



LITTLE GENIUS ACADEMY

Little Genius Academy Philosophy

We believe that each child is special and unique, and that children have a natural curiosity that is nurtured through an integrated, planned play - based learning approach. Little Genius Academy believes that working in partnership with parents is fundamental for children optimal development and learning. Luz Mary and Vivian (Mother and daughter) carefully plan and develop activities and experiences developmentally and age appropriate for all children under our care.

Our goal is to provide a Spanish immersion program that will be introduced to children through songs, storytelling, felt boards, games, yoga, dance, cooking, and art and also in the daily interaction with Spanish speakers caregivers. Music, dancing and sports are incorporate into the curriculum as important tools to introduce the Spanish language. Play instruments, sing songs, have dance parties, listen to Latin children music and introducing the basic rules of some sports like soccer, basketball, and volleyball. We will also use technology as a tool for learning by introducing the children to interactive books, games, and videos.

Little Genius Academy believes in the importance of good nutrition for children, therefore we provide morning and afternoon snack based on Canada's food guide for children, keeping in mind the children with allergies, we offer alternative nutritive choices.

Our center is a safe, clean and happy place where children have the opportunity to learn and grow through curriculum and environments that promote physical, emotional, intellectual and social skills at their own pace.

We believe in the value of playing. We set interesting and safe environments for children to play freely (kitchen, drama, store areas) that encourage children's curiosity, creativity, confidence, independence, discovery, cooperation, and language.

Children are the future of our society, we strongly believe that a quality care in their first years will make a huge impact on their adulthood. With our love, respect, education, experience, and passion we will make a difference.

Daily Schedule

7:00 a.m. -Arrival/ free play/ breakfast for early arrivals

8:45- a.m. -Bathroom routine

9:00- a.m. -Morning snack

9:30- a.m. Planned activity (music, sensory, dance, yoga etc)

10:00- a.m Circle time

10:30 – a.m Bathroom routine

10: 45 -a.m Outside Time/Large Motor Skills

11:30- a.m. Lunch

12:00 p.m. -Clean up/Bathroom Break

12:15 p.m. -Story Time

12:30 p.m. -Nap/Quiet Time

2:30 p.m. -Wake up/Bathroom routine

2:45 p.m. -Story Time

3:00 p.m. -Afternoon Snack

3:30 p.m. - Afternoon planned activity (Arts & Craft Activity)

4:15 p.m. - outside time

5:30 p.m. -Departure

EMPLOYEE'S SHIFTS AND DUTIES

Staff 1 ...7: 30 - 3:00

From 7- 7:15 (staff 1)

Flip attendance sheet and date it check messages set up morning activities

7:15- 8:45

Greet children and families

guide breakfast and bottle feeding for early arrivals supervise free play

8: 00 (Staff 2 arrives)

8:00- 9:00

Supervise children in the learning centers

(Staff 3 arrives at 8:45)

staff 1 start bathroom routine with older children .Staff two start diaper change

9:00- 9:30

Staff 3 assists with bathroom routine

staff guides morning snack

9:30- 10:00

staff 1 guide planned activities

staff 2 assists morning nap

Staff 3 clean up eating area

10:00 - 11: 45

staff 1 leads circle time and get children ready for outside play

staff two takes first group outside

Staff three takes the last group outside

11:45- 12: 30

Staff one gets beds ready for nap time, warms lunches and sets them on the table

All staff guide lunch and nap time (alternate cleaning eating area)

Staff two takes the first group of children inside

Staff three takes the second group of children inside

12: 30- 1: 30

staff 1 have inside brake

staff 2 supervise awake children (free play)

staff 3 supervises sleeping children

1:30 -2:30 staff 2 have inside brake

staff 1 supervise awake children

2:30-3:30 Staff three goes on inside break

3:00-3:30

staff two get ready afternoon snack, and clean up after snack

staff One assists with afternoon snack

3:30 Staff one goes home if ratio permits

3:30-5:00 Staff two and three supervise outside time

4:30 Staff two goes home in ratio permits

staff three take the remaining children outside

5:00- 5:30 staff three take remaining children inside, vacuuming, mop floors and close center.

