



#### General Information. . . . .

Welcome to the Early Learning Sport Academy. Enclosed in our Handbook, you will find information about our program intended for your reference throughout out the year. Please note that each month there will be a Newsletter to keep you informed and up-to-date with Program instruction and activities. We are glad to have you here!

#### **Our Philosophy . . . . .**

**Socially:** to develop positive relationships with others by learning cooperation and sharing, personal conflict resolution and how to function as group members as well as individuals.

**Physically:** to refine motor and perceptual skills including: body awareness, appreciation of time and direction, sensory development and coordination.

**Intellectually:** to cultivate intellectual growth by enhancing: listening skills, ability to discriminate sounds, vocabulary, shape and color recognition and observational skills with all five senses.

**Creatively:** to discover through invention and experimentation by: learning basic problem solving and fostering creative self-expression using craft materials in novel and unusual ways.

**Emotionally:** to encourage independence and self direction by emphasizing: initiative, decision making, respect for others, acceptance and expression of feelings, handling of anger, coping with frustration and failure and celebrating achievement.

## **Our Objectives . . . .What we want to accomplish**

To teach socially responsible principles and ideas within an age appropriate curriculum using stories, songs, crafts and activities.

To recognize and accept the individuality of our children and help them develop at their own rate.

To treat our children with respect and understanding, providing a warm, cheerful, creative and safe environment to learn.

To create a positive atmosphere with many opportunities to play, experiment, discuss and interact with others.

To prepare a program that incorporates manipulative, creative, dramatic, scientific, physical and musical components in a loving environment in order to help our children develop socially, emotionally and creatively.

To furnish Centers covering a wide range of themes promoting intellectual development through structured play.

To encourage respect for people and property.

YOUR CHILD IS OUR PRIMARY CONCERN and their self-esteem needs to be nurtured and encouraged. It is important to know that their optimum growth is best attained through supported efforts between Parents and Instructors. WE WELCOME parents into our classroom and appreciate ANY COMMENTS AND FEEDBACK.

## **REGISTRATION AND PROGRAMMING. . . .rules and reminders**

- Children must be three years old at the time of registration.
- Children must be toilet trained by the time they start attending
- Parents/Guardians are required to send snack for their child each program day  
**NOTE: WE ARE A NUT-FREE FACILITY. PLEASE DO NOT SEND SNACKS CONTAINING NUTS OR NUT PRODUCTS.**  
**Super Store, President's Choice has a number of Nut Free Choices to choose from.**
- Parents/Guardians are required to provide a photocopy of immunization record at the time of registration.
- A Parent/Guardian may not register a child in the program until any outstanding fees have been paid in full.

- Early Learning Sport Academy reserves the right to have a child withdrawn from the Program.
- All information collected on Registration or Authorization forms will be kept confidential to insure parent/child safety (consistent with Freedom of Information Policies (F.O.I.P.) and P.I.P.A (Personal Information Privacy Act)).

#### **CLASSROOM PROCEDURES.** . . . How things work

- NO PHYSICAL DISCIPLINE will be employed. If the need arises to address a child's behavior, a 'Time-Out' or 'Time Away" will be used at the Instructor's discretion.  
*\*SEE DISCIPLINE POLICY - DAILY ROUTINE\**
- Fire Drills will be held once a month. We will focus on the '**The 8 Key Fire Safety Behaviors**' from '**The Learn Not to Burn**' early learning program. A smoke detector is used for all Fire Drill practices. When the Fire Drill detector sounds, all children are directed to line up at the door. The Lead Instructor and the children will then proceed down the hall as the Assisting Instructors check the room/washroom and follow. The children will be shown the primary exit as well as the secondary exit in order to ensure an awareness of both. Please Note: in the event of a real emergency, the children will be taken across the street onto grassy space or if needed, to Gold's Gym, where the Parents will be contacted to pick them up.
- Attendance will be taken each Program day. If your child will not be attending, please **call to let us know. 778-471-5767 or text Tammy @ 250-574-4206**
- Your child will have a hook to use for their materials. Every effort will be made to ensure his/her personal belongings are kept together and returned. Please mark all personal items with your child's name or initials to help the staff assist the children.
- A 'Parent Bulletin Board' will be located next to the classroom. There you will find the current Newsletter, information about Programming and other items of interest. **Please refer to it for changes or updates.**
- If a child needs to use the washroom, they will notify the teacher that they need to go and an instructor will accompany them to and from the washroom. NOTE: if you are a visiting parent, you are asked to assist only your child in the washroom. This keeps things consistent and helps the children learn to follow the rules.

