



PARENT HANDBOOK

About This Handbook

The intention of the Parent Handbook is to provide our families with the information they will require to have a successful working relationship with Fueling Brains Academy.

This handbook shall be reviewed no less than once per year by the Director of Student Services, Fueling Brains Academy Vice President, or a combination of the two. Families are encouraged to provide feedback on policies and procedures that affect them through the use of comments or emails to info@fuelingbrains.com at any time during the year. Families are also encouraged to provide their feedback, in writing, directly to their campus Center Director so there is a record of when the feedback was provided as well as the details.

Amendments to this handbook will be provided by way of memo, campus posting, or our monthly newsletters throughout the year as required.

Parents and/or guardians interested in knowing more about the specific policies and procedures that govern our programs can contact our Support Office Team at info@fuelingbrains.com.





Table of Contents

FUELING BRAINS ACADEMY'S PURPOSE, CORE VALUES, PHILOSOPHY.....	4
Purposes.....	4
Core Values.....	4
Fueling Brains Academy's Educational Philosophy.....	4
OUR PROGRAMS.....	5
Infant Program.....	5
Junior Preschool Program.....	6
Preschool Program.....	7
Kindergarten Leadership Program.....	8
Normalization.....	8
Normalization Roadmap based on the Neurocognitive Age.....	8
ADMISSIONS AND REGISTRATION POLICIES.....	10
Admissions.....	10
Registration.....	10
Re-Enrolment.....	11
Start Date Change.....	11
Transferring.....	11
Schedule Change Requests (Example Part-time to Full-time).....	11
FINANCIAL POLICIES.....	12
Registration Fee.....	12
Annual Materials Fee (AMF).....	12
Tuition and Fees.....	12
Tuition Lump Sum Payment Benefit.....	12
Family Rates.....	13
Twin and Triplet Rates.....	13
Collection of Fees.....	13
Failure to Pay Fees.....	13
What's Included?.....	13
Subsidy.....	14
Issuance of Receipts.....	14
Late Pick Up Fees.....	14
Refunds.....	15
OPERATIONAL POLICIES AND PROCEDURES.....	15
Hours of Operation.....	15
What Do Families Need To Bring?.....	15
School Calendar.....	16
Christmas & New Year Break.....	16
Professional Development Days.....	16
Early Dismissal.....	16
Make Up Days and Emergency Closures.....	17



Parent-Teacher Meetings.....	17
Children Requiring Additional Support.....	17
Arrival & Dismissal Policy.....	18
Independent Entry Policy.....	18
Absence Policy.....	19
Daily Routines and Napping.....	19
Transitions and Schedules.....	19
Learning Assessments.....	20
Children Information Review.....	20
COMMUNICATION AND FEEDBACK POLICIES.....	21
Daily Reports.....	21
Monthly Newsletter.....	21
Parent Feedback.....	21
2 Way Communication Acknowledgement.....	21
Concerns.....	21
TERMINATION OF SERVICES.....	22
Parent and Caregiver Initiated Termination.....	22
Campus Initiated Termination.....	22
Semi-Annual Review.....	22
Allergies, Medical History or Restrictions.....	22
Guardianship Orders.....	22
HEALTH AND SAFETY POLICIES AND PROCEDURE.....	23
Allergies and Medical Conditions.....	23
Aerosols/Pesticides.....	23
Outdoor Policy.....	23
Neighbourhood Walks & Outings.....	24
Appliances.....	25
Materials.....	25
Bottles & Nap Time.....	25
Communicable Diseases & Illness.....	25
Pandemic.....	26
Handwashing.....	26
Cleaning and Disinfecting.....	27
Accident/Incident/Illness Reporting.....	27
Administration of First Aid.....	27
Emergency Medical Services Personnel.....	28
Administration of Medication.....	28
Fire Drill, Emergency Evacuation, and Campus Lockdown Procedures.....	29
Nut-Free Facility.....	30
SOCIAL MEDIA AND TECHNOLOGY POLICIES.....	30
Photos, Creative Arts & Social Media.....	30
Media Release.....	31
Group Photos, Videos and Event Media.....	31



Use of Technology.....	31
ADDITIONAL INFORMATION.....	31
Child Guidance/Behaviour Policy.....	31
Ethical Conduct - Staff and Parents.....	32
How We Guide Your Child:.....	32
Parental Engagement Guidelines:.....	34
Parent Participation Opportunities.....	35
Parent Workshops.....	35
Observation of Classrooms.....	36
Field Trips & Special Guests.....	36
Bins.....	37
FREQUENTLY ASKED QUESTIONS.....	38
FUELING BRAINS ACADEMY PARENT HANDBOOK ACKNOWLEDGEMENT.....	40



FUELING BRAINS ACADEMY'S PURPOSE, CORE VALUES, AND PHILOSOPHY

Purposes

Leading the way in brain development research and practice to maximize human potential and build a better tomorrow.

Core Values

Our core values reflect what we believe in and what we stand for:

Knowledge - Committed to advancing brain development through research

Innovation - Creating new possibilities in early learning

Development - Developing children and their brains leads to a better world

Service - Providing service excellence to kids, families, and staff

Uplift - Building community by modeling kindness, compassion, and empathy

Fueling Brains Academy's Educational Philosophy

Teaching children how to learn, rather than what to learn, Fueling Brains Academy provides children with the opportunity to experience different teaching styles and learning environments to maximize their development and potential.

This approach is proven, through research, to accelerate brain development and improve Executive Function skills including working memory, inhibitory control, and cognitive flexibility. These skills, in turn, contribute to improved academic performance, enhanced self-esteem, and increased self-control, serving them well through a lifetime of learning.

Driven by this philosophy, programming at Fueling Brains Academy takes children through three different learning environments; Left Brain, Right Brain, and Movement. Within these environments, children remain at the center of programming and teaching decisions. Children at Fueling Brains Academy are seen as capable, competent, and independent individuals that meaningfully contribute to our world.



OUR PROGRAMS

Infant Program

For many families, joining the Fueling Brains Academy Infant program is one of the first times parents and child have separated from each other for extended periods of time. Not only are infants rapidly developing and changing during this time, but many parents are also learning and growing as they get to know their child and develop new family routines.

With this in mind, parents are supported as they transition their child to school. In our Infant program, this support actualizes through regular connection with the teachers during drop off and pick up times. This allows children, teachers, and families to create a learning community and grow together.

At the start of the Infant program it is normal for parents and infants to have some separation anxiety. Our general rule is to give it a month of continued care for the separation anxiety to get better. Trust us, it does get better. After this period, the child and parent will start normalizing and the separation anxiety will change to looking forward to drop-off. Parents are welcome to feed or visit their child in the classroom for children under 12 months (under normal conditions).

One Environment - Three Curricula

We believe in giving infants as much experience as possible in a short period of time through supported interactions with their environment. This exploration allows them to learn and develop, to feel confident as they explore the world around them.

At Fueling Brains Academy, our Infant classrooms offer our Left Brain, Right Brain, and Movement programming in one classroom space, giving the infant the freedom to choose and explore, while providing the most attentive care possible. Our infant educators are skilled at reshaping and redesigning the classroom space to invite the children to new learning opportunities and adventures.

Infant Sleeping

Freedom is considered to be the single most important factor in allowing children to develop as spontaneous, creative individuals. We see the role of education as providing an environment in which the children can be free to follow their natural impulses to become the wonderfully dynamic, natural learners they are created to be!

Our napping ritual is also designed around this philosophy. Sleep is based on an understanding of natural sleep patterns and a sincere desire to protect your infants' inborn ability to regulate and be independent in their sleep. We



believe that if we can show our little ones how to sleep on a floor bed or cot, the parents will have a child who is more secure in sleep and more capable of staying in bed as he or she grows older (as opposed to the 3-year-old's transition from crib to bed, which often leads to inconsistent shifts in waking up and/or anxiety for the child in the middle of the night). The goal is to let each child learn that it is casual to get into bed and fall asleep without being forced.

