



V I C T O R I A

Parent Handbook

1319 Cook St, Unit #201
Victoria, BC, V8V 0H5



Welcome to Fueling Brains Academy!

Dear Parents and Guardians,

For many families, this is the beginning of a new chapter, a time of growth, discovery, and excitement. Whether your child is entering care for the first time or transitioning from another program, we're honoured to be part of their learning journey.

At Fueling Brains, we're not just a childcare center; we're a community focused on nurturing the whole child. Our team is dedicated to creating a safe and engaging environment where your child can develop confidence, independence, and form meaningful connections. From daily routines to brain-based learning experiences, everything we do is designed to fuel your child's development and curiosity.

Strong partnerships with families are key to a child's success. Our educators and campus directors will keep you informed and connected, providing regular updates on your child's academic progress, well-being, and developmental milestones. If you ever have questions or feedback, we welcome open and ongoing communication.

Thank you for choosing Fueling Brains Academy. We're excited to work alongside you in supporting your child's early years.

Warm regards,

The Fueling Brains Academy Team

Fueling Brains Academy reserves the right to update the Parent Handbook throughout the year to reflect changes in policies, licensing requirements, or operational needs. Families will be notified of any updates through direct communication (email or app notifications), and a copy of the updated information will also be posted on the campus bulletin board.



Table of Contents

GUIDING PRINCIPLES	5
OUR PROGRAMS	6
REGISTRATION AND ADMISSIONS POLICIES	7
Admissions	7
Registration	7
Entry Planning (for children requiring additional supports)	7
Re-Enrolment	8
Start Date Change	8
Transferring	8
Ongoing File Updates	8
Allergies, Medical History, and Restrictions	8
Guardianship Orders	9
FINANCIAL POLICIES	9
Registration Fee & Deposits	9
Affordable Child Care Benefit (ACCB)	9
Fee-for-Space and ACCB Attendance	10
Meal Service Fee	10
Diaper Service Fee	10
Additional Service Fees	11
Technology Fee	11
Enhanced Programming Fee	11
Family Rates	11
Twin and Triplet Rates	12
Collection of Fees	12
Failure to Pay Fees	12
What's Included?	12
Issuance of Receipts	12
Late Pick Up Fees	12
Refunds	12
TERMINATION OF SERVICES	13
DAILY ROUTINES & EXPECTATIONS	13
Hours of Operation	13
Arrival & Dismissal Policy	15
Arrival and Departure Routines	15
Rest & Nap Time	16
Learning Assessments	16
FOOD AND DRINK	17
OPERATIONS	17
School Calendar	17
Christmas & New Year Break	17
Professional Development Days	18
Early Dismissal	18
Make-Up Days and Emergency Closures	18
Parent-Teacher Meetings	18
Field Trips & Special Guests	18

COMMUNICATION AND FEEDBACK POLICIES	20
Daily Reports	20
Monthly Newsletter	20
Parent Feedback	20
Two-Way Communication Acknowledgement	20
Concerns	20
PARENT CODE OF CONDUCT	21
HEALTH & WELLNESS	21
Allergies and Medical Conditions	21
Bottles & Nap Time	22
Communicable Diseases & Illness	23
Injury and Temporary Care Needs	24
Work Safe BC Pandemic Guidance	24
Measles Guidance	25
Nut-Free Facility	25
HYGIENE & ENVIRONMENT	25
Handwashing	25
Cleaning and Disinfecting	26
Appliances	26
Materials	26
Aerosols/Pesticides	26
SAFETY & EMERGENCIES	26
Neighbourhood Walks & Outings	28
Accident/Incident/Illness Reporting	28
Serious Incident Reporting & Transparency	29
Reportable Incidents	29
Safe Release of Children	29
Duty to Report Suspected Abuse or Neglect	30
Impaired or Medically Unfit Pickup	30
Administration of First Aid	30
Emergency Medical Services Personnel	31
Administration of Medication	31
Fire Drill, Emergency Evacuation, and Campus Lockdown Procedures	32
POSITIVE CHILD GUIDANCE	33
CHILDREN REQUIRING ADDITIONAL SUPPORT	34
SOCIAL MEDIA AND TECHNOLOGY POLICIES	34
Use of Technology	35
FUELING BRAINS ACADEMY PARENT HANDBOOK ACKNOWLEDGEMENT	36

GUIDING PRINCIPLES

Our Purpose

At Fueling Brains Academy, our purpose is simple yet powerful. We lead the way in brain development research and practice to help every child reach their full potential and build a better world in the process.

Our Values

You may notice that our values form the acronym K.I.D.S.U., a nod to our original name, *Kids U*. Although our name has evolved, the values that shaped our vision from the very beginning remain unchanged.

These core values are more than words; they are actions. They guide every decision we make and influence every part of the experience we create for children, families, and staff:

- Knowledge – We are committed to advancing brain development through research and evidence-based practices.
- Innovation – We continuously seek out new possibilities in early learning to challenge the status quo and spark curiosity.
- Development – We believe that developing children and their brains is one of the most powerful ways to build a better world.
- Service – We strive to provide outstanding service to children, families, and our team members every day.
- Uplift – We aim to build strong communities by modelling kindness, compassion, and empathy in everything we do.

Our Educational Philosophy

At Fueling Brains Academy, we focus on teaching children *how* to learn, not just *what* to learn. By experiencing different teaching styles and learning environments, children build the skills they need to reach their full potential.

Our research-based approach strengthens Executive Function skills like working memory, inhibitory control, and cognitive flexibility. These skills contribute to improved academic performance, enhanced self-esteem, and increased self-control, serving them well through a lifetime of learning.

Guided by this philosophy, our program offers three distinct environments: Left Brain, Right Brain, and Movement. Each space nurtures growth while keeping children at the center of every decision. We see every child as capable, competent, and an active contributor to their own learning journey and the world around them.

OUR PROGRAMS

At Fueling Brains Academy, each program is designed to support children's growth at their developmental stage. Our goal is to provide nurturing, stimulating, and age-appropriate experiences that build independence, confidence, and a lifelong love of learning.

Infant Program

Infants are supported through daily routines that focus on comfort, exploration, and secure relationships with educators.

- Classrooms offer opportunities for early learning through play, sensory activities, and movement.
- Educators communicate with families on a daily basis to share milestones and routines.
- Infants follow their own sleep and feeding patterns, with safe and flexible rest environments.

Junior Preschool Program

Junior preschoolers begin to explore the world with more independence and curiosity.

- Routines help children feel secure while encouraging confidence and self-help skills.
- Children experience a balance of creative, cognitive, and physical activities each day.
- Educators introduce new environments gradually, helping children adapt to change in a positive manner.
- Families are encouraged to partner with educators as children practice short goodbyes and learn to be independent at drop-off.

Preschool Program

Preschoolers are building the skills they need for kindergarten and beyond.

- Learning focuses on developing early thinking, problem-solving, creativity, and social skills.
- Children participate in a consistent routine that balances homeroom learning with sessions in Left Brain, Right Brain, and Movement classrooms.
- Rest or quiet time is included each day, with calm activities provided for non-nappers.
- Educators support independence at drop-off and encourage children to take responsibility for their belongings and routines.

REGISTRATION AND ADMISSIONS POLICIES

Admissions

Fueling Brains Academy accepts children from 6 weeks to 6 years of age (provided the child has not yet started attending Grade 1). Please note that admission ages may vary by Academy.