## Daily Routine

Our daily routine at the Early Learning Sport Academy may vary from time to time depending on what we have planned for the day. Special Events, enriched learning days or special guests may necessitate us to deviate from our normal schedule.

### Class #1

8:45- 9:45 Gym/Sport with River City Gymnastics Certified Coaches  
9:45-10:00 transition to snack (bathroom & wash)  
10:00-10:25 snack in snack room  
10:25-10:30 transition to classroom  
10:30-11:45 Classroom learning with Early Learning Instructors

### Class #2

9:00-10:15 Classroom learning with Early Learning Instructors  
10:15-10:30 transition to snack (bathroom & wash hands)  
10:30-11:00 snack in snack room  
11:00-12:00 Gym/Sport with River City Gymnastics Certified Coaches

### Class # 3

12:00-1:30 Classroom with Early Learning instructors  
1:30-1:45 transition to snack (bathroom & wash hands)  
1:45-2:00 snack in snack room  
2:00-3:00 Gym/Sport with River City Gymnastics Certified Coaches

NOTE: Some students from Class #1 & #2 may stay for class #3. Their rotation will add the following:

12:00-12:15 lunch in lunch room then transition to Classroom

## **NOTE:**

**Early Learning Program is licensed and regulated through Interior Health.  
Gymnastics program governed and regulated through Gymnastics BC.**

## Early Learning Program

### Open Center Play

While in open center play, children move around independently, choosing various fine motor and gross motor activities. Our classroom facilitates centers that immerse the children into a theme or topic of the day.

Some of the centers are as follows:

1. **Manipulative tables** - several different tables facilitating fine motor and literacy activities
2. **Reading Center** - books are available for children to select and read in a quiet corner

3. **Sand Center** - theme related toys are placed in the sand and/or other sensory buckets (beans, rice, oats, shredded paper)
4. **Cars, Trains, Building Blocks** - center facilitates space for children to choose an activity and utilize available floor space to set up and play.
5. **Paint Center** - children choose various theme related cut outs or plain paper to create their master piece.
6. **Chalk Center** - chalk board with a variety of colors develops numeracy and literacy skills giving the child the freedom to create and investigate a different writing medium.
7. **Tool Center** - various tools and equipment are available for the child to work with
8. **Kitchen/Restaurant Center** - dishes, pans, food, menus and note pads are available to allow the children to experiment with writing, role play, nutrition education, etc.
9. **House** - our room has a play house that invites all kinds of possibilities for creative play.
10. **Baby Center** - our baby center has various baby equipment & toiletries along with multiple babies that invite caring, nurturing and social responsibility.
11. **Dress Up** - our dress up center has a variety of clothing items as well as phones, bags, play money that expand the child's understanding of real life scenarios and indulge in make believe.

### **More about Manipulatives**

**Manipulative centers** have many objectives. These centers develop fine motor skills necessary for writing, cutting, etc. They also facilitate opportunities to share, take turns, develop problem solving skills and more. There are some standard centers that are put out daily and others that are either theme or task oriented that rotate in.

**Playdoh center** is a standard center. Cookie cutters change with the theme, playdoh may change color or texture, but the goal of this center is to develop the small muscles in the hands. We practice with scissors on the playdoh which in turn helps the child navigate the scissors during craft time.

**Connectors/builders** are another standard center. The connectors may vary in type but the concept remains the same. How to connect objects teaches us weight and balance, size variances along with many other math and science concepts.

**Puzzles / Seek & Find / Matching** activities are rotated through the manipulative center. These activities are typically theme related and focus on developing certain strategic thinking concepts.