Junior Preschool Program

The Cornerstone of Learning

By the age of three, children's brains have formed much of the neural connections that they will ever have, meaning that the experiences of toddlers literally form the cornerstone of all future learning.

Junior Preschool is not 'watered down' preschool but rather a purposeful program designed to support children as they develop their sense of autonomy and their independence skills and prepare them for a lifelong love of learning.

Confidence and Independence

With encouragement and positivity, children learn to separate from their parents without anxiety or tears. By saying our goodbyes in our lobbies and allowing our teachers to bring your child to class, parents and teachers work together to help Junior Preschoolers feel confident and gain their independence.

Three Curricula, Three Classrooms, and Transitions

At Fueling Brains Academy, transitions between the Left Brain, Right Brain, and Movement classrooms are tailored to each child's neurocognitive age, a crucial element in their brain development. Before a child enters Junior Preschool, a Benchmark assessment is conducted virtually with parents by one of our FBA Instructional Coaches. This assessment helps determine the child's neurocognitive age and is used to guide their schedule at the academy.

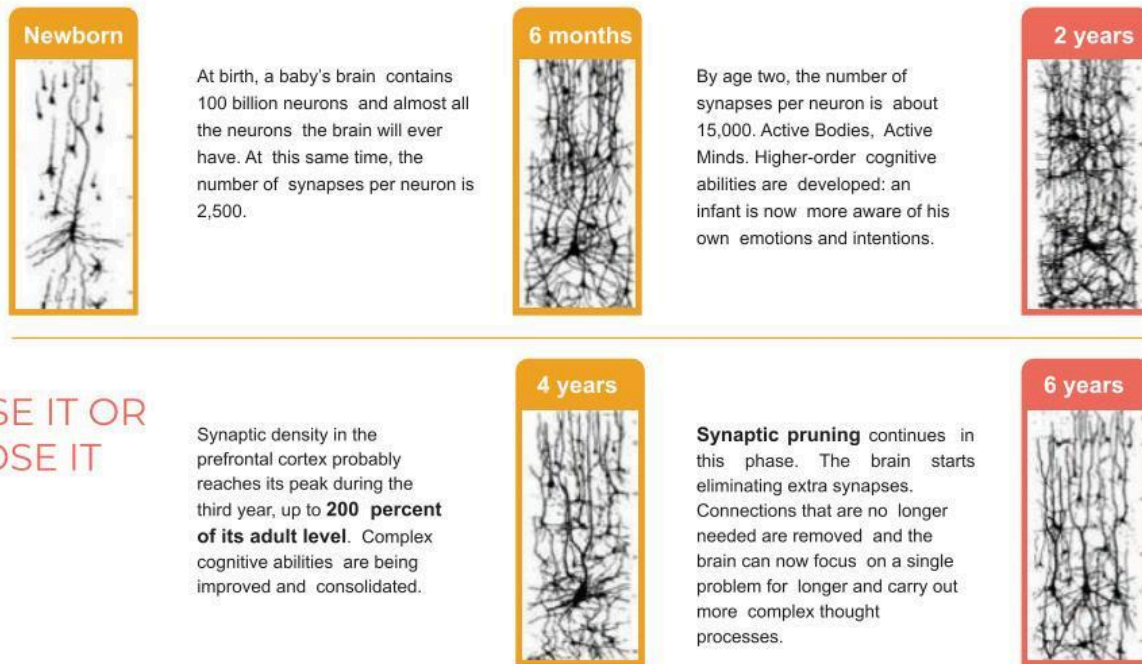
Our approach aims to meet children where they are developmentally, fostering growth and progress. While the expectation is that all children will eventually navigate between the three classrooms, the timing of these transitions varies based on individual needs.

Introducing children to different teachers and learning environments throughout the week is deliberate. It allows them to adapt and thrive in diverse settings from an early age, fostering resilience and reducing anxiety about new experiences as they mature. This holistic approach ensures that children receive tailored support and opportunities for growth at every stage of their development.



Preschool Program

Strengthening the Foundation



After the age of three, the brain goes through a natural process called synaptic pruning. Just like it sounds, neural connections that are not used are trimmed away and connections that are used more regularly grow stronger. Of particular importance are executive function skills, which are the focus at Fueling Brains Academy.

In preschool, students are given the chance to refine the skills they have previously developed and of course, to continue learning!

Frequent and Predictable Transitions

The main difference between Junior Preschool and Preschool is that children transition from one room to another several times throughout the day. A child can experience two or all three different classroom environments in a day depending on their Neurocognitive Age and individual developmental needs.

While these transitions can be stressful for some children (and parents) at first, Fueling Brains Academy considers these as opportunities to show children they are capable and can overcome challenges. Transitions encourage the children to be flexible, adaptable, as well as develop their independence. In the long term, these transitions challenge children to identify and take ownership of their own



learning styles and work preferences.

Practice Makes Perfect

Children in the Preschool Program say goodbye to their parents in the lobbies after they have prepared themselves for a full day of learning. By taking responsibility for their own belongings and walking into class independently, preschoolers practice skills that they will use daily once they are in grade school and adulthood.

Kindergarten Leadership Program

Many people in society think of Kindergarten as a child's "first year of school" and, as such, they treat Kindergarten students as young, inexperienced children. At Fueling Brains Academy we celebrate all that Kindergarteners have achieved already in their educational journey. We recognize them as leaders, and honor that they are mighty learners with powerful perspectives and abilities to shape the world around them. It may seem a small difference; however, the simple change from novice student to leader is profound and represents the culmination of early childhood education.

Working With Citizens to Co-construct the Future

The influence of Kindergarten students in the classroom environment cannot be understated. Children in our Kindergarten program are able to work closely with our teachers to determine learning projects, field trips, special guest presentations, and much more. Kindergarten students follow the same transition schedule as preschool students based on their Neurocognitive Age with greater responsibility, experience mastery, and accountability for their schedule and experiences alongside their teachers.

Normalization

Normalization refers to a child adapting to the Fueling Brains Program rather than acclimating solely to a specific Left Brain/Right Brain/Movement (LRM) environment.

Normalization Roadmap based on the Neurocognitive Age

The Normalization Roadmap involves a dedicated 12-week phase to normalizing to the Fueling Brains program (Infant, Junior, or Preschool/KG). The subsequent 6 weeks then focus on the normalization of Executive Functions, progressing to a balance between the LRM environments. In more advanced stages, there is an opportunity to progressively elevate content, exploring more profound aspects of deep learning and leadership skills.



Brain Based Benchmark Assessment

As previously mentioned, a Brain-Based Assessment is a prerequisite before your child begins at Fueling Brains Academy. This assessment, conducted virtually with one of our FBA Instructional Coaches, involves parents observations to determine the child's Neurocognitive Age. Subsequently, the child's schedule is tailored according to this assessment.

Neurocognitive Age

Neurocognitive age refers to the developmental level of a child's brain function and cognitive abilities. It takes into account various aspects such as language development, problem-solving skills, memory, attention span, and social-emotional development. Neurocognitive age is not solely determined by chronological age but also considers individual differences in developmental milestones and progress. Assessing neurocognitive age helps teachers and administrative staff tailor a child's schedule, learning experiences and interventions to meet the specific needs of each child.

At Fueling Brains Academy, we categorize neurocognitive age into specific stages tailored to each program:

For infants, the neurocognitive age is divided into three stages:



In the Junior Preschool program, the neurocognitive age is divided into five stages:



Similarly, for the Preschool and Kindergarten programs, the neurocognitive age is also divided into five stages:





These divisions allow us to tailor educational strategies and activities to each child's developmental stage, ensuring they receive appropriate support and challenges as they progress through our programs.

ADMISSIONS AND REGISTRATION POLICIES

Admissions

Fueling Brains Academy admits children from 6 weeks old to 6 years of age (provided the child has not started attending Grade 1).

For any new Fueling Brains families, we request you take a tour of your respective campus prior to your child's first day with us. During your tour, campus staff will provide you with a better understanding of the program philosophy, transitions, class sizes, and other important program details covered in this handbook. Tours can be booked through our website or by contacting our registration team.