For any new Fueling Brains families, we request that you take a tour of your respective campus before 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 Admissions Team.

Registration

Families must complete an online application and pay the \$350 Registration Fee (non-refundable). When a seat is offered, families must pay a \$658 Enrollment Deposit, which is applied directly to the family's final month of tuition. A portion of the deposit may be retained if the family does not attend or cancels without attending, to cover administrative costs.

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 a non-refundable Registration Fee of **\$350**.
- **\$658** Enrollment Deposit upon seat offer (applied to final month's tuition).
- A signed Enrollment Contract
- Entry Planning Meeting (for children requiring additional supports)

Once our Admissions Team receives all items and space is fully secured, parents will be invited by the campus for a Parent Orientation, which will take place before your child's first day of attendance, led by the Campus Director. The Parent Orientation is considered mandatory, as the Director will ensure that 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 a group format to individual family sessions.

Entry Planning (for children requiring additional supports)

We recognize that every child develops uniquely, with strengths and abilities emerging at different times throughout the early years. While most children transition smoothly into group care, some may benefit from additional accommodations or supports. In these cases, Entry Planning takes place as part of enrolment, similar to the process used in BC kindergarten. Families who identify additional support needs—through diagnoses, developmental information, clinician reports, or personal observations—are encouraged to share this during registration. Early disclosure allows us to plan in partnership with families, prepare the environment, and ensure each child begins their journey with the right supports in place.

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 kindly request that the family re-register.

All returning families must pay all fees (including any outstanding amounts) to complete their re-enrollment. Returning families are required to pay the current Registration Fee (\$350), and Deposit (\$658).

Start Date Change

To confirm a child's start date, families must complete the enrollment agreement and pay the required registration and deposit fees. Once confirmed, the start date and schedule are considered part of the enrollment contract. If a family requests a change to the start date or schedule after enrollment has been confirmed, it will be treated as a termination of the existing contract. Families who wish to make changes will need to re-enroll, pay a new Registration Fee, and submit a new Deposit.

Transferring

Should parents choose to transfer to another Fueling Brains Academy, they must send an email requesting the transfer. Emails can be sent to registration@fuelingbrains.com. Please send requests at least two weeks before your expected transfer date. All requests will be reviewed and approved based on availability. Our Admissions Team will contact you with confirmation and address any additional questions you may have 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 before their children's program ends.

Ongoing File Updates

Parents are responsible for ensuring that their child's file remains accurate and up-to-date at all times. Any changes must be submitted in writing or by email to the Campus Administration Team. This includes, but is not limited to:

- Contact information (phone numbers, addresses, email addresses).
- Medical information (allergies, health conditions, medications).
- Authorized pickup persons.

Keeping files current helps us ensure the safety and well-being of every child in our care.

Allergies, Medical History, and Restrictions

Parents must inform the campus of any allergies, medical conditions, or food/activity restrictions. Written documentation, such as a doctor's note, may be required.

Guardianship Orders

If a guardianship order is in place, parents or guardians must provide the center with official court documentation. This ensures that we follow the legal directions outlined in the order and act in the best interest and safety of the child. A copy of the documentation will be kept on file at the center.

FINANCIAL POLICIES

Registration Fee & Deposits

- A non-refundable registration fee of **\$350** is required to begin the enrollment process at the Fueling Brains Academy.
- When the start date/schedule registered for is not available, the Registration Fee places the family on the waitlist in the order they paid.
- Upon confirmation of availability for placement, an Enrollment Offer will be sent to the family via email.
- A signature on the Enrollment Contract, and a payment of the \$658 Enrollment Deposit are required to complete the enrollment process and fully secure the spot. The deposit will be applied to the final month's tuition.
- The deposit is refundable only if a family cancels with at least 30 days' written notice prior to their secured start date.

Affordable Child Care Benefit (ACCB)

Families may qualify for the Affordable Child Care Benefit, a program offered by the Province of British Columbia to help reduce out-of-pocket child care costs. Eligibility is based on household income, family size, and care arrangements. If approved, the benefit is paid directly to the centre and applied toward your monthly tuition, further lowering your fees.

Fee-for-Space and ACCB Attendance

Our program operates on a fee-for-enrolled-space model, meaning your child's space is held for them Monday to Friday regardless of attendance. Please note, under provincial funding guidelines, the Affordable Child Care Benefit (ACCB) is calculated based on attendance. If a child attends fewer than 20 hours of care in a given week, their ACCB may be reduced, and their parent tuition portion adjusted to reflect the reduced subsidy.

To learn more about eligibility and apply, families can visit the Government of BC's website or speak with our centre director for support.

Tuition Fee Reviews and Adjustments

Fueling Brains Academy reviews tuition fees annually in alignment with the British Columbia provincial funding cycle. The provincial funding year generally runs from April to March, and where approved, changes to tuition fees are typically implemented from April onwards. Families will be notified in writing as soon as updated fees have been determined and approved, with advance notice provided before any new rates take effect.

Tuition fees are reviewed within the provincial funding framework and may be influenced by changes to provincial funding programs, operating costs, regulatory requirements, and other factors that support the delivery of high-quality licensed child care.

Families receiving the Affordable Child Care Benefit (ACCB) should be aware that changes to tuition fees do not automatically result in an adjustment to their ACCB benefit. If your tuition changes, you are encouraged to update your information through My Family Services or contact the Childcare Service Centres to determine whether your benefit should be reassessed. Fueling Brains Academy will promptly complete any required provider verification or Child Care Arrangement forms to support your reassessment and help ensure your benefit accurately reflects your current child care fees.

Information about the Affordable Child Care Benefit, eligibility requirements, reporting changes, and access to My Family Services is available through the Province of British Columbia. Families are encouraged to notify both the Child Care Service Centre and the Centre Director as soon as possible of any changes that may affect their child care funding or benefit eligibility.

Meal Service Fee

We offer a catered meal program at \$215/month, which includes a morning snack, lunch, and afternoon snack prepared in alignment with the Canada Food Guide. Menus are published bi-weekly and reflect a balance of nutrition, variety, and seasonal options.

Families who do not opt into this service must provide a healthy, well-portioned breakfast, lunch, and snack daily. Meals must be ready-to-eat, not require heating or refrigeration, and no outside catering is permitted.

Diaper Service Fee

We offer a diapering service at \$75/month, which includes Pampers Swaddlers diapers, Pampers scent-free wipes, and Penaten brand cream.

Families who do not opt into this service are required to provide these same items in sufficient quantities at the beginning of each month. If supplies are not

present, families may be encouraged to enroll in the service for convenience and to ensure children's needs are consistently met.

Additional Service Fees

From time to time, families may choose to take part in optional programs and services such as enrichment activities, field trips, or technology access. These fees are only applied if families opt in or when special events are scheduled.

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.

Administrative and Penalty Fees

To ensure fairness and smooth operation of the centre, certain administrative or penalty fees may apply in cases such as late pickup, returned payments, or holding a space during a temporary withdrawal. These are only charged if the situation arises and help us maintain reliable service for all families.