**Literacy center** has various activities from cutting out pictures and gluing onto a paper to saturation of a letter sound. We begin our day with recognizing our first and last name as well as writing our first name. We then group our names according to first letter or other theme or topic and discuss this grouping at snack time. This grouping introduces measurement and graphing.

We also integrate literacy throughout our play centers. The restaurant/kitchen center has menus with picture cues that allow the student to look at a word and see a picture. Note pads are used for taking orders, writing grocery lists, etc. Speeding, accident & towing tickets are issued and other tickets are written while using our vehicles. Traffic signs are displayed.

There are many other centers that we facilitate in order to assist the child(ren) with learning, all cleverly disguised as play. Intrinsic learning is the best way for a child to learn and retain information. To physically experience a concept allows the child to explore and learn as a child should; through physical, inter-active play.

### **Music**

Music is integrated throughout our day in the form of routine songs. We have a clean up song, line up song, book center song, etc. Fun music & dance are also introduced to enhance theme and topical concepts. Our belief is that anything introduced and learned through music will stay with the child much longer than talking and, will be a great deal more fun! Instruments are introduced periodically to develop rhythm, volume, sound differentiation, etc. Students are encouraged to explore different mediums of sound.

### **Drama & Public Speaking**

Our Drama center includes many standard items as well as theme related materials that allow the children the freedom to experiment with role play. In class, we act out stories and nursery rhymes giving the children experience with public speaking and being in front of a crowd. This also further develops literacy as the child now has the ability to retell a story while looking at the book.

### **Science & Math Center**

The science/math center introduces simple science experiments drawing the students' attention to things that are the same and things that are different, identifying forms of measurement and calculation. These results are recorded in simple journals or on charts for the students to discuss and study.

### **Weather & Calendar**

Children are aware of the passage of time and changes to their environment. We strive to give them tools to effectively communicate what they see, hear, taste, smell and feel. The weather and seasons play a large part of our lives and we give the children the vocabulary they need to create constructive conversation regarding the weather and calendar. Months of the Year & Days of the Week are taught. Counting the days and grouping according to instructional and non-instructional days are introduced. Conversation is created regarding changes, seasons, etc. and time.

## **Hand Washing**

Hand washing is an important habit to create in a child's routine. They need to make it part of what they do following toileting and prior to eating on a daily basis. At the Early Learning Sport Academy, we wash our hands prior to snack. Each child is given a small amount of soap in their hands, they are encouraged to move the soap in between their fingers and all around while they are waiting for their turn at the sink. This is a good tactile exercise as well as some children have sensory sensitivities and tactile deficiencies. This also introduces science concepts as they see the soap disappear on their hand and then reappear when under the water. The children wait in line to wash and are encouraged to watch for their turn and go at the appropriate time. Minimum teacher intervention is desired and independence is encouraged.

## **Snack Time**

One of the focuses of the Early Learning Sport Academy is fitness and nutrition. We discuss food groups, healthy snacks and the importance of drinking water. Parents are encouraged to send **only snacks that are on the Canadian food guide and requested to leave sweet snacks at home. PLEASE send only water as a beverage for both snack time and Gym time.**

Suggestions are given as we discuss what healthy food does for our body. Table manners, independence in opening packages and managing our own care (wiping up spills) are focuses while at the snack table. Conversation is encouraged between peers. We ask that you send snack containers that your child can manage on their own.

## **Reading Center**

At the reading center, theme related books are made available for the children to choose from. These books follow the theme that we are studying. Books are carefully selected to allow a pre-reader to try and decipher what is happening in the story by studying the pictures and simple words. Books are read orally to develop an interest in literature and creative thinking.

## **Intro to Theme and Theme Craft**

Creative centers during open play center around a theme or a topic. These themes or topics spill over into all aspects of classroom time. During the Intro to Theme time, we discuss some of the things we noticed during free play that are the same or different from what we are used to seeing. We talk about what we learned that we didn't know before as well as why this theme is relevant to us. Our craft supports our topics or theme and encourages conversation with mom and dad at home.

## **Gymnastics/Multi-Sports**

Our gymnastics/sport sessions are provided by River City Gymnastics. Nationally certified coaches will introduce the dominant movement patterns of gymnastics as the foundation of all sport. Time will be spent warming up, then the children will be lead

through a short stretch and the remainder of the time will be spent developing movement skills as well as sport specific skills.