LITTLE GENIUS ACADEMY PROGRAM POLICIES

Nine hour policy:

Your child will attend daycare for a maximum of **NINE HOURS** a day. Longer days may create stress and anxiety for children.

We ask that parents arrive by their agreed upon pick-up time. This is important. If parents are late it makes it difficult to keep the ratio of staff to children high.

There is a late pick-up charge of **\$1 per minute**. If the child is not picked up at the agreed time. This fee will need to be paid either by the end of the day when the parent picks up his/her child or the next day in the morning before the child is dropped off. Example: if you are ten minutes late on Monday you will be charged \$10.00, Monday at pick up or Tuesday during before drop off.

If the parents cannot be reached by telephone, staff will call the emergency contacts on the child's registration form. If no one can be reached, as a very last resort, staff will then contact The Ministry for Children and Family Development.

Parents are strongly encouraged to call us if they will be late.

For children who have a 5:30pm pick-up time it is important for these parents to note that the centre closes at 5:30pm and all children and parents must have left the building by closing.

Transitioning:

We ask parents to allow the children time to adjust to their new environment and their new caregivers by bringing them in the **first week of care** for a few hours at a time. Depending on how the child is reacting to his/her new environment the child will be given more time at daycare the next day and so on until the child is at daycare for the full nine hours max.

Healthy policy:

Little Genius Academy won't force children to eat or drink any food or drink, and food and drinks are not used as a reward or punishment.

We encourage parents to provide healthy choices, according to Canada's Food Guide. We will encourage children to eat their healthy choices first and leave treats for last. Feel free to ask staff about ideas for healthy lunches.

Snack and Meal Times

I will provide the children with a morning nutritious snack and afternoon snack. Water or milk drinks will also be provided at these snack times.

Lunch food and drink is to be provided by the parents/guardians and I ask that it be a nutritious meal. If the child arrives with no drink for lunch time I will provide them with water and milk. At lunch time the children are required to eat the healthier portions of their lunch before the less healthy portions. This is to promote healthy and appropriate eating habits. Please do not send food that your child does not like or that your child has not "tried" before.

In the event of a "rushed" morning, parents/guardians are welcome to bring the child's breakfast food to the centre to allow the child to eat breakfast at the daycare. Breakfast is a very important meal that no child should miss!

I ask that hard candies and peanuts not be included in lunches because of their choking possibilities and allergies. In addition, hot dogs and grapes need to be cut length-wise also to prevent choking. We thank you for your cooperation.

In my attempt to be as environmentally friendly as possible I would like to encourage parents/guardians to pack their children's' lunches in reusable containers, and use reusable drink containers. I also recycle all paper, tin, glass, plastic products and tetra pack products.

Throughout the day water drinks are available for the children as needed. At all times during drinking and eating, children are required to be seated and not engaged in any play activity. This is to ensure safety (choking etc...) and to promote appropriate eating/drinking habits. Under no circumstances will

young children be allowed to walk around or play with bottles in their mouths. Pacifiers are encouraged for use at nap time only and if your child requires a bottle at nap it will be given to him or her before they get in bed. Under no circumstances will children be allowed to go to sleep with bottles in bed. This is also to ensure safety (choking etc.) and to prevent dental problems.

Parents and guardians are expected to provide formula for infants we ask parents send adequate supply of pre-made bottles please label the bottles.

Discipline Policy

Guiding Children's Behavior

Positive strategies that encourage self-guidance are based on the value and belief that children can learn impulse control to help them develop self-discipline, responsibility, positive capabilities and attitudes. Guiding children's behaviour is an ongoing process; it is a longterm goal that parents, caregivers and professionals have for children. Children become self-disciplined as they learn appropriate and acceptable behaviour patterns.

Guiding children's behaviour is done while appropriate behaviour is occurring, as well as before, during, and after socially unacceptable behaviour is displayed. While there are a wide variety of theories and approaches related to guiding children's behaviour, the goal remains constant – to assist children in developing respect, self-control, self confidence and sensitivity in their interactions with others.