Please note that different Fueling Brains Academy campuses vary in the age of children they admit.

Registration

Families of prospective students must complete an application form and pay a non-refundable registration fee of \$150.00 to gain admission to our program. All applications must be completed online.

In order to secure a spot at Fueling Brains Academy, all steps of the registration process must be completed for each child, see the following:

- Payment of non-refundable registration fee.
- A signed enrollment contract ;
- Payment of non-refundable annual materials fee (September - August)

Once all items are received by our registration team and space is fully secured, parents will be invited by the campus for a Parent Orientation prior to your child's first day of attendance with the Director of the campus. The Parent Orientation is considered mandatory with the Director as they will ensure any remaining paperwork required for your child's first day is completed and answer any additional questions. Parent orientations are set up at the campus level and can vary from group format to individual families.

Re-Enrolment

The benefits of Fueling Brains Academy programs are best seen with consistent and long-term attendance. As such, should a family decide to withdraw their child from any Fueling Brains Academy program and request to return at a later date (such as during an extended vacation), we request the family register again.



All returning families must pay all fees (including any outstanding amounts) to complete their registration, including the Registration Fee and Annual Materials Fee. Returning families will not be able to use the Annual Materials Fee paid earlier in the school year should they register again.

Start Date Change

Families are asked to pay their registration fees and material fees in order to secure their space at their respective location and receive a start date and schedule. These will be required in addition to their signed enrollment agreement. If a family would like to make any enrollment changes (Start Date or Schedule Change), this will be considered a termination of their current enrollment. The families will be responsible for re-enrolling and the payments aligned with doing so.

Transferring

Should parents choose to transfer to another Fueling Brains Academy, they must send an email with the request to transfer. Emails can be sent to registration@fuelingbrains.com . Please send requests in at least two weeks prior to your expected transfer date. All requests will be reviewed and approved based on availability. Our registration team will reach out with confirmation and talk through any additional questions prior to the transfer.

Parents attending our Bridgeland campus are invited to transition to our sister campuses Fueling Brains Academy Centennial and Fueling Brains Academy Mcknight. Parents will be prompted with transfer paperwork prior to their children's program ending.

Should there be any differences between fees at our Fueling Brains Academy campuses, the fee will be prorated and adjusted accordingly.

Schedule Change Requests (Example Part-time to Full-time)

All changes to your child's schedule must be requested through a Schedule Request Change Form and submitted by the 1st of the month to have the change be effective the following month (EG: a change request as of June 1 would require the form to be submitted no later than May 1). All approvals are based on availability within the campus and are approved on a first-come basis. If a schedule change cannot be accommodated for the month requested, it will be put in queue for the following month, pending any changes to the current enrollment at the campus. Our registration team will stay in communication with you throughout this process.

Schedule change requests received with less than 30-days notice are subject to a 10% expedited fee for any reduction in days attended. The 10% is calculated on your monthly tuition rate.



FINANCIAL POLICIES

Registration Fee

Families interested in registering with Fueling Brains Academy must pay a non-refundable, non-transferable application fee for processing services. Should a family choose to terminate care and return to Fueling Brains Academy at another time, the application fee must be paid again in full.

Annual Materials Fee (AMF)

This fee supports the purchase of quality materials for the classrooms. The AMF also supports the different events taking place throughout the year, such as Holiday celebrations, Mother's Day, Father's Day and graduation to name a few.

The AMF is non-refundable and non-transferable for all new and returning students payable per school year. AMF are charged at the time of registration, and then again every year between May & June for the upcoming school year (September - August).

Tuition and Fees

Fees are charged monthly regardless of the number of days in each month.

Annual fee increases will be communicated electronically with a minimum of 3 months notice to families before the increase takes effect. A number of factors may be considered when reviewing tuition increases including; inflation, program quality, cost of materials, sustainability, and provincial funding agreements.

Tuition Lump Sum Payment Benefit

Families can make a lump sum payment (minimum 10 months tuition) and will receive 10% off. Please note these payments are non-refundable. For more information, please speak with our Billing Department via email at billing@fuelingbrains.com.

Family Rates

Although we realize the cost to send multiple children is high, we do not provide a family discount on the AMF, application fee or monthly tuition. Our fees are set to maintain the quality and integrity of the program. However, to assist families with multiple children we can provide priority registration for siblings.

Twin and Triplet Rates

For families of twins or triplets, the cost of child care can be even higher than for a family with multiple siblings. For this reason, we provide a 10% discount for families of twins and triplets enrolled at Fueling Brains Academy.



Collection of Fees

Fees are collected monthly on the 1st to 5th of the month (in advance of services). Fees must be paid via PAD (Pre Authorized Debit) or by credit card. A 3% processing fee will apply for all credit card payments.

In the event that monthly fees are not submitted on time, your account is declared NSF (non-sufficient funds), or canceled, a late payment processing fee will be applied, plus a fee for NSF.

Failure to Pay Fees

Once notified that your payment was not received, families will have until the 15th of the month to submit payment, or your child's care will be suspended. If payment is not received, families risk termination. Fueling Brains Academy will forward any outstanding accounts to an outside collections agency. Any additional fees incurred for this will also be borne by the family involved.

If childcare services are terminated due to non-payment of fees, families will still be responsible for ensuring the outstanding fees are paid to the campus.

What's Included?

Tuition fees include the following:

- Diapers
- Wipes
- Diaper cream
- Breakfast
- Lunch
- Afternoon snacks
- Bedding is included in all Infant programs.
**Please speak to your Center Director for more details.*
- All required materials for day to day activities
- Individualized reports and assessments per child

Please note: Field Trips are not mandatory to attend. Field trips are not included in monthly fees and may require an additional cost depending on the destination.

Subsidy

Families are responsible for paying the difference between the program fee and the approved subsidy amount as provided by the child care subsidy office. If your attendance hours fall below the approved hours based on your subsidy approval, you are responsible for the cost difference.

Please forward the conditional approval letter to billing@fuelingbrains.com prior to your enrolment date to prevent any delays on your account.



It is the family's responsibility to ensure subsidy applications are completed and maintained.

Fueling Brains Academy will not provide partial fees while waiting for a subsidy application to be processed.

Families must be diligent in monitoring their subsidy file status as Fueling Brains Academy will charge families full fees for services provided when subsidy lapses or discontinues for any reason.

Subsidy is based on hours of attendance in the program; families are responsible for ensuring that their child is meeting the required number of hours to ensure their full subsidy payment is provided. Any shortfall in the amount paid to Fueling Brains Academy will be borne by the family and collected in full.

Issuance of Receipts

Receipts are available through the 1Core Parent Portal. Receipts will not be issued on a monthly basis. Families can print their own tuition receipts from the parent portal.

Late Pick Up Fees

Families who pick up their child(ren) after their campuses scheduled closure time will be charged \$1 per minute. These additional fees will be applied to monthly tuition. Outside of emergency circumstances, families who pick up late on a regular basis, may be subject to termination of care.

Refunds

There are no refunds for:

- Termination of care initiated by the parents or caregivers
- PD Days or early dismissal days
- Christmas break
- Annual Material Fee
- Registration Fee

OPERATIONAL POLICIES AND PROCEDURES

Hours of Operation

Fueling Brains Academy is open Monday - Friday, with the exception of Statutory Holidays as listed by the Government of Alberta and other closure dates in the Parent/School Academic Calendar Calendar.

It is expected that all children are dropped off at the campus by 8:45 am as this is the time curriculum begins. Detailed expectations for attendance are

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outlined in our Arrival and Dismissal Policy.

Late fees or other measures may apply in the event that program times are not respected.

What Do Families Need To Bring?

There are some items from home that families are expected to supply in order for children to be able to participate in Fueling Brains Academy Programming. Families will need to ensure ALL items brought to the campus are labeled with the child's first name and last initial, including food items, indoor & outdoor shoes, clothing, prepared bottles, soothers, etc. Fueling Brains will supply each family with 1 order Mabel's Labels with their children(s) name on it. If more are needed, families will receive a 10% discount to order more through [Mabel's Labels: Sales & Discounts on Kids Name Labels \(mabelslabels.ca\)](https://mabelslabels.ca).

