# Kids All Incomes	14,207	30,104	44,311
Growth Rate (5 years)	-1.9%	4.3%	2.4%
# Kids in Families > \$100k HHI	8,383	21,511	29,894
Growth Rate (annual)	-3.5%	0.3%	-1.6%
Predicted Private Pay Enrollment	68		

5 Year Pro Forma Financials					
	Year 1 12 Months	Year 2 12 Months	Year 3 12 Months	Year 4 12 Months	Year 5 12 Months
Capacity	102	102	102	102	102
Utilization %	37%	52%	59%	64%	67%
AFTEs	38	53	61	65	68
Agency %	0.0%	0.0%	0.0%	0.0%	0.0%
Rev/AFTE	331	336	343	350	357
Net Revenue	646,265	933,186	1,082,490	1,184,825	1,266,175
Labor	497,611	668,128	754,899	794,587	806,310
Labor % Rev	77.0%	71.6%	69.7%	67.1%	63.7%
Controllables	102,002	133,963	145,119	161,412	165,360
Controllable % Rev	15.8%	14.4%	13.4%	13.6%	13.1%
Center Profit/(Loss)	46,652	131,095	182,473	228,826	294,504
Profit % Rev	7.2%	14.0%	16.9%	19.3%	23.3%
Net LCG Profit/(Loss) (Less Initial investment)	(198,348)	131,095	182,473	228,826	294,504

Capex Details					
	Year 1	Year 2	Year 3	Year 4	Year 5
LCG responsibility					
Pre-Open	85,000				
FFE/Initial Technology Investme	160,000				

Value Proposition Strategy Compliance	
☐ Premium Brand	☒ Core Brand

FOOTNOTES
* Labor & Controllable: See itemized breakdown of Labor and Controllable on page 2 of this Pro Forma.

Onsite ProformaFirst Flight CDC (LAX) - Los Angeles, CA

	Year 1 Total		Year 2 Total		Year 3 Total		Year 4 Total		Year 5 Total	
	Full Year		Full Year		Full Year		Full Year		Full Year	
	Amount \$	% Rev	Amount \$	% Rev	Amount \$	% Rev	Amount \$	% Rev	Amount \$	% Rev
Sq. Ft.	6,000		6,000		6,000		6,000		6,000	
Capacity	102		102		102		102		102	
		UTE		UTE		UTE		UTE		UTE
Infants	8.0	57%	9.0	64%	11.0	79%	11.0	79%	12.3	88%
Toddlers	8.0	50%	9.0	56%	11.8	73%	11.0	69%	11.0	69%
Twos	6.0	25%	9.3	39%	13.1	55%	14.0	58%	13.8	58%
Early PreSchool	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
Preschool	7.8	32%	13.4	56%	12.3	51%	14.7	61%	15.6	65%
PreK	7.8	32%	12.7	53%	12.5	52%	14.5	60%	15.4	64%
Junior Kindergarten	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
School Age B/A	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
Summer Camp	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
AFTEs	37.5		53.4		60.7		65.2		68.2	
Utilization %	36.8%		52.4%		59.5%		63.9%		66.8%	
Agency %	0.0%		0.0%		0.0%		0.0%		0.0%	
Rev/AFTE	331		336		343		350		357	
Tuition Revenue	\$631,567		\$908,250		\$1,050,898		\$1,152,631		\$1,231,136	
Total Registration	4,046		9,618		13,869		12,754		14,276	
Total Registration Revenue	4,046		9,618		13,869		12,754		14,276	
Other Revenue	27,771		39,938		46,210		50,684		54,136	
Other Revenue	27,771		39,938		46,210		50,684		54,136	
Gross Revenue	663,385		957,806		1,110,977		1,216,069		1,299,547	
-										
Promotion Discounts	(1,113)	-0.2%	(1,601)	-0.2%	(1,852)	-0.2%	(2,031)	-0.2%	(2,170)	-0.2%
Employee Discounts	(6,865)	-1.1%	(9,872)	-1.1%	(11,423)	-1.1%	(12,529)	-1.1%	(13,382)	-1.1%
Tuition Discounts	(8,576)	-1.4%	(12,333)	-1.4%	(14,270)	-1.4%	(15,652)	-1.4%	(16,718)	-1.4%
Agency Discounts	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Management Approved Discounts	(507)	-0.1%	(729)	-0.1%	(844)	-0.1%	(925)	-0.1%	(988)	-0.1%
Total Discounts and Allowances	(17,061)	-2.7%	(24,535)	-2.7%	(28,389)	-2.7%	(31,137)	-2.7%	(33,258)	-2.7%
Bad Debt	(59)		(84)		(97)		(107)		(114)	
School Revenue	646,265		933,186		1,082,490		1,184,825		1,266,175	
Federal Food	-		-		-		-		-	
Management Fee Revenue	-		-		-		-		-	
Royalty Revenue	-		-		-		-		-	
Net Revenue	646,265		933,186		1,082,490		1,184,825		1,266,175	
Salaries & Wages	465,717	72.1%	621,344	66.6%	700,767	64.7%	735,214	62.1%	742,894	58.7%
Workers Comp Insurance	3,493	0.5%	5,123	0.5%	5,928	0.5%	6,502	0.5%	6,944	0.5%
Other Benefits/Payroll taxes	28,402	4.4%	41,661	4.5%	48,205	4.5%	52,871	4.5%	56,472	4.5%
Total Labor	497,611	77.0%	668,128	71.6%	754,899	69.7%	794,587	67.1%	806,310	63.7%
Food	15,340	2.4%	23,542	2.5%	26,842	2.5%	29,873	2.5%	31,401	2.5%
Food Supplies	4,751	0.7%	6,969	0.7%	8,222	0.8%	9,191	0.8%	10,002	0.8%
Office Supply/Copier Rentals	2,021	0.3%	2,965	0.3%	3,497	0.3%	3,910	0.3%	4,255	0.3%
Auto Rentals	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Children Supplies & Small Equipment	2,314	0.4%	8,394	0.9%	4,004	0.4%	9,476	0.8%	4,871	0.4%
Other Purchased Services	1,494	0.2%	2,191	0.2%	2,585	0.2%	2,889	0.2%	3,144	0.2%
Licenses & Permits	1,207	0.2%	1,771	0.2%	2,089	0.2%	2,336	0.2%	2,542	0.2%
Center Promotions	18,428	2.9%	18,988	2.0%	19,461	1.8%	19,908	1.7%	20,341	1.6%
Training & Meetings	698	0.1%	1,025	0.1%	1,209	0.1%	1,351	0.1%	1,470	0.1%
Summer Camp & Other Programs	15,565	2.4%	21,578	2.3%	26,704	2.5%	28,857	2.4%	30,998	2.4%
Utilities	12,753	2.0%	13,008	1.4%	13,268	1.2%	13,534	1.1%	13,804	1.1%
Custodial	15,000	2.3%	15,300	1.6%	15,726	1.5%	16,041	1.4%	16,361	1.3%
Total Center Accountables	89,572	13.9%	115,730	12.4%	123,608	11.4%	137,365	11.6%	139,191	11.0%
Repairs & Maintenance	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Insurance	4,792	0.7%	7,028	0.8%	8,292	0.8%	9,269	0.8%	10,088	0.8%
Credit Card Fees	7,301	1.1%	10,710	1.1%	12,635	1.2%	14,125	1.2%	15,371	1.2%
Sales Use & Gross Receipts Tax	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Other	337	0.1%	495	0.1%	584	0.1%	653	0.1%	710	0.1%
Other Expenses	12,430	1.9%	18,233	2.0%	21,511	2.0%	24,047	2.0%	26,169	2.1%
Total Controllables	102,002	15.8%	133,963	14.4%	145,119	13.4%	161,412	13.6%	165,360	13.1%
EBITDAR	46,652	7.2%	131,095	14.0%	182,473	16.9%	228,826	19.3%	294,504	23.3%
Rent	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Property Tax	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
CAM	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Total Facility	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
EBITDA	46,652	7.2%	\$131,095	14.0%	\$182,473	16.9%	\$228,826	19.3%	294,504	23.3%

