



out of school clubs



BEFORE & AFTER SCHOOL CLUBS



KINDI-CARE CLUB



SUMMER CAMP



LEADERSHIP PROGRAM



ELCC & COMMUNITY DEVELOPMENT

# Family Handbook

Updated January 2020

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## LOCATION CONTACT INFO

<p><b>Prince of Wales School</b></p> <p>☎ 1 (587) 439-9170</p> <p>✉ pow_info@toppkids.com</p>	<p><b>St.Philip Fine Arts School</b></p> <p>☎ 1 (403) 702-6279</p> <p>✉ st.philips_info@toppkids.com</p>
<p><b>Coventry Hills School</b></p> <p>☎ 1 (587) 436-6378</p> <p>✉ coventry_info@toppkids.com</p>	<p><b>Maple Ridge School</b></p> <p>☎ 1 (587) 434-5623</p> <p>✉ mapleridge_info@toppkids.com</p>
<p><b>Evergreen School</b></p> <p>☎ 1 (587) 434-7318</p> <p>✉ evergreen_info@toppkids.com</p>	<p><b>Copperfield School</b></p> <p>☎ 1 (403) 837-6580</p> <p>✉ copperfield_info@toppkids.com</p>
<p><b>Holy Child School</b></p> <p>☎ 1 (403) 479-7130</p> <p>✉ holychild_info@toppkids.com</p>	<p><b>McKenzie Lake School</b></p> <p>☎ 1 (403) 408-9792</p> <p>✉ mckenzielake_info@toppkids.com</p>
<p><b>North Haven School</b></p> <p>☎ 1 (403) 408-9774</p> <p>✉ northhaven_info@toppkids.com</p>	<p><b>TOPP KIDS Summer Camps</b></p> <p>☎ 1 (403) 702-4009</p> <p>✉ summer_camps@toppkids.com</p>
<p><b>Career Opportunities</b></p> <p>☎ 1 (403) 702-4009</p> <p>✉ careers@toppkids.com</p>	<p><b>Professional Development &amp; Workshops</b></p> <p>☎ 1 (587) 356-3199</p> <p>✉ professional_development@toppkids.com</p>
<p><b>Regional Managers- Calgary &amp; Area</b></p> <p>☎ 1 (403) 702-4009</p> <p>✉ info@toppkids.com</p>	<p><b>Accreditation Manager</b></p> <p>✉ accreditation@toppkids.com</p>
<p><b>Integration Coordinator</b></p> <p>✉ integration@toppkids.com</p>	<p><b>Financial Office</b></p> <p>✉ accounts@toppkids.com</p>



## A LETTER FROM THE TOPP FAMILY

*Dear Parents,*

On behalf of the **TOPP KIDS Out of School Clubs**, allow us to welcome you and your child to our program. If this is your child’s first year at TOPP KIDS or if they are seasoned program veterans, thank you very much for your support and commitment to our program.

**TOPP KIDS Out of School Clubs** offer industry leading, quality childcare and leadership opportunities, conveniently set up in the school that your child attends. We believe in 4 fundamentals that we practice every day in everything we do:

PLAY, GROW, LAUGH AND LEARN.

We strive to provide innovative and exciting experiences where children can learn and develop through PLAY and exploration during the *critical hours*. Individualized planning and supportive interactions between our staff and the children help us to create an atmosphere that feels safe and encourages feelings of self-worth, creativity and leadership.

*It is our mission to provide accessible, affordable & high quality child care programs and training to Albertan families & Early Childhood Educators.*

All of this has been possible because of the support provided from our communities, parents and our dedicated ‘Family Members’ (staff), which we are very grateful for.

As a team, we pride ourselves on providing a program that meets the changing needs and interests of the children and youth that walk through our doors. Each year we strive to create new opportunities for your children so that they can grow and build intelligence, social emotional competency and continue to move along their path to becoming responsible lifelong learners and leaders.

If at anytime you have questions or concerns about the programs, staff or facility, please feel free to address these issues with the Program Co-ordinators or myself. We welcome and value your feedback as well as new ideas and suggestions for improvement. As the year progresses, an experience survey will become available to you. We welcome your input and promise to take your suggestions into account as we continue to ensure TOPP KIDS programs remain rich in both educational value and fun.

Please take some time to read through the following pages with your TOPP KID. This manual will help you and your child better understand our program, philosophy and policies. You are required to fill out the consent package and online Timesavr profile on or before the first day of registration and orientation. Care can not be given without these on file.

Thank you for choosing TOPP KIDS Out of School Clubs. We hope that you will enjoy your experience with us as much as we do each year. For more information please call 403-710-8384 or check out our website at [www.toppkids.com](http://www.toppkids.com)

*Welcome to the family!*

*Cody Topp*

Co-Owner / CEO

*Leslie Topp*

Co-Owner - Founder



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## Preface

This handbook was created to provide you with information about our policies, procedures, daily schedules and our team. Please set aside some time to become familiar with this handbook. It will be very helpful in answering many questions that may arise. However, we recognize that no handbook can answer every question. If you do not find an answer to your question in this handbook or if you would like a particular policy or procedure clarified, please feel free to ask your Program Coordinator or other staff. We will be glad to help you answer every question.

## Quality & Value

We intend to make your child's experience with us as fun as possible every single day they are here! That means we pay close attention to the quality and value of the care we provide through:

- Ensuring safety for your child at every level.
- Only employing staff who are passionate about Early Learning and Child Development, who care about your child's well-being, who are well trained and can be counted on to be the kind of role models and mentors that parents appreciate.
- Creating activities that provide children with great new experiences, opportunities to build leadership, use multiple intelligences and just have FUN!
- Unique theme based weeks and projects that keep children and parents excited.
- Our commitment to provide the highest quality childcare in Calgary!
- Our commitment to the accreditation process- always striving to become better!

## Purpose

After a week of our program, your child will gain more than just new stories to tell, they'll have new friendships to continue or a new interest to pursue. We are committed to bringing **PLAY** and **IMAGINATION** back to kids!

## What Goes on at TOPP KIDS?

Our teams are trained to plan and host a variety of exciting activities daily including;

- Arts and crafts
- Cooking
- Kids Club
- Literacy and current events
- Science Experiments
- Media Development
- Group Games
- Leadership initiatives
- Sports tournaments
- and so much more!

*Don't forget that we also offer exciting weekly themes, throw our own holiday and PD day parties, have spontaneous dance offs and numerous other activities to keep children engaged and entertained throughout the day. The program also provides age appropriate interest centers and has full use of physical activity equipment and the playground.*

*Our goal is to create life long memories, help build long lasting relationships and  
**JUST HAVE FUN!!!***

## Items Needed for TOPP KIDS Everyday

(Labelled with child's name please)

1. Sneakers or shoes with backs are **mandatory every day.**
2. Weather appropriate clothing & hat
3. Minimum one water bottle
4. One bag or backpack to place all items needed for TOPP KIDS- ***we do not have cubbies; everything your child needs must fit and stay in one bag.***



## Lunches & Snacks

- Children need to pack a healthy, double stacked morning and afternoon snack with drinks for everyday as they are not provided. (**NO NUTS PLEASE**)
- No soda or candy please.
- For PD and field trip days, pack a lunch in a **DISPOSABLE BROWN PAPER BAG ONLY.**

## Program Information

- Weekly emails will be sent to families notifying them of the upcoming weeks events and activities.
- Weekly postings will be located daily by the sign in/out sheet or on our Parents Board.
- **Postings will include:** Special bulletins, suggestion boxes, field trip details, information about activities we have planned and an additional list of items children may need for activities.
- The "Family Handbook" has been prepared so parents are aware of our policies and procedures. We hope that you find it helpful. If you have any questions, please don't hesitate to give us a call at **(403) 710-8384.**
- Parent resources and information will be available to families every day in a convenient binder on our main table.
- Newsletters are also sent out bi-monthly, updating your family on events, policy changes, reminders and all the fun the programs are having!

## PD Days & Field Trips



- We have been known to throw theme parties or potlucks and may ask families to bring a dish or item for the group.
  - From time to time, TOPP KIDS may have special guests visit for educational purposes (i.e. the Reptile Guy, Police Officers, EMTs, etc.) and if you are interested in volunteering as a presenter, please talk to the Program Co-ordinator.
  - Transportation for any trips will be provided for TOPP KIDS by Southland Canada Charter Buses. All Children who plan on attending field trips must be onsite by 8:30am as buses leave promptly at 9:30am unless otherwise posted.
- Children **MUST BE DRESSED APPROPRIATELY** for each trip. Failure to bring appropriate clothing will result in the child staying at the centre with the on-site team.

## On the First Day

**Important Materials to Hand in on the First Day include:**

- Consent package**  
*(emailed to you once you have been accepted into a TOPP KIDS Program) (Child Walk home & Distal Supervision pages are optional and can be requested)*
- Any medications needed on site for your child**  
*(original containers please and a form will need to be signed in the program)*
- Post dated cheques**  
*(Dated either the 1<sup>st</sup> or 15<sup>th</sup> of each month, for the remainder of the school year or summer program you are attending) (ie: 10 cheques per school year – September through June)*
- Recent Picture of your Child**

*Signed consent forms and family information are legally required by TOPP KIDS Out of School Clubs to attend our programs.*

## Facilities

During the school year we utilize the gymnasiums, flex rooms, libraries and classrooms of the school your child attends. We also use the surrounding fields, parks and playgrounds. For our Spring/ Easter programs, we go off site for field trips. We are closed during the school scheduled winter breaks.

In the summer months, TOPP KIDS Summer Camp is hosted at the Willow Ridge Community Center. During the Summer program, a range of field trips and workshops are available based on the weekly theme. We also use the surrounding fields, parks and playgrounds.

## Refund Policy

To be eligible for a refund, written withdrawal from the program must be received no later than one calendar month before the next month's start date (excluding Saturdays, Sundays and Statutory Holidays). Written withdrawals received less than one calendar month are not eligible for a refund. Withdrawals may be submitted via email to: [ctopp@toppkids.com](mailto:ctopp@toppkids.com) or in person to a Program Co-ordinator. **All** withdrawal refunds are subject to an administration fee of 10% of the month's tuition (max \$50).



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## Out of School Care Philosophy & Mission Statement

At TOPP KIDS Out of School Clubs we know each child is unique. There are 4 fundamentals that we both believe in and practice every day in everything we do:

PLAY, GROW, LAUGH AND LEARN

We strive to provide an environment that is safe, nurturing and stimulating, where children learn and develop through play and exploration. The physical environment as well as an age-appropriate program plan is designed to meet the needs of children in all areas of development (social, physical, intellectual, cognitive and emotional). Individualized planning and supportive interactions between our staff and the children help us to create an atmosphere feel safe and encourage feelings of self-worth, creativity and leadership.

*It is our mission to provide accessible, affordable & high quality child care programs and training to Albertan families & Early Childhood Educators.*

## TOPP KIDS Guiding Principles:

1. **We** thrive on creating fun group and learning experiences for our kids and staff
2. **We** share ideas and communicate openly (share fearlessly)
3. **We** are genuine, considerate, and respectful – we are a family!
4. **We** are problem solvers and have a “can-do” attitude
5. **We** believe every child can be coached to develop leadership skills
6. **We** support creativity and personal growth
7. **We** support a safe and respectful environment for our kids and staff
8. **We** are inclusive and embrace diversity through mutual respect

**TOPP KIDS Out of School Clubs** provide a safe, nurturing and developmentally appropriate program which, fosters active learning, support for the whole child and a child friendly environment.



*TOPP KIDS vision is to provide outstanding childcare programs while we create and lead a new standard in school age care.*

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## Program Highlights

### Family Interaction

Families are an integral part of our program and are welcome to come in at any time and feel comfortable discussing issues regarding their children's progress or any aspect of our policies and program delivery. We also provide opportunities for staff, parents and children to get together and interact (i.e. TOPP KIDS holiday parties, open houses and council nights). Ours is an inclusive program that caters to needs of families from diverse backgrounds and cultures. We acknowledge and respect the values, beliefs and the multicultural heritage of our society and strive to enrich our program by including diversity.