A. Child Development

Adults who recognize that growth in children entails both experimentation and making mistakes are more likely to be accepting and patient with socially unacceptable behaviours. It is important for adults to have reasonable expectations, which are consistent with each child's developmental abilities. By nature, children differ in terms of their activity level, distractibility, and sensitivity. Caregivers who take the time to offer developmentally appropriate verbal explanations and guidance will help children gain confidence, competence, and social problem solving skills. Expectations for behaviour vary greatly from family to family, and from culture to culture. Knowledge about a child's background and respect for

different value systems will help caregivers respond sensitively to varying child rearing approaches.

B. Environment

The environment refers to all that surrounds a child. This includes both physical and social elements. Caregivers who are knowledgeable about the ways in which environments influence behaviour can plan their settings accordingly. It is important that sufficient space is available for the program, that it is aesthetically pleasing, planned and organized contributing to an environment which promotes good mental health and diminishes the potential for problems. Adults who are committed to nurturing and guiding young children create an atmosphere that fosters trusts, security, and comfort. An adult's verbal and physical communications skills are critical in modeling the behaviour they wish children to learn.

Schedules, routines, and transitions serve as a framework from which children gain trust, security and order. While these can be flexible to some degree, they must provide children with clear guidelines about what is to be expected. Meeting children's needs throughout the day requires that time be appropriately balanced between active and restful periods, individual and group activities, and child initiated/adult initiated content.

C. Guidance Strategies: Prevention

Prevention oriented strategies "set the stage" for a positive atmosphere and maximize opportunities for desirable behaviour. They include:

a. Establishing Clear, Consistent, and Simple Limits

Limits are the statements of what behavior is appropriate. They should be clearly related to the safety and protection of self, others, and

the environment. For example: "Inside we walk."

b. Stating Limits in a Positive Way, Rather than a Negative Way

Phrasing limits in a positive way focuses on what to do, rather than what not to do. For example: "It is time to put the blocks away." Rather

than: "Don't leave the blocks on the floor."

c. Focusing on the Behavior, Rather than on the Child

When caregivers focus on a child's behavior, rather than on a child's character, they preserve the child's integrity and offer positive guidance for learning. For example: "When you grab the truck, it makes Sam angry." Rather than: "You should be ashamed of yourself for grabbing the truck."

d. Stating What is Expected, Rather Than Posing Questions

In matters of routines, limits, and expected behaviors, it is important to state, rather than to ask. While there are many opportunities for children to make choices, offer these options only when they are appropriate. When there is not a choice, make a clear statement of what is expected. For example: "It is time to tidy up now." Rather than: "Do you want to tidy up?"

e. Providing Choices

Providing choices is also a valid prevention strategy for young children, which often avoids power struggles. For example: "Do you want to put your pants on first?" Rather than: "Get dressed now."

f. Allowing Time for Children to Respond to Expectations

Children react more favorably when they are offered cues and warnings. This helps them anticipate or prepare for change. For example: "In five minutes, it will be time to clean up." Rather than: "Get that cleaned up now."

g. Reinforce Appropriate Behavior, With Both Words and Gestures

When children are doing well, it is important to acknowledge this through words or gestures. Positive reinforcement helps children build self-confidence and encourages them to repeat desired behaviors. For example: "Thank-you for taking turns with Kathy. That's called being kind." Rather than: "You're a good girl."

h. Ignore Minor Incidents

Adults who work with young children need to develop tolerance for a certain amount of noise, clutter and attention-seeking behaviour. As long as children's activities are not infringing on the rights of others, it is often best to "take a breath", rather than to speak.

i. Encouraging Children to Use You as a Resource

Children feel a greater sense of comfort and trust when they know that the caregiver or parent is there to protect, guide, and help them. For example: “If you’re not sure what to do, ask and I’ll help you.” Rather than: “That’s hard for you, I’ll do it.”