- Spare change of clothing, including underwear, socks, and weather-appropriate tops and bottoms
- If potty training, a complete second set of clothing (at minimum)
- Indoor running shoes
- Water bottle
- Appropriate outdoor clothing including snow pants, toque, gloves, warm coat in the winter, rain pants, rain boots and rain jacket in the spring, and summer hat, sunscreen, and bug spray in the summer months
- Special snuggly items for children who are still napping such as soother, stuffed animals or blankets, additional cot bedding required for children in the Preschool program who are still napping
- For children in the Infant program, formula or expressed breast milk must be provided if a child is not yet drinking cow's milk. In these cases, the formula and milk must be labeled with the child's name and date;
- Recommended a Mid-morning snack for children in all programs except our infant program, to support the development of their independence and control

If a child needs to bring any clothing home, families are expected to launder and return the items immediately.

Fueling Brains Academy is not responsible or liable for clothing that is damaged while at Fueling Brains.

It is the responsibility of the parents to ensure that bins are checked regularly for soiled clothing or work that your child has completed each day.

Please note - toys and electronic devices from home are not permitted in the classrooms as they distract children from engaging with the learning materials and may get broken, stolen, or lost. Fueling Brains Academy does not accept responsibility for any missing or damaged items.



School Calendar

A full listing of campus closure dates is provided on the main bulletin board, as well as, online on the Fueling Brains Academy website. The calendar is updated annually.

Christmas & New Year Break

Fueling Brains Academy campuses close for the holiday break to give families and staff an opportunity to rest, recharge and enjoy the season. In order to support the staff and maintain the integrity of the program, regular tuition rates are applicable in the month of December.

Professional Development Days

Based on Fueling Brains Academy's educational philosophy and commitment to Knowledge and Development, it is important for teachers and other staff members to participate in regular, paid training opportunities during the day. As such, the campuses close for **Professional Development Days**.

Early Dismissal

To continually enhance our teacher's knowledge and practice, we will close our academies occasionally at 12pm to 12:30 pm (see annual calendar). Closing early allows Fueling Brains Academy the opportunity for educators to complete assessments, conduct inventory, and rest and refresh their classrooms.

Annually in December, the children and staff take great pride in creating and hosting a Christmas Concert. We close at 12:30pm in order to ensure full participation for our staff, families and students. The additional time allows our team to best prepare for the concert.

Make Up Days and Emergency Closures

There are no 'make up days' for days that children miss due to school closures, quarantines, illness, or vacation times.

In the event of an emergency closure due to facility, weather, or other crisis issues, Fueling Brains Academy will review each circumstance independently before applying any decisions. During these events, communication will flow directly to parents from the Fueling Brains Academy team by email.

Parent-Teacher Meetings

Fueling Brains Academy offers more than just child care. We believe it is important to share children's progress with their parents and caregivers in a formal parent-teacher interview.



As such, Fueling Brains Academy observes two (2) planned parent-teacher meetings each year, one in the Fall and one in the Spring. The campuses are closed for instruction these two days.

Fueling Brains Academy believes in partnering with families to teach your children. We encourage parents to ask questions about what your child is learning in the different environments, learning goals and activities. It is important to have open communication with the teachers and campus Administration team in order to optimize your child's learning.

Children Requiring Additional Support

At Fueling Brains Academy, diversity is celebrated and every child is valued for their unique qualities! Our childcare centers wholeheartedly embrace and cherish differences in ability, age, appearance, belief, class, culture, family, and gender.

We are dedicated to creating an inclusive environment where every family can access top-notch childcare services. If your child's needs align with our program offerings, we extend a warm welcome, irrespective of any specific diagnosis or diversity aspect. However, we are transparent about the fact that our program may not be the perfect fit for every child due to its complexity.

Our distinctive program incorporates classroom rotations and larger class sizes at certain campuses. In cases where a child's safety cannot be assured with standard supervision ratios, we collaborate with families to find successful inclusion solutions. This may involve adjusting to a part-time schedule, encouraging parent volunteers, implementing trial periods, or exploring additional support avenues for children with disabilities.

If your child is eligible for funding support, such as through FSCD or the Jordan Principle grant, we are delighted to assist you in setting up these supports. Our aim is to work collaboratively with you to ensure your child receives the individualized support they need to thrive in our program.

Arrival & Dismissal Policy

All classes commence at 8:45 am; to ensure all students benefit from the extensively planned curriculum, children are expected no later than 8:30 am. This allows our team to:

- Get the full classroom settled
- Introduce the day's learning projects
- Prepare for nature walks and other elements of the routine
- Focus on being with the children rather than greeting new students
- Naturalize the children to the school routine
- Participate in special events like field trips, special guests, class parties.



**Please note: In the event of pandemics or other emergency closures, additional protocols may apply.*

Independent Entry Policy

Fueling Brains Academy strives to provide an atmosphere that promotes independence! Children are guided to be responsible to go to their classrooms, place their materials in designated areas and undress themselves. We at Fueling Brains Academy find that children settle faster, build positive relationships with their teachers, and reduce the length of time they may experience separation anxiety when participating in the independent classroom entry routine. We find children are also able to develop positive relationships with their classroom teachers faster when drop off happens quickly at the door versus parents lingering in the classroom.

As a parent, you are able to view the classroom at any time. We ask that this is limited in order to avoid disruptions in the teaching and learning in the classroom. It is important to ensure that your child has an established routine in place before requesting visits to the classroom for longer periods of time. We have found when children see their parents, they lose focus and are less independent. We encourage parents to be patient while children are getting ready to come to the lobby at the end of the day to meet you.

Parents are encouraged to drop off and pick up their child/ren from the parents' reception area. A staff member will assist you to your child/rens assigned classroom. We ask all parents and guardians to remove all footwear prior to entering any classroom.

Absence Policy

In the event of an absence, Fueling Brains Academy requests a telephone call or email, if possible, indicating the reason for the absence and anticipated date of return. This information can potentially avoid the spread of illness should that be the reason for your child's absence. Voicemail is available 24 hours per day. Fueling Brains Academy will follow up with parents in the event of an unnotified absence.

Daily Routines and Napping

Each environment at Fueling Brains Academy follows its own unique daily routine. A copy of each room's independent routine is posted directly in each classroom's bulletin board.

Napping opportunities are provided to children based on developmentally appropriate practices and licensing requirements. Fueling Brains Academy is required to meet the basic needs of our students which includes providing a place to nap at the child's request. All infant and junior preschool rooms follow a nap time. For preschool children, where napping begins to decline, a separate

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non-napping program is used. Parents should discuss their child's napping needs with the campus staff to determine when the most appropriate time to begin limiting napping in the classrooms would be.

Transitions and Schedules

At Fueling Brains Academy, transitions and schedules are meticulously designed to meet the unique developmental needs of each child. Prior to a child's start date, parents participate in a virtual Benchmark Assessment conducted by one of our FBA Instructional Coaches. This assessment evaluates children Executive Function skills, guiding the establishment of a schedule aligned with their Neurocognitive Age.

Following the initial assessment, children's schedule may undergo regular adjustments until an optimal balance and routine is established. Regular reviews ensure that each child experiences the appropriate mix of learning environments.

While all children are expected to eventually transition between all three classroom environments, the timing of these transitions varies. If, despite support and time, a child struggles with transitions, it may be decided that Fueling Brains Academy is not the best fit for them, with their best interests in mind.

It's important to note that schedules may change throughout the year at the discretion of Fueling Brains Academy. Please note requests to limit a child's schedule to just one learning environment are not accommodated, as this approach is not aligned with our philosophy.

Learning Assessments

At Fueling Brains Academy, our teachers employ various methods to assess children's performance and development across different learning domains, including brain-based assessments and documentation of learning. Your child's progress is communicated to you after each assessment via the Fueling Brains App, with additional comprehensive updates provided semi-annually during our Parent-Teacher Interviews.

We prioritize open communication and collaboration between teachers, parents, and administrative staff. Parents are encouraged to schedule meetings with classroom teachers or the administrative team whenever additional support is needed.