### Convenience

With today's average working family, the need for convenient child care is growing. Having our programs based out of the same school that the children attend was a key consideration for us in creating our business plan. The ease and convenience of eliminating outside travel time and having a location close to home were the main advantages to having our centers based out of local schools.

### Leadership Program

Our leadership program helps teach kids to feel comfortable in leading large groups of children. To have others respond well to their suggestions and build interest in setting the direction or style of play for their peers is beneficial as they mature as leaders. We believe leadership in children can be nurtured and grown and in turn, build great amounts of self-respect and self-worth. We let everyone have a chance to lead for a day (with the help of our staff). They help plan the day and lead by example. In addition, much of our activity planning is child led through our programs like Circle suggestions and our Kids Clubs initiative. See our full leadership program (page 40).

### Center Features

Each of our centers are organized into specific play centers (i.e. costumes, housekeeping, blocks, homework, reading area, library, art, music, technology, science center, puzzles, manipulative toys, board games, dramatic play and sports). Large outdoor play areas with parks are also attached to every center. Each program also boasts a **maximum** of 1:15 staff to child ratio.

Arts and crafts, science, multiculturalism, active play, Kids Clubs group games and outdoor play are all integral main components of our daily programming.

### Building a Better Community

We feel that it is our social responsibility and mission to provide quality child care to the community at an affordable price. We focus on providing children with the necessary tools to become leaders in their communities, along with abolishing bullying in their environments. Being an integral part of the community is important to us as well, so TOPP KIDS Out of School Clubs try to participate in local events and fundraisers whenever we can as well as advocacy projects and associations for school age early learning and child care.

### We're Fully Accredited!

We are proud to show that currently all our TOPP KIDS Out of School Clubs are fully accredited programs. What does Accredited really mean? It means that all of our centres have undergone a continuous, voluntary process that shows that we are committed to providing the highest standards of Early Childhood Education and that we continue to grow and better our practices going far above Alberta licensing standards. As we always say: We are here to provide the **BEST** quality care possible. This is after all an industry of passion and that's what drives us!



## Our “Family Members” (Caregivers & Team)

We pride ourselves in having a committed team of caregivers who create a stable, nurturing environment for the children in our care. Our staff are long term team members and occasional college/university students completing practicums in education or early childhood development degrees. We consider our team to be our “Family Members”.

Our “Family Members” are highly trained with all staff having post-secondary training in Early Childhood Education.

All staff are active in professional development and in pursuing personal growth through continued workshops, courses and pilot project initiatives throughout the year. You will have an opportunity to meet our staff during your tour.

Our Program Coordinators are specifically chosen for their experience, expertise and passion for providing the highest quality childcare available. They are always happy to help parents and staff with any questions, concerns and to provide a smooth transition for children entering our program along with ongoing individual updates for parents.

## Our History



TOPP KIDS Child Care Center was founded as a before and after school program in 2010 as a project of passion for its founder Leslie Topp.

Having worked in Early Learning & Childcare for over 25 years, Leslie experienced first and the incredible effect of early academic exposure and the power of play, imagination and natural exploration in young children.

In the years that followed, she worked to modify her own child developmental approach, one that would not impose on the child’s natural desire to explore, play, and learn by experimenting with the environment. She then came up with her **Play, Grow, Laugh & Learn** model.

Our unique approach to care focuses on providing safe, engaging, fun programs for children that are convenient and accessible for *all* families while building connections within communities.

In 2012, Leslie had unfortunately been diagnosed with Lupus and her son Cody stepped in to continue building her dream.

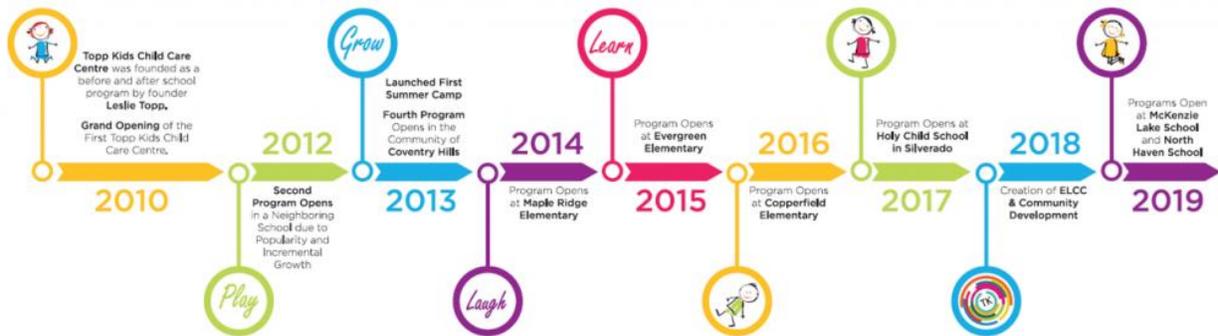
Cody’s focus has always been the growth and development of the brand and his teams, innovating new ideas and has been the driving force behind the group. He started by developing our systems and high standards ensuring our Accredited status was obtained and quality goals were exceeded. Soon after, he moved to expand the number of locations and types of programs provided as well as building our “Family” run feel.

His involvement within the community and the global Early Learning Care landscape has escalated TOPP KIDS into becoming a leading care provider and is now nationally recognized. Cody currently sits as the Vice Chair of the [School Age Care Directors Association of Alberta](#), Chair and host of the annual [Alberta School Age Care Conference](#), and Founder and Chair of the *Lights on Afterschool Alberta* movement.

Cody’s passion for growth and development has now led him to create a way to better share resources across the Early Learning Care industry – opening the [ELCC & Community Development Education Centre](#).

TOPP KIDS has had great success in serving hundreds of families, surpassing our founder’s goals and continuing to make an impact in Alberta’s communities.

# TOPP KIDS Child Care Centre **OUT OF SCHOOL KIDS**



## Our Growth

In 2010, our first school program at **Prince of Wales School** opened to address a need for care in the community. TOPP KIDS' first program saw incremental growth before opening a second program in a neighboring school, **St. Philip Fine Arts School** in 2012.

In 2013, TOPP KIDS launched our first **Summer Camp** and extended our reach across the city to open our fourth program in September in the community of **Coventry Hills**.

In 2014 we opened yet another program at **Maple Ridge School** and then **Evergreen School** in 2015, **Copperfield School** in 2016, **Holy Child School** in Silverado in 2017 and **McKenzie Lake School** and **North Haven School** in 2019.

Over a few short years we have grown to seven Before and After School Clubs and two Kindergarten programs, reaching over 600 families across the City of Calgary.

We are proud to be recognized as an industry leader in Calgary as we continue to work on "Phase Two" of our expansion plans.

Our latest project is our **ELCC and Community Development Education Centre**. This program strives to create a system of Early Learning Care professional development and workshops for our own teams and other Early Learning Care professionals across Alberta. Our drive is stronger than ever as we work on our most important goal of creating a new standard for care of children ages 5 – 12 in Alberta.

We are working in partnership with the Government of Alberta, Mount Royal University, Bow Valley College and other community partners to raise the quality and accessibility of childcare in Alberta, as well as raising awareness for the importance of Out of School Care for children in our communities.

Over this next year we will be continuing to focus on providing Quality, affordable programs as well as extend the accessibility of these programs to new communities like Airdrie and opening more summer camp locations. Our programming focus over the next year will be based on child led emergent programming and a Kids Club based atmosphere as well as continuing elements of Social Emotional Literacy, Loose Parts Play, Community Citizenship and STREAM (Science, Technology, Reading & wRighting, Engineering, Arts, Mathematics) outcome programming. We are very firm believers that children are natural leaders and learners and we will be continuing to develop new ways to encourage all our children to be true TOPP KIDS!

We will also be introducing In-house residency programs throughout the next year. The four main categories that will be seen in every program will be STREAM, Literacy, Artistic Expression, and Physical Literacy Programming -all hosted by companies and personalities from outside TOPP KIDS.

In addition, as we are now recognized as an industry leader in Calgary, TOPP KIDS is continuing to work on what we like to call Phase Two, we are now part of creating a new standard in care for children ages 5- 12 in Alberta, working in partnerships with both the government of Alberta and Bow Valley Collage. Along with creating a system of Child Care Professional Development Workshops (now government funded!) for not only our teams but for other Child Care companies across Calgary we are

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actively involved in many advocacy projects including the Lights on After School Calgary initiative or the creation of the RIGHT TO PLAY CHARTER- which was signed into the bill of Human Rights in September. With this being said, we will be continuing to introduce many pilot projects over the next couple years utilizing the latest research and development in the Early Childhood Education (ECE) field with partner groups like S.A.C.D.A. (School Age Directors Association of Alberta), the Afterschool Alliance, CCCF (Canadian Child Care Federation), EFK (Engineering For Kids), FLIGHT: Early Learning and Child Care Curriculum Framework, Bow Valley University and Portage Collage. The effects of this kind of development within the company will all around enhance our program and outcomes with the children and families. We encourage your feedback and welcome all suggestions!

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## General Policies

The following are our current policies and procedures. Please keep in mind that we are continually adding and refining this list as we grow. Updated Family Handbooks will be available online at [www.toppkids.com](http://www.toppkids.com) and by request at the programs. TOPP KIDS will also post notices in programs as to any policy changes for a period of one week.

### EVALUATION PERIOD

The first month of enrollment in a TOPP KIDS program is an evaluation period. During this time program staff observe how a child is integrating into the program. They monitor the child's behavior, compare observations, and communicate any concerns or difficulties observed with parents / guardians. Program Coordinators will make a recommendation to parents / guardians at the end of the evaluation period as to whether the program is suitable. Program Coordinators will recommend that the child continue with TOPP KIDS, if a Support Aide is needed (mandatory if requested by the Program Coordinator) or terminate care and suggest alternative / supportive program options within the community.

### INCLUSIVE CARE PROGRAM

TOPP KIDS is an *Inclusive Care* program who prides itself on Acceptance, Tolerance, and Empathy with all attendees including those with diverse needs. Many of the schools we service have specialized programs like the *BRIDGES* program that cater specifically to families with diverse needs. TOPP KIDS prides its self on the education and professionalism of our teams but we do also have the ability to help families contract additional *Supportive Aides* to work one on one with their child in the program through an assessment process. Funding must be approved first by FSCD (*Family Support for Children With Disabilities*) and *Supportive Aides* would then be contracted by either TOPP KIDS or the outside support organizations. All *Supportive Aides* would be additionally trained by TOPP KIDS so that our standards would be consistent throughout the program.

### ATTENDANCE POLICIES

#### Hours of Operation

TOPP KIDS Before & After School programs operate starting at **7:00 am** until the last morning bell rings (times will vary depending on the school) and begins again afterschool (times will vary depending on the school) at the bell until 6:00 pm throughout the school year. Half day kindergarten programs, spring break, PD days and Summer programs will open at 7:00am and close at 6:00 pm. (Refer to TOPP KIDS Calendar at back of the book)

- TOPP KIDS operates most PD days and spring/Easter break unless otherwise specified and posted.
- TOPP KIDS will not open for **statutory and civic holidays, teacher's convention, Easter Monday or winter break.**
- The **last day of school** is the last day TOPP KIDS will be open for the school year.

#### Holidays & Centre closure



The holiday closures are posted on the TOPP KIDS bulletin boards and is communicated through bi-monthly newsletters. These include both winter/ Christmas breaks, Teachers Convention and summer break.

The center will be closed for all statutory holidays.

Please note the following:

- Monthly fees are *not affected* by holiday closures or sudden school closures.
- Where any statutory holidays fall midweek, an alternate day may be taken.
- The tuition fees for the spring/Easter break are *increased* for part time participants due to the increase of cost of the program.
- The **last Friday of the summer**, TOPP KIDS will be closed for school preparation.