Administrative and Penalty Fees::

- Late Payment Fee: \$50 per occurrence.
- NSF/Returned Payment Fee: \$50 per occurrence.
- Late Pickup Fee: \$2/minute.
- Activity/Field Trip Fee: \$10-\$50 per occurrence.
- Replacement Fee: \$25 after the first one. Covers cost to replace lost or damaged centre-issued items (e.g., backpacks, bins)
- Holding Fee: 50% of Tuition Fee for Infant/Junior Preschool Programs, 50% of tuition fee for Preschool Programs, maximum 3 months. This fee retains a spot during a temporary withdrawal.

Technology Fee

An optional annual fee of \$100 that provides families with access to our secure parent communication app, offering real-time updates, photos, and progress reports.

Enhanced Programming Fee

An optional monthly fee of \$75 that supports specialty enrichment opportunities such as yoga, movement, or other extended learning experiences beyond the core program.

Family Rates

- Sibling discounts do not apply to tuition, registration, or deposit fees.

- Priority registration is available for siblings.

Twin and Triplet Rates

- Families of twins or triplets receive a 10% discount.
- Discounts apply only to opt-in service fees (meals, diapers, wipes).
- This discount does not apply to tuition, registration fees, or deposits.

Collection of Fees

- Fees are billed/collected through the 1Core TAP system (Tuition Auto-Pay).
- Accepted payment methods:
 - ACH (bank account) – standard method.
 - Credit card (subject to a 3% processing fee).
- Families must keep their current payment details up to date in 1Core to avoid failed transactions.

Failure to Pay Fees

- Fees are due between the 1st and 5th of each month.
- If fees are not received by the 15th of the month:
 - The account will be considered delinquent.
 - The child's enrollment may be suspended until the balance is paid.
- Families remain responsible for all outstanding balances, including any funding shortfalls that may occur.
- Accounts in arrears may be referred to an external collections agency.

What's Included?

- Tuition includes:
 - Daily educational programming.
 - Required classroom learning materials.
 - Individualized child assessments and progress reports.
- Service packages may include meals, diapers, wipes, and diaper cream (billed separately).
- Bedding is provided in infant programs.
- Field trips are optional and charged separately based on destination.

Issuance of Receipts

Families can access receipts at any time via the 1Core Family Portal.

Annual tax receipts will also be available electronically through the portal.

Late Pick Up Fees

- Families who pick up children after the scheduled closing time will be charged \$2 per minute.
- Repeated late pickups may result in termination of care.

Refunds

- The following are non-refundable:
 - Registration Fee (\$350).

- Field trip fees.
- PD days or early dismissal days.
- Christmas break and other scheduled closures.
- The Registration Deposit (\$658) is refundable only if:
 - The family cancels with at least 30 days' written notice prior to the secured start date, or
 - It is applied to the final month's tuition.

TERMINATION OF SERVICES

Parent and Caregiver Initiated Termination

Parents are required to provide written notice of termination of care at least 30 days prior to the termination date. Notice must be given by the first day of a calendar month in order for the last day of care to be the final day of that same month.

- Example: Notice provided on June 1 → last day of care is June 30.
- Example: Notice provided on May 15 → the 30-day notice period does not begin until June 1, so the last day of care is June 30.

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 behaviour of a child or parent/caregiver is disruptive to others, causing a safety risk, is disrespectful or threatening to staff members, or requires support beyond what Fueling Brains Academy can provide.

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

DAILY ROUTINES & EXPECTATIONS

Hours of Operation

Fueling Brains Academy is open Monday - Friday from 8:00am - 5:00pm, with the exception of Statutory Holidays as listed by the Government of British Columbia, two weeks during Winter Break and 4 professional development days per year to be determined by the beginning of each calendar year. There is no reduction in fees for these days.

Furthermore, our annual calendar is designed with care to ensure children

experience consistent, high-quality learning throughout the year. Closures are thoughtfully scheduled to support educator training, curriculum planning, and classroom preparation. These moments behind the scenes are essential in maintaining a strong, intentional program. We prioritize predictability for families and children, knowing that routines build a sense of safety and belonging. Our calendar reflects a commitment to operational excellence and educational integrity, so that each day your child is with us is purposeful, engaging, and aligned with their developmental needs.

What Families Need to Bring

To help your child fully participate in Fueling Brains Academy programs, we kindly request that families provide a few essential items from home. Please ensure all items are clearly labelled with your child's first name and last initial.

Daily Essentials

- Indoor running shoes (non-marking soles).
- Water bottle.
- Weather-appropriate outdoor clothing (snow gear in winter, rain gear in spring, hat/sunscreen/bug spray in summer).
- Spare set of clothing (including socks and underwear); children who are potty training should have at least two full changes of clothes.

Rest & Comfort

- For children who nap: a comfort item such as a blanket, soother, or stuffed animal.
- Preschool children who nap may require additional cot bedding (as directed by staff).

Infant Program

- Formula or expressed breast milk (if not yet on cow's milk), labelled with the child's name and date.
- Prepared bottles and soothers as needed.

Other Information

- Clothing that becomes soiled during the day will be sent home and should be laundered and returned promptly.
- Please check your child's bin daily for soiled clothing, notes, or completed work.
- Fueling Brains Academy is not responsible for any damage to clothing that may occur during play and activities.

Items Not Permitted

For safety and focus, please note that toys and electronic devices from home are not permitted. These items can distract children from learning and may be lost or damaged. Fueling Brains Academy does not accept responsibility for missing or damaged personal belongings.

Personal Storage Bins or Backpacks

Each child is provided with a personal storage item, which may be either a backpack or a plastic bin, depending on the campus. These are used to keep track of your child's belongings.

Bins or backpacks are taken back and forth between home and the center each day. We ask that they be treated with care, as they are part of helping children learn independence and responsibility.

If a replacement is requested or required (for example, due to damage or loss), a \$25 replacement fee will be charged.

Arrival & Dismissal Policy

To ensure all children benefit from the planned curriculum, children are expected to arrive 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 watching the doors.
- Naturalize the children to the daily routine.
- Participate in special events, such as field trips, guest speakers, and class parties.

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

Arrival and Departure Routines

At Fueling Brains Academy, we view arrival and departure as important moments for building relationships, confidence, and independence. These routines provide valuable opportunities for children to practise self-help skills, develop executive functioning, and experience a calm, predictable transition between home and school.

Morning Arrival

Families are invited to accompany their child to the classroom entrance or designated cubby area, where they are welcomed into the learning environment.

If the program has already begun, educators may be engaged with the children and may not always be available at the classroom entrance. During these times, we encourage families to support their child in completing their arrival routine before joining the program.

Children are encouraged to:

- place their belongings in their cubby;
- remove and store their outdoor clothing;
- change into their indoor shoes (with support as needed); and

- confidently enter the classroom and join the learning experience.

These everyday routines foster responsibility, confidence, and a sense of belonging. As children become familiar with the environment, they naturally take increasing ownership of these tasks, with educators and families working together to support each child's developmental readiness.

End-of-Day Departure

We encourage families to come to the classroom entrance at pick-up to reconnect with their child and participate in their departure routine. This provides an opportunity to briefly connect with educators, celebrate the day's experiences, and support children in taking responsibility for preparing to go home.

Children are encouraged to:

- collect their belongings from their cubby;
- put on their shoes and outdoor clothing, with support as needed; and
- say goodbye to their friends and educators before leaving for the day.

If educators are actively engaged in supervising the classroom or supporting learning experiences, families are encouraged to assist their child with these routines. This shared approach allows educators to maintain continuity of care while continuing to foster children's growing independence and confidence.

