



## **Description of the program**

### **Little Explorers Academy Ltd**

At **Little Explorers Academy Ltd**, we believe that childhood is a time for wonder, exploration, and connection — both with nature and within thoughtfully prepared indoor environments. Our philosophy blends the richness of outdoor play with the warmth and intentionality of indoor learning, all in full Spanish immersion.

We honor the whole child by providing daily opportunities to explore the natural world — digging in the soil, listening to birdsongs, jumping in puddles, and observing the changing seasons — while also offering cozy, engaging indoor spaces that spark imagination, creativity, and language development. Whether children are building with blocks, painting, reading, or climbing a tree, they are learning through meaningful play, guided by curiosity and joy.

Spanish is woven naturally into every moment of the day — from singing songs under the sky to stories shared around a circle indoors. Our immersive language approach ensures that children acquire Spanish in the most intuitive and joyful way: through experience, repetition, and real-life connection.

We value a balance between structure and freedom, movement and rest, the wild and the calm. Our educators act as gentle guides, encouraging children to take safe risks, express themselves confidently, and care deeply — for themselves, each other, and their world.

At **Little Explorers Academy Ltd**, we nurture curious minds, joyful hearts, and bilingual voices — both under the sun and within our walls.



## Daily Schedule

<b>8:00- 9:15</b>	Free time Outside- Inside
<b>9:15-9:45</b>	Snack
<b>9:45-10:30</b>	Planned activities (sciences, gross and fine motors activities, math, pre reading and pre writing activities, art, music)
<b>10:30 -11:00</b>	Circle time (story time, music, discussions, yoga, etc.)
<b>11:00-12:15</b>	Walk- playground
<b>12:15 – 1:10</b>	Lunch
<b>1:10- 2:00</b>	Quite time (reading and meditation)
<b>2:00– 3:00</b>	Outside or Inside Planned Activities (water table, mud table, counting rocks, outdoor dramatic play etc.)
<b>3:00 – 3:30</b>	Snack
<b>3:30 – 4:30</b>	Free time Outside



## **FIELD TRIPS**

During all off-site outings and transitions to and from outdoor play areas, children will be accompanied and closely supervised by all staff members—one certified Early Childhood Educators (ECEs) and two Early Childhood Educator Assistants (ECEAs). To ensure safety and visibility, children will wear brightly colored reflective pinnies and will walk hand in hand using a secure safety loop rope system.

Children will be organized in two rows to promote order and peer companionship, walking with a designated partner to encourage social interaction through singing and conversation. The walking formation will be supervised strategically: one staff member will lead at the front, monitoring for any approaching vehicles, cyclists, or pedestrians; one will walk at the rear to ensure no child is left behind; and the other educator will be positioned in the middle and along the sides, actively supporting and guiding the children throughout the transition. This arrangement ensures full visibility, proximity, and support for every child during all outdoor excursions.

## **PROGRAM POLICIES LITTLE EXPLORERS ACADEMY LTD**

### **8-hour recommendation policy:**

We recommend maximum 8 hours per day in care in order for your child to have a positive experience in our center. Long days may create stress and anxiety for children.

### **Little Explorers Academy Ltd – Nutrition and Food Policy**

At Little Explorers Academy, we believe that nutrition plays a critical role in children's growth, development, and lifelong habits. Our policy reflects our commitment to healthy eating, safety, family collaboration, and environmental sustainability, in accordance with **British Columbia's Child Care Licensing Regulation and Canada's Food Guide.**

#### **1. Food Provision and Eating Practices**

- **Parents/guardians are responsible for providing a nutritious lunch each day,** following the recommendations of **Canada's Food Guide**, which emphasizes vegetables, fruits, whole grains, and protein foods.
- **Little Explorers Academy Ltd provides two healthy snacks daily**—one in the morning and one in the afternoon—prepared to meet children's nutritional needs and mindful of allergies and dietary restrictions.
- Children will be encouraged—but never forced—to try all foods. Food and beverages will **never be used as a reward or punishment.**
- We encourage children to eat healthier lunch items (e.g., vegetables, fruits, proteins) **before treats or processed items.**



- If a child arrives without a drink for lunch, **milk or water will be provided.**
- In cases of a rushed morning, children may bring their breakfast to eat at the center. Breakfast is an essential meal that we support.