### Weather Closure

In the event of extreme weather TOPP KIDS Out of School Clubs may be closed. A telephone & email chain will be utilized to advise as many parents as possible should this occur. If unsure please phone the center or check with the early morning news media.

Please note that if the temperature (including wind chill) is:

- below zero degrees - children will not be taken outdoors without appropriate winter clothing.
- below minus 19 degrees or a Blue Day is called– children will not be taken outdoors for gross motor activities
- or air quality is a level 4 or higher – children will not be taken outdoors for gross motor activities.

Each program will also adhere to the schools' outdoor policies as each school system is slightly different.

### ARRIVAL & PICK UP POLICIES

#### Arrival and Pick up Times

No children will be allowed onto the school premises before 7:00 am and all children must leave the center by 6:00 pm. If a parent is unavoidably late, the center must be contacted and a late pick up fee will be charged to cover overtime (see Tuition Periods and Payments). Parents/ guardians by law must come into the program to pick up/drop off their children.

In the event of a child being left at the center with no contact from the parents or guardians, the staff will:

- Try to reach one of the emergency contacts on the child's profile first.
- Contact the Alberta Family and Social Services and the Calgary Police.

If a child is not going to be attending or will be arriving later than normal, parents are requested to notify the TOPP KIDS Program Coordinator by phone as early as possible. Late pickups could result in verbal or written warnings leading to suspension or termination.

#### Signing in/out & TimeSavr

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**Signing your child in and out of the center every day is a requirement of TOPP KIDS Out of School Clubs.** This point of contact between parent/guardian or authorized individual (at minimum 12 years old) and staff acts as an acknowledgement by both parties of the passing of liability of care and used as a time to communicate any important information. This is an industry best practice made mandatory by TOPP KIDS Out of School Clubs. Using the TimeSavr program enables us to ensure that we meet staff/child ratios and that we have an accurate count of every child in the center should an emergency arise.

TOPP KIDS will not accept liability for a child dropped off anywhere outside of the program. Families MUST Sign them in.

### **Authorized pick ups**

Anyone who is authorized to pick your child up from the center must be listed on the registration form at enrollment. Individuals must be at least 12 years old. Any changes must be given to the staff in writing (if the pick-up person is under 18, a form must be signed for release to a minor).

TOPP KIDS Out of School Clubs reserves the right to call a secondary or emergency contact to pick up a child if an authorized pick up person enters the program intoxicated or violent in any way. We also reserve the right to call the authorities if compliance to leave is refused by said person(s).

### **SICKNESS & ATTENDANCE GUIDELINES**

#### **When to keep children at home**

Children should be kept at home:

1. If they are running a fever greater than 100°F/37.5°C
2. If they have a severe cough
3. If they have a continuous runny nose
4. If they have diarrhea
5. If they have vomited more than once during the preceding night
6. If they suffer from any of the following:
  - diphtheria
  - hemophilia influenza type B
  - head lice
  - hepatitis A
  - measles
  - mumps
  - pink eye
  - ringworm
  - rubella
  - scabies
  - scarlet fever
  - strep throat
  - tuberculosis
  - whooping cough
  - any other infectious disease or illness.

#### **When children may be sent home**

Parents may be called to pick up their children if they have any of the following symptoms:

1. Vomiting
2. Diarrhea
3. A fever greater than 100°F/37.5°C
4. Continuous coughing

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5. Migraine headaches
6. Difficulty breathing
7. Any of the signs and symptoms of a communicable disease or illness (see list above)

## HEAD LICE POLICY

Children displaying signs or symptoms of head lice are to be removed from the centre immediately. If a parent fails to arrange for immediate removal of a child displaying symptoms, the alternate contacts (emergency contact) will be called. The child will be kept as far away as it practical from the other children. Each program has a designated area where the child can rest and be regularly monitored by staff.

### Signs or symptoms of illness exhibited by a child can include but are not limited to:

- lots of itching of the head
- eggs or lice on the scalp, hair or neck
- red or inflamed skin near the ears or the back of the neck

**Please see the Head lice information Sheet.**

A child may return to a program if the Program Coordinator is satisfied that the child does not pose a health risk to other children or caregivers. A child must be **treated, all nits removed and been symptom free** for a period of not less than **24 hours before they may return**. A **second case** in the same child will require a **written doctors note stating treatment has been completed, all nits removed and been symptom free for 48 hours**. Parents will be informed to seek alternate child care or to keep their child at home if the child does not meet these requirements. TOPP KIDS will not be liable for refunds of child care fees for time missed.

The goal of the policy is to stop or limit the spread of head lice in our programs.

If you have any questions or concerns, we would like to hear them! Please speak to your Program Coordinator.

Parents will be informed of TOPP KIDS practices regarding ill children through the Parent Handbook. In the event that parent's fail to arrange immediate removal of an ill child the program will follow Supervised Care for Sick Children Policy.

### Employees Will:

- **Staff will assess if a child is ill by doing a visual assessment of the child, take child's temperature, and watch for changes in child's behaviour.**
- Practice general hygiene and will encourage children in hygiene practices.
- Use proper hand washing throughout the day.
- Regularly sanitize all toys and equipment.
- Maintain a record of children who are sent home due to illness. This record shall include:
  - Child's name
  - Date child was observed ill
  - Name of Employees who identified the child was ill
  - Time parent was notified
  - Leader who contacted parent
  - Time child was removed from the program
  - Date child returned to the program

## WITHDRAWING YOUR CHILD OR TERMINATION OF CARE

### Withdrawal initiated by a family



If a family chooses to withdraw from care at TOPP KIDS, a *Child Care Withdrawal Notice Form* must be submitted within the first 5 (five) calendar days of the month in order to have care terminated by the last calendar day of that month. Any *Child Care Withdrawal Notice Form* submitted later than the 5 (five) day period will not be able to terminate care for that month. Any form submitted after the 5<sup>th</sup> will be considered notice for the end of the following month. No refunds of the initial deposit will be given.

In the case of emergency or special circumstances, exceptions may be made through a decision process between the Program Coordinator and owner. No refunds of the initial deposit will be given.

### **Withdrawal initiated by TOPP KIDS Out of School Clubs**

TOPP KIDS Out of School Clubs may require a child's withdrawal from the program under the following circumstances:

- Non-payment of fees/ fees later than a five-day grace period.
- Aggressive behavior on the part of the parent.
- Extreme and continuous aggressive behavior on the part of the child despite efforts by staff and parents to address the problem.
- Continuous late pick-ups.
- Philosophical differences between the program and the family.
- Defamation of the program, its participants or its staff.

Should TOPP KIDS Out of School Clubs find it necessary to terminate services, parents will be responsible for fees up to and including the termination date.

### **PROGRAM POLICY**

At TOPP KIDS Out of School Clubs, we have developed a program which is focused on the individual child. Our programming considers the unique factors and context of the diversity of families, cultures and the local community.

Planning is a shared partnership between staff and children. Staff actively listen and engage with children as collaborators and co-creators of the program to construct meaning and understanding that is relevant to the interests to the children. Daily planning involves input from the children and is responsive to their interests, backgrounds, preferences, needs and abilities. Staff will use their professional judgment to decide when to actively intervene across a range of situations and to pick up on opportunities for learning. Staff also use children's strengths and interests to challenge children to find deeper meanings and understanding about their world.

Programming incorporates a variety of planned and spontaneous activities. The staff supports the children to initiate, plan and follow through on all their activities.

Off-site excursions are planned with children's input and are posted a minimum of 2 days prior to the trip. Updated lists of available off-site excursion opportunities with contact information are available for programming purposes when needed. Off-site excursions are planned for most non-school weeks, including spring break and summer.

Parents are always invited to participate in off-site excursions with their children, provided they meet TOPP KIDS volunteer standards.

### **EMOTIONAL DEVELOPMENT AND CHILD GUIDANCE POLICY**

Child guidance is maintained through careful and active supervision, setting clear limits and giving age appropriate explanations. The staff approach discipline in a positive manner, using praise and attention

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to encourage desirable behaviours. The staff also treat each child as a unique individual and are fair, firm and consistent. We encourage children to accept the consequences of their behaviour and we engage in problem solving alternatives where age appropriate. Methods include:

1. **REDIRECTION:** Guiding a child into acceptable options.
2. **LOGICAL AND NATURAL CONSEQUENCES:** Making the child aware of the results of their actions.
3. **LIMIT SETTING:** Staff develop boundaries for the children, either as a group or individually according to the situation.
4. **MODELING:** Demonstrating appropriate ways to the children.
5. **PROVIDING CHOICES:** Staff outline appropriate choices and children are encouraged to make decisions for themselves.
6. **ANTICIPATING:** Staff plan and prepare the environment in such a manner to avoid conflict.
7. **IGNORING:** Some inappropriate behavior can be ignored and more attention paid to appropriate behavior.
8. **REFLECTION TIME:** A child may be removed from a situation that is distressing them for a brief period of time.

### 6 STEPS TO CONFLICT RESOLUTION

1. **APPROACH** calmly, stopping all hurtful actions. Place yourself between the children on their level.
2. **ACKNOWLEDGE** children's feelings...asking the child aware of the results of their actions.
3. **GATHER INFORMATION** ...
4. **RESTATE THE PROBLEM** ... Demonstrating appropriate ways to the children.
5. **ASK** for ideas and solutions and choose one together....
6. Be prepared for **FOLLOW UP SUPPORT**.

### CHILD GUIDANCE PROTOCOLS

Employees and parents will be required to sign the Child Guidance Policy prior to their first day at TOPP KIDS (found in consent package). Children will help Employees to develop group rules and guidelines that are reflective of the Child Guidance Policy (3.1a).

Should serious or persistent behaviour continue, a behaviour plan will be implemented between the centre, child, and parent. A meeting with parents may be requested by the Program Coordinator or Operator to discuss behaviours and to examine the need for community support to be put in place.

Suspension/termination from the program may result if a child's behaviour is considered dangerous to employees, peers or property. The decision to suspend/terminate care for a child is determined by the Operator.

### SAFETY CONCERN

Immediate pick up by the parent / guardian will be mandatory followed by a meeting with the family, Program Coordinator, Support Aide (if involved with the child) and Support Management to assess continuing attendance and date to return to the program. An agreed upon action plan must be put in place and signed by the parent(s) / guardian and the child before the child can return.

## MUTUAL RESPECT POLICY



The *Mutual Respect Policy* is an underlying, fundamental policy at TOPP KIDS Out of School Clubs and it applies to the children, staff and parents of our program.

### The Policy:

TOPP KIDS Out of School Clubs are committed to providing a safe and supportive environment where all members of the community are valued and respected.

All community members are to interact with each other in a respectful manner that promotes the ethos of the program.

We promote the following fundamental mutual respect policies:

- Everyone deserves the right to finish speaking without being interrupted
- All interactions need to be conducted in a positive and respectful manner
- Everyone has the right to express their feelings
- Respect must be shown to everyone regardless of race, sex, culture, etc.

It is the staff's responsibility to model and enforce this policy at all times. TOPP KIDS Out of School Clubs also make sure that culturally influenced toys and themes are integrated into our program.

## INCLUSION/DIVERSITY POLICY

**Statement of intent:** Our setting is committed to valuing diversity by providing equal opportunities and anti-discriminatory practices for all children and families.

### We aim to:

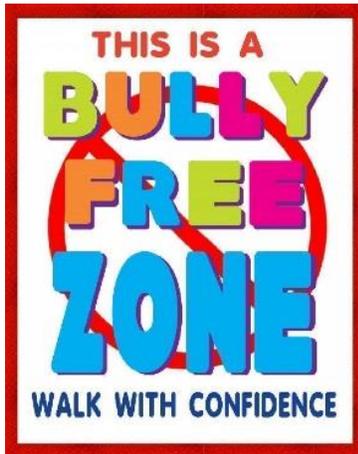
- Provide a secure environment in which all children can flourish and in which all contributions are valued.
- Include and value the contributions of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, people with disabilities, ethnic and cultural groups.
- Improve our knowledge and understanding on issues of anti-discriminatory practices, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all the activities presented.