**SEE GYMNASTICS & MULTI-SPORT ACTIVITIES BELOW FOR MORE INFORMATION.**

### **Discipline / Guidance**

At Early Learning Sport Academy, we make every effort to assist the students in making good choices when interacting with teachers and peers. Instructors assist the students in using full sentences when asking for something or inquiring about sharing. Appropriate responses are modeled for moments of frustration and challenge.

From time to time, a student will make a choice that is not in line with our classroom expectations and the students' actions must be addressed.

The following is the step by step list of procedures that will be followed when addressing a behavioral infraction:

1. Every effort will be made to redirect the student prior to an incident occurring. Using vocabulary that reflects the desired action rather than the undesired action. For instance, using words like, "walking in the classroom" or "going slow in the car" is more effective than "don't run" or "don't go fast". All the children will process is "run" and "fast".
2. If this is ineffective,

The 1, 2, 3 Time Out method will be implemented:

1. An instructor will explain to the student that his/her actions/words/behavior was not permitted. Explain how they may have handled the situation differently and give them a warning.
2. If another incident occurs, warn the student once more, suggest a better way that it could have been handled, letting them know that it was their second chance and that if it occurs again, a time out may be necessary.
3. If a third infraction happens, place the student in a time out, on a chair within the workspace but away from direct activity and document incident in a behavior journal the following information: what preceded the incident, what occurred during the incident, how long did the incident lasted, and what steps were followed to ensure future compliance.
4. Student will stay in a time out until they feel their body is ready to listen and follow procedures. If they feel they are ready, they will be reminded of the rules and permitted to resume play.
5. The student will be encouraged to make restitution if their actions caused injury or discomfort to one of their peers.

If a student has a reportable, behavioral incident (incident including harming another student, harming themselves, episode requiring restraint, physical & intentional damage of equipment, etc) an incident report will be filled out and filed with Interior Health. A copy will be made available to the parent as well as an action plan put in place should a similar

incident occur again. Decision to permit child to remain in the program will be left to the teacher's discretion.

### **Illness**

**If your child is ill (vomiting, diarrhea, discolored mucous, excessive coughing, unexplained rash, excessive fatigue) we ask that you keep your child at home and notify us that your child will be absent. It is important that your child be able to fully and safely participate in the activities of the day. If you are unsure, a decision may be left to the instructor's discretion. Please call prior to bringing your child in if confirmation is required.**

### **Supervision**

In class our ratio will be one adult: 8 children allowing greater access to instructor involved activity and increased safety overall. Instructors will position themselves in such a way as to allow for maximum surveillance of the site. If a child needs to go to the washroom, one of the instructors/assistant will accompany the child(ren) to the washroom and back again.

### **Gymnastics**

When the students are participating in Gymnastics, they will follow Gymnastics BC regulations. While in gymnastics, some of the activities your child will be participating in will include, but not limited to: swinging on the rope, climbing the rope, swinging on the rings, hanging and swinging on the high bar and low bar, somersaults on various apparatus at various heights, hopping over objects on various objects at various heights, balancing on various objects at various heights, climbing into, through and sliding out of the foam pit as well as use of the trampoline. Our focus is developing Physical Literacy  
Please see trampoline use safety rules and responsibilities:

#### **Trampoline use rules and responsibilities:**

1. Direct Coaching/Supervision required
2. One at a time on the tramp
3. Bounce in the Middle
4. Bounce in control
5. Control before height
6. Perform within your limitations

**NOTE: there will be NO inversions on the trampoline**

7. Stop bounce then get off slowly.

### **Multi Sport Activities**

As part of the Early Learning Sport Academy, we will be introducing multi-sport components to the students. These are the building blocks of sport, not necessarily the 'game' aspects of sport as per Canada Sport for Life Active Start program. For instance, the students will learn striking with their foot (soccer) or striking with their hand (volleyball) as well as using

rackets and sticks for sport (hockey, ringette, badminton, tennis, lacrosse, etc). We incorporate balloons and soft balls as well as student size rackets and sticks as progressions to learning these sport components prior to introducing actual game balls and equipment.