Absence Policy

In the event of an absence, Fueling Brains Academy requests that families notify the campus by telephone, email, or through the FBA Family App. When reporting an absence, please include the reason (for example, illness or personal circumstances) and, if possible, the anticipated date of return. This helps us support your child's classroom and reduce the potential spread of illness. Voicemail is available 24 hours per day for phone reporting.

Rest & Nap Time

- All children are offered a daily rest period.
- Younger children typically nap as part of their routine, while older children who no longer need naps are provided with a quiet rest time that may include reading books or engaging in calm activities.
- Educators actively supervise children during all rest periods to ensure comfort and safety.
- Families are encouraged to share their child's sleep needs with staff so we can adjust rest times as the child grows.

Learning Assessments

Educators observe and document children's growth across key developmental areas. These observations help us plan activities that meet each child's needs

and support their ongoing development.

Formal updates are shared during Parent-Teacher Interviews. At these meetings, educators review your child's progress, celebrate achievements, and discuss goals with you and your family together.

We recognize that every child develops at their own pace. Assessments are not tests, but tools to help educators understand how to support your child's growth best. Families are encouraged to ask questions, share observations from home, and partner with us in celebrating and guiding their child's learning journey.

TRANSITIONING INTO GROUP LEARNING AND CARE

Supporting a Positive Start

Beginning child care is a significant transition for children and families. Children may be adjusting to separation from familiar caregivers while also developing new relationships and becoming familiar with different routines, environments, meals, rest periods, and group experiences.

At Fueling Brains Academy, transitions are approached gradually and responsively. Children adjust to care in different ways and at different rates, and educators work closely with families to support each child's developing sense of security, familiarity, and belonging.

The First Two Weeks

Families are encouraged to plan for additional flexibility during the first two weeks of care, particularly for infants, toddlers, and children who are experiencing group care for the first time.

The goal is to gradually support children toward their regular enrolment schedule. Some children may be comfortable participating in longer days from the beginning, while others may benefit from shorter initial days that progressively increase as they become familiar with their educators and the daily program.

Where possible, families should consider maintaining flexibility with pickup times during this initial period or arranging for another familiar adult to be available for pickup if needed.

Educators will communicate with families throughout the transition and may recommend extending or shortening the child's day based on how they are responding to the experience of care.

Gradual Entry

Gradual entry is responsive to the individual child rather than based on a fixed timetable.

Initial days may be shorter, with time in care progressively increasing to include more of the regular program, including play and exploration, outdoor experiences, meals, rest, and afternoon activities.

Educators consider the child's overall experience, including their developing relationships with educators, ability to accept comfort and support, engagement with the environment, participation in routines, and adjustment to meals and rest.

The length of the transition period may therefore look different for each child.

Building Relationships

Relationships are central to a successful transition.

During the first days and weeks, educators prioritize getting to know each child, including how they communicate, seek comfort, engage with others, approach unfamiliar experiences, and participate in daily routines.

Families are encouraged to share information that may support continuity of care, including familiar routines, comforting strategies, words or gestures used at home, interests, sleep and feeding patterns, and relevant cultural or family practices.

This information helps educators provide responsive care while children establish new relationships and become familiar with the program.

Arrival and Separation

Consistent arrival routines can help children develop familiarity and predictability.

Families are encouraged to keep goodbyes warm, confident, brief, and consistent and to let their child know when they are leaving. Educators will support the child following separation and help them transition into the activities and relationships of the program.

It is developmentally appropriate for some children to express strong emotions during separation, particularly when care is new. Educators respond through reassurance, proximity, connection, and co-regulation while supporting the child to gradually engage with the environment.

Infants and Toddlers

For infants and toddlers, caregiving routines are an important part of relationship-building.

Feeding, diapering, dressing, preparing for sleep, and transitions throughout the day are approached calmly and responsively. Educators communicate with children during care routines, observe verbal and non-verbal cues, and encourage participation according to each child's developmental abilities.

Consistency in relationships, routines, and educator responses is prioritized as children develop trust and familiarity within the program.

Nutrition and Mealtimes

Eating in a new environment may take time to become familiar. Changes in routine, unfamiliar foods, group mealtimes, and separation from family may temporarily influence a child's eating patterns.

Educators provide calm and predictable mealtimes and remain responsive to children's hunger, fullness, interest, and communication. Children are encouraged to participate in meals and explore foods without pressure.

Families of infants and toddlers should provide current information about feeding routines and relevant dietary needs before care begins. Educators will support children in gradually becoming familiar with the mealtime routines of the program.

Rest and Sleep

Rest and sleep may also require an adjustment period.

Families are encouraged to share their child's usual sleep patterns, routines, and tiredness cues. Educators use this information alongside their observations of the child and the program's safe sleep practices.

Sleep patterns in care may initially differ from those experienced at home. Educators support children in gradually becoming familiar with the rest environment and daily rhythm of the program.

Ongoing Adjustment

Transition is not always linear. Children may require different levels of support from one day to another, particularly following illness, absence, changes in routine, or other significant experiences.

During the initial transition period, educators will continue to communicate with families and may recommend adjustments to the length of the child's day where appropriate.

The transition period is considered successful when the child demonstrates increasing familiarity with the environment, develops trusting relationships with educators, participates in daily routines and experiences, and shows a growing sense of comfort and belonging within the program.

Partnership With Families

Consistent communication between families and educators is an important part of the transition process.

Families are encouraged to share relevant changes or observations from home that may influence their child's experience in care. Educators will provide updates about the child's adjustment and discuss additional transition supports when needed.

Through consistent relationships, responsive care, predictable routines, and collaboration with families, children are supported to gradually and confidently participate in their regular program day.

Age-Based Transitions

Moving Between Program Environments

As children grow, their learning environments should continue to evolve with them. Transitions between programs provide children with opportunities for new relationships, experiences, responsibilities, and appropriate developmental challenge while maintaining continuity in their care and learning.

At Fueling Brains Academy, age provides a general guide for program placement, but does not determine transition in isolation. Educators consider the individual child, the learning environment, and the support required for the child to participate safely and meaningfully.

Transitions are planned collaboratively with families and receiving educators and are supported gradually wherever possible.

Infant/Toddler to Junior Preschool

Children generally transition from the Infant/Toddler program into Junior Preschool at approximately 20 months of age.

The Junior Preschool environment introduces a different daily rhythm, peer group, physical environment, and growing opportunities for independence. As children approach this transition, educators consider their mobility, communication, participation in routines, relationships, emerging independence, and comfort within a more active group environment.

Independent and confident walking is an important consideration given the physical demands and increased mobility within Junior Preschool.

Some children may benefit from additional time within the Infant/Toddler environment, while others may begin gradual experiences within Junior Preschool as they approach the transition period. The timing and level of support are responsive to the individual child.

Junior Preschool to Senior Preschool

Children typically transition from Junior Preschool into Senior Preschool as they approach 30-36 months of age.

As children grow within Junior Preschool, educators consider their developing communication, independence, peer relationships, participation, self-regulation, flexibility, engagement, and ability to navigate increasingly complex experiences.

In some circumstances, transition may be considered approximately when children reach 30-32 months, when educators determine that the Senior Preschool

environment can appropriately support the child and provide meaningful opportunities for continued growth.