### Methods:

- Our setting is open to all members of the community and we reflect the diverse members of our society in our marketing and promotional materials.
- Applicants are welcomed from all backgrounds and employment positions are open to all.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We provide a setting which includes activities, foods, pictures, song materials and stories which are reflective of other countries and cultures.
- Staff will develop intimate and warm relationships with each child and their family through informal chatting, open discussions and collecting relevant information about the family's unique context.
- We will provide accessible play facilities ensuring the physical environment is adapted to each child's individual needs.

## ANTI-BULLYING POLICY



### DEFINITION

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety (either psychologically or physically) or their property, reputation or social acceptance on more than one occasion (Department of Education and Early Childhood Development Definition).

### RATIONALE

At TOPP KIDS Out of School Clubs, we work to promote a positive culture where bullying is not accepted, and in doing so, all will have the right for respect from others, the right to learn or lead and a right to feel safe and secure within the programs environment.

### PURPOSE

Our aim is to promote tolerance and positive behaviour in the TOPP KIDS community through:

- Reinforcing within the program community that no form of bullying is acceptable.
- Encouraging the children to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as the observer or victim.
- Ensuring that all reported incidents of bullying are followed up with support given to the victim, perpetrator and all other individuals involved.
- Seeking parental and peer group support and co-operation at all times.

### Types of Bullying

There are 4 broad categories of bullying:

1. Direct physical bullying (could include: hitting, tripping, pushing or damaging the property of others).
2. Direct verbal bullying (could include: name calling, insults, homophobic or racist remarks, verbal abuse).
3. Cyber bullying (could include: slander, name calling, insults, homophobic or racist remarks, verbal abuse).
4. Indirect bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation (could include: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone or damaging someone's social reputation and social acceptance).

### What Bullying is Not

There are three socially unpleasant situations that are often confused with bullying:

1. Mutual Conflict - In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem.
2. Social rejection or dislike - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
3. Single episode acts of nastiness, meanness, random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

*Our care givers, parents and their children are required to play an active role in the implementation of our anti bullying strategies.*

### **Anti-Bullying Strategies**

- Program to include open discussions on anti-bullying strategies in random or during daily meetings.
- Copies of the Anti-Bullying Policy and Procedures will be sent out to all parents and families new to the program in their introduction package. Copies of the policies can be obtained from the Program Coordinator or viewed on the TOPP KIDS website.
- Encourage children to report incidents and assist them in adopting strategies to deal with bullying.
- Monitoring computer use.

### **Staff Responsibility**

- Consistently reinforce positive behaviours
- Encourage and model tolerance and acceptance
- Be observant of signs of distress or suspected incidents of bullying
- Confer with parents if necessary
- Communication between staff members using our Log Out books, listing names of children requiring attention
- Take steps to help victims and remove sources of distress
- Listen and respond to all complaints of bullying
- Keep a record of children's unacceptable behaviour
- Report incidents of behaviour to parents
- Monitor computer use

### **Children's Responsibility:**

- Refuse to be involved in bullying situations
- Report suspected incidents to the staff, either as an observer or a victim
- To behave in a way that reflects their understanding of the Anti- Bullying Policy

### **Parent's Responsibility:**

- Take an active interest in their child's school life to be aware of any problems
- Encourage their child to report and deal with the problem themselves
- Encourage their child to be verbally assertive rather than retaliate with action
- Communicate to the program that their child is being bullied
- Monitor computer use

### **Strategies for Parents**

See permanent posting on bulletin boards in the program.



## **FOLLOW UP**

- Staff to complete the accident or incident form - report on incident of bullying.
- Program leaders, Assistant Principal/Principal will continue to monitor the situation.
- Implementation of our Child Guidance Policies discipline procedures.

## **COMMUNICATION POLICY**

TOPP KIDS is committed to communicating with families, children, staff members, schools and community members in a respectful and professional manner to facilitate positive relationships and create an optimum Child Care experience.

### **Families**

Families of children registered at TOPP KIDS have the right to be fully informed of their child's experience while involved in the program. We believe it is our responsibility to provide families with information on the program and its daily structure, as well as the information about their child's experience and involvement.

### **Written Communication**

Items of communication that pertain to all families will be made available on a consistent basis, distributed either through e-mail or on our Parent Boards. These may include:

- Newsletters – distributed weekly and bi-monthly
- Notification of program staffing changes, upcoming events or program changes – distributed within one working week of the change
- Parent Handbooks
- Children's weekly Leader Calendar

### **Verbal Communication**

- Verbal communication will be used to establish a positive relationship with each family and instill a sense of open communication. Staff will take care to acknowledge families when they arrive and leave the centre and take each opportunity to offer relevant information about their child's day.
- Daily communication from the school's teachers helps us keep communication open between all three parties (Parents, TOPP KIDS & School).

### **Parent Participation and Feedback**

TOPP KIDS will provide parents with the opportunity to offer their feedback regarding the program in a variety of ways:

- Conversation with our "Family Members"
- Parent suggestion box
- Email
- Family nights at the TOPP KIDS (i.e. Hockey Night in Canada, Year end BBQ, etc.)
- Annual parent surveys

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Information gathered from parents will be reviewed at staff meetings and changes to the program may be made accordingly. All comments and suggestions will be considered on an individual basis.

### **Accreditation Directors**

- Parents are encouraged to serve on the Accreditation Board or on various committees. For more information speak with one of our owners.
- Accreditation board meeting will be held, with a minimum of one meeting per year. All parents or guardians are welcome to attend. The Program Coordinator will provide a report at each meeting with a meeting outline. These meetings will be used to discuss policies and procedures, ways to better the program and other relevant information regarding child care and the program.

### **Emergency Contact Information**

An emergency telephone number will be posted at the main entrance to TOPP KIDS should parents require after hours contact.

### **Sharing Confidential Child Specific Information**

Information pertaining to individual children will be communicated in a formal and confidential manner. Instances of injury, illness or serious incidents of inappropriate behavior will be documented in an Incident Report, which will be reviewed with a parent immediately. A copy of each Incident Report will be kept in the child's file. **Information will not be shared to other parties (teachers, licensing, accreditation, other families or peoples) without written consent signed by the parents or sole caregiver of the child.**

### **Parent & Child Boards**

Each child care room will have a Parent Board, with relevant information posted on it. This will include but is not limited to:

- Information regarding local community events
- Cultural holidays celebrated that month
- A list of resources that are available at the centre from outside agencies. This will include health information, behavioral needs information and other relevant topics
- Copies of letters given to parents regarding changes to the programs and policies
- Information from partnership schools
- Mutual Respect and Anti-Bullying Policies

Parent boards will be updated monthly to ensure that the shared information is relevant and up to date.

### **Children**

Staff interactions and communication with children are positive, respectful and support the children's social-emotional and intellectual development. Daily Circle-Time meetings will be held to keep the children up to date of any changes or new themes.

### **Child Involvement**

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Children will be given the opportunity to communicate feedback regarding the program in many ways. These include, but are not limited to:

- Bi-annual child surveys
- Children will be asked for input regarding toys, events, etc.
- Children's communication/suggestion box
- Open ended discussion with staff
- Leadership Program
- On-going opportunities for children to suggest community organizations for the centre to support

Educators will ensure that all communication between themselves and the children meet the criteria established in the Child Guidance Procedure. They will also support children in expressing their feelings with each other in respectful ways and assist children to develop problem solving and conflict resolution skills.

### **Staff**

The staff will have numerous opportunities to communicate with the Program Coordinator, this will ensure consistency in the program and allow for input on policy development. The Program Coordinator will have regular opportunities to communicate with the owners to facilitate a positive and supportive relationship.

### **School**

TOPP KIDS builds relationships with the schools to complement the programs and share information. The basis for sharing information is that there is reasonable belief that the information shared will be in the best interests of the children and their families.

- Parents will be given the opportunity to consent to information sharing between the centre and their child's school staff.
- Information regarding child guidance strategies may be shared to ensure that behavior management strategies are consistent between the two entities.
- In appropriate cases, both parties may collaborate to create IPPs that are consistent in their methods and implementation.
- The Program Coordinator will ensure that schools receive a copy of their program's monthly newsletter and request that a copy of the school's is also made available.
- "Family Members" and Program Coordinator will take every opportunity to speak to school staff to establish a positive working rapport.
- School Administrators will be provided with information regarding TOPP KIDS programs to share with their families.

### **Community**

TOPP KIDS will work to identify partners in the local and global community.

- Children will be given the opportunity to identify projects or create clubs to support and to offer suggestions for their involvement with those organizations.



- Our team will look for opportunities for community involvement to actively promote the idea that community involvement can encompass the sharing of time and skill to benefit a community organization.
- We will maintain a file of current community resources that will be made available to parents who require additional support or information.
- We will strive to build working relationships between community organizations that can support the development of children in TOPP KIDS. These could include, but are not limited to, local health units, child care initiative and local recreational facilities.

### Email Contact

Families can sign up for our online communication resource. By signing the consent forms, parents give permission to release their emails to TOPP KIDS Out of School Clubs solely for receiving newsletters, program updates and information regarding their child(ren). If for any reason families don't receive these updates, we ask that they sign up for the newsletters at [www.toppkids.com](http://www.toppkids.com).

### Medications

It is the responsibility of both the staff and the parent to communicate about any medications sent with the child. A Medication Form must be filled out by both parties along with instructions. Any medication sent with a child without the consent or knowledge to the program will immediately be confiscated and not distributed until parents are contacted. All medications must be sent in the **original packaging and must not be expired.**

### CONFIDENTIALITY POLICY

All TOPP KIDS, Staff follow FOIP guidelines. We have a written confidentiality policy that all staff sign when they are hired. This means that they must respect the confidentiality of each family, not sharing information among staff, children or other families in the centre. Information that is vital to give your child the best care possible is shared between the Program Coordinator, Assistant Program Coordinator and staff if any are important health, safety or custody concerns.

### COMMUNITY & SCHOOL PARTNERSHIP POLICY

It is our policy to maintain a close working partnership with both the schools we operate out of and the community surrounding those schools. We feel it is important to stay connected and to participate in as many community activities as possible. This in turn helps us create a stronger community.

Our School partnership also includes the exchange of non-sensitive information that is vital to the care of the children in the program (for example see Anti-Bullying Policy Pg. 16).

### CHILD INVOLVEMENT POLICY

At TOPP KIDS Out of School Clubs, children are involved with every step in the development of activities, from helping to create the schedule of events, themes, games and crafts to our *Leadership Program* and *Kids Clubs Programs*, where everyone gets a chance to take on a leadership role. If one child does not want to participate in an activity, we will apply gentle encouragement and if that does not work, the child will be allowed to choose another activity.

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## **FAMILY INVOLVEMENT POLICY**

When signing the Consent Package, parents agree to our involvement policies. At TOPP KIDS Out of School Clubs, parents are required to play an active role in the continual growth of their attending children.

If ever any situation (i.e. bullying, any concerns with the program or its staff, etc.) arises, we encourage parents to communicate this to the Program Coordinator, so that together we can establish a working plan to remedy the situation. Parents are also encouraged to follow up with our staff on their attending children's progress and behaviors and share with us any improvements or changes they would like to see made.

Parents are encouraged to participate and help with volunteer duties. A security clearance is required to volunteer with the children, including a valid police check (within 6 months).

It is important that families agree and help us enforce our policies and procedures while in the program.

## **OFF-SITE EXCURSION POLICY**

### **Outside**

The children will be taken to the school's playground/park/fields for at least an hour each day (weather permitting). If there are extreme weather conditions and or temperatures (i.e. below -12 degrees Celsius or above 25 degrees Celsius), the children will stay inside for free play.