City of Los Angeles
Office of Finance
200 N Spring St. Rm 101
Los Angeles, CA 90012

Email application to: finance.customerservice@lacity.org



BUSINESS TAX APPLICATION

If you do any type of Retail or Wholesale sales, you are required to fill out the Tobacco Retailers questionnaire/Application

The following information is subject to disclosure

Business Type (check one): ☐ Individual ☒ Corporation ☐ Partnership ☐ LLC ☐ Trust
Please print or type

Legal Name: La Petite Academy, Inc.

Do not use DBA here

Business Address: TBD

Do not use P.O. Box ☐ Street address ☐ City ☐ State ☐ Zip Code
Check appropriate box ☐ Commercial location ☐ Residence

Fictitious Business Name (DBA): _____

Care Of (C/O): _____

Mailing Address: 21333 Haggerty Rd. Ste 300 Novi, MI 48375

Check appropriate box ☒ Street address or P.O. Box ☐ City ☐ State ☐ Zip Code
☐ Commercial location ☐ Residence

Starting date of business in the City of Los Angeles: Month TBD Day _____ Year _____

Social Security number (SSN) – OR – Federal Employer Identification number (FEIN): 43-1243221

Sales Tax Number (Seller's Permit): _____

Description of Business:

(Provide in detail)

Early childhood education and care

E-mail Address: kmoomann@learningcaregroup.com

Business Phone Number: 9492881446

Gross Receipts: (If your business began prior to this year, Please complete the information below)

Activity: 2013 2014 2015 2016 2017 2018 2019 2020

Classification _____

Classification _____

Note: A minimum business tax may be due based on your business activity (ies) for the first year of operation.

Contact Person: Karen Moormann **Title:** Sr. National Account Executive

Contact Phone Number: 9492881446

I declare, under penalty of perjury under the laws of the State of California, that to the best of my knowledge the foregoing is true, correct and complete.

Signature of owner or agent Sean Sondreal **Date** 03/10/2021

Print your name Sean Sondreal **Phone Number** 2623897086

Title _____ **Email** _____

For more information, visit our website: finance.lacity.org

2021 Withholding Exemption Certificate**590**

The payee completes this form and submits it to the withholding agent. The withholding agent keeps this form with their records.