D. Guidance Strategies: Intervention

Inevitably there will be occurrences of inappropriate behaviour; it is at these times adults will need to intervene. The following intervention

strategies, or combination of the strategies, will help ensure that guidance is supportive, rather than punitive.

a. Gain a Child’s Attention in a Respectful Way

Apart from situations where physical danger is imminent, adults should approach a child individually, state their name, get down to the child’s eye level, and use a calm, controlled voice. In situations where children may be losing self-control, the closeness of an adult can often help calm them.

b. Remind

To clarify and reinforce limits, simple reminders are helpful to young children. For example: “The bikes stay on the bike paths.” “Sand stays down.”

c. Acknowledge Feelings Before Setting Limits

In order that children perceive adult guidance as supportive, it is important for them to know that their feelings are recognized and understood. When limits are preceded by an acknowledgement of feelings, children will be less likely to respond in a negative way. For example: “You look really angry. I cannot let you hurt Scott.”

d. Redirect or Divert When Appropriate

When adults redirect children’s activity, they assume responsibility for solving a problem which children have been unable to resolve through other guidance strategies. As much as possible, children should be redirected towards activities that are in line with their needs. For example: “I can see you really need to be outside. Let’s get our coats.”

e. Model Problem-Solving Skills

When children face discouraging or frustrating situations, it is natural for them to lose control. As parents and caregivers anticipate this, they can offer verbal and/or physical assistance which models problem solving.

f. Offer Appropriate Choices

When clarifying expectations or reinforcing limits, caregivers can offer a simple choice. The choice should be posed in a non-threatening and non-punitive way. For example: "You can sit quietly at the circle, or you can choose a quiet activity like a puzzle. You decide."

g. Use Natural and Logical Consequences

A statement of natural consequences simply clarifies the inevitable or unavoidable outcome of a behaviour. For example: "When you forget to put your picture on the shelf, it's difficult to find it when it's time to go home." A statement of logical consequence clarifies an adult arranged outcome of behaviour. For example: "Yes, I can see that the paint has spilled. Here is the sponge for wiping it up."

h. Provide Opportunities For Children To Make Amends

Rather than demand a superficial apology, adults should offer genuine opportunities for children to restore relationships after an incident of hurt or harm.

Naptime:

Little Genius Academy offers a quiet time for the children. At this time the children will have individual napping mats in the nap room or, if an infant, they will be in a different room. This is a valuable time for children's bodies to rest and grow. There is no playing during quiet time, which is two hours long. In the case of a child who doesn't sleep, they will be able to have a book to read for 20 minutes and then move onto a craft or quiet activity while the other children are resting. For Infants who do not yet roll over on their own; they will be placed on their backs to sleep. Parents, please provide a special blanket or some form of security for quiet time. Children younger than 24 months will not have a set naptime as they sleep and wake on their own time. Infants and toddlers usually have 2 nap times in a day on their own schedule.

Toilet training

Toilet training is a very special time. I will be happy to help with the training that you have started at home first. Please let me know what works for your child. Since “potty” training can be messy you will need to supply a box of baby wipes, diapers that will be stored in your child’s cubby and a few changes of clothes.

Payments and fees:

Payment for the upcoming month is due on the first day of each month, we will require post dated monthly checks up until and including September of each year. Deposit fee at time of registration is **\$500.00**, this amount will be credited to the child’s first month of child care. If the parent withdraws the child from the facility before the start date, this fee will NOT be refunded.

Fees are subject to annual increase which occurs every September to cover staff wages and the cost of inflation.

Late payments or NSF cheques will be charged \$50.00. If payment is not made by the end of the first week, (i.e, 7th of the month) your child’s spot will be in jeopardy. A \$50.00 charge will be added to late parents fees after the 7th of each month. Lack of payment will result in termination of our contract. If the fees are not paid, we will contact collections.

FEES

UNDER 3 YEARS OF AGE: \$1,100 A MONTH

FIRST DAY

On the first day all documentation and payments must be in order. This includes:

- Fully completed registration
- Signed parent contract
- Immunization records

- Comfort kits

Comfort kits are used for your child in case of a disaster. (i.e flood, fire, earthquake) the kit should include a simple reassuring note, a photo of your family, individual package of Kleenex, two healthy non perishable snacks, simple activity such as crayons and paper and put into a Ziploc type baggie.

WITH-DRAWAL FROM CHILDCARE:

You must give the centre **one month written** notice of your intention to withdraw your child or you will be charged for the month of care whether your child attends or not. I reserve the right to cancel our agreement and will give you one months' notice unless the circumstances require immediate termination. All notification must be in writing.