Please make sure your child is dressed appropriately for outdoor play. If your child does not have the appropriate attire, TOPP KIDS Out of School Clubs will find, to the best of our ability, appropriate clothing from the Lost & Found area of the school. Please check the local weather before bringing your child to TOPP KIDS Out of School Clubs to ensure all the children have the opportunity to have some fun outside.

If any of the children express that they do not wish to play outside (i.e. not feeling well or tired), we will use gentle encouragement. If that does not work, the children will all play inside, as all children must be in ratio with staff at all times. During the warmer months, we will take every advantage of the good weather and will hold many of our activities (i.e. meetings, group games, art and crafts) and snacks outside the facility. TOPP KIDS staff cannot force children to wear hats/ jackets/ mittens, etc. Staff will remind children of the weather and encourage them to wear appropriate clothing. Children must be responsible enough to put/keep these on.

### **Field Trips**

TOPP KIDS Out of School Clubs holiday programs usually have a minimum of one field trip during the holiday. Parents will be notified of all field trips prior to their scheduled dates. Information will include a description of the planned activities, transportation and supervision. Parents are reminded that insurance coverage for their children while on field trips is a parental responsibility. A blanket Parental Consent Form is signed by the parents yearly and kept on file.

Permission slips/sign-up sheets are handed out at minimum 48 hours prior to the event and must be signed before the child can participate in the event.



On field trip days, no staff are left behind at the programs as ratios must be maintained on all field trips. If a child cannot participate on the field trip, the parent is responsible for finding alternative care for that day.

Please make sure your child is dressed appropriately for the trip and has everything requested (i.e. sun screen, etc.). If your child does not have the appropriate attire, TOPP KIDS Out of School Clubs will find, to the best of our ability, appropriate clothing from the Lost & Found area of the school. Please check the local weather before bringing your child to TOPP KIDS Out of School Clubs.

TOPP KIDS Out of School Clubs must ensure that in the case of an activity off the program premises or an emergency evacuation that a staff member takes the portable record referred to in section 21 of the Alberta Child Care Regulations Schedule in respect of each child to be taken off the program premises.

## SUPERVISION POLICY

TOPP KIDS Before and After School Program is based on the philosophy that all children will have a well-supervised, safe and secure environment, which encourages the development of self-esteem, self-sufficiency, self-discipline and cooperation. Our environment is set up with a variety of interest centres that allow children to initiate, decide and follow through on their choice of activity. It also enables the staff to provide adequate, effective and active supervision of the children to ensure the developmental needs of each child is being met. Taking an active approach to supervision will help in anticipating, identifying and re-directing any problem behaviors before they escalate.

### On-Site and Off-Site (Park) Supervision

- We will not exceed the ratios of 1:15 (grades 1-6) and 1:10 (Kindergarten) on site and 1:6 if only one staff is available off site to maintain adequate supervision. When possible, we will enhance our ratios.
- Staff need to be engaged with the children to enhance their play in a positive manner without any distractions, such as talking on cell phones, texting, reading, doing homework, or any other non-work related distractions.
- Staff will encourage children to use the chalk board to track which room or area the children are in and to ensure proper ratios at all times.
- Be conscious of the group and position one's self to accommodate this.
- Where a group of children includes children from the 2 school grade groups:
  - (a) the maximum group size will be 25, and
  - (b) the minimum primary staff member to child ratio is the ratio, for the school grade group that constitutes the majority of children in the combined group.
- Staff will encourage children to try new things on their own by participating in activities with the children, leading by example and by providing age appropriate activities and materials.
- Limit the conversation with other staff while working with the children.
- Staff will conduct periodic head counts to ensure proper ratios and match them to the key tag board.
- Communication to other staff as to where the children are at all times to help maintain ratios.
- Staff need to be aware of who is arriving at the program and will ensure all children are greeted and signed in properly.



- Staff need to check on a regular basis that the number of children present, chalk board and children signed in at that moment all coincide.
- Staff will use the “Every Face, Every Section, Every Time I Walk the Floor” supervision model.
- A safety check list will be completed on a daily basis to ensure the safe conditions of the equipment and facility, both on site and off. Visual checks will be completed upon arrival to any destination for safety hazards.

### **Supervision on Field Trips**

- Before leaving the program site, head counts will be done and double checked against TimeSavr/ sign in book.
- Children will be counted before they get on the bus, as they get on the bus and again as they get off.
- A list of who is in attendance will be with the supervisor on all field trips.
- Where applicable on field trips, the children will be broken down into smaller groups while maintaining the proper ratios.
- Staff will use the two-way radios on field trips to remain in contact with each other.

### **Leaving the Program Early/Staying After School**

- If a child has to leave the program early in order to go to intramurals, we need verbal/written permission from a parent or the child cannot attend.
- If a child has to return to school early for detention or to do extra work, permission from a parent and the teacher is required or they cannot leave.
- All children leaving the TOPP KIDS Out of School Care Program to attend other programs offered at the school MUST have a walk home alone policy or general consent form signed by a parent or guardian.

### **Walking Home Alone**

- A parent or guardian must sign a permission form before the programs can allow children to leave the centre on their own.
- There must be someone (minimum 12 years old) at home to receive the child.
- If a sibling younger than 18 and older than 12 is to pick up the child from the program to walk home with, a permission form must first be signed by the parent.

### **Distal Supervision (for children aged 10 and up)**

The purpose of distal supervision is to provide school-age children with appropriate opportunities to assist them in developing their ability to function independently. We believe that as children grow older, they should be given all possible opportunities to exhibit more responsible behavior and independence of action. This will help to promote essential life skills; to prepare the child for the time when they leave our care.

A form and agreement must be signed by a parent and the child before any TOPP KIDS Program will allow Distal Supervision.

### **OURDOOR PLAY POLICY**

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Children will be provided with an hour of outside activity during their daily schedule (weather permitting). Children must be dressed appropriately for outside play including jackets, hats, mitts, and boots for winter and snow pants for sledding, snow fort building, etc. In summer, sun screen, bug spray, and hats are necessary as well as appropriate shoes for playground equipment (no flip flops). Children will not be provided outside activities during inclement weather. Children will be reminded, but not forced to wear hats, sunscreen, etc. during outdoor play. We promote responsibility with our children. It is the family's responsibility to pack water bottles and appropriate clothing for the weather.

### **HOMEWORK POLICY**

Children arriving after school will have the opportunity to do homework should they wish. Staff will follow parent's direction whether they would prefer their children to take this time to play and interact with others or take this time to get homework done.

Staff will allow access to the library computers (school permitting) for children to do their homework, only if ratios in the main area are appropriate to do so. Staff will provide an area for the child to work and offer support with homework as requested. Confidentiality of the homework process will be honored by staff and volunteers.

### **TECHNOLOGY AND MEDIA POLICY**

At TOPP KIDS Out of School Clubs, we encourage physical exercise, dramatic, creative play and social interaction. This is why we limit technology (computer or game system) use to 45 minutes on PD days and media use to a maximum one program per day (movie or television program). Use of the school's computer lab may also be included in our daily program. We ask parents to ensure all content on technology devices brought to the centre be appropriate. The school's computers, software, networks, electronic systems and access to the Internet are intended for educational or research purposes. It is presumed that all the school's computers and electronic resources will be used in a responsible, efficient, ethical and legal manner, in accordance with this policy.

### **DEFINITION**

**Viewing television** - sitting down and watching television.

**Electronic Media** - all forms of electronic media including television, computer, the internet, computer games, and electronic games (such as Gameboys).

### **RATIONALE**

- To ensure that children are provided with developmentally appropriate activities and experiences.
- To monitor and limit use of electronic media.
- To ensure children are only exposed to appropriate electronic media.

### **POLICY**

All electronic media viewed by children is monitored and electronic media use is limited.

### **PROCEDURES**

1. TOPP KIDS is to monitor which television programs and movies children view and ensure they are rated "G" for General Guidance viewing (only on select PD days and spring/ Easter break).

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2. A TOPP KIDS Staff member must watch television programs with the children and interact with them regarding the content of the program.
3. Children's Electronic media is limited to 45 minutes per day, split at least once, with no longer than 30 minutes in one sitting. The TOPP KIDS team is to monitor which computer games children are playing and ensure they are a General Rating - "G."
4. The TOPP KIDS team is to monitor use of the Internet and ensure all sites entered are appropriate for children and that they support children's learning.
5. Children's music videos are acceptable viewing and should be used as an interactive movement session between the TOPP KIDS team and the children.
6. Children should be encouraged to not watch programs that present inappropriate behaviors and do not portray positive life experiences. The Program Coordinator can assist with determining the suitability of a particular program or video.
7. TOPP KIDS must ensure that alternative experiences are provided during times when electronic media is in use.

To maintain system integrity and to ensure that users are using the computer systems responsibly, staff may, as part of their authorized responsibilities, access any user's network storage area at any time. Users should not expect the files stored on the centre's servers to remain private.

**The following activities are not permitted:**

- Entering chat groups.
- Accessing websites that are not educational or that contain inappropriate content.
- Sending or displaying offensive messages or pictures.
- Harassing, insulting or attacking others.
- Damaging computers, computer systems or computer networks.
- Posting pictures/videos on the Internet that are in anyway related to the centre and contain any staff, children or family members of the centre without the individual/guardian's written authorized consent.
- Usage of Hotmail, MSN, Facebook, Twitter or other non-approved email accounts or any other social networking internet site.
- Using the technology resources for personal use without the centre's permission
- Intentionally accessing, transmitting, copying or creating material that:
  - Violates the confidentiality of children, parents, staff or the centre.
  - Violates the centre's code of conduct (messages that are pornographic, threatening, rude, discriminatory or meant to harass).
  - Is illegal (obscenity, stolen materials or illegal copies of copyrighted works).

**Other rules that apply:**

- Users must respect and protect the privacy of others, the integrity of all electronic resources and the intellectual property of others.
- Users must communicate in a respectful manner.
- Users must report any threatening or inappropriate material.
- Email and web-surfing activities are not private and may be subject to monitoring.
- We reserve the right to inspect any and all files stored in private areas of our network in order to assure compliance with policy.
- The company's Internet facilities and computing resources must not be used knowingly to violate the laws and regulations of any nation, or the laws and regulations of any province, city, state or other local jurisdiction in any material way. Use of any company resources for illegal activity is grounds for immediate removal of your child from the centre. We will cooperate with any legitimate law enforcement agency.

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- Employees are not entitled to allow children or family members of the centre as “friends on Facebook” or any other internet social networking site.
- The centre has the right to grant, deny or terminate a user’s Internet access. Violation of this policy may result in disciplinary action including suspension of access privileges or removal of your child from the centre and/or legal action.
- All children who use the Internet while at the centre must have a permission slip signed by their legal guardian at the school level.
- Any software or files downloaded via the Internet into the company network and all computer disks and hardware is the property of the school. Any such files or software may be used only in ways that are consistent with their licenses or copyrights.

## OPEN DOOR POLICY

Families are an integral part of our program and are welcome to come in at any time and feel comfortable discussing issues regarding their children's progress or any aspect of our policies and program delivery. We also provide opportunities for staff, parents and children to get together and interact (i.e. TOPP KIDS year end Barbeque). Parents/guardians are always welcome to stop by during the program hours to play with their children.

## CONFLICT RESOLUTION POLICY

### Complaint Procedure

We will always encourage honest and open communication between parents, staff and the Program Coordinator. Parents are encouraged to first speak to the staff regarding any concerns, which they will in turn discuss with the Program Coordinator if necessary. If you feel you have not had a satisfactory response, please feel free to call or email any of the Topp family Owners (contact info found on cover page) and discuss the situation. Our objective is to provide the highest quality childcare experience for both children and parents. Please be sure to ask us to clarify or explain any of our policies or procedures.