## 2. Safety and Allergen Awareness

- To ensure safety and reduce the risk of choking:
  - **No hard candies or whole nuts/peanuts** are allowed.
  - **Hot dogs and grapes must be cut lengthwise.**
- Little Explorers Academy is a **nut-aware environment.** We ask families to carefully read labels and avoid items containing or processed with peanuts or tree nuts.
- Children must **remain seated** during all eating and drinking times and must not engage in play to reduce choking risks and promote healthy habits.

## 3. Environmental Responsibility

- We strive to be an **environmentally friendly center.** Families are encouraged to:
  - Pack lunches in **reusable containers.**
  - Send drinks in **reusable bottles.**
- The daycare recycles **paper, tin, glass, plastics, and tetra packs,** and we actively teach children about reducing waste and caring for the planet.

## 4. Hydration and Access to Water

- Water is available to children **throughout the day** upon request or as needed.
- Educators encourage regular water intake, especially after outdoor play and during warmer weather.

## Guidance and Discipline Policy

At Little Explorers Academy Ltd, we use **positive and respectful approaches** to guide children's behavior. Our goal is to support the development of **self-regulation, empathy, and responsibility,** in a safe and nurturing environment. Discipline is not about punishment, but about helping children learn acceptable behaviors through patience, understanding, and consistent support.



## **A. Child Development**

We recognize that every child is unique and develops at their own pace. Behavior is often part of learning and growing. Our staff use developmentally appropriate strategies that help children:

- Understand their emotions and actions.
- Learn to communicate needs in positive ways.
- Gain confidence in making choices and solving problems.
- Build self-control and social skills over time.

Educators guide behavior by modeling respect, using clear and simple language, redirecting when needed, and encouraging cooperation. We never use shame, physical punishment, or food as a consequence. Families are partners in supporting children's growth, and we work together when ongoing support is needed.

## **B. Environment**

We create a well-planned environment that reduces behavioral issues and promotes calm, engaged learning. The space is:

- Safe, welcoming, and organized to meet children's developmental needs.
- Designed to support both active and quiet times, as well as group and individual experiences.
- Structured with predictable routines and smooth transitions to give children a sense of security.

Educators maintain clear expectations and support children throughout the day, including during outdoor play and transitions. Through consistent supervision and positive communication, children learn how to interact respectfully with others and feel confident in their surroundings.

## **C. Guidance Strategies: Prevention**

Prevention oriented strategies “set the stage” for a positive atmosphere and maximize opportunities for desirable behavior. 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 behavior. 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**

At **Little Explorers Academy Ltd**, we understand that children are learning how to manage their emotions, interact with others, and make appropriate choices. When inappropriate behavior occurs, our educators use **supportive, respectful strategies** to guide behavior and help children build lifelong social-emotional skills.

The following strategies—or a combination of them—are applied depending on the situation and the needs of the child:

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

Educators approach the child calmly, use their name, and get down to eye level to ensure connection. A calm voice and close presence often help a child regain control.

### **b. Remind**

Gentle reminders clarify expectations and help children remember boundaries. For example: “Feet stay on the floor,” or “Hands are for helping.”

### **c. Acknowledge Feelings Before Setting Limits**

We help children feel heard by naming their emotions before guiding behavior. For example: “You’re upset that it’s cleanup time. I know it’s hard to stop playing, but now it’s time to tidy up.”

### **d. Redirect or Divert When Appropriate**

If a child is struggling, we guide them to a more appropriate or calming activity that meets their needs. For example: “You seem full of energy—let’s go try jumping outside!”

### **e. Model Problem-Solving Skills**

Staff help children resolve conflicts or manage frustration by showing simple ways to solve problems together. This might include helping use words or offering support with choices.

### **f. Offer Appropriate Choices**

Clear, limited choices help children feel empowered and respected. For example: “You can join the story or choose a quiet activity. What would you like to do?”

### **g. Use Natural and Logical Consequences**

We use real-life consequences that help children understand the impact of their actions. For example: “When you spill the water, we wipe it up together.”

### **h. Provide Opportunities to Make Amends**

Children are encouraged to repair relationships in meaningful ways, such as helping a friend rebuild a knocked-over block tower, rather than being forced to say "sorry."



# Care and supervision Policies

At Little Explorers Academy, the safety, well-being, and engagement of every child is our highest priority. Our supervision policies are designed to ensure that children are actively monitored, nurtured, and protected at all times throughout the day — whether indoors, outdoors, during transitions, or on outings.