Withholding Agent Information

Name

Los Angeles World Airports

Payee Information

Name

La Petite Academy, Inc.

☐ SSN or ITIN ☒ FEIN ☐ CA Corp no. ☐ CA SOS file no.
43-1243221

Address (apt./ste., room, PO box, or PMB no.)

21333 Haggerty Road, Suite 300

City (If you have a foreign address, see instructions.)

Novi

State

MI

ZIP code

48375

Exemption Reason**Check only one box.**

By checking the appropriate box below, the payee certifies the reason for the exemption from the California income tax withholding requirements on payment(s) made to the entity or individual.

☐ **Individuals — Certification of Residency:**

I am a resident of California and I reside at the address shown above. If I become a nonresident at any time, I will promptly notify the withholding agent. See instructions for General Information D, Definitions.

☒ **Corporations:**

The corporation has a permanent place of business in California at the address shown above or is qualified through the California Secretary of State (SOS) to do business in California. The corporation will file a California tax return. If this corporation ceases to have a permanent place of business in California or ceases to do any of the above, I will promptly notify the withholding agent. See instructions for General Information D, Definitions.

☐ **Partnerships or Limited Liability Companies (LLCs):**

The partnership or LLC has a permanent place of business in California at the address shown above or is registered with the California SOS, and is subject to the laws of California. The partnership or LLC will file a California tax return. If the partnership or LLC ceases to do any of the above, I will promptly inform the withholding agent. For withholding purposes, a limited liability partnership (LLP) is treated like any other partnership.

☐ **Tax-Exempt Entities:**

The entity is exempt from tax under California Revenue and Taxation Code (R&TC) Section 23701 _____ (insert letter) or Internal Revenue Code Section 501(c) _____ (insert number). If this entity ceases to be exempt from tax, I will promptly notify the withholding agent. Individuals cannot be tax-exempt entities.

☐ **Insurance Companies, Individual Retirement Arrangements (IRAs), or Qualified Pension/Profit-Sharing Plans:**

The entity is an insurance company, IRA, or a federally qualified pension or profit-sharing plan.

☐ **California Trusts:**

At least one trustee and one noncontingent beneficiary of the above-named trust is a California resident. The trust will file a California fiduciary tax return. If the trustee or noncontingent beneficiary becomes a nonresident at any time, I will promptly notify the withholding agent.

☐ **Estates — Certification of Residency of Deceased Person:**

I am the executor of the above-named person's estate or trust. The decedent was a California resident at the time of death. The estate will file a California fiduciary tax return.

☐ **Nonmilitary Spouse of a Military Servicemember:**

I am a nonmilitary spouse of a military servicemember and I meet the Military Spouse Residency Relief Act (MSRRA) requirements. See instructions for General Information E, MSRRA.

CERTIFICATE OF PAYEE: Payee must complete and sign below.

To learn about your privacy rights, how we may use your information, and the consequences for not providing the requested information, go to ftb.ca.gov/forms and search for 1131. To request this notice by mail, call 800.852.5711.

Under penalties of perjury, I declare that I have examined the information on this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. I further declare under penalties of perjury that if the facts upon which this form are based change, I will promptly notify the withholding agent.

Type or print payee's name and title Sean Sondreal, Chief Marketing Officer

Telephone (262) 389-7086

Payee's signature ► Sean Sondreal

Date 03/10/2021

Vendor Identification Form

VENDOR IDENTIFICATION FORM

ALL FIELDS MUST BE COMPLETED. INCOMPLETE FORMS WILL NEED TO BE RESUBMITTED.

GENERAL INFORMATION	
Legal Name: La Petite Academy, Inc.	Doing Business As:
Are you an independent contractor eligible to receive a 1099-MISC? No ☒ Yes ☐ EIN or SSN: (A TIN (SSN or EIN) and W-9 are required)	License or Registration Number (if applicable): Payment Terms (code): Seller's Permit Number (if applicable):
Ownership: ☐ Individual / Sole Proprietor ☒ Corporation ☐ Partnership ☐ Governmental Entity ☐ Other (specify):	Applicable to Out-of-state Vendors: Submit per CA FTB Pub 1017, Resident/ Nonresident Withholding Guidelines for information go to : www.ftb.ca.gov/ ☒ Form-590 ☐ Form-588 ☐ Form-589 ☐ Form-587 For Foreign Entities, for instructions go to: https://www.irs.gov/publications/p515 BTRC/Vendor Registration Number: ☒ BTRC/VRN application pending (please attach the application) For instructions please go to: https://latax.lacity.org/oofweb/eappreg/eappreg_criteria.cfm
BUSINESS ADDRESS	
Street: 21333 Haggerty Rd. Suite #: 300	Contact Person: Karen Moormann
City: Novi	Contact Person's Title: Sr. National Account Executive
State: MI Zip Code: 49375	Fax: Phone: 9492881446
Website: www.learningcaregroup.com	Email:
Remittance address (if required and different from the above):	
BUSINESS INFORMATION	
Service Area: International ☒ National ☒ Regional ☒ Local ☒	Years in Business: 36 Number of Employees: 1906
BUSINESS CERTIFICATION (Check all that apply)	
☐ Woman-Owned Business Enterprise (WBE) ☐ Minority Business Enterprise (MBE) ☐ Small Business Enterprise (according to SBA criteria) ☐ Minority Women Business Enterprise (MWB)	☐ Disadvantaged Business Enterprise (DBE) ☐ Airport Concessions Disadvantaged Business Enterprise ☐ Small and Local Business Enterprise (SLB) If required, please attach copies of all applicable certifications.
NON-DISCRIMINATION, EQUAL EMPLOYMENT AND AFFIRMATIVE ACTION COMPLIANCE	
EEO Officer (name): Judy Fimiani	Phone Number: 2486979131
EEO Officer's Title: Chief Human Resources Officer	Email:

Have you had contracts with the City of Los Angeles in the last 10 years? No ☒ Yes ☐. If 'yes', please attach an additional sheet with Contract Number, Department, Description and Dollar Value.

CERTIFICATION

The undersigned declares and certifies that all statements on this form are true and correct. The undersigned agrees to notify Procurement Services Division immediately of any changes to the information contained herein. The undersigned has read and agreed with the administrative requirements set for this project, and provided as a check list in the bid/proposal package, and will comply with them for the duration of the contract if selected.

Authorized Signature *Sean Sondreal*

Date 3/8/2021

Print Name Sean Sondreal

Title Chief Marketing Officer

For LAWA use only:	
Project name: _____	Project No: _____
Requesting Division: _____	Contact Person: _____ Phone No: _____
SAP Action (send the form to FAMIS Support Desk): ☐ Create ☐ Change ☐ Block ☐ Delete ☐ New Ordering Address	

For instructions and additional information, please go to <https://www.lawa.org/en/lawa-businesses/lawa-administrative-requirements>, or call us at 424-646-5380 or email Los Angeles World Airports, Procurement Services Division at procurementrequirements@lawa.org

Current and Prior City of Los Angeles Contracts

[illegible]

AFFIDAVIT TO ACCOMPANY PROPOSALS OR BIDS

STATE OF CALIFORNIA

COUNTY OF Los Angeles) ss.:
)Sean Sondreal

being first duly sworn, deposes and says:

that he or she is the Chief Marketing Officer

of

Learning Care Group

(Type or print title)

who submits herewith

(Type or print name of company/firm)

to the Board of Airport Commissioners the attached bid/proposal; that he or she is the person whose name is signed to the attached bid/proposal; that said bid/proposal is genuine; that the same is not sham or collusive; that all statements of fact therein are true; and that such bid/proposal was not made in the interest or behalf of any person, partnership, company, association, organization, or corporation not herein named or disclosed.

Affiant further deposes and says: that the bidder/proposer has not directly or indirectly by agreement, communication or conference with anyone, attempted to induce action prejudicial to the interests of the public body which is to award the contract, or of any other bidder/proposer, or anyone else interested in the proposed contract; and that the bidder/proposer has not in any manner sought by collusion to secure for himself/herself/itself/themselves, an advantage over any other bidder/proposer.

Affiant further deposes and says that prior to the public opening and reading of bids/proposals, said bidder/proposer:

- (a) did not, directly or indirectly, induce or solicit anyone else to submit a false or sham bid/proposal;
- (b) did not, directly or indirectly, collude, conspire, connive or agree with any one else that said bidder/proposer or anyone else would submit a false or sham bid, or that anyone should refrain from bidding or withdraw their bid/proposal;
- (c) did not, in any manner, directly or indirectly, seek by agreement, communication or conference with anyone to raise or fix the bid price of said bidder/proposer or of anyone else, or to raise or fix any overhead, profit or cost element of their price or of that of anyone else;
- (d) did not, directly or indirectly, submit their bid/proposal price or any breakdown thereof, or the contents thereof, or divulge information or data relative thereto, to any corporation, partnership, company, association organization, bid depository, or to any member or agent, thereof, or to any individual or group of individuals, except to the awarding authority or to any person or person who have a partnership or other financial interest with said bidder/proposer in their business.

Signed:

Name:

Sean Sondreal

Title:

Chief Marketing OfficerSubscribed and sworn to (or affirmed) before me on this 8 day of March, 2021 bySean Sondreal

who appeared before me.

proved to me on the basis of satisfactory evidence to be the person(s)

Notary Public



Prohibited Contributors
(Bidders)

This form must be completed in its entirety and submitted with your bid or proposal to the City department that is awarding the contract. Failure to submit a completed form may affect your bid or proposal. If you have questions about this form, please contact the Ethics Commission at (213) 978-1960.

☒ **Original Filing** ☐ **Amendment:** Date of Signed Original _____ Date of Last Amendment _____

Reference Number (Bid, Contract, or BAVN): 41552 Date Bid Submitted: 03/10/2021

Contract Description (Title of the RFP or City contract solicitation and description of the services to be provided):

RFP for Childcare at LAX

Awarding Authority (Department awarding the contract): LAWA

Bidder Name: Learning Care Group, Inc.

Bidder Address: 21333 Haggerty Rd. Ste 300 Novi, MI 48375

Bidder Email Address: kmoormann@learningcaregroup.com Bidder Phone Number: 949.288.1446

Schedule Summary

Please complete all three of the following:

1. SCHEDULE A — Bidder's Principals (check one)

The bidder has one or more **PRINCIPALS**, as defined in LAMC § 49.7.35(A)(6).
At least one principal is required for entities. (If you check "Yes", Schedule A is required.)