## COMPLAINT POLICY

Situations may arise that you as an involved person within our program may need addressed. Please address any concerns in the following manner:

- Verbal or written concern or through our family Satisfaction Survey at [www.toppkids.com](http://www.toppkids.com)
- If the issue is not resolved, please discuss it with the Program Coordinator. Please inform him/her that you have discussed it with the staff.
- Contact the Regional Manager or Owner if the situation is not handled to your satisfaction.
- If the above steps are not successful, you may lodge a complaint with:

### Calgary and Area Child and Family Services Authority

80, 3915 51 St. SW  
Calgary, AB T3E 6N1  
(403) 297-6020

## ACCIDENT/INCIDENT POLICY

### Health & Safety Policies

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The staff will record any accidents, emergencies or incidents involving children who are injured and first aid is administered. All records will state the date and time of the incident and the action taken. This report will be signed by the staff in charge, initialled by the parent and filed with the child's application form.

## **EMERGENCY POLICY**

### **Emergency Contacts**

TOPP KIDS Out of School Clubs keep a record of emergency contact information (filled out online at the start of every contract and renewed every year). In case of emergency, parents/guardians will be contacted immediately. If parents cannot be reached, then your "emergency contact persons" will be contacted. You will be required to provide two emergency contacts upon registration; this information MUST be kept up to date and current. Any changes in telephone numbers, address or place of employment must be reported immediately. Any changes in medical or emergency information must be provided to a TOPP KIDS Out of School Clubs Operator IMMEDIATELY (i.e. change of doctor or change of emergency contacts).

## **EMERGENCY PROCEDURES**

### **Hospital/ Dentist**

In an event where a child requires sutures or minor medical attention, we will contact parents or the emergency contact immediately. In a more serious event, Emergency Medical Services will be contacted to transport the child to the hospital. Any costs incurred by this will be the responsibility of the parents. Parents will be notified immediately along with Child & Youth Services.

### **Fire/ Lock- Downs**

In case of fire, lock- down or other emergencies, children will be evacuated to a safe area and parents contacted immediately. Both fire drills and lock-down procedures are a regular routine of the program (6 fire drills and 2 lockdowns annually), as well as visits by Fire Department and Emergency Services Personnel.

### **Intruder**

In the event of an intruder on the premises or a child being removed from the program without parent consent, the police will be contacted immediately as well as parents.

### **Medication Administration**

Written and signed instructions are required by the parent for any medication to be administered to the child while in care. This includes the use of Inhalers or EPI-pens. All medications MUST be in their original containers with the date, child's name, dosage, name of medication, strength and the Physician's name all clearly labelled. Over the counter drugs will NOT be administered by staff under any circumstances. All non-emergency medications are stored in a lock box with the Program Coordinator at all times where it is out of children's reach. Emergency medications are kept where readily accessible in case the need for administration arises.

## Immunizations

Parents are required to inform TOPP KIDS if a child is not immunized for any reason.

## SEPARATION AND CUSTODY ISSUES

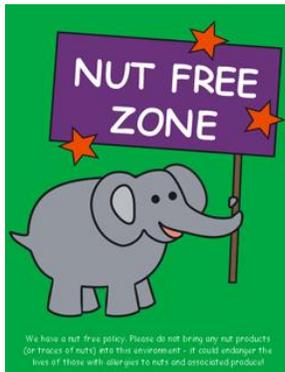
In the case of a separation when one parent wants the program to withhold his/her child from the other parent, legal council should be sought. The program cannot assume responsibility for withholding the child from either parent without a copy of a court order to that effect. In the case where one parent has legal custody, the staff will follow the outline of the court order and only release the child to the people authorized by that parent. A copy of the custody agreement must be given to the Program Coordinator.

Because child safety is very important to the program, your child will only be released to the persons listed on the registration form unless otherwise advised in writing.

## SNACK & NUTRITION POLICY

Children are encouraged to bring their own snack and drink to the program every day. Snack time is designated after everyone goes to wash their hands. Please send a sufficient nutritious snack (accordance with the Canada Food Guide), with a small drink. We ask that it is of a healthy nature as we do promote a balanced diet in our program.

Keep in mind we do not have a refrigerator, so please do not send food items that may spoil.



**NO NUTS PLEASE!** TOPP KIDS Out of School Clubs strive to be a **"Peanut and Nut Aware Zone"**. All parents must insure that their child's snack is free of any kind of peanuts or nuts, due to the possibility of one or more children in the program may have severe, life threatening allergies. Please read labels carefully, and send nothing that "may contain" peanut, peanut oils or other nuts. Please note that any family functions are also nut free.

Parents are to inform us of any food sensitivities or allergies, as well as the type and severity of reactions. Although we strive to be a nut free zone, we cannot guarantee this to any parent or child. This means that parent and child must still use reasonable caution regarding snacks, and **any child with life threatening allergies MUST have an EPI-pen, supplied through a prescription from their physician**. The EPI-pen must come with the child and be stored away by the staff during the class time.

In the case of a child not having a snack, TOPP KIDS will provide an apple or other seasonal fruit or nut free granola bar for snack. If this is a regular occurrence, parents will be asked to pack more in the child's lunch.

In the event that a snack or lunch would be provided by TOPP KIDS to its participants, a notice to families / menu must be signed by a parent or guardian giving TOPP KIDS permission and listing all ingredients. Snacks must be healthy and fall into the regulations of the Canada Food Guide. If a signature, verbal (documented), or written permission is not obtained, the child/ren will not be provided the food item. Families who wish to not have any food provided for their child may request to have a note listed on their child's file.

All staff are certified in Child Safety First Aid, and know and have been retrained in the steps necessary to act in the event of serious allergy reactions. Please refer to our Emergency Procedure and Epi Pen Policies for further



information. TOPP KIDS Out of School Clubs will accept NO LIABILITY for exposure to any food allergen a child may be inadvertently exposed to in the program.

### THEFT POLICY

TOPP KIDS has zero tolerance policy to theft by either child or staff. Immediate dismissal from the program will result in the case of staff theft. Children are given a one-time forgiveness with a verbal apology to the victim(s), written promise to never steal again and a meeting with the parents/guardians of the child. All TOPP KIDS programs have learning material on theft (books, movies, etc.). The child will be required to participate in one of these activities.

### LOST AND FOUND

Please label all of your child's belongings and remind your child that it is their responsibility to collect and look after their belongings. Should items be lost:

- Please check where the lost and found is kept in your child's school.
- Anytime items such as glasses, jewelry, electronics, etc..... will be brought to the office if found. **HOWEVER, we remind parents that these sorts of items usually are not turned into us and we recommend anything that is not needed be left at home**

### TRANSPORTATION POLICY

- TOPP KIDS Out of School Clubs does not make special arrangements to transport children to/from our program.
- TOPP KIDS Out of School Clubs does arrange for transportation to and from field trips on non-school days. If needed, First Canada Chartered Busing or Southland Chartered Busing will be selected in all instances.
- In an emergency circumstance (such as an instance of non-pick-up of a child after hours), the staff member will use a taxi service to take the child to Children's Services.
- **NOTE:** TOPP KIDS Out of School Clubs is not responsible for children traveling between programs (out-of-school-care and school classrooms and vice versa).
- If a child is not accompanied by a Parent or Guardian in the mornings, the centre assumes no responsibility for the child as proper transfer of care is not given.
- The centre will only assume responsibility for the child without a parent when the child is signed in by staff after a school day.
- If a parent chooses to drop off the child outside the school and the child does not, for whatever reason, come into the playroom, the centre staff is not responsible.
- Similarly, at the end of the school day, if the child does not arrive to the playroom in a reasonable amount of time (15 minutes), the centre staff is not responsible.
  - The parent(s) will be contacted and notified of the child's absence if the program was not previously informed.
  - If staff is unable to contact a parent, then an emergency contact person would be called and notified of the child's absence from the OSC program.
  - Staff will contact the school's office and ask for the child's name to be announced via PA system.
  - Staff will look for the child if ratio allows.
  - At the discretion of the Program Coordinator, given their assessment of the current situation and prior knowledge of the child, the Program Coordinator or acting Supervisor will contact the police authorities and notify them of the child's absence.
- For the safety of our children and respect for the staff, we appreciate you talking to your children about taking responsibility and getting to the centre on time, letting staff know when you pick up your children, and informing staff in writing before pick up if someone else (who will need to show ID) will be picking up your children.

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- If a parent is not able to pick up the child and would like one of their designated emergency contacts or the person listed as an authorized person to pick them up, they STILL need to let the staff know either verbally, leave a note in the communication book or send an e-mail prior to the pick-up time.
- If the person picking up the child is not listed as an emergency contact or as an authorized person to pick up the child, parents need to provide the staff with written permission to release the child.
- The person picking up the child needs to be minimum 18 years of age, except if a parent provides written instructions in advance that identify a specific individual under 18 for the purposes of picking up the child.
- Children will not be released into the custody of persons other than their parents, guardians or emergency contact person(s) unless prior notice is given in writing to the Program Coordinator or another centre staff member.

## OPEN HOUSES AND SHOWCASES

If your child's program holds a showcase or open house, information will be emailed and posted informing you of the showcase details. Showcases and open houses are completely optional for parents. TOPP KIDS likes to give parents the opportunity to see a demonstration of activities that your child has been a part of throughout the week. We always encourage parents to volunteer for open houses and showcases.

## ANNUAL PROGRAM REVIEW POLICY

**Purpose:** An annual program review will be conducted to ensure quality is not only maintained, but continuously enhanced.

**Policy:** A full program review will be conducted annually to monitor program quality and to determine goals and action plans to maintain and continue to enhance program quality. All Owners, Regional Managers and Program Coordinators will be involved in the review process.

1. Parents, staff and children will have the opportunity to complete annual surveys at the end of throughout the school year on our website [www.toppkids.com](http://www.toppkids.com). A section will be included on the surveys for general comments in addition to specific questions.
2. The school and relevant community agencies will complete an annual survey.
3. The Afterschool Program Assessment Tool (APT) may be conducted by ARCQE once a year to provide an objective evaluation of program quality.
4. A TOPP KIDS Developed Program Assessment document will be completed by both a Regional Manager and Owners each once a year to ensure program quality.
5. The centre will develop goals, actions and timelines based on outcomes of the surveys and program assessments.
6. Outcomes of the parent, child and staff surveys and the assessment will be compiled and shared with all stakeholders (families, staff, school and community).
7. Goals will be added to the current or a future OSC Accreditation Quality Enhancement Plan.
8. Goals and progress towards goals will be shared with stakeholders. ***A record of program changes and reasons for them will be maintained.***

## Programming Policy

**TOPP KIDS Out of School Clubs** will use a flexible day-to-day curriculum, which will be created by both the children and our leaders using our **Weekly Planning Sheet**. Every week a theme is chosen by the children and led by the children utilizing our **Leadership Program with help from the leaders**. We have the children help us create what crafts, group games, science activities or other fun events we organize during their day. This procedure must be followed every day at its scheduled time.