At Fueling Brains Academy, we recognize and embrace the uniqueness of each child's learning journey. Through our understanding of their brain's Executive Functions, our teachers personalize learning experiences to optimize each child's potential.



Our Fueling Brains Application serves as a bridge between teachers and families, facilitating real-time connection and involvement in your child's progress. Parents have access to view their child's development, engage in activities, and pose any questions or concerns they may have. Families are able to email the location Center Director or message their child's teacher through their parent portal in real time.

Children Information Review

While your child is attending Fueling Brains Academy, you will be required to maintain current records for your child with the campus at all times. A semi-annual review of the child's enrolment application and emergency contact information is required. During this time, all parents are expected to update their files, in writing, regardless of their registration date.

COMMUNICATION AND FEEDBACK POLICIES

Daily Reports

Daily reports regarding day-to-day details about your child's experience at school will be sent home through our Parent Communication Tool. For additional matters and details about your child's day, parents are encouraged to communicate regularly with members of their campus administration team. Teachers may not check the messages in the application in real time because their focus is on the classroom and your children. Parents are also encouraged to set meetings with their child's teacher if they would like more detailed information than what has been provided.

Monthly Newsletter

Fueling Brains Academy publishes a monthly newsletter containing information relevant to children attending including an overview of campus operations. Monthly updates for each classroom are provided along with other points of interest such as learning projects and themes in the classrooms, upcoming events, and other happenings.

Parent Feedback

Comments and suggestions are welcomed by our team. Parents are encouraged to speak directly with their Center Director and share their feedback in writing.

Annually, parents may be asked to complete a satisfaction survey or similar document for us to gain feedback on our services and your levels of satisfaction with the services being provided. Fueling Brains Academy strongly encourages all families to participate in these voluntary surveys to ensure an accurate picture of the functioning of the campus, its services, and ways we can continue improving.

Updated: May 2024



2 Way Communication Acknowledgement

By enrolling at Fueling Brains Academy, you agree to receive text and email communications from various platforms such as Gmail and 1Core. We want to ensure families are aware that we communicate through these platforms to ensure families are aware of what is happening in the location your child/ren is enrolled in.

Concerns

In the case where parents, community members, or other stakeholders have concerns they would like to share, we ask you first share your concerns directly with a member of the campus leadership team. For more serious concerns, we request written documentation to be submitted via email to the Center Director. Please note, if the issue is not resolved satisfactorily the concerned party may escalate the matter to the Director of Student Services.

If you would like to discuss any concerns with your child's teacher, this can be arranged with your Center Director.

TERMINATION OF SERVICES

Parent and Caregiver Initiated Termination

Parents are required to provide written notice for termination of care. Notice must be provided at least 30 days in advance, from the first of the calendar month. For instance, notice of termination provided on June 1st would mean the last day of care is provided on June 30th. Notice of termination provided on May 15th would mean the last day of care is provided on June 30th.

Campus Initiated Termination

Under exceptional circumstances, Fueling Brains Academy may need to terminate care for a family. These circumstances may include when a family is unwilling to follow the policies and procedures as outlined in this handbook, when the behavior of a child or parent/caregiver is disruptive to the others causing a safety risk, is disrespectful or threatening to staff members, or requires support beyond what Fueling Brains Academy is able to provide.

At times, if a child's behavior does not improve or if the parent is unable to work with Fueling Brains Academy to implement behavior support, a campus initiated termination may be the result.

Semi-Annual Review

Parents may be expected to review and keep updated paperwork in their child's files (March and September) regardless of the registration date. Changes to a child's file will only be accepted in writing or via email to their campus



administration team; this includes, but is not limited to, changes in contact information, medical information, or authorized persons.

Allergies, Medical History or Restrictions

Parents and caregivers must be especially diligent in communicating any information around a child's medical history, allergies, and food restrictions. Corresponding documentation, such as doctor's notes may be requested to ensure sufficient care is provided to your child.

Guardianship Orders

Guardianship orders in place must have court documentation to ensure we are acting in accordance for the protection of your children.

HEALTH AND SAFETY POLICIES AND PROCEDURE

Allergies and Medical Conditions

Fueling Brains Academy expects that parents/guardians act as professional partners when it comes to ensuring the safety of all children. This includes keeping all medical information up to date and notifying campus staff immediately, in writing, of any changes.

All allergies, food restrictions, and medical conditions will be documented using Fueling Brains Academy's Medical Conditions form. These forms will outline the severity of the condition, associated triggers, expected symptoms, and what kind of medication will be provided and any additional information you choose to include.

If a child requires an inhaler, epi-pen, seizure medication, or any other life-saving medication, it is the responsibility of the parent/guardian to provide the campus with those items. Fueling Brains Academy will ensure that parents are informed of medication expiration in advance. If the medication is not at the campus or has expired, Fueling Brains Academy will call and notify the parent/guardian, who will be required to bring it to the campus immediately or pick up their child.

Teachers will ensure that emergency medication moves with the child between classrooms and is available for use at all times. Teachers will be directly responsible for overseeing any medical safety plan. Center Directors will be responsible to enforce all Fueling Brains Academy policies regarding medical conditions and life-threatening allergies, as well as, ensuring that all parties are aware of their roles and responsibilities.

Aerosols/Pesticides

Fueling Brains Academy will not use aerosols and pesticides for any reason within the presence of children attending the campus. Additionally, when the



campus is made aware of a public application of pesticides (i.e. on the public park adjacent to the campus), children attending the campus shall not be allowed to use these areas until the risk of exposure has passed. Alternative sites will be used by the school to provide similar experiences to the children.

Please note: Fueling Brains Academy does not accept aerosol sunscreen or bug repellent on any campus.

Outdoor Policy

Parents/guardians must provide their children with the correct gear to enjoy outdoor time including snow pants and rain boots. Parents should send children to school only if they are able to participate in all activities, including outside time. Requests to remain indoors due to illness will not be accommodated unless accompanied by a doctor's note.

Children will not be taken outside for outdoor time if:

Hot

- The temperature is higher than 18 degrees celsius For Infants - including "feeling like"
- The temperature is higher than 20 degrees celsius For Junior Preschool - including "feeling like"
- The temperature is higher than 25 degrees celsius For Preschool - including "feeling like"

Cold

- The temperature is lower than -12 degrees celsius for Infants (including wind chill)
- The temperature is lower than -16 degrees celsius for Junior Preschool (including wind chill)
- The temperature is lower than -20 degrees celsius for Preschool (including wind chill)

If the air quality is rated at 4, 5, or 6, outside time will be reduced and children with respiratory conditions and infants will be closely monitored. If the air quality is rated a 7 or higher, children will remain indoors.

Neighbourhood Walks & Outings

Fueling Brains Academy believes in the importance of daily physical activity including outdoor time at least once per day when weather permits. Children will leave the campus with the regular room staff who will bring with them a first



aid kit, emergency contact information binder, emergency medications and a cell phone in order to maintain communication with campus leadership at all times.

Children may be taken on neighborhood walks or outings in close proximity to the campus. The use of any public park or pathway shall be subject to a safety inspection to be completed by campus staff prior to allowing children to use the structure or play site. Should a staff member become aware of a safety risk, either potential or imminent, the children shall be immediately removed from the area and redirected to a more suitable area or return to the campus.

Neighborhood walks will follow a predetermined route shared with parents at the time of enrollment. These nature walks and adjacent community parks are indicated on the campus Walking Permission form which varies by campus. Spaces and pathways not indicated on the permission form will not be used by Fueling Brains Academy teams without first obtaining parental permission.

Appliances

Any appliances used by the campus will be subject to ongoing inspection. Safety concerns and/or product failure will be removed from the campus. Appliance checks will be part of the routine safety inspection checklists completed by staff of the campus. Any appliance or electronic device used in the presence of children will have cords made inaccessible to the children.