Yes



No



2. SCHEDULE B — Subcontractors and Their Principals (check one)

The bidder has one or more **SUBCONTRACTORS** on this bid or proposal with subcontracts worth \$100,000 or more. (If you check "Yes", Schedule B is required.)

Yes



No



3. TOTAL NUMBER OF PAGES SUBMITTED (including this cover page): 2

Certification

I certify the following under penalty of perjury under the laws of the City of Los Angeles and the state of California:

A) I understand, will comply with, and have notified my principals and subcontractors of the requirements and restrictions in Los Angeles City Charter § 470(c)(12) and any related ordinances; B) I understand that I must amend this form within ten business days if any information changes; C) I am the bidder named above or I am authorized to represent the bidder named above, and my name appears below; and D) The information provided in this form is true and complete to the best of my knowledge and belief.

Sean Sondreal

Name

Chief Marketing Officer

Title

**Sean
Sondreal**

Signature

03/10/2021

Date

Digitally signed by Sean Sondreal
DN: cn=US, o=Learning Care Group, Inc., cn=Sean
Sondreal, email=ssondreal@learningcaregroup.com
Reason: I am approving this document with my legally
binding signature
Location: your signing location here
Date: 2021-03-08 11:33:18
Foxit PhantomPDF Version: 9.7.2

Prohibited Contributors (Bidders)

Schedule A - Bidder's Principals

Please identify the names and titles of all the bidder's principals (attach additional sheets if necessary). Principals include a bidder's board chair, president, chief executive officer, chief operating officer, and individuals who serve in the functional equivalent of one or more of those positions. Principals also include individuals who hold an ownership interest in the bidder of at least 20 percent and employees of the bidder who are authorized by the bid or proposal to represent the bidder before the City.

Name: Mark Bierley Title: Chief Executive Officer
Address: _____

Name: Nicholas Strange Title: Chief Operating Officer
Address: _____

Name: Sean Sondreal Title: Chief Marketing Officer
Address: _____

Name: Karen Moormann Title: Sr. National Account Executive
Address: _____

Name: _____ Title: _____
Address: _____

Name: _____ Title: _____
Address: _____

Name: _____ Title: _____
Address: _____

Name: _____ Title: _____
Address: _____

Name: _____ Title: _____
Address: _____

☐ Check this box if additional Schedule A pages are attached.

Prohibited Contributors (Bidders)

Schedule B - Subcontractors and Their Principals

Please identify all subcontractors whose subcontracts are worth \$100,000 or more. Separate Schedule B pages are required for each subcontractor who meets the threshold.

Subcontractor's Name
Subcontractor's Address

Please check one of the following options:

This subcontractor has one or more principals. ☐ Yes* ☐ No

** Each principal's name and title must be identified below. Attach additional sheets if necessary. Principals include a subcontractor's board chair, president, chief executive officer, chief operating officer, and individuals who serve in the functional equivalent of one or more of those positions. Principals also include individuals who hold an ownership interest in the subcontractor of at least 20 percent and employees of the subcontractor who are authorized by the bid or proposal to represent the subcontractor before the City.*

Name: _____	Title: _____
Address: _____	

Name: _____	Title: _____
Address: _____	

Name: _____	Title: _____
Address: _____	

Name: _____	Title: _____
Address: _____	

Name: _____	Title: _____
Address: _____	

Name: _____	Title: _____
Address: _____	

☐ Check this box if additional Schedule B pages are attached.

Contractor Responsibility Program

**LOS ANGELES WORLD AIRPORTS
CONTRACTOR RESPONSIBILITY PROGRAM
QUESTIONNAIRE**

On December 4, 2001, the Board of Airport Commissioners adopted Resolution No. 21601, establishing LAWA's Contractor Responsibility Program (CRP). The intent of the program is to ensure that all LAWA contractors have the necessary quality, fitness and capacity to perform the work set forth in the contract. To assist LAWA in making this determination, each bidder/proposer is required to complete and submit with the bid/proposal the attached CRP Questionnaire. If a non-competitive process is used to procure the contract, the proposed contractor is required to complete and submit the CRP Questionnaire to LAWA prior to execution of the contract. Submitted CRP questionnaires will become public records and information contained therein will be available for public review for at least fourteen (14) calendar days, except to the extent that such information is exempt from disclosure pursuant to applicable law.

The signatory of this questionnaire guarantees the truth and accuracy of all statements and answers to the questions herein. Failure to complete and submit this questionnaire may make the bid/proposal non-responsive and result in non-award of the proposed contract. During the review period if the bidder/proposer or contractor (collectively referred to hereafter as "bidder/proposer") is found non-responsible, he/she is entitled to an Administrative Hearing if a written request is submitted to LAWA within ten (10) working days from the date LAWA issued the non-responsibility notice. Final determination of non-responsibility will result in disqualification of the bid/proposal or forfeiture of the proposed contract.

All Questionnaire responses must be typewritten or printed in ink. Where an explanation is required or where additional space is needed to explain an answer, use the CRP Questionnaire Attachment A. Submit the completed and signed Questionnaire and all attachments to LAWA. Retain a copy of this completed questionnaire for future reference. Contractors shall submit updated information to LAWA within thirty (30) days if changes have occurred that would make any of the responses inaccurate in any way.