- Employees have access to programming resources and planning time.
- Programming incorporates a variety of planned and spontaneous activities.
- Activities involve input from children and are responsive to their interests, backgrounds, preferences, needs and abilities.
- A variety of materials are available to and accessible by children (4.1b3).
- Activities and materials will be prepared and ready to go (4.1a3).
- Activities (when possible) will use the **STEAM (Science, Technology, Engineering, Art and Math)** Approach do help children learn concepts and processes.
- Activities (when possible) will use the **Loose Parts Play** Approach do help spark children's imaginations, creativity and problem solving skills.
- Activities (when possible) will use the **S.E.L. (Social & Emotional Literacy)** Approach to help children learn social competency, self regulation and emotional intelligence.
- Employees plan off-site excursions and specialty activities with input from the children and incorporate on non-school days (2.1c1).
- Daily transitions into the program and out of the program are planned and consistent but allow for flexibility to meet individual needs (2.1d1).
- Children are included in discussions to ensure toys and equipment reflect the ages, interests and abilities.
- Children participate in the development of program planning, routines and rules.
- Employees use program planning sheets to evaluate activities, including reflecting on activities.
- Employees will reference resource materials used on the program planning sheet (2.1a4).
- Group rules will be reviewed with children regularly and will be value based.
- Employees will review rules to evaluate that they are age and ability appropriate.
- Employees will include community and global issues in programming.
- Employees will provide Leadership opportunities and skill development opportunities.
- Employees will include student recognition activities.
- Employees will plan Leadership/teamwork opportunities with the children (1.2a4).
- Employees will rotate toys, equipment and materials regularly.
- Recreation activities are planned and are posted in plain sight.
- Employees will indicate on planning sheets why certain activities or experiences were planned and who indicated them (1.1c2).
- Employees will support children in their understanding of safety issues (2.2a3).
- Employees will provide children with the equipment they need to ensure their own personal safety when indoors and outdoors (4.2a3).
- Employees will provide children with the information they need to ensure their own personal safety when indoors and outdoors (4.2a4).
- A balance of competitive and cooperative games and sports are planned (3.1b2).

### DEVELOPEMENTAL NEEDS

To ensure a physically and emotionally safe place for children to be cared for outside of school hours, we create an atmosphere of respect, confidence and acceptance so that all children feel welcome and appreciated, implementing programs to meet all areas of each child's development.

We endeavour to meet the developmental needs of the children in our programs in the following ways:

- Children are given opportunities to participate in individual, small group, large group and leadership activities. Group activities encourage a child's social development and ability to cooperate, compromise, and resolve conflict with various groups of peers.
- Each child is supported and encouraged by staff and peers in their emotional growth and development.
- Healthy, active lifestyles, physical growth and development are encouraged through a variety of activities including: group games, park and outdoor play.
- Participation by the children in program development is encouraged by employees.
- Employees engage children in critical thinking, problem solving, riddles, challenges and trivia by presenting them in a fun context.
- Creative needs are met with a variety of activities such as dramatic play, photography, cooking, arts and crafts, themes and free play such as house, building toys, doll house, etc.
- A voluntary homework club is available to children needing general guidance with school assignments.
- By providing adequate supervision to ensure the physical safety of all children.

Child development is facilitated by programming based on the interests and developmental needs of the children. TOPP KIDS endeavours to foster development by creating a diverse and unique program that develops a child's social, physical, intellectual, creative and emotional well-being through play and recreation.

## S.T.E.A.M. PLANNING

### ACTIVITY PROGRAMING WITH STEAM!

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding children's inquiry, dialogue, and critical thinking. The end results are children who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

Using the STEAM approach to activity planning at TOPP KIDS, the leaders help guide children in creating projects that make them problem solve and innovate. Every activity is recorded by the children using our Activity planning sheet with 5 steps- *Ask, Imagine, Plan, Create & Improve.*

### THE STEAM PROCESS

The infographic highlights the **10 steps** of STEAM implementation in TOPP KIDS. A STEAM project provides an in-depth experience for children that allows them to engage in higher order thinking skills. Many STEAM projects often begin with a science concept or problem, and the other four aspects of STEAM are then incorporated into the research, design, development, and

testing components of the project.

Here are some examples of instructional strategies you can have students perform to integrate each component into a STEAM project you are developing:

**Science:** problem selection, experimentation (using the Scientific Method)

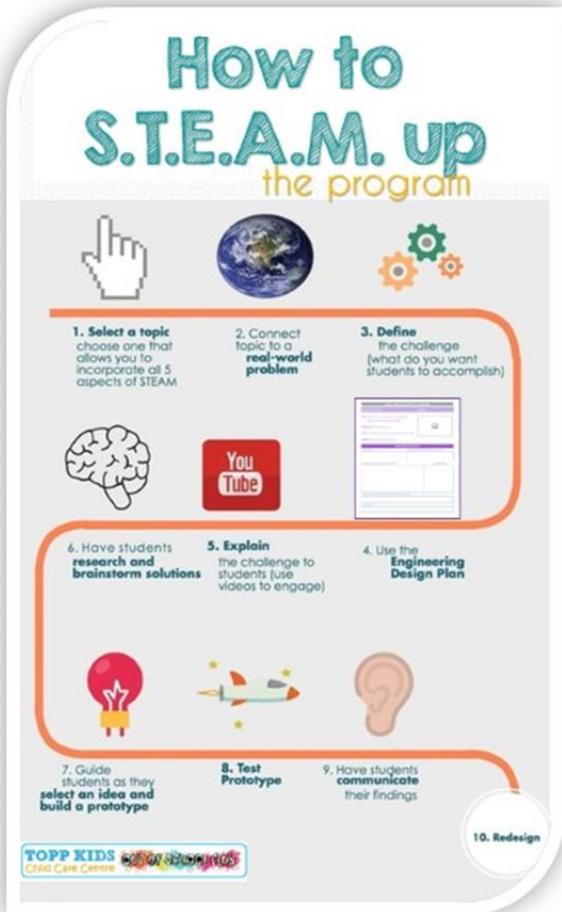
**Technology:** researching (using online libraries, web searches), communication (blogging, videoconferencing, emailing)

**Engineering:** building or improving a design/model

**Art:** writing, communications, poetry, video presentations, creating models

**Mathematics:** collecting data, analyzing data outcomes, performing geometry problems.

The main thing to remember when designing your STEAM project is to include one activity from each discipline (Science, Technology, Engineering, Art, and Mathematics).



TOPP KIDS ACTIVITY PLANNER	
NAME OF ACTIVITY:	THEME:
<b>ASK:</b> What are our criteria and constraints? What concepts will be applied?	
<b>IMAGINE:</b> Brainstorm ideas.	
<b>PLAN:</b> Collaborate with your team to form a plan.	
<b>CREATE:</b> Create and test actively	
NOTES ABOUT THE ACTIVITY	
MATERIALS:	WHAT ARE THE OUTCOMES OR GOALS?
DESCRIBE OR DRAW THE ACTIVITY PLAN	POSSIBLE RISKS
HOW CAN WE IMPROVE THE ACTIVITY? (BRAINSTORM)	
RESOURCES:	

## LOOSE PARTS PLAY

### What are loose parts?

Loose Parts is a wonderful term coined by architect Simon Nicholson, who carefully considered landscapes and environments that form connections. Nicholson believed that we are all creative and that “loose parts” in an environment will empower our creativity. Many play experts and early childhood educators adapted the theory of loose parts. We can’t get enough of them at TOPP KIDS!



### Giving meaning to loose parts

Giving meaning to loose parts requires us to think about the possibilities of how a child learns and consider the materials and environments she uses. Loose parts create endless possibilities and invite creativity. For example, if a child picks up a rock and starts to play, most likely that rock can become anything the child wants it to be. Imagination, creativity, curiosity, desire, and need are the motivation of loose parts. Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. Loose parts can be used alone or combined with other materials. There is no set of specific directions for materials that are considered loose parts. The child is the direction.

### Loose parts encourage open-ended learning

A term strongly connected to loose parts is open-ended. Open ended materials, environments, and experiences encourage problem solving and are child centered. Children involve themselves in concrete experiences using loose parts, which lead to explorations that occur naturally, as opposed to adult directed. However, adults do play important, intentional roles in preparing, guiding, and documenting open ended learning experiences.

Consider how often children enjoy bringing materials from one area to another and making connections, such as the child who brings pretend food from the dramatic play area into the block area or the child who offers a plate of rocks and grass and shares his recipe for spaghetti; how creative! When children are encouraged to integrate play materials and areas in their own creative ways, they are experiencing open ended learning.

### WERE ALWAYS LOOKING FOR DONATIONS!

Old jewelry  
 Dress up clothes  
 Old costumes  
 Small to medium gift boxes (for gifts and creating building projects)  
 Shoe boxes (dioramas and games)  
 Corks  
 Buttons  
 Paper towel and tissue rolls  
 The front of cards (all types)  
 Dried beans, seeds rice and grain for art/collages  
 Paper Tubes (no Toilet paper tubes please)  
 Christmas general, and birthday wrap (gently used)  
 Wallpaper  
 Ribbons (gently used)  
 Yarn  
 String  
 Fish-line  
 Unused birthday and holiday cups and plates  
 Unused birthday and holiday napkins

Paper doilies  
 Tinsel, garland  
 Gently used games  
 Gently used toys of all kinds  
 Old clean socks (for indoor or warm-winter State snowball fight,  
 Making puppets, or kids with wet feet)  
 Mittens, hats (for crafts or kids that forget theirs)  
 Plastic serving trays  
 Margarine bowls, cottage cheese containers, etc. (for crafts or holding supplies)  
 Old magnets from fridge  
 Tissue paper from gifts  
 Wire hangers  
 Small appliances to take apart and/or recreate  
 Paper of all kinds: copy, lined, index cards, colored  
 Books for all ages  
 DVD's and videos (G rated)  
 Office supplies  
 Sewing items-yarn, thread, needles, pins

Cloth-Material  
 Silk flowers (all sizes)  
 Straws  
 Shaped unused pasta noodles  
 Dried spaghetti noodles  
 Left-over craft supplies  
 Old magazines (check for appropriateness)  
 Paper bags (all sizes)  
 Envelopes (makes great little gift sacs)  
 All-sizes baggies  
 Different size smooth stones  
 Small sea shells  
 Flour, corn starch, salt, corn syrup, cinnamon  
 Rubber bands  
 Film tubes  
 Card board (small to 16 x 20)  
 Plastic table cloths  
 Measuring spoons-cups and any cooking materials  
 Eye droppers and science materials  
 Just about anything recyclable!

## ACTIVE PLAY & PHYSICAL LITERACY PLANNING

TOPP KIDS active play and physical literacy initiative (Health & Wellness) was created to address child obesity in the after-school setting. By teaching children that eating healthy and being physically active every day can be FUN, we establish healthy habits in children that promote behavior changes that can last a lifetime. We combine high energy, non-elimination activities with teaching skills and strategies that keep kids moving and having fun both indoors and out.

### RULES:

- Every week must have a selected game or skill to work towards.
- Activities planned should relate to the programs weekly theme or question.
- Each week must consist of the following:
  - Minimum (x1) planned Active Play & Physical Literacy sheet executed everyday (can be continued game or skill building from previous day)
  - (x1) main event or game each week (*skill building leading up to a sport or activity*)
  - Minimum (x1) Active Play/ Group game per shift (morning and afternoon)
- Games / skill building need to be planned for both Div 1 & Div 2 developmental levels.
- Instructions must be clear and simple for children to follow based on their developmental levels.
- Music must play during Active Play Time (*choose your energy of music*)
- Active play must be safe and respectful of the entire room.
- Active play should be hosted outside whenever possible.
- All active play should be directed by the Leader with the *Active Play/ Games Portfolio*. **This leader is to be INVOLVED with every game, not just stand on the sidelines!**
- Every period of planning must be done at least one week prior to that period commencing and approved by the Program Coordinator.
- All completed planning sheets must have pictures or supporting resources by the end of each week.