Materials

Fueling Brains Academy uses art and craft materials of the non-toxic variety at all times. Although the campus encourages the reuse of certain materials in order to promote recycling efforts and support our Loose Parts programming in our Right Brain classrooms, considerations for health and safety are of top priority. For instance, empty food containers will be washed before use in the classroom. Also, items that pose a risk to children's health or safety shall not be used (i.e. styrofoam that creates small balls when broken and pose an inhalation risk).

Bottles & Nap Time

The use of glass bottles for infant-aged children shall be accommodated by the campus, however, it will be the responsibility of the family to ensure all glass bottles are provided with an impact reducing/resistant cover to minimize chances of bottles breaking. These covers are usually silicon in nature and can be found in most stores selling glass bottles.

Under licensing regulation, children cannot be put to sleep with the use of bottles or training cups in their beds. Soothers are considered acceptable in their place at this time.



Communicable Diseases & Illness

Fueling Brains Academy believes in promoting the health and safety of all persons involved with the campus. In order to meet this goal, the campus upholds the recommendations for controlling communicable diseases as outlined by Alberta Health Services.

Children exhibiting any of the following symptoms or conditions will be asked to stay home from the campus:

- Fever more than 38 degrees Celsius (24 hours from last fever reading) or;
- Any temperature higher than 37 degrees Celsius which is also accompanied by a change in the child's temperament/behavior (eg: crying, lethargy, irritability, refusal to participate in activities, expressions of general discomfort/pain)
- Vomiting (24 hours from last incident)
- Diarrhea (24 hours from last incident)
- Continuous green or yellow nasal discharge (indicates infection)
- Discharge from eyes (indicates infection)
- Head lice (until first treatment has been applied)
- Conjunctivitis (Pink Eye) (until 24 hours from the beginning of treatment)
- Any other communicable disease (until medical note can be provided to indicate a safe return to campus)

At times of an outbreak (defined by AHS as two or more cases of the same cluster of symptoms), removal times from the campus may be increased to 48 hours or greater as advised by Alberta Health Services or the Government of Alberta. In such circumstances, parents will be informed via email what symptoms to watch for, the mandatory exclusion time, the steps the campus will be taking to deal with the outbreak, as well as, steps that parents and families can take to prevent the spread of diseases outside of the school.

Children who develop any of the above symptoms or conditions will be removed from childcare to a quiet area for proper supervision while parents, guardians, or emergency contacts are notified of the immediate need for the child's departure from the campus. Additionally, any child who is known to be, or suspected to be, suffering from any condition listed on Schedule 1 of the Communicable Diseases Regulation will not be able to attend care at Fueling Brains Academy until such a time as the communicable disease has passed.

In rare circumstances, certain other conditions which may pose a threat to the health and safety of other clients or staff may also warrant the required removal of a child from the campus, at the discretion of the Center Director.

Please note: Fueling Brains Academy may request to see a doctor's note, at any time, in order to rule out if symptoms or a condition is contagious, cause for exclusion, and/or require additional staff support and training. Symptoms for exclusion from the program may also vary depending on pandemic restrictions.



Pandemic

During pandemics, Fueling Brains Academy will adhere to all regulations by Alberta Health Services and may adjust our programming and policies based on their guidance. Fueling Brains Academy will provide parents with a comprehensive guide for parents/guardians outlining the regulations and restrictions put in place via email.

Handwashing

Regular and ongoing hand washing routines are in place within the campus and promoted to all children by the campus staff. Staff will ensure children practice thorough hand washing on a regular and ongoing basis. This includes the use of warm water and soap, and is completed:

- Before and after eating food;
- Before and after food preparation and handling;
- After diapering and toileting;
- After playing in sand, water, or other sensory tables;
- After wiping noses;
- After sneezing or coughing, and
- Whenever hands are soiled

Proper handwashing and diapering methods are posted in the classrooms and should be observed by staff at all times.

Cleaning and Disinfecting

The campus observes the guidelines, as set forth by the Alberta Health Services, for the daily maintenance and sanitation of various areas within the campus. Diluted bleach solutions are used by campus staff as per the recommended mixing concentrations provided by Alberta Health Services.

Accident/Incident/Illness Reporting

Should a child be injured while in the care of the campus, an accident/incident or illness report will be completed by the staff person who witnessed the event. This report will detail what the event was, how it occurred, who witnessed it, whether first aid or other medical intervention was required, and any other relevant information. These reports should be signed by the child's parent or guardian upon pick up from the campus. A copy will be maintained digitally in our application and emailed to you upon request. In the event that a report is missed at pick up, the campus will contact you by phone to inform of the accident/incident and send the report via email for electronic signature using a link.

At times, an incident report may be completed to inform families of your child's behavior while at Fueling Brains Academy. Examples of the kinds of behavior



that will be reported to parents in the form of an incident report include biting, swearing, or other disruptive behavior that lasts longer than is considered developmentally reasonable.

Occasionally, disruptive behaviors may require the child to be sent home for the safety of other children and staff. If the behavior continues or does not improve over time, other avenues of support will be considered and more extreme cases may include termination of care.

Administration of First Aid

Before the first day of service can be provided, families must consent in writing to the administration of emergency first aid to their child by campus staff through their signed enrollment contract. The campus ensures all staff have current first aid training should administration of first aid to your child be required.

Should your child require additional medical attention beyond the scope of emergency first aid treatment that can be provided by campus staff, Fueling Brains Academy will, depending on the severity of the incident, attempt to reach:

- (You) the parent(s) or guardian(s) listed on the child's emergency contact form;
- The emergency contacts listed on the child's emergency contact form;
- Call 911 at the direction of the Center Director/designate, or immediately any time after an epi-pen is administered.

Emergency Medical Services Personnel

If the need arises for EMS to attend the campus and provide medical assistance to your child, any costs associated with this will be billed to the child's parents or caregivers. Fueling Brains Academy will make every effort to act in the best interest of the health and safety of your child.

Administration of Medication

Fueling Brains Academy may administer medication to children under parental request, including prescription medication, over-the-counter medication, and herbal remedies.

Fueling Brains Academy will allow the administration of medication to children within their care under the following conditions:

Parents or guardians have provided written consent for the administration of the medication through the completion of the campus's appropriate paperwork;

The medication is in the original labeled container and indicates in English:



- The name of the medication;
- If the medication is prescribed, the first and last name of the child (which must match the child's registration/profile);
- The dosage of the medication to be administered, which must match the known age/weight of the child;
- The frequency of administration of the medication;
- The length of time over which the medication is to be administered (i.e., 2 weeks, until finished, etc.);

Any other directions provided by a doctor;

- For emergency medications (i.e., asthma inhaler, EpiPen, etc.), under what conditions the medication is to be administered (i.e., physical signs that will be present indicating the need for the medication);
- The symptoms requiring the administration of any medication (i.e., pain for teething)

In all cases of administration of medication, only persons with a valid first aid certificate will be allowed to administer medication to children in the campus's care. For ongoing medications, an ongoing form for the administration of the medication will need to be completed. Completed medication forms remain at the campus in the child's file.

Following administration of medication, staff will ensure children are observed to ensure no sign of adverse reaction presents itself and ensure the appropriate paperwork is completed following the administration.. The following information is documented:

- Name of the medication;
- Time of administration;
- Amount administered;
- Name and initials of the person who administered the medication

All medications at the campus are made inaccessible to children.

Emergency medications in the campus are placed in a marked container readily accessible to staff. Non-emergency medications are stored in a locked container.

Families who wish to have over-the-counter medication, herbal remedies, or supplements administered to their child, while in the care of Fueling Brains Academy, must provide the campus with the same documentation required for regularly prescribed medication.

In addition to the conditions outlined above, parents and guardians are also required to disclose if their child has had medication administered prior to arriving to the campus. The administration of medication form will be required to be filled out by the parent or guardian each time this occurs.



Fire Drill, Emergency Evacuation, and Campus Lockdown Procedures

Fueling Brains Academy practices emergency evacuation and campus lockdown practices throughout the year, as well as, monthly fire drills to ensure all staff and children are comfortable and understand the procedures.