A. PROJECT TITLE: RFP for Childcare at LAX

B. BIDDER/CONTRACTOR INFORMATION:

Learning Care Group, Inc.		La Petite Academy, Inc.	
Legal Name	DBA		
21333 Haggerty Rd. Ste. 300	Novi	MI	48375
Street Address	City	State	Zip
Karen Moormann, Sr. National Account Executive	949.288.1446		
Contact Person, Title	Phone	Fax	

C. TYPE OF SUBMISSION: The CRP Questionnaire being submitted is:

- ☒ An initial submission of a CRP Questionnaire. **Please complete all questions and sign Attachment A.**
- ☐ An update of a prior CRP Questionnaire dated ____/____/____. **Please complete all questions and sign Attachment A.**
- ☐ A copy of the initial CRP Questionnaire dated ____/____/____. **Please sign below and return this page.**

I certify under penalty of perjury under the laws of the State of California that there has been no change to any of the responses since the firm submitted the last CRP Questionnaire.

Sean Sondreal, Chief Marketing Officer	<i>Sean Sondreal</i>	3/10/2021
Print Name, Title	Signature	Date

A. OWNERSHIP AND NAME CHANGES

- 1a. In the past five (5) years, has the name of the bidder/proposer (also referred to herein as "your firm") changed?

☐ Yes ☒ No

If **Yes**, list on Attachment A all prior legal and D.B.A. names used by the bidder/proposer, the addresses of each of the identified entities, and the dates when each identified entity used those names. Additionally, please explain in detail the specific reason(s) for each name change.

- 1b. In the past five (5) years, has the owner of your firm (if your firm is a sole proprietorship) or any partner of your firm (if your firm is a partnership), or any officer of your firm (if your firm is a corporation) engaged in the same or similar type of business as the current firm?

☐ Yes ☒ No

If **Yes**, list on Attachment A the names of those firms.

B. FINANCIAL RESOURCES AND RESPONSIBILITY

2. In the past five (5) years, has your firm ever been the debtor in a bankruptcy proceeding?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances and dates surrounding each instance.

3. Is your company now in the process of, or in negotiations toward, or in preparations for being sold?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances, including to whom being sold and principal contact information.

4. In the past five (5) years, has your firm's financial position significantly changed?

☐ Yes ☒ No

If **Yes**, explain the specific circumstances on Attachment A.

5. In the past five (5) years, has your firm ever been denied bonding?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance and include the name of the bonding company.

6. In the past five (5) years, has any bonding company made any payments to satisfy any claims made against a bond issued on your firm's behalf or a firm where you were the principal?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance.

PERFORMANCE HISTORY

7. In the past five (5) years, has your firm or the owner of your firm (if your firm is a sole proprietorship) or any partner of your firm (if your firm is a partnership), or any officer of your firm (if your firm is a corporation) defaulted under a contract with a governmental entity or with a private individual or entity?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance.

8. In the past five (5) years, has a governmental or private entity or individual terminated your firm's contract prior to completion of the contract?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance, and principal contact information.

9. In the past five (5) years, has your firm ever failed to meet any scheduled deliverables or milestones?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the circumstances surrounding each instance, and principal contact information.

10. In the past ten (10) years, has the bidder/proposer had any contracts with any private or governmental entity to perform work which is similar, in any way, to the work to be performed on the contract for which you are bidding or proposing?

☒ Yes ☐ No

If **Yes**, list on a separate attachment, for each contract listed in response to this question: (a) contract number and dates; (b) awarding authority; (c) contact name and phone number; (d) description and success of performance; and (e) total dollar amount. Include audit information if available.

COMPLIANCE

11. In the past five (5) years, has your firm or any of its owners, partners, or officers, been penalized for or been found to have violated any federal, state, or local laws in the performance of a contract, including but not limited to laws regarding health and safety, labor and employment, wage and hours, and licensing laws which affect employees?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance, including the entity involved, the specific infraction(s), the dates of such instances, and the outcome and current status.

12. In the past five (5) years, has your firm ever been debarred or determined to be a non-responsible bidder contractor?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance, including the entity involved, the specific infraction(s), the dates of such instances, and the current status.

BUSINESS INTEGRITY

13. In the past five (5) years, has your firm been convicted of, or found liable in a civil suit for making a false claim(s) or material misrepresentation(s) to any private or governmental entity?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance, including the entity involved, the specific infraction(s), the dates of such instances, and the outcome and current status.

14. In the past five (5) years, has your firm or any of its executives, management personnel, and owners been convicted of a crime, including misdemeanors, or been found liable in a civil suit involving the bidding, awarding, or performance of a government contract; or the crime of theft, fraud, embezzlement, perjury, or bribery?

☐ Yes ☒ No

If **Yes**, explain on Attachment A the specific circumstances surrounding each instance, including the entity involved, the specific infraction(s), the dates of such instances, and current status.