An earlier transition is not considered an acceleration or promotion. Similarly, remaining within Junior Preschool for additional time does not indicate that a child is behind. Children develop along individual pathways, and transition decisions consider where each child can be most appropriately supported.

Preparing for a Transition

Transitions between learning environments are approached as a process rather than a single move from one classroom to another.

Where possible, children are introduced gradually to the receiving environment before their transition. Depending on the individual child, this may include:

- visiting the new learning environment;
- spending time with receiving educators;
- participating in shared play or learning experiences;
- joining outdoor experiences, meals, or other familiar parts of the day;
- progressively spending longer periods within the receiving program; and
- transitioning alongside familiar peers where appropriate.

The length and structure of this process may differ between children. Educators observe how the child responds and adjust the level of support as familiarity, relationships, and confidence develop.

Relationships and Continuity

Relationships remain central throughout a transition.

Where possible, familiar routines, language, expectations, and relationships are maintained while children become accustomed to what is new. Moving alongside familiar peers may also provide an important source of continuity during larger program transitions.

Receiving educators intentionally build relationships with children before and during the transition, creating opportunities for children to become familiar with the adults who will support them in their new environment.

The goal is not simply for a child to adapt to a different classroom, but to develop a genuine sense of comfort, participation, and belonging within it.

Continuity of Care and Learning

Communication between the current and receiving educators is an important part of every transition.

Relevant information about the child's strengths, interests, relationships, communication, routines, emerging capabilities, and areas where additional support may be beneficial is shared with the receiving team.

This allows educators to build upon existing knowledge of the child and provides greater continuity across program environments.

Developmental observations and assessment information may contribute to transition planning; however, no single assessment, milestone, or behaviour determines a child's readiness to transition.

Supporting the Child After Transition

Support continues after the child begins regularly attending the new program.

Receiving educators observe how the child is developing relationships, participating in routines, engaging with peers and the environment, and responding to the new expectations and experiences of the program.

Some children adjust quickly, while others may temporarily require additional reassurance, co-regulation, familiar routines, or support from educators.

Transition is not expected to be perfectly linear. The level of support is adjusted as the child develops greater familiarity and confidence within the new environment.

Partnership With Families

Families are important partners in transition planning.

When an upcoming transition is being considered, educators will communicate with families about the proposed timing, what they are observing, the opportunities available within the next environment, and how the transition will be supported.

Families are encouraged to share their own observations, questions, and information that may help educators understand how the child is experiencing the transition.

Where appropriate, educators will continue communicating with families during the transition period and share how the child is adjusting to their new environment.

Program Placement

Program transitions are considered within the context of the individual child and the operational requirements of the Academy.

All placements remain subject to applicable licensing requirements, program capacity, staffing, and the availability of an appropriate space within the receiving program.

While age provides the general pathway through our programs, transition decisions remain grounded in the child's wellbeing, relationships, participation, development, and the ability of the receiving environment to appropriately support them.

Our goal is to provide continuity while ensuring that each learning environment offers children meaningful opportunities for belonging, growing independence, relationships, exploration, and continued development.

FOOD AND DRINK

We offer a catered meal program at \$215/month, which includes a morning snack, lunch, and afternoon snack prepared in alignment with the Canada Food Guide. Menus are published bi-weekly and reflect a balance of nutrition, variety, and seasonal options.

Meals are an important part of our pedagogy. They support children's social development, self-help skills, and a sense of belonging through shared mealtimes. Participation in the program also ensures safety, as all meals are prepared and served with careful consideration for allergies and dietary restrictions.

Families who choose not to participate in the meal program are asked to provide a healthy, well-portioned breakfast, lunch, and snack daily. These must be ready-to-eat, not require heating or refrigeration, and free from outside catering.

We recognize that some children may still feel hungry after scheduled snacks or meals. Our catered portions are designed to be generous and meet most children's needs, but for children with bigger appetites, families are welcome to include a nut-free, non-perishable back-up snack in their child's backpack. In some cases, food may also be integrated into classroom programming (e.g., cooking projects, cultural experiences). Families will be informed in advance, and all such activities will be respectful of our allergy guidelines.

OPERATIONS

School Calendar

A complete listing of campus closure dates is available on the main bulletin board and online on the Fueling Brains Academy website. The calendar is updated annually.

Christmas & New Year Break

Fueling Brains Academy campuses will close for the holiday break, giving families and staff an opportunity to rest, recharge, and enjoy the season. To support the staff and maintain the program's integrity, regular tuition rates apply in December.

Professional Development Days

Based on Fueling Brains Academy's educational philosophy and commitment to knowledge and development, educators and other staff members need to

participate in regular, paid training opportunities during the day. As such, the campuses close for Professional Development Days.

Early Dismissal

There are occasional early dismissal days during the year. These are scheduled for important operational needs (such as educator training, assessments, or classroom preparation) and for special events, including the annual Christmas Concert in December.

All early dismissal dates are clearly outlined in the annual calendar provided to families.

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. For weather-related closures, we align with School District 61 (Greater Victoria School District), which governs the downtown Victoria area. All other closures will be assessed on a case-by-case basis. Families will be notified directly by email should a closure occur.

Parent-Teacher Meetings

Parent-teacher meetings are scheduled throughout the year. On these days, campuses close for instruction, allowing educators to dedicate time to meeting with families.

These meetings give parents and educators the opportunity to:

- Hear about their child's progress and learning goals.
- Ask questions about classroom experiences, curriculum, and daily routines.
- Share insights from home to support a consistent approach between school and family.

Ongoing communication with educators and campus leadership is always encouraged outside of these meetings; however, the dedicated parent-teacher interviews provide a focused opportunity to celebrate growth and plan together for your child's continued development.

Field Trips & Special Guests

To enrich our program, Fueling Brains Academy may invite special guests or schedule field trips during the year. These experiences connect children to their community and expand their learning.

- Special Guests: Visitors such as firefighters, police officers, librarians, cultural presenters, or professionals (e.g., chefs, veterinarians) may visit

classrooms. Guests are vetted through the Criminal Record Check Review Program with a Vulnerable Sector Search, are supervised by staff at all times and are never left alone with children.

- **Practicum Students:** Students completing practicum or field placements in early childhood education programs are welcomed as part of our extended learning community. Like educators, they must provide:
 - A current Criminal Record Check with Vulnerable Sector Search through the Criminal Record Check Review Program;
 - Proof of immunization status in line with BC public health requirements;
 - Program documentation from their college/university confirming their practicum placement; and
 - Compliance with all Fueling Brains Academy health and safety policies.
 - Practicum students are supervised by a certified educator or the Centre Director at all times, are never left alone with children, and their role is to observe and support learning while developing their professional skills under guidance.
- **Field Trips:** Families receive a consent form in advance outlining the location, times, transportation, activity, and supervision plan. Written consent is required for children to participate. If there are not enough volunteers to support safe supervision, the field trip will be cancelled.
- **Transportation:** Only community walks, chartered buses, or public transit are used. We do not transport children requiring safety seats in vehicles.
- **Family Involvement:** Families who wish to share their own skills or experiences as special guests are encouraged to connect with their Campus Director.
- **Fees:** Some trips or guest activities may have a small additional cost. Participation is always optional.

Birthdays

Campuses celebrate birthdays by singing Happy Birthday in the child's homeroom during afternoon snack on the day of their birthday. If families would like to bring a treat, it must be store-bought and nut-free.