Evacuation routes are posted in each campus classroom to ensure clarity for all persons at the time of the drills or emergency situations. All staff are provided with a complete outline of the procedures required for each type of situation. Additionally, a copy of the procedure is provided in the emergency contacts binders. Emergency contact information and first aid kits are removed from the campus and kept with staff during any and all emergency evacuations, fire drills, and lockdowns.

In the event of an emergency evacuation, all parents will be informed as soon as we are able to do so. Should the school need to remain evacuated due to the imminent danger present, parents and guardians of children will be contacted from the evacuation site by telephone and email. Parents and guardians will be advised of the situation and where your children can be picked up.

In the event that parents or guardians cannot be reached, emergency contacts will be notified of the situation.

Please note that if you are advised of a lockdown/lockout event, you will not be able to pick up or drop off your child until the event is over. We understand how stressful these events are but ask that you refrain from calling the campus as the leadership team may be using the phone lines to speak with government officials.

Nut-Free Facility

Fueling Brains Academy attempts to maintain a nut-free facility at all times. Any item found to be containing or having the possibility of containing nuts of any kind will not be served and/or allowed in our campuses. This includes those items that say, "May contain traces of tree nuts and peanuts" or "Made in a facility that also processes nuts."

The above request also applies to food brought in to celebrate special occasions and birthdays for children. Fueling Brains Academy requires that any food to be served to children is made in a professional facility (no homemade birthday cakes or cookies) and does not contain nuts of any kind. We will require an ingredient list to be provided. Items not fulfilling protocol will be sent home individually rather than consumed.

Please note: Staff are allowed to have nuts in the staff room followed by proper handwashing procedures.



SOCIAL MEDIA AND TECHNOLOGY POLICIES

Photos, Creative Arts & Social Media

In order to enhance and promote the learning experience at Fueling Brains Academy, our team may take videos and photos of your children for internal campus and external media usage. These photos and videos may also be used for teacher and pedagogy development, communication with parents and a variety of other purposes all aimed at improving the learning experience at Fueling Brains Academy.

Photos and videos may include individual photos/videos of your children, photos/videos of children involved in various activities throughout the campus, photos/videos taken to document a series of events to reach a learning goal or objective identified by campus staff, or for similar reasons.

Media Release

Fueling Brains Academy uses images of students on our social media accounts, website, newsletters, community media outlets and at childcare sector workshops. Parents will be requested to fill out the media consent form as part of your parent orientation paperwork.

Group Photos, Videos and Event Media

Fueling Brains Academy regularly takes group photos and videos in the classroom and during internal and external social events, field trips and for documentation of our programs for marketing and informational purposes. Children who are on the media denial list will still appear in these photos or videos in a large group setting (five children or more). In these situations, we take care to avoid showing close-up or front-facing shots of children with media denial forms, though we cannot guarantee they will not be filmed or photographed during their participation.

Use of Technology

Fueling Brains Academy believes in the use of practical and traditional play materials in most of the experiences it provides to the children and families at the campus.

The campus does not promote the use of televisions except when special videos are presented around children's interests or for special events. At those times, the video played will be posted and logged in the classroom and shall be made available to parents upon request.

During special occasions, Movie Days may be offered to children as an activity; for instance during pajama day. At these times, parents will be informed in advance of the activity taking place, and all movies and shows will be selected with a "G" rating. During Movie Days, children will have the option to access other materials and activities.



ADDITIONAL INFORMATION

Child Guidance/Behaviour Policy

At Fueling Brains Academy, we understand children often look to adults for guidance. That's why we strive to create an environment where kids can explore, interact, make decisions, and learn to control themselves. When we need to guide them, we always consider each child's unique needs and behaviors. When it comes to discipline, our goal isn't to make children afraid of punishment. Instead, we want to help them develop self-control and problem-solving skills.

Ethical Conduct - Staff and Parents

Fueling Brains Academy maintains the highest ethical conduct and requests the same from parents and caregivers. Unacceptable practices include any form of physical punishment, verbal or physical degradation, emotional deprivation, deprivation or threatened deprivation of any basic necessity, physical restraint, confinement, isolation, or any other behavior considered threatening or abusive.

How We Guide Your Child:

Our staff works hard to ensure a positive environment giving your child multiple opportunities to display appropriate behavior and problem solve. Here's how we do it:

Positive Discussions:

- We engage children in conversations about acceptable behaviors, always highlighting the positive aspects and explaining the reasons behind the rules we've set;

Behavior Focus:

- Our focus is on addressing specific behaviors rather than passing judgments about your child as a person;

Understanding Expectations:

- We provide sufficient time for children to understand and meet expectations, ensuring a supportive learning environment;

Encouragement and Praise:

- We praise and acknowledge your child's positive actions, reinforcing good behavior;

Accessible Staff:

- Our staff is always available to listen and respond fairly to any concerns you or your child may have, offering support whenever needed;

Early Challenge Identification:

- Through close observation, we identify challenges early on, providing timely assistance and constructive solutions to help your child navigate difficulties;

Involving Children in Planning:



- We encourage children to participate in making plans and rules within our program, fostering a sense of responsibility and ownership;

Modeling Problem-Solving:

- When a child feels discouraged or frustrated, our staff provides verbal assistance by modeling problem-solving skills to guide them through challenging moments;

Offering Choices:

- Choices are presented in a non-threatening manner to help children meet expectations, empowering them to make decisions within safe boundaries;

Proactive Strategies:

- We implement proactive strategies like checking in with children to assess their emotional state and offering options such as breaks or utilizing a calm area when needed. We have seen this preventative approach fosters self-regulation before challenges escalate;

Thoughtful Redirecting:

- If a child is unable to resolve a problem or take responsibility for their actions, we redirect them to another activity. In specific situations, there might be limitations on the use of certain equipment;

De-escalation Protocol Following Alberta Child Care Licensing Guidelines:

When handling situations where a child may be upset or present a potential challenge, we follow the strict guidelines set by Alberta child care licensing. According to these guidelines, it's important to note that our dedicated Early Childhood Educators (ECEs) are not permitted to physically move children.

Our established de-escalation process involves three caring adults, each with specific roles designed to prioritize the safety and emotional well-being of the upset child and their peers.

Role Assignment:

- Person 1: Tasked with the responsibility of safely guiding other children away from the distressed child and engaging them in alternative activities elsewhere.
- Person 2: Ensures that children do not return to the cleared space, maintaining a safe distance, redirecting their attention, and identifying any potential hazards or items that the distressed child may consider using, such as chairs.
- Person 3: The individual with the strongest relationship with the distressed child will remain nearby, ready to offer regulation and care, limiting language and eye contact while actively modeling calming activities.

Maintaining Proximity and Support:

- Person 3 stays close enough to the distressed child to provide support, respecting the child's comfort level. They refrain from excessive language



and eye contact, focusing on modeling calming activities to positively influence the child.

Engaging Children Elsewhere:

- Person 1 relocates other children to a safe distance, engaging them in play or alternative activities to divert their attention from the distressed child.

Preventing Return to Cleared Space:

- Person 2 actively ensures that other children do not return to the cleared space, maintaining a safe environment, redirecting their attention, and identifying any potential dangers.

Observation and Readiness:

- Person 2 stays in proximity to observe Person 3 and the distressed child, ready to offer assistance if necessary. They remain within sight and earshot while maintaining a discreet presence.

Talking Later:

- After an upset moment, our team refrains from immediately discussing the event with the child and instead purposefully waits a few hours (oftentimes even until the next day) to discuss it. We have seen this allows the child ample time to settle and process the experience before engaging in gentle conversation about the incident and what can be done differently should a similar incident occur in the future.

In situations where a child consistently poses safety risks multiple times throughout the day where it becomes challenging to safely manage their behavior, Fueling Brains Academy may request you to pick up your child. We will also request you pick up your child should your child require 1:1 supervision to ensure their safety and the safety of others. This decision is rooted in our commitment to creating a safe and supportive environment for all children and staff.