ATTACHMENT "A"
FOR ANSWERS TO QUESTIONS IN SECTIONS A THROUGH E

Use the space below to provide required additional information or explanation(s). Information submitted on this sheet must be typewritten. Indicate the question for which you are submitting the additional information. Information submitted on this Attachment will be available for public review, except to the extent that such information is exempt from disclosure pursuant to applicable law. **Insert additional Attachment A pages as necessary.**

See attachment for list of private and government contract information.

CERTIFICATION UNDER PENALTY OF PERJURY

I certify under penalty of perjury under the laws of the State of California that I have read and understand the questions contained in this CRP Questionnaire. I further certify that I am responsible for the completeness and accuracy of the answers to each question, and that all information provided in response to this Questionnaire is true to the best of my knowledge and belief.

Sean Sondreal, Chief Marketing Officer

Print Name, Title

Sean Sondreal

Signature

3/10/2021

Date

**LOS ANGELES WORLD AIRPORTS
CONTRACTOR RESPONSIBILITY PROGRAM
PLEDGE OF COMPLIANCE**

The Los Angeles World Airports (LAWA) Contractor Responsibility Program (Board Resolution #21601) provides that, unless specifically exempted, LAWA contractors working under contracts for services, for purchases, for construction, LAWA licensees with licenses, agreements or permits issued under the Certified Service Provider Program, and LAWA tenants with leases, that require the Board of Airport Commissioners' approval shall comply with all applicable provisions of the LAWA Contractor Responsibility Program. Bidders and proposers are required to complete and submit this Pledge of Compliance with the bid or proposal or with an amendment of a contract subject to the CRP. In addition, within 10 days of execution of any subcontract, the contractor shall submit to LAWA this Pledge of Compliance from each subcontractor who has been listed as performing work on the contract.

The contractor agrees to comply with the Contractor Responsibility Program and the following provisions:

- (a) To comply with all applicable Federal, state, and local laws in the performance of the contract, including but not limited to, laws regarding health and safety, labor and employment, wage and hours, and licensing laws which affect employees.
- (b) To notify LAWA within thirty (30) calendar days after receiving notification that any government agency has initiated an investigation that may result in a finding that the contractor is not in compliance with paragraph (a).
- (c) To notify LAWA within thirty (30) calendar days of all findings by a government agency or court of competent jurisdiction that the contractor has violated paragraph (a).
- (d) To provide LAWA within thirty (30) calendar days updated responses to the CRP Questionnaire if any change occurs which would change any response contained within the completed CRP Questionnaire. Note: This provision does not apply to amendments of contracts not subject to the CRP and to subcontractors not required to submit a CRP Questionnaire.
- (e) To ensure that subcontractors working on the LAWA contract shall complete and sign a Pledge of Compliance attesting under penalty of perjury to compliance with paragraphs (a) through (c) herein. To submit to LAWA the completed Pledges.
- (f) To notify LAWA within thirty (30) days of becoming aware of an investigation, violation or finding of any applicable federal, state, or local law involving the subcontractors in the performance of a LAWA contract.
- (g) To cooperate fully with LAWA during an investigation and to respond to request(s) for information within ten (10) working days from the date of the Notice to Respond.

Failure to sign and submit this form to LAWA with the bid/proposal may make the bid/proposal non-responsive.

Learning Care Group, Inc. DBA La Petite Academy, 21333 Haggerty Rd. Ste 300 Novi, MI 49375, (248) 697-9000

Company Name, Address and Phone Number

Sean Sondreal

3/10/2021

Signature of Officer or Authorized Representative

Date

Sean Sondreal, Chief Marketing Officer

Print Name and Title of Officer or Authorized Representative

RFP for Childcare at LAX

Project Title

Equal Benefits Ordinance

LAWA EBO COMPLIANCE

FOR LAWY CONTRACTORS ONLY

City of Los Angeles
Department of Public Works
Bureau of Contract Administration
Office of Contract Compliance
1149 S. Broadway, Suite 300, Los Angeles, CA 90015
Phone: (213) 847-2625 E-mail: bca.eoe@lacity.org

EQUAL BENEFITS ORDINANCE COMPLIANCE AFFIDAVIT

Prime contractors must certify compliance with Los Angeles Administrative Code (LAAC) Section 10.8.2.1 et seq. prior to the execution of a City agreement subject to the Equal Benefits Ordinance (EBO).

SECTION 1. CONTACT INFORMATION

Company Name: Learning Care Group, Inc.
Company Address: 21333 Haggerty Rd. Ste. 300
City: _____ State: _____ Zip: 48375
Contact Person: _____ Phone: _____ E-mail: kmoormann@learningcaregroup.com
Approximate Number of Employees in the United States: 17,796
Approximate Number of Employees in the City of Los Angeles: 1,906 in California

SECTION 2. EBO REQUIREMENTS

The EBO requires City Contractors who provide benefits to employees with spouses to provide the same benefits to employees with domestic partners. Domestic Partner means any two adults, of the same or different sex, who have registered as domestic partners with a governmental entity pursuant to state or local law authorizing this registration, or with an internal registry maintained by the employer of at least one of the domestic partners.

Unless otherwise exempt, the contractor is subject to and shall comply with the EBO as follows:

- A. The contractor's operations located within the City limits, regardless of whether there are employees at those locations performing work on the City Contract; and
- B. The contractor's operations located outside of the City limits if the property is owned by the City or the City has a right to occupy the property, and if the contractor's presence at or on the property is connected to a Contract with the City; and
- C. The Contractor's employees located elsewhere in the United States, but outside of the City Limits, if those employees are performing work on the City Contract.