COMMUNICATION AND FEEDBACK POLICIES

Daily Reports

Daily updates about your child's experience are shared through the FB Family App. For additional details, parents are encouraged to communicate regularly with the campus team. Families may also request a meeting with their child's educator if they would like more in-depth information than what is provided in the app.

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

We welcome comments and suggestions. Parents are encouraged to speak directly with their Campus Director and share their feedback in writing.

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

Two-Way Communication Acknowledgement

By enrolling at Fueling Brains Academy, you agree to receive email updates from our communication platforms (such as Gmail and 1Core). These tools help us keep you informed about important updates, events, and daily information related to your child's care.

Concerns

In cases where parents, community members, or other stakeholders have concerns they would like to share, we ask that you first share them directly with the campus director. For more serious concerns, we request written documentation to be submitted via email to the campus director. If you would like to discuss any concerns with your child's educator, this can be arranged with your Campus Director.

PARENT CODE OF CONDUCT

Fueling Brains Academy values strong partnerships with families. To ensure our campuses remain safe, respectful, and supportive environments, we kindly request that all parents, caregivers, and visitors adhere to this Code of Conduct.

Respectful Communication

- Speak to staff, children, and other families calmly and respectfully.
- Address concerns directly with your campus leadership team rather than with other parents or through social media.
- Refrain from gossip, personal criticism, or public negative comments about staff, children, or families.

Safe and Positive Behaviour

- Threatening, abusive, discriminatory, or harassing language or actions will not be tolerated.
- Physical or verbal punishment of any child (your own or others) on centre property is strictly prohibited.
- If you have concerns about another child's behaviour, bring them to the Director; do not discipline children who are not your own.

Commitment to Our Community

Parents and caregivers agree to:

- Support a welcoming, inclusive, and nurturing environment.
- Model positive behaviour for children and contribute to a safe, cooperative atmosphere.
- Work with staff in good faith to resolve concerns in a timely and respectful way.

Failure to Follow the Code

If the Code of Conduct is not followed:

- The incident will be documented and reviewed by the Executive Director, who is the senior leader responsible for supervising multiple campuses and ensuring that policies and standards are upheld.
- A meeting may be arranged to address concerns.
- Continued or serious violations may result in termination of care to protect the safety and well-being of the community.

HEALTH & WELLNESS

Allergies and Medical Conditions

Fueling Brains Academy expects parents/guardians to act as professional partners in 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 to this information.

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 the type of medication that will be provided, as well as any additional information you choose to include.

If a child requires an inhaler, EpiPen, seizure medication, or any other life-saving medication, it is the parent/guardian's responsibility to provide the campus with these 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.

Educators will ensure that emergency medication moves with the child between classrooms and is available for use at all times. Educators will be directly responsible for overseeing any medical action plan. Campus directors will be responsible for enforcing 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.

Bottles & Nap Time

The use of glass bottles is not permitted for infants or children of any age while at the campus. This policy helps ensure a safe environment for all children, as glass bottles may break and pose a risk of injury. Families are asked to provide bottles made of shatter-resistant materials, such as BPA-free plastic.

Under licensing regulations, 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.

Toilet Learning

We view toilet learning as a developmental milestone that unfolds differently for every child. Our approach is guided by respect for each child's readiness, growing independence, and sense of well-being.

Successful toilet learning is best supported through a consistent partnership between home and the centre. Families are encouraged to share routines, language, and strategies that are working at home so that educators can provide continuity throughout the day.

Educators provide regular toileting opportunities, encourage independence, and support children with patience and encouragement. Children are never pressured, shamed, or forced to participate in toileting routines.

Accidents are a normal and expected part of the learning process. When repeated accidents occur, educators will work with families to determine whether additional support, adjustments to the routine, or a temporary return to pull-ups may better support the child's success. As a general guideline, two accidents

within a day may indicate that a child is not yet consistently recognizing or responding to their bodily cues. In these situations, a temporary return to pull-ups may be recommended to support the child's comfort and dignity while maintaining health, hygiene, and sanitation standards within the group care environment.

Families are asked to provide multiple changes of clothing and clothing that promotes independence during toileting routines. All toileting and diapering practices are carried out in accordance with licensing requirements and established health and sanitation procedures.

We recognize that children develop at different rates and will work collaboratively with families to ensure each child is supported in a manner that respects their individual developmental journey.

Communicable Diseases & Illness

Fueling Brains Academy prioritizes the health and safety of all individuals on campus. To achieve this, we follow communicable disease control practices and guidance provided by the BC Ministry of Health, the BC Centre for Disease Control (BCCDC), Island Health as our regional health authority, and the First Nations Health Authority (FNHA). This ensures our policies reflect both provincial standards and local requirements on Vancouver Island, while respecting the health services available to Indigenous families.

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/behaviour (eg, crying, lethargy, irritability, refusal to participate in activities, expressions of general discomfort/pain).
- Vomiting (24 hours from last incident).
- Diarrhea (24 hours from previous incident).
- Continuous green or yellow nasal discharge (indicates infection).
- Discharge from eyes (indicates infection).
- Head lice (until the first treatment has been applied).
- Conjunctivitis (Pink Eye) (until 24 hours from the beginning of treatment).
- Any other communicable disease (until a medical note can be provided to indicate a safe return to campus).

During an outbreak (defined by Island Health or the BC Centre for Disease Control as two or more cases of the same cluster of symptoms), removal times from the campus may be extended to 48 hours or longer, as advised by public health officials. In such circumstances, families will be informed by email about the symptoms to watch for, the mandatory exclusion period, the steps the campus will take to manage the outbreak, and practical measures families can take at home to help prevent further spread.

Children who exhibit any of the listed symptoms or conditions will be removed

from childcare and supervised in a quiet area until parents, guardians, or emergency contacts can pick them up. In addition, any child who is known or suspected to be suffering from a communicable disease listed under Schedule A of the BC Communicable Disease Regulation will not be able to attend until they are no longer contagious and it is safe for them to return.

In rare circumstances, other conditions that may pose a risk to the health and safety of children or staff could also require temporary exclusion, at the discretion of the Campus Director or designate.

Please note: Fueling Brains Academy may request a doctor's note at any time to confirm whether symptoms are contagious, require exclusion, or necessitate additional staff training or support. Exclusion periods may also be adjusted during public health advisories or pandemic restrictions, in alignment with provincial guidance.

Injury and Temporary Care Needs

If a child experiences an injury or medical situation that limits mobility or requires additional support (for example: a broken limb, recent surgery, or temporary use of medical equipment), families must provide a medical report. This report should outline:

- The child's care needs and any restrictions or limitations,
- Possible complications educators need to be aware of, and
- Recommendations for safe participation in group care.

Our team will review this information with families to determine whether the child's needs can be met safely within the staff-to-child ratios required by the BC Child Care Licensing Regulation. Where care needs temporarily exceed what can be reasonably supported within group ratios, families may be asked to arrange additional support (through community services, external funding programs, or a family-funded worker) before the child returns.

This does not apply where the child's needs relate to a disability. In such cases, we are committed to inclusive practice and will work with families and community partners to plan appropriate supports and accommodations.

Work Safe BC Pandemic Guidance

During pandemics, Fueling Brains Academy will adhere to all regulations put forward by the British Columbia Health Authority 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.