## 1. General Supervision Guidelines

- Children are supervised by qualified staff at all times.
- Staff maintain close proximity to children and position themselves strategically to see and hear all children.
- Teachers are active participants in children’s activities and interactions, guiding, observing, and supporting developmentally appropriate play.
- Children are never left unattended under any circumstances.

## 2. Indoor Supervision

- Staff ensure all areas of the classroom are monitored.
- Classrooms are arranged to maximize visibility and minimize blind spots.
- Educators circulate the room continuously and engage with children to support learning and safety.
- Staff are trained to anticipate children’s behavior and redirect when necessary.

## 3. Outdoor Supervision

- A minimum of two staff members are present during outdoor play.
- Staff are positioned to oversee all areas of the outdoor environment, including climbing structures, corners, and natural elements.
- Daily headcounts are conducted before going outside, upon arrival, during play, and before returning indoors.
- Transitions to and from the outdoor area are organized and supervised by designated staff.

## 4. Quiet Time Supervision

- During quiet time, children are offered calming activities such as books, puzzles, or quiet floor play.
- Staff remain present and attentive, ensuring a peaceful environment while monitoring children's well-being.
- Children who prefer not to rest are gently encouraged to participate in individual quiet activities.



## 5. Off-Site Activities & Nature Walks

- When off-site activities are planned (e.g., walks, outdoor nature exploration), proper staff-to-child ratios are maintained.
- Emergency kits and contact information are carried at all times.
- Staff conduct headcounts regularly and ensure safe walking routes and boundaries.

## 6. Staff-to-Child Ratios

- Ratios are maintained in accordance with local licensing regulations.
- Additional staff are available to provide support during busy times, transitions, or in case of staff absences.

## 7. Emergency Supervision Protocols

- In case of emergency (illness, injury, evacuation), staff follow established emergency procedures while ensuring continued supervision of all children.
- Drills are conducted regularly to prepare both staff and children.

# Active Play Policy

At Little Explorers Academy, we believe active play is essential to a child's holistic development. Rooted in our nature-oriented philosophy, we provide children with daily opportunities for movement, exploration, and connection with the natural world. Our goal is to nurture strong, healthy bodies, confident minds, and joyful hearts through intentional and meaningful active play.

## 1. Daily Outdoor Play

- Children engage in **outdoor play for a minimum of three hours daily**, weather permitting, in both structured and unstructured formats.
- Outdoor activities include nature walks, climbing, balancing, jumping, digging, running, and exploring the sensory richness of our natural environment.
- Outdoor play is not a break from learning — it is a central part of our curriculum and philosophy.

## 2. Unstructured Active Play

- Unstructured play is child-led and open-ended, allowing children to take initiative, solve problems, and engage in imaginative movement.
- Loose parts and natural materials (logs, stones, branches) encourage creativity, risk assessment, and cooperative play.



### **3. Structured Movement Activities**

- Teachers occasionally facilitate organized movement games such as obstacle courses, nature scavenger hunts, yoga, and group games that promote physical literacy, coordination, and teamwork.

### **4. Indoor Active Play**

- In cases of inclement weather, children are offered indoor gross motor activities such as dancing, stretching, movement games, and use of soft climbing equipment.
- Quiet activities are balanced with regular movement breaks to support children's regulation and engagement.

### **5. Risky Play and Safe Exploration**

- We support safe, developmentally appropriate risk-taking under close supervision.
- Children are encouraged to climb, balance, and explore natural elements, helping them build confidence, resilience, and spatial awareness.
- Educators guide children in assessing their own capabilities and setting personal boundaries.

### **6. Inclusion and Accessibility**

- Active play opportunities are inclusive of all children regardless of ability.
- Activities are adapted to meet individual developmental needs and ensure full participation.

### **7. Educator Role**

- Educators observe, support, and extend active play by modeling movement, asking questions, and introducing new challenges.
- Staff ensure that play environments are safe, engaging, and reflect the changing seasons and children's interests.

### **8. Connection to Curriculum**

- Active play is integrated with learning goals across all domains: physical, cognitive, social, cultural and emotional.
- Movement is used as a tool to build language, develop executive function, and deepen curiosity.



# Emergency Preparedness and Response Plan

At Little Explorers Academy Ltd, the safety and well-being of our children, staff, and families is our highest priority. We maintain a proactive, comprehensive Emergency Plan designed to **prepare for, mitigate, respond to, and recover from** any emergency situation.