A Contractor must post a copy of the following statement in conspicuous places at its place of business available to employees and applicants for employment:

"During the performance of a Contract with the City of Los Angeles, the Contractor will provide equal benefits to its employees with spouses and its employees with domestic partners."

LAWA EBO COMPLIANCE

SECTION 3. COMPLIANCE OPTIONS

I have read and understand the provisions of the Equal Benefits Ordinance and have determined that this company will comply as indicated below:

- ☐..... I have no employees.
- ☐..... I provide no benefits.
- ☐..... I provide benefits to employees only. Employees are prohibited from enrolling their spouse or domestic partner.
- X ☒..... I provide equal benefits as required by the City of Los Angeles EBO.
- ☐..... I provide employees with a "Cash Equivalent." Note: The "Cash Equivalent" is the amount of money equivalent to what your company pays for spousal benefits that are unavailable for domestic partners, or vice versa.
- ☐..... All or some employees are covered by a collective bargaining agreement (CBA) or union trust fund. Consequently, I will provide Equal Benefits to all non-union represented employees, subject to the EBO, and will propose to the affected unions that they incorporate the requirements of the EBO into their CBA upon amendment, extension, or other modification of the CBA.
- ☐..... Health benefits currently provided do not comply with the EBO. However, I will make the necessary changes to provide Equal Benefits upon my next Open Enrollment period which begins on (Date) _____.
- ☐..... Our current company policies, i.e., family leave, bereavement leave, etc., do not comply with the provisions of the EBO. However, I will make the necessary modifications within three (3) months from the date of this affidavit.

SECTION 4. DECLARATION UNDER PENALTY OF PERJURY

I understand that I am required to permit the City of Los Angeles access to and upon request, must provide certified copies of all company records pertaining to benefits, policies and practices for the purpose of investigation or to ascertain compliance with the Equal Benefits Ordinance. Furthermore, I understand that failure to comply with LAAC Section 10.8.2.1 et seq., Equal Benefits Ordinance may be deemed a material breach of any City contract by the Awarding Authority. The Awarding Authority may cancel, terminate or suspend in whole or in part, the contract; monies due or to become due under a contract may be retained by the City until compliance is achieved. The City may also pursue any and all other remedies at law or in equity for any breach. The City may use the failure to comply with the Equal Benefits Ordinance as evidence against the Contractor in actions taken pursuant to the provisions of the LAAC Section 10.40, et seq., Contractor Responsibility Ordinance.

Learning Care Group, Inc. will comply with the Equal Benefits Ordinance requirements

Company Name

as indicated above prior to executing a contract with the City of Los Angeles and will comply for the entire duration of the contract(s).

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct, and that I am authorized to bind this entity contractually.

Executed this 10th day of March, in the year 2021, at Novi, MI

Sean Sondreal
Signature

Sean Sondreal

Name of Signatory (please print)

Chief Marketing Officer

Title

21333 Haggerty Rd. Ste 300
(City) (State)

Mailing Address

Novi, MI 49375

City, State, Zip Code

43-1243221

EIN/TIN

Bidder Certification

This form must be submitted with your bid or proposal to the City department that is awarding the contract noted below. If you have questions about this form, please contact the Ethics Commission at (213) 978-1960.

☒ **Original Filing** ☐ **Amendment:** Date of Signed Original _____ Date of Last Amendment _____

Reference Number (Bid, Contract, or BAVN)	Awarding Authority (Department awarding the contract)
41552	LAWA
Bidder Name	
Learning Care Group, Inc.	
Address	
21333 Haggerty Rd. Ste. 300 Novi, MI 48375	
Email Address	Phone Number
kmoormann@learningcaregroup.com	949-288-1446

Certification

I certify the following on my own behalf or on behalf of the entity named above, which I am authorized to represent:

A. I am applying for one of the following types of contracts with the City of Los Angeles:

1. A goods or services contract with a value of more than \$25,000 and a term of at least three months;
2. A construction contract with any value and duration;
3. A financial assistance contract, as defined in Los Angeles Administrative Code § 10.40.1(h), with a value of at least \$100,000 and a term of any duration; or
4. A public lease or license, as defined in Los Angeles Administrative Code § 10.40.1(i), with any value and duration.

B. I acknowledge and agree to comply with the disclosure requirements and prohibitions established in the Los Angeles Municipal Lobbying Ordinance if I qualify as a lobbying entity under Los Angeles Municipal Code § 48.02.

I certify under penalty of perjury under the laws of the City of Los Angeles and the state of California that the information in this form is true and complete.

Sean Sondreal

Name

Chief Marketing Officer

Title

**Sean
Sondreal**

Signature

03/01/2021

Date

Digitally signed by Sean Sondreal
DN: cn=US, o=Learning Care Group, Inc., cn=Sean
Sondreal, e=ssondreal@learningcaregroup.com
Reason: I am approving this document with my legally
binding signature
Location: your signing location here
Date: 2021-03-01 12:26:17
Foxit PhantomPDF Version: 9.7.2