Measles Guidance

Fueling Brains Academy – Victoria works closely with Island Health and follows the BC Centre for Disease Control (BCCDC) recommendations to keep children, families, and staff safe during times of communicable disease risk.

If a case of measles is confirmed in our community or campus:

- Children or staff who are not fully immunized may be excluded from care for up to 21 days, as directed by Public Health.
- Public Health will provide specific guidance on timelines for safe return to care.
- Families will be notified promptly by email with any updates, exclusion requirements, or next steps.
- We will always communicate openly with families if an outbreak occurs and will share guidance on how you can help reduce the spread at home. Our priority is to maintain a safe and healthy environment for all children in our care.

Nut-Free Facility

Fueling Brains Academy attempts to maintain a nut-free facility at all times. Any item found to contain or have the possibility of containing nuts of any kind will not be served and/or allowed on 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 served to children be prepared in a professional facility (excluding homemade birthday cakes and cookies) and does not contain any nuts. We will require an ingredient list to be provided. Items not fulfilling protocol will be sent home individually rather than being consumed.

HYGIENE & ENVIRONMENT

Handwashing

Regular and ongoing hand-washing routines are in place on campus and are 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 adheres to the guidelines set forth by AHS 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 AHS.

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 the campus staff. Any appliance or electronic device used in the presence of children must have cords made inaccessible to them.

Materials

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

Aerosols/Pesticides

Fueling Brains Academy will not use aerosols or pesticides on the campus in the presence of children for any reason. 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 to provide similar experiences to the children.

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

SAFETY & EMERGENCIES

Weather, Air Quality, and Outdoor Play

Outdoor play is an essential component of children's health, well-being, and learning. In accordance with the Child Care Licensing Regulation, children are provided daily opportunities for outdoor play unless weather or environmental conditions make it unreasonable or unsafe to do so.

Our approach recognizes that children benefit from experiencing a variety of weather conditions throughout the year. Rather than relying solely on temperature, educators assess a range of factors including air quality, humidity, UV exposure, wind chill, precipitation, surface temperatures, availability of shade, and the individual needs of children in care.

Hot Weather

During periods of elevated temperatures, outdoor experiences will be modified to support children's comfort and safety. Strategies may include:

- Increased access to drinking water and hydration breaks
- Use of shaded outdoor environments
- Reduced duration of outdoor play periods
- Scheduling outdoor experiences during cooler parts of the day
- Lower-intensity physical activities
- Additional monitoring of infants and children with identified health concerns

Outdoor activities may be relocated indoors when environmental conditions present a risk of heat-related illness or when educators determine that conditions are no longer suitable for safe participation.

Cold Weather

Children will continue to access outdoor play during colder weather when appropriately dressed. Outdoor experiences may be shortened, modified, or moved indoors when extreme cold, wind chill, ice, or other environmental conditions create a safety concern.

Air Quality

Air quality is monitored daily using the Air Quality Health Index (AQHI).

- AQHI 1-3 (Low Risk): Regular outdoor programming.
- AQHI 4-6 (Moderate Risk): Outdoor activities may be shortened or modified, with additional consideration given to infants and children with respiratory conditions.
- AQHI 7-10 (High Risk): Outdoor activities will be significantly reduced or relocated indoors.
- AQHI 10+ (Very High Risk): Children will remain indoors except where necessary for health and safety.

Educators retain the discretion to further modify outdoor programming based on current environmental conditions and the well-being of the children in their care.

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

Children may be taken on neighbourhood walks or outings in 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 before allowing children to use the structure or play site. Should a staff member become aware of a safety risk, whether potential or imminent, the children shall be immediately removed from the area and redirected to a more suitable location or returned to the campus.

Neighbourhood 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.

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 also be completed to inform families of their child's behaviour while at Fueling Brains Academy. Examples of behaviours that may be documented include biting, swearing, or other disruptive behaviour that continues beyond what is considered developmentally reasonable. In the case of biting, staff will respond promptly by comforting and caring for the child who was bitten, documenting the incident, and informing both families while maintaining confidentiality.

When behaviours occur, staff will observe and reflect on potential triggers and strategies, and may meet with families to develop a Positive Behaviour Support Plan to guide consistency between home and school. Occasionally, disruptive behaviours may require the child to be sent home for the safety of other children and staff. If the behaviour continues or does not improve over time, other

avenues of support will be considered, and in more extreme cases, this may include termination of care.

Serious Incident Reporting & Transparency

Reportable Incidents

Fueling Brains Academy is licensed by the Government of British Columbia and complies with all provincial requirements for reporting serious incidents under the Child Care Licensing Regulation (CCLR, Section 55).

Reportable incidents include, but are not limited to:

- Injuries or medical emergencies requiring professional medical treatment.
- A child who goes missing or is left unsupervised.
- Allegations of abuse or neglect.
- Any situation that may seriously affect a child's health, safety, or well-being.

When a serious incident occurs:

- It is reported immediately to the Island Health Licensing Officer, as required by regulation.
- The parents or guardians of the child involved are contacted right away.
- A written report is completed and submitted to Licensing within 24 hours.
- Investigation summaries or follow-up reports provided by Licensing are posted on the campus for families to review, ensuring transparency.

This process reflects our commitment to accountability, clear communication with families, and full compliance with BC's licensing standards.

Safe Release of Children

Fueling Brains Academy will only release a child to adults identified by parents/guardians as authorized to pick up their child from the facility. Staff will check photo identification for any adult who is unfamiliar. Prior arrangements must be made for anyone other than the parent/guardian to pick up a child. If prior arrangements are not made, staff will contact the parent/guardian (or emergency contact) for approval and confirmation of identification before releasing the child.

Parents/guardians must provide a copy of any custody agreement, court order, or guardianship documentation that affects a child's release. The centre will follow the most recent legal documentation on file. Where such documents exist, access will be denied to any individual who does not have custodial rights or who has been legally restricted from contact.

For children in care with the Ministry of Children and Family Development (MCFD) or a Delegated Aboriginal Agency, only the designated social worker or other authorized individual may pick up the child, as outlined in the care plan. Staff will not release the child to anyone else, even a biological parent, without documented authorization from the child's social worker.

These measures are in place to ensure that every child's safety, well-being, and legal rights are protected.

Duty to Report Suspected Abuse or Neglect

BC law requires that anyone who has reasonable grounds to believe a child may need protection must report it immediately. This is called the "duty to report," and it applies to every staff member in our centre. Reports are made directly to the Ministry of Children and Family Development (MCFD) through the 24-hour Child Protection Line (1-800-663-9122) or to police if a child is in immediate danger. Staff are not permitted to wait, investigate on their own, or seek approval before reporting. All employees receive training on how to recognize possible signs of abuse or neglect and how to respond if a child discloses concerns. Allegations involving a staff member or volunteer are reported right away, and the individual is removed from contact with children while authorities investigate.

This duty to report is set out in BC's Child, Family and Community Service Act and reinforced through provincial child care licensing regulations. Our role as a centre is to cooperate fully with authorities to ensure children are protected.

Impaired or Medically Unfit Pickup

We will not release a child to any person who appears unable to safely care for or transport the child (for example, suspected drug or alcohol impairment or a medical emergency). Staff will offer to call another authorized contact or a taxi/ride-share. If anyone attempts to drive while impaired, we will call 911. If we believe a child may be at risk, we are legally required to contact MCFD's Child Protection Line (1-800-663-9122).