## 1. Preparation

We prepare by ensuring all staff are trained, resources are available, and plans are clearly communicated.

- **Staff Training:** All employees receive annual training in CPR, First Aid, emergency evacuation, fire safety, and emergency procedures.
- **Emergency Drills:** We conduct regular fire, earthquake, lockdown, and shelter-in-place drills with staff and children to ensure readiness.
- **Emergency Kits:** Classrooms and outdoor areas are equipped with emergency supply kits including water, snacks, flashlights, first aid supplies, blankets, and parent contact lists.
- **Communication Plans:** Families receive our emergency procedures upon enrollment. Emergency contacts are updated regularly and kept easily accessible.
- **Designated Roles:** Staff have pre-assigned roles in emergencies (e.g., evacuation leader, attendance checker, communication liaison).

## 2. Mitigation

We actively reduce the risk and impact of emergencies through safe practices and facility management.

- **Facility Safety:** Regular inspections ensure exits are clear, fire extinguishers are current, and hazards are removed.
- **Health & Hygiene:** Protocols for illness prevention (e.g., handwashing, sanitation) are in place to minimize outbreak risks.
- **Natural Hazard Awareness:** Outdoor environments are assessed for risks like unstable branches or standing water. Children are taught basic nature safety.

## 3. Response

We act quickly, calmly, and efficiently during emergencies to protect every child and staff member.



- **Evacuation Procedures:** Staff lead children to designated safe areas. Attendance is taken immediately. Staff carry emergency kits and children’s contact info.
- **Shelter-in-Place:** In case of external threats or poor air quality, children remain indoors. Windows and doors are secured, and activities are adjusted for safety.
- **Lockdown:** In the event of a potential intruder, staff secure rooms, turn off lights, and keep children calm and quiet until authorities clear the area.
- **Medical Emergencies:** Staff administer first aid and contact emergency services and parents immediately. Incident reports are completed promptly.

#### 4. Recovery

We support children, families, and staff in recovering emotionally, physically, and operationally after an emergency.

- **Family Reunification:** After evacuation, children are released only to authorized individuals. Identification is verified before release.
- **Emotional Support:** Staff are trained to recognize signs of trauma. We provide a calm environment and, when needed, referrals to mental health resources.
- **Debriefing:** Staff and administration review response effectiveness and update protocols as needed.
- **Communication with Families:** Families are informed of the incident, actions taken, and any follow-up steps.
- **Facility Restoration:** Damaged areas are repaired before resuming normal operations. Alternate locations may be used temporarily if needed.

This Emergency Plan is reviewed and updated annually, or as needed. By fostering a culture of preparedness, we ensure that children at Little Explorers Academy are kept safe, calm, and supported—no matter the situation.

## Screen Time Policy

Not applicable

## Communicable Disease Prevention Plan

At Little Explorers Academy Ltd, we are committed to maintaining a healthy environment for all children, staff, and families. This **Communicable Disease Prevention Plan** outlines the policies and procedures used to prevent, identify, manage, and limit the spread of infectious diseases within our preschool community.

### 1. Daily Health Practices



- **Health Screening:** Upon arrival, staff conduct visual wellness checks of each child. Families are asked to report any symptoms or exposure to contagious illnesses.
- **Hand Hygiene:** Children and staff wash hands:
  - Upon arrival
  - Before and after meals
  - After outdoor play
  - After using the toilet
  - After coughing, sneezing, or nose-wiping
- **Respiratory Etiquette:** Children are taught to cough or sneeze into a tissue or their elbow and to wash hands immediately after.

## 2. Cleaning and Disinfection

- **Routine Cleaning:** High-touch surfaces (e.g., doorknobs, tables, light switches) are cleaned and disinfected at least twice daily.
- **Toys and Materials:** Shared items are disinfected daily and rotated to reduce exposure. Soft toys and porous materials are washed regularly.
- **Outdoor Equipment:** Playground equipment is cleaned regularly, especially after use by different groups.