Emergency care is accepted. Emergency Drop-ins will be welcomed if space is available.

ABSENTEE

When you enroll your child(ren) they are taking up a spot. You will pay for this spot even if your child is absent. Absenteeism is anytime your child is not at the daycare on their scheduled day. This includes sick days, holiday, unexpected parents day off, grandparents/relatives visiting and watching the children etc..

You have to pay your day rate whether your child is here or not because this is their spot.

If a caregiver is sick and unable to provide care to a child, the facility will arrange qualified substitute care. If the facility is closed due to a statutory holiday, there will be no refund of payment.

HOLIDAYS

we will be closed in **ALL** statutory holidays followed by District 61.

We take the last TWO WEEKS OF DECEMBER as PAID holidays, this means that you will pay for the whole month of DECEMBER. This is the only vacation time we take during the year and we use it go visit our family who lives out of the country. There will be no refunds.

Parents have free access to all child-care areas during child-care hours and only when it's their child's scheduled day.

PLEASE no smoking on the property. **Smoking is prohibited.**

****IF YOUR CHILD IS ILL**

We recognize the difficulty-working parents have when their child is ill. However, we ask that you find alternate care when your child is sick.

PLEASE KEEP YOUR CHILDREN AT HOME IF:

1. Green mucous discharge from eyes or nose, coughing up discharge
2. Diarrhea (that is associated with illness)
3. Fever over 37.8 degrees
4. Vomiting within 24 hours
5. Lice or Nits
6. If your child is lethargic and looks sick please keep them home
7. Any contagious illness, childhood diseases, rashes

If your child shows any signs of illness I will call parents as soon as possible to pick up their child(ren). If a parent brings their child(ren) to childcare sick, then I will call them to come back and pick the child up. While waiting for the parent/guardian to arrive the child will be kept in a quiet, clean, supervised resting place.

If your child has received antibiotics, the child will not be able to return to the facility until 24 hours after the first dose has been administered.

Healthy children only! It is unfair to the other children to expose them to illness.

MEDICAL EMERGENCY PROCEDURES

In case of emergency staff will

1. Administer First Aid or CPR
2. Call 911
3. Contact parents or emergency contacts
4. Contact Physician

MEDICATION

Parents must complete a “medication release form” before leaving any medication.

By Law I cannot administer any prescribed medication without a pharmacy label stating when to administer and how much, and the bottle has to be labeled. If the medicine is over the counter I need a letter from parents saying the same. Please do not leave any medication in your child’s backpack or lunch kit, as it needs to be stored appropriately by the staff. A new form is required with each medication.

IMMUNIZATIONS

Immunizations are a parent’s own personal choice and we understand that. We do not ask that you let the center know whether or not you have immunized your child. However licensing regulations requires the center to keep a record of the children’s immunizations. These can be acquired through your doctor.

SMOKING

Smoking in the center or on the grounds of the center is not permitted, as per licensing rules and restrictions.

CHILD ABUSE REPORTING

By Law I am required to report any suspected child abuse or neglect.

CUSTODY AGREEMENT POLICY

The childcare staff will not get involved in the marital or custody issues of our families. Our professional role demands that we stay completely

impartial as we often work closely with both sets of separated parents. If you are divorced, separated or going through custody negotiations, please inform the staff of the relevant custody and parental access details. If there are any restrictions on parental access such as no visits or no pick-ups, we will require **official documentation** to that effect, such as a **court order or a restraining order**. Without proper documentation, we cannot deny a parent access to their child. The childcare staff will only be accountable to the enrolling parent, who will provide the daycare with all relevant information and documentation.

If an unauthorized parent comes to visit or pick up their child, we will request that he or she leave. In case of difficulty we will call 911 and have that parent accompanied away from the property.

Communication:

Little Genius Academy encourages parents to have constant communication with staff regarding their child's day, in order to work together to ensure excellent care for your child.