Students will also learn the speed and agility portion of sport while developing hand eye coordination. We will play various games of Tag, Capture the Flag, etc. which challenges the students to change directions quickly and develop awareness of where their body is in relation to stationary and moving objects (proprioception). Activities such as obstacle courses, challenge the students to move their body quickly and efficiently over, around, through & between objects while introducing various heights, rotations and balances.

All sport components work together to develop the students' Physical Literacy, confidently preparing them for grade school participation as well as team and individual sport and activity for life.

### **Registration in Process & Payment requirements**

1. Each student who wishes to participate in the Early Learning Sport Academy must first complete a registration package.

a. This package includes:

classroom registration form and indemnity

immunization form

contract for adherence to monthly payment requirements

(\*See Payment schedule below)

submission of 2 different, current photos of child

**1. Gymnastics BC registration and insurance (to be addressed by River City Gymnastics staff at time of registration – if participating in that portion)**

2. Child must be potty trained and have reached their 3<sup>rd</sup> birthday prior to the start date.

3. Child is encouraged to manage their own belongings (back pack and materials inside) along with coat and shoes. Independence is a focus for our program.

Communication will be maintained with family to suggest options for the student to develop this independence.

4. Class fees are due prior to the students attending. Payments must be received prior to the first of each month, in order to secure their spot. We accept cash, cheque, credit card and e-transfer as form of payment.

5. If for some reason the student is not able to continue, 30 days notice is requested to allow time to fill the space. If 30 days notice is not received, a \$25 administration fee will be levied to cover the cost of fee return and any other additional items requiring our attention. If the date of child being removed from the program is not past the 15<sup>th</sup> of the month, half of their monthly fees will be credited back to their account. If the reason for leaving the program is a medical reason, a doctor's note is requested (\*unless for obvious reasons – moving, broken leg, etc) at which time all remaining fees will be returned minus the administration fee of \$25.

6. If payment has not been received by the 5<sup>th</sup> of the month, a late fee of \$10 will be applied to the student's account. If payment has not been received by the 15<sup>th</sup>

of the month, the student's space will be forfeited and the full amount for the month due.

7.If a cheque has been issued as form of payment and is returned to us due to insufficient funds, a \$25 NSF fee will be issued along with a \$10 late fee and applied to the account,

8.Parents are asked to read, understand and adhere to all requirements as set out in the Parent Handbook. Should a parent choose to deviate from the prescribed handbook, a classroom instructor or Manager will request a private meeting with the parent to discuss. If no resolution can be reached, it may be deemed in the child's best interest to discontinue participation in the program.

**NOTE:** Any immediate concerns regarding child safety while in the care of family will be brought to the attention of social services.

**Any concerns regarding child behaviour while in the care of River City Gymnastics will be brought first to licensing's attention and an intervention officer will be consulted. (behaviour interventionist, development specialist, counsellor, etc)**

### **Withdrawal Policy**

Each month of programming is paid for at the beginning of the month. We accept cheques, credit cards or e-transfers as suitable methods of payment. If for any reason, it becomes necessary to **withdraw your child from the program, one month notice is required-in writing to the Manager, indicating the reason for the withdrawal and the anticipated last day of attendance.** If it is not possible to give a month's notice, a half month's payment is required. Following the one month withdrawal period, any unused portion of the monthly fees will first be applied to outstanding fees owed and the remaining portion returned to the parent/guardian or person from whom the payment was received.

It is up to the discretion of the Program Manager if a child is asked to be removed from the program. If this should happen, the parent/guardian will be notified in writing with details pertaining to the reason for withdrawal, two weeks notice given, and any remaining fees applied first to outstanding fees owed and the remaining portion returned to the parent/guardian or individual from whom the payment was received.

NOTE: if the Manager finds it necessary, in the best interests of the program and those involved that a child be removed from the program immediately, the two week notice will be waived, remaining fees applied to outstanding fees owed, and the remaining portion of the fees be returned.

If there are extenuating circumstances that may necessitate the child be removed from the program immediately (health reasons, etc) other than at the request of the Manager, a written request can be made to the Manager for consideration regarding returned fees.