This approach follows BC law and licensing requirements for child safety.

Administration of First Aid

Before the first day of service can be provided, families must provide written consent to the administration of emergency first aid to their child by campus staff, as outlined in 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 campus director/designate, or immediately after an EpiPen is administered.

Emergency Medical Services Personnel

If the need arises for EMS to attend the campus and provide medical assistance to your child, any associated costs 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, over-the-counter, 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 labelled 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, a form for administering the medication will need to be completed on a regular basis. Completed medication forms are kept on campus in the child's file.

Following the administration of medication, staff will ensure that children are observed to check for any signs of adverse reactions and that the appropriate paperwork is completed. 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 on campus are made inaccessible to children. Emergency medications on campus are stored in a marked container that is 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 whether their child has received medication before arriving on campus. The administration of medication form must be completed by the parent or guardian each time medication is administered.

Fire Drill, Emergency Evacuation, and Campus Lockdown Procedures

Fueling Brains Academy practices emergency evacuation and campus lockdown procedures throughout the year and conducts fire drills to ensure that all staff and children are familiar with and understand these procedures.

Evacuation routes are posted in each campus classroom to ensure clarity for all individuals during drills or emergencies. 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 stored with staff during all emergency evacuations, fire drills, and lockdowns.

In the event of an emergency evacuation, all parents will be notified as soon as possible. Should the center need to remain evacuated due to imminent danger, parents and guardians of children will be contacted from the evacuation site by telephone and email. Parents and guardians will be notified of the situation and informed of the location 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.

Inclement Weather Closures

Fueling Brains may close on rare occasions due to extreme weather conditions such as heavy snow, icy roads, severe flooding, or high winds. Families will be notified of closures by 6:00 AM through email, FBA family app, our social media channels, and our website.

To minimize disruptions, weather-related closures are limited to two days per school year, except in severe or prolonged emergencies. In some cases, the Academy may open with a delayed start (e.g., 10:00 AM). Please always check our communication channels before heading to campus on stormy days.

POSITIVE CHILD GUIDANCE

At Fueling Brains, we believe children learn best when they feel safe, respected, and understood. Challenging behaviour is part of growing up. It's how children develop self-control, problem-solving skills, and learn to get along with others. Our role is to guide them with warmth and consistency, enabling them to develop the social and emotional skills they need for life.

Our Approach

- We guide behaviour through positive language and clear expectations.
- Educators use calm voices, get down to the child's level, and acknowledge feelings ("I can see you're upset").
- We focus on what children can do, instead of what they cannot.
- Routines, choices, and engaging activities help prevent problems before they start.
- We celebrate successes, noticing and praising positive behaviour every day.

What Families Can Expect

- Children are treated with kindness, patience, and respect at all times.
- Guidance is consistent and predictable, so children feel secure.
- Educators help children calm down and learn new strategies when big feelings take over.
- Families are kept in the loop. We share both the joyful moments and any concerns.
- If ongoing challenges arise, we work together with you to create a plan that supports your child.

Never Permitted

In line with BC Childcare Licensing Regulations, and the Director of Licensing Standards of Practice, the following are strictly prohibited in our program:

- Physical punishment of any kind (hitting, spanking, shaking, rough handling).
- Yelling, shaming, threatening, or humiliating language.
- Isolating or restraining a child as punishment.
- Withholding food, comfort, or basic needs.

Working Together

Parents are our partners. You know your child best, and by sharing ideas and strategies, we can provide consistent support that spans both home and childcare. If additional resources help your child thrive, we will guide you through the options, always with your consent and involvement.

Responsive Supervision in the Infant and Toddler Program

Supervision within our Infant and Toddler program is grounded in the belief that children learn best through secure relationships, uninterrupted exploration, and responsive caregiving. Educators maintain active supervision through intentional positioning, continuous observation, and meaningful engagement, ensuring every child remains both safe and emotionally connected. Rather than intervening immediately, educators carefully observe children's cues, assess risk, and provide the level of support needed to extend learning while protecting wellbeing. Daily routines—including feeding, diapering, dressing, and rest—are viewed as opportunities for one-to-one connection, communication, and relationship-building. During play, educators remain physically and emotionally available, allowing children the time and space to investigate, solve problems, and develop confidence while knowing a trusted adult is nearby. Supervision is therefore understood not only as a licensing responsibility but as a pedagogical practice that fosters secure attachment, autonomy, competence, and a deep sense of belonging.

Guiding Practices

- Supervision is active, intentional, and continuous, with educators maintaining sight and sound of all children while anticipating potential risks.
- Educators position themselves to observe the whole environment while remaining available for individual interactions.
- Observation precedes intervention, allowing children opportunities to explore and problem-solve before assistance is offered.
- Care routines are approached slowly and respectfully, inviting children to participate according to their developmental abilities.
- Environments are thoughtfully prepared to maximise safe exploration and minimise unnecessary restrictions or repeated adult direction.
- Supervision decisions balance protection with appropriate challenge, supporting healthy risk-taking that builds resilience, confidence, and motor competence.
- Consistent, responsive interactions help children develop secure attachments, enabling them to explore confidently and return to educators for reassurance when needed.

CHILDREN REQUIRING ADDITIONAL SUPPORT

Every child deserves the chance to reach their full potential. While most children's needs are met through our daily program, some benefit from additional support along the way. If your child may need additional support, we will discuss this with you and work together to determine the best next steps.

Fueling Brains works in partnership with families and community professionals to ensure children receive the right support in the most natural setting: their classroom. Children who qualify for programs such as Supported Child Development (SCD), Aboriginal Supported Child Development, or who access resources through the Autism Funding Unit (AFU) or Jordan's Principle, receive guidance and strategies within their regular day. Rather than being separated from peers, children are supported by educators in collaboration with consultants, therapists, or other specialists. This model ensures learning happens alongside friends, while promoting belonging, confidence, and independence, with professional guidance woven into daily experiences.

We work closely with families to understand each child's needs and help them navigate available funding programs and resources. Our team coordinates with community services so families do not need to manage everything alone. With the proper support, every child can succeed, and we are committed to making sure yours does.

SOCIAL MEDIA AND TECHNOLOGY POLICIES

Photos, Creative Arts & Social Media

To enhance and promote the learning experience at Fueling Brains Academy, our team may take videos and photos of your children for internal campus use and external media purposes. These photos and videos may also be used for educator 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 images/videos of your children, photos/videos of children involved in various activities throughout the campus, pictures/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 children on our social media accounts, website, newsletters, community media outlets and at childcare sector workshops. Parents will be required to complete the media consent form as part of their 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. However, we cannot guarantee they will not be filmed or photographed during their participation.

Use of Technology

Fueling Brains Academy does not promote the use of televisions or passive screen time. When screen use is offered (e.g., a special video linked to children's interests or an occasion like Pyjama Day), families are informed in advance, the title is posted and logged in the classroom (available on request), all content is "G" rated, and children always have non-screen alternatives. In alignment with the Director of Licensing Standard of Practice (DOLSOP) – Active Play and Screen Time, children under 2 years do not participate in screen time, and preschool-age children are limited to a maximum of 30 minutes per day. This ensures that screen use is brief, purposeful, and balanced with active play, exploration, and social interaction.

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)

Child/rens Name/s (Printed)

Signature

Date