Parental Engagement Guidelines:

Fueling Brains Academy values the active involvement of parents in the behavior support process. Here are some guidelines to enhance collaboration and understanding:

1. Open Communication Channels:
 - Maintain open and transparent communication with our staff;
 - Share any concerns or insights regarding your child's behavior promptly;
2. Scheduled Meetings:
 - Schedule regular meetings with teachers or behavior support staff to discuss progress and challenges.
 - Participate in any scheduled conferences to address behavior-related concerns.
3. Collaborative Problem-Solving:
 - Work collaboratively with our team to develop and implement behavior support strategies.



- Share your insights into your child's unique needs and preferences.
4. Implementation of Strategies:
 - Support the implementation of recommended strategies at home to ensure consistency in behavior management.
 - Provide feedback on the effectiveness of strategies applied outside of the childcare setting.
 5. Parent Education Sessions:
 - Attend any parent education sessions or workshops offered by Fueling Brains Academy to enhance your understanding of behavior support techniques.
 - Stay informed about our approach and methods for fostering positive behavior.
 6. Regular Updates:
 - Request and receive regular updates on your child's behavior, progress, and any adjustments made to support strategies.
 - Share relevant updates from home that may impact your child's behavior at the childcare center.
 7. Responsive to Feedback:
 - Be receptive to feedback from our staff regarding your child's behavior.
 - Collaborate on adjustments to behavior support plans based on ongoing observations and assessments.
 8. Flexible Schedule Options:
 - Be open to modified schedules where additional support and guidance can be provided to your child in shorter periods.
 - Join in supporting the classroom by actively participating as a parent, offering focused help when required.
 - Be ready to pick up your child promptly on days when they need to leave early due to feeling overwhelmed, stressed, or if there's concerning behavior.

We actively collaborate with families to address the underlying causes of challenging behavior through education, conversation, and positive behavior support plans. We are committed to engaging with parents, making every effort to foster collaboration and understanding. In situations where challenges persist and parents are not able to support and cooperate, termination may be considered.

Parent Participation Opportunities

Parents are the child's first and most important educators. We emphasize the importance of the family in the child's development and seek to create a partnership with parents. Parental involvement includes participation in educational, social and financial aspects of the school community. Together, staff, parents, and children become a community of learners, able and willing to receive and to give back.



Parent Workshops

Parent workshops are scheduled at a minimum of twice per year and are announced on the campus message boards and also communicated electronically. These sessions are geared to help parents understand the philosophies implemented in the classrooms, learn about child development and other relevant information.

Observation of Classrooms

The best way for parents to understand their child's school experience is to observe in the classroom. You not only learn what your child is doing but can also see FBA principles in action. It is important that parents observe as a naturalist observes - without interaction, a "fly on a wall" type of visit. Parent visits are allowed at any time; however, we ask your visit does not to disrupt the class.

- Parent Volunteers - At Fueling Brains Academy, we understand the important role parents play in the educational journey of your children. In addition to the opportunities above, we welcome parent volunteers in our classrooms, at events, and on field trips. Your Center Director will be able to provide you with the upcoming volunteer opportunities.
- Classroom Volunteer - Our team would ask you to volunteer in a classroom that your child is not in. This allows your child to still learn while allowing you to get a feel for what your child experiences throughout the day. This could be supporting the classroom teacher with preparing materials, laminating, filing or organizing. We limit this time to 2-4 hours at most per week.
- Fieldtrip Volunteer - You would be volunteering to support a field trip in which you would be in your child's group along with a group of other children and an educator from the campus.

Field Trips & Special Guests

In order to enhance the programming offered to the families attending the campus, Fueling Brains Academy may schedule field trips or special guests, or both, on a regular basis. There may be an additional fee associated with the field trip or special guest, and children are not required to participate in these optional activities.

When special guests come to the campus, they work with groups of children at scheduled times. They are not left unattended with any child. Special guests



are not required to complete any volunteer paperwork and they are screened in advance by their professional organization and/or employer. Special guests may include any person who can enhance the learning objectives of the campus. They may include individuals from the Public Library, the Police Service, the Fire Department or Emergency Medical Services, veterinarians, cultural visitors, chefs, to name a few.

We invite families who wish to participate as special guests to share specific skills or experiences to enhance our children's programming. You can discuss this option with the campus management team to determine how this can best be accomplished.

When field trips are scheduled, parents and guardians will be provided with a consent form outlining the details of the field trip. Parents and guardians will be required to consent, in writing, their child's participation in the outlined field trip. Consent forms will include the following:

- The location of the field trip (name and address)
- The time of departure from the campus and estimated return time to the campus
- The method of transportation being used
- The number of volunteers required to assist in enhancing the ratio and supervision of children while on the offsite activity
- A description of the activity
- A description of the supervision plan that will be implemented while on the excursion

We request you participate in field trips to support your children and enjoy the learning experience with them. Should you be part of the enhanced ratio, parent volunteers are provided with a short orientation and will be requested to fill in additional paperwork outlining confidentiality, code of ethics and the behavior guidance policy. If insufficient numbers of volunteers are secured, field trips will be canceled.

Fueling Brains Academy does not transport children requiring safety seats in vehicles to offsite activities. The use of public transit, chartered buses, or community walks are the only approved methods of transportation used.

Bins

Fueling Brains Academy uses a personal storage cubby system to store children's belongings at the campus. Plastic cubby bins are included during a child's time at Fueling Brains Academy. These bins should be brought back and forth between home and school, as there is limited storage at the campuses. The bins should be treated with respect and care, as the bin is also utilized to teach



children about self-care and independence. Mistreated bins or regularly needing a replacement may result in additional fees charged to the parent. Regular wear and tear are not considered mistreatment.



FREQUENTLY ASKED QUESTIONS

1 - My child's birthday is approaching. What does the campus do to recognize birthdays and can I bring anything in?

Fueling Brains Academy recognizes the excitement children will often experience around their birthday and the turning of another year. The campus recognizes birthdays by singing 'Happy Birthday' to the birthday child during afternoon snack on their actual birthday date. In addition, the Left Brain, Right Brain, and Movement classrooms all have their own unique way of recognizing birthdays. If you would like to bring in any item for the occasion, we ask that all food be peanut and tree nut-free, as well as, produced in a commercial kitchen (store bought).

2 - All my child ever does is play. When will they start learning some real skills?

For a child, play is work and work is play! Although it can sometimes appear that all a child is doing is filling the time of the day with play, a tremendous amount of learning is taking place. For instance, when a child uses Lego blocks for building, they are developing fine motor skills by sticking pieces together and pulling them apart, mathematical skills through the observation of how the different sized blocks fit into specific spaces and shapes, pre-literacy skills through the colour or size sorting of pieces, and imagination skills when they are building their own creations without the assistance of a visual diagram.

3 - I'm worried about the development of my child. It seems like all the other children in their age group are making more progress.

If you are worried about the developmental level of your child, please bring these concerns to the leadership team at your child's campus with. Our team is continually observing your child throughout their day and may be able to provide you with new information. All children develop at varying paces, and usually with one area of development being stronger than others. For instance, some children develop very strong language skills at an early age, but it takes them a little longer to catch up in physical developmental areas such as fine motor or gross motor controls. Usually, by the time children are entering Kindergarten, most areas of development between children have leveled out, but if you have any ongoing concerns about your child, please be sure to discuss these with your physician.

4 - I have items I would like to donate to the campus. Do you accept donations?

We appreciate you thinking of Fueling Brains for any donations you may have. Please be sure to speak with the campus leadership prior to bringing in any



donations as the campus has minimal storage space and they can better determine it's acceptance.

5 - How many times a day do the children go outside to play? And for how long?

Each classroom can go outside at least once a day, for 30-40 minutes weather permitting. The campus leadership team makes the final decision on whether children are able to go outside.



FUELING BRAINS ACADEMY PARENT HANDBOOK ACKNOWLEDGEMENT

I, _____, certify that I have read, understand, and agree to comply with the provisions listed herein. I acknowledge that failure to act in accordance with the regulations listed herein, or with any other policy or procedure outlined by Fueling Brains Academy will result in possible termination.

Parent/Guardian Name (Printed)

Signature

Child/rens Name/s (Printed)

Date