## 3. Illness and Exclusion Policy

- **Symptoms for Exclusion:** Children or staff with the following symptoms will be sent home and may return only when symptoms are resolved or with medical clearance:
  - Fever (100.4°F / 38°C or higher)
  - Vomiting or diarrhea
  - Persistent cough or difficulty breathing
  - Unexplained rash
  - Conjunctivitis (pink eye)
  - Any contagious condition requiring exclusion per health authority guidelines (e.g., COVID-19, influenza, chickenpox)
- **Return to Care:** Return is permitted when:
  - The child is symptom-free for 24 hours without medication
  - A doctor's note confirms the child is no longer contagious (when required)
  - They meet the specific exclusion criteria for the illness involved

## 4. Vaccinations and Records

- **Immunization Requirements:** All children must be up to date with required vaccinations unless exempted for documented medical or religious reasons.
- **Staff Immunizations:** Staff are encouraged to maintain current vaccinations (e.g., influenza, Tdap, COVID-19 if applicable).



- **Record Keeping:** Immunization and health records are kept up to date and reviewed annually.

## 5. Communication with Families

- **Notification of Exposure:** If a child or staff member is diagnosed with a communicable disease, families will be notified while maintaining confidentiality.
- **Educational Materials:** Families receive information about prevention practices, symptoms to watch for, and when to keep children home.

## 6. Staff Training and Preparedness

- **Annual Training:** All staff receive annual training on infection control, hygiene practices, and recognizing symptoms of communicable diseases.
- **Emergency Response:** In case of an outbreak, we follow the guidance of local health authorities and implement additional measures such as increased sanitation, and temporary exclusions as needed.

This plan is reviewed annually and revised in accordance with recommendations from the public health agency. By working together with families, Little Explorers Academy ensures a healthy, safe, and nurturing environment for all children to thrive.

## PAYMENTS AND FEES:

Payment for the upcoming month is due on the first day of each month, we will require e-transfer. 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 January to cover staff wages and the cost of inflation.

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

### FEES SEPTEMBER 2025- MARCH 2026

30 MONTHS TO 3 YEARS OF AGE	\$1705 A MONTH
AGE 3 TO 5 YEARS OF AGE:	\$1170 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 nonperishable snacks, simple activity such as crayons and paper and put into a Ziploc type baggie.

### **WITH-DRAWAL FROM CHILDCARE:**

You must give the center 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. We 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

The center will be closed the last two week of August and for the winter brake according to district #61 school calendar and for Friday and Monday of the Easter weekend each year.

**There will be no refund of payment for these closures, as payments are arranged by a standard monthly fee.**

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, we will call parents as soon as possible to pick up their child(ren). If a parent brings their child(ren) to childcare sick, then we 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 we 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, we 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 it is required for all children, and staff

## **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 we are 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 Explorers Academy Ltd 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**

For your child's protection, we ask that you

- 1) Sign your child in
- 2) Make sure staff knows the child has arrived

You must sign your child in and out daily. **NO ONE WILL BE PERMITTED TO TAKE A CHILD OFF THE PREMISES WITHOUT WRITTEN CONSENT FROM THE PARENT.** There may be times when you or your designees are required to present valid



picture identification. We 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, we 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 us 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 practicing regular Fire Drills. These Fire Drills will be practiced 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 center 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.

The center will have a WhatsApp group where communication, sharing children's pictures and videos will take place, only with parents that approve to join the WhatsApp group.

The WhatsApp group will be managed by the daycare manager, who will be in charge of providing information.

## **CLOTHING ITEMS FROM HOME**

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

- Extra pants
- Extra shirts



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

#### Spring/Summer items

- Water plays clothes
- Sandals
- Hat
- Sunscreen

#### Fall/Winter Items

- Toque
- Raining pants
- Gloves/Mittens
- Snow pants
- Snow jacket
- Winter boots

### **CENTER CLOSURES**

If there is a fire, lack of power, heat or extreme weather conditions the center may be forced to close. The center will be also forced to close for lack of qualify educators. If the manager is unable to get a qualify substitute to cover a suddenly sick staff, the daycare will be closed until a qualify educator is available. If during the course of the day an emergency arise, we will contact families to come and collect their 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, power outages or lack of substitute educators.**

In the event of an emergency evacuation, we will meet outside GORGE PARK PAVILION, 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 center, 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 center is empty.

### **LACK OF STAFF FOR SICKNESS**

The center will keep a list of qualify substitute educators all the time to cover the fulltime educator leaves. But, in the event of a qualify sub educator can't be available the daycare will contact the parents to pick the children or not bring their children at daycare that day.

### **LATE PICKUP POLICY**

The center closes at 4:30pm 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 4:45pm 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!