ARRIVAL AND DEPARTURE

The smoothness of the transition of care from the parent to the educators is of utmost importance to a child's day. To assist in this transition we recommend that educators and parents take the opportunity to communicate with each other. It is encouraged that parents share concerns, or inform the educators of any special needs his/her child may have i.e. a sleepless night, teething, poor appetite, etc. We also recommend that parents share those important events in their child's life a first tooth, a first step, or new words. We ask that parents prepare their child for their departure with a "good-bye" and reassurance that they will be back. Communication is one of the main keys to success. Parents are asked to sign-in and sign-out their child on the daily attendance before leaving the centre. All bottles and soothers must be labelled and the bottles and refrigerated. Upon departure, we ask that parents sign their child out, as well as make personal contact with an educator to let them know they are leaving. It is important that parents pick up their children by the agreed upon time. In case of an emergency, we ask that parents call the centre and make other arrangements to have their child picked up by someone on their child's pick-up list. We ask that parents please call the centre by 9:30am on days their child will be late or will not be in attendance.

NO ONE WILL BE PERMITTED TO TAKE A CHILD OFF THE PREMISES WITHOUT WRITTEN CONSENT FROM THE PARENT. I will require a copy of the Custody Order if a parent is unauthorized to pick up the child. If an authorized adult arrives to pick up the child and appears to be intoxicated I will suggest alternate method of transportation, or call the emergency contact to come and pick up the child.

SIGN IN SHEET

It is very important that you sign your children in/out with your full signature. This helps me keep up to date records that are required by law.

WE ARE NOT RESPONSIBLE FOR:

Lost or damaged property your child brings to the daycare. If you are worried about your children's property please leave toys, etc. at home. We also have small cubbies for their belongings.

FIRE DRILLS

We will be practising regular Fire Drills. These Fire Drills will be practised once a month.

EARTHQUAKE DRILLS

We will practice earthquake drills once a year. The third Monday of April.

A comfort kit is required for each child that is enrolled in the program. This will allow each child personal items in case of an emergency

PHOTOGRAPHY POLICY

We will take pictures of the children while at play to display them in the centre walls, for the children to look and remember the activities that they have participated in. If you do not wish to have your child's picture taken you can choose not to when you fill out the Photography form which will be provided by us.

CLOTHING ITEMS FROM HOME

We ask for the following items to be at the centre on a daily basis:

- Extra pants
- Extra shirts
- Extra underwear
- Extra socks
- Slippers or indoors shoes
- Muddy buddies
- Tooth brush

Spring/Summer items

- Water play clothes
- Sandals
- Hat
- Sunscreen

Fall/Winter Items

- Toque
- Muddy Buddies
- Gloves/Mittens
- Snow pants

- Snow jacket
- Winter boots

CENTER CLOSURES

If there is a fire, lack of power, heat or extreme weather conditions the centre may be forced to close. If during the course of the day an emergency arises we will contact you to come and collect your child. We will of course remain with the children, making sure they are safe until parents arrive.

There is no reimbursement for closures due to weather or power outages.

In the event of an emergency evacuation, we will meet outside Victoria West Community center 521 Craigflower Rd, we will contact a parent or your emergency contact person if we are unable to get a hold of you.

SNOW CLOSURE POLICY

In snow days we will close if School District #61 is closed as well.

POWER OUTAGES POLICY

If there is a power outage while the children are in the centre, we will contact BC HYDRO to find out the estimated time of re-connection. If it is estimated that it will take more than one hour before the power is back on, then staff will start contacting parents to come pick up their children, if the power comes back on while the staff has already contacted the parents, staff will continue to contact parents until the centre is empty.

LATE PICK UP POLICY

The centre closes at 5:30pm everyday so please have your child picked up and ready to go before that time. Each parent is allowed one warning when picking up your child late.

After your first warning the late fees are as follows:

\$15.00 per child for the first **15 minutes and under**

\$30.00 per child if later than **15 minutes**

If we have not heard from the parents by 6:00pm we will call the emergency contacts on the child's registration form. If no one can be reached, staff will then contact the MCFD (Ministry of Children and Family Development).

AMENDMENTS

I reserve the right to amend update or change any and all policies stated in this document. I reserve the right to change rates. Changes will be made in writing and given to the parents then signed by both parties. The policy will be reviewed annually.

Thank You!