TOPP KIDS Child Care Centre

ACTIVE PLAY & PHYSICAL LITERACY PLANNING SHEET

DATE: 07/12/2017

NAME OF ACTIVITY: Tennis/ Badminton

APPROPRIATE FOR:  Div 1  Div 2

MOVEMENT PREPARATION	EQUIPMENT/RESOURCES	SKILLS/DEVELOPMENT
<b>WARM UP:</b> Social Games 10: (a) minimum 4 groups: Run 3 Laps around the Gym, 10 modified path-ops. Double foot shuffle (backwards). Single peedling for 10 seconds, then next person in group goes.	Open Area	CARDIO CORE STRENGTH CLIMBING AGILITY ALTERNATING HANDICAPS COORDINATING JUMPING/ SKIPPING
<b>SKILL EXERCISE:</b> Warm Up 10: 1. Set cones up in lines of 5 (front cones on one side of the gym and cones with a cone and ball each on the other side) 2. Children will start at either end of the line and run to the other side, then back to the start.	EQUIPMENT/RESOURCES Open Area Cones/Signs Tennis/Badminton	BALANCE SPEED SOCIAL & EMOTIONAL FLEXIBILITY COORDINATING PHYSICAL
<b>ACTIVITY:</b> Tennis/ Badminton 1. Two groups with an equal number of children stand on opposite baselines, lined up in single file behind the 3'6" mark. 2. The leader stands in the middle of the court.	EQUIPMENT/RESOURCES Open Area Rackets Tennis/Badminton	POSSIBLE RISKS Strains Colling hit with ball / racket
<b>WARM UP:</b> 1. Two groups with an equal number of children stand on opposite baselines, lined up in single file behind the 3'6" mark. 2. The leader stands in the middle of the court.		
<b>INSTRUCTIONS:</b> AROUND THE WORLD: 1. The leader stands in the middle of the court. 2. Let the first and be played to the 2nd player in group B, who then hits and runs to the last spot in group A, etc. 3. The leader can lead the ball to group B's first player if group A's hit does not make it in the court of play. 4. Children keep track of how many successful runs they make. 5. The children with the most runs have to run 3 laps at the end.		
<b>RESOURCES:</b> www.tenniscanada.ca		

### SKILL BUILDING:

The idea behind planning active play the way we do at TOPP KIDS is to teach children new skills based on their developmental levels, that being competitive is healthy and teamwork and good sportsmanship goes along way. We plan activities to encourage this skill building, selecting certain outcome skills and finding an activity to help teach those to them. Skills such as:

- CARDIO
- CORE
- STRENGTH
- CLIMBING
- AGILITY
- ALTERNATING
- THROWING
- COORDINATION
- CATCHING
- JUMPING / SKIPPING
- DRIBBLING
- SOCIAL & EMOTIONAL
- STRIKING
- FLEXIBILITY

## LITERACY PLANNING

TOPP KIDS provides an opportunity for leaders to work with kids in a different way than during the school day. This more relaxed, playful, and nurturing atmosphere allows leaders to emphasize the social aspect of literacy.

Perhaps most significantly, our afterschool programs give children a rare chance to read. Most children read only a few minutes a day, and they have little opportunity to read in the classroom. Literacy is a product of having read a lot. A child's ability to do that depends on the time you invest in them. We have many literacy focused areas around each program.

It is important that our leaders provide children with a fun opportunity everyday to encourage literacy. The ENRICHMENT portion of our day is dedicated to both literacy and family involvement in the programs. At this time the [Arts & Expression Portfolio](#) will plan a small activity encouraging literacy. Here are some examples of types of ideas/ activities:

- Book of the week
- Read a New Book Month
- Poems writing
- Story writing with Story Starters
- Story Cubes Competition- best story
- Spelling Bee
- Book Club
- Story Art
- Script Writing
- Movie Making
- Computer literacy- Coding
- Math based Literacy
- Instruction Writing
- My Story
- Anti-Bulling Posters
- The Comic Book Project
- Social Literacy- expressing emotions and standing up for your self
- Personal literacy- getting to know me better
- Etc.

*All literacy planning should be done using the STEAM Based Planning sheet .*



### **"THE COMIC BOOK PROJECT".**

*The Comic Book Project is a world-renowned literacy initiative that engages young people in the process of planning, writing, designing, and publishing original comic books. For over 16 years, CBP has engaged more than 200,000 learners in a creative process leading to academic achievement, social awareness, and community development. By engaging youths in reading, brainstorming, sketching, plotting, designing, and publishing original comic books, CBP encourages students to become active learners and content creators, rather than mere information receivers.*

*Early literacy can be improved by comics, or graphic books. Graphic books can broaden children's reading skills, and build a bridge to a wider variety of reading. Children of various ethnicities read the same comics. Perhaps this is because the text in comics relates to what all children think about and the action interests all children. The graphics in these books*

*relate directly to the text. The children can picture the words that they are reading in their minds, and this is a helpful literacy tool. - See more at: <http://www.promisethechildren.org/blog/comic-books-can-help-early-readers/#sthash.8RbFDpyE.dpuf>*

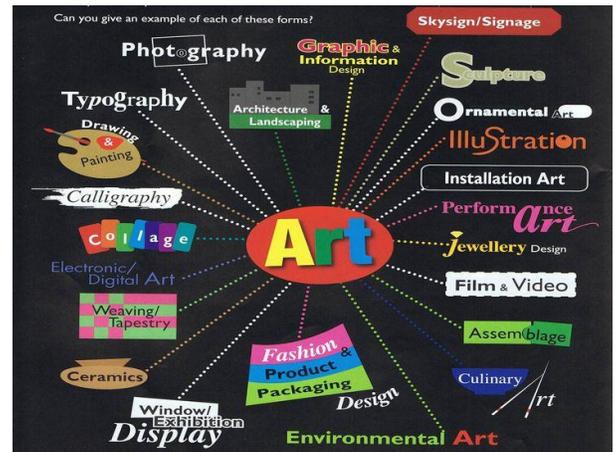
## ARTS & EXPRESSION PLANNING

### ART IN EARLY CHILDHOOD: CURRICULUM CONNECTIONS

By Jill Englebright Fox, Ph.D., and Stacey Berry, M.Ed.

Art has traditionally been an important part of early childhood programs. Friedrich Froebel, the father of kindergarten, believed that young children should be involved in both making their own art and enjoying the art of others. To Froebel, art activities were important, not because they allowed teachers to recognize children with unusual abilities, but because they encouraged each child's "full and all-sided development" (Froebel, 1826). More than a century later, early childhood teachers are still concerned with the "all-sided" development of each child.

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=113](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=113)



### ACTIVITY PROGRAMING FOR ARTS & EXPRESSION

At TOPP KIDS, our *Active Play Coordinators* focus on activities that will help children develop their cognitive, social, and motor abilities. As Froebel recognized, making art and enjoying the art of other people and cultures are very important to the development of the whole child. We always try to feature great ARTS & EXPRESSION activities for kids that peak their interests and get them thinking. Most projects should be geared towards the weekly theme. Not all of these activities however are leader directed. The best ARTS & EXPRESSIONS come from the children and their on the spot creativity. So go! Get Messy! Create and have fun!

There are many different activities you can try when planning for ARTS & EXPRESSION including some of these:

- LOOSE PARTS PLAY
- Explore artists through time
- Drama- Plays, TOPP KIDS Got Talent, Air Band
- Painting and murals and graffiti art
- Media Art- make a movie, commercial, music video,
- Photo Art
- Food Art
- Cultural Art
- Nature Art
- Animation
- Comic Book creation
- Music
- Dance
- Face Painting
- Sculpture
- Design a business, election stand, lemonade stand, etc.
- Go on a field trip!
- Etc.

## MULTICULTURAL PLANNING

### ACTIVITY PROGRAMING FOR MULTICULTURALISM

**Multicultural education** is important for our kids. We are a part of a very big world and the more we learn about it, the better!

At TOPP KIDS we always try to feature some great [multicultural activities](#) for kids that sneak some learning in with a ton of fun.

Multicultural/ diversity planning can be so fun and with a diverse group of children already in our care, you and your group will have a blast learning about each other. The whole idea is to show children how big their world really is and to appreciate and respect other cultures.

There are many different topics you can highlight when planning for multiculturalism around the world including:

- |            |            |                           |
|------------|------------|---------------------------|
| ➤ Games    | ➤ Religion | ➤ History                 |
| ➤ Customs  | ➤ School   | ➤ Myths                   |
| ➤ Language | ➤ Holidays | ➤ Influential people      |
| ➤ Food     | ➤ Religion | ➤ Human rights / equality |
| ➤ Art      | ➤ Culture  | ➤ Go on a field trip!     |
| ➤ Clothing | ➤ Music    | ➤ Etc.                    |
| ➤ Homes    | ➤ Dance    |                           |



Below are examples of great multicultural education activities:

#### MULTICULTURAL EDUCATION

- **Homes Around the World** – Host a tour of some kid homes around the world and let kids explore what it might be like to live in them.
- **Influential Figures Autobiography** – read a story of an influential person and create a project based on them.
- **My Place in the World Project** – Create a kids geography project that gives geographic perspective to kids.
- **Field Trip to ....** – Take the children to china town, an authentic bakery or restaurant.

#### MULTICULTURAL ACTIVITIES

- **Make Multicultural Paper Dolls** – a great activity that *Kid World Citizen* did for International Week. It is a Multicultural Paper Doll Parade!
- **Diwali Rangoli and Mandala Art from India** – Beautiful, colorful art with a lesson. You and your kids will be on the compound creating masterpieces in no time.
- **3D Salt Dough Maps** – What a fun project! Making a 3D Map out of salt dough, then painting and adding map details.

#### CULTURE ACTIVITIES FOR KIDS

- **Chinese New Year w/ Props and Stories** – Plan a Chinese New Year celebration, but also tell the story of a celebration.
- **Get an International Pen-pal** – Find a pen-pal group (in another country or another TOPP KIDS Program).
- **Board Games that Teach About the World** – Find great games to keep kids having fun while learning about other cultures.

#### WORLD CULTURE FOR KIDS

- **The Danger of a Single Story** – I loved this post about why it is important to telling the whole truth. Many times, often inadvertently, we tell a fraction of the story which leads to cultural stereo-types.  
<http://kidworldcitizen.org/2012/05/24/the-danger-of-a-single-story-and-teaching-kids-to-avoid-stereotypes/>
- **What is Geo-Literacy?** – Geo-literacy is not only knowledge of geography, but it explores the relationship between human systems and the environment.
- **Cindarella Story Around the World** – This is really fun. Find the Cindarella story from various cultures! It is more common than I ever imagined.

## COMMUNITY UNITY



Program Coordinators are in charge of leading the programs transitions and flow. Part of that is *Community Unity* (formerly circle time).

Program Coordinators (or the acting supervisor) need to be loud enough to address the entire room while other leaders help keep children quiet and pay attention. THIS IS NOT YELLING, but a FUN daily occurrence that needs to be **fast, to the point and engaging**.

The entire point of *Community Unity* isn't just to explain what activities we are doing during the day but to create an environment of Social Emotional Literacy aiding in the teaching of self awareness, respect, responsibility and help build over all community between all TOPP KIDS and the leaders.

Children do NOT need to be in a circle for *Community Unity*, this also works well at carpets after the clean up transition with groups of child leaders facilitating or the Program Coordinator facilitating the whole group.

**COMMUNITY UNITY** - consists of 5 parts:

1. Program Coordinator will ask Leaders to **connect with children and engage them in a brief activity** at each carpet or circle
2. **Heys & Praise** – Led By Program Coordinator
3. **Good News and Announcements**, sharing successes, experiences and positive choices– Led By Program Coordinator
4. This is the time they all recite Our **TOPP KIDS SONG**. Children will sit in circle and try to make each other smile, without smiling themselves. – All leaders lead by example.
5. The Program Coordinator will ask each leader to explain the **planned activities** for the day and announce misc. updates.

Children will be allowed to go and **choose** which **planned activities, clubs, community involvement programs or projects they would like to participate in**. At this time, **Active Play Coordinators will be leading activities and Assistant Coordinators acting as support**.

### **HEYS & PRAISE:**

Heys and praise is an opportunity for children and leaders to praise each other in front of the entire TOPP KIDS community. This usually happens during **Community Unity** (circle time). Everyone is encouraged to participate to help build community self worth and confidence.

#### **How it works:**

“Hey Braden, can I give you some praise?”

“Yes...”

“I think your really good at Hockey. It shows you practice a lot!”

“Thanks”

Everyone supports the kids and leaders for Praise by **clapping** and **cheering** at appropriate times.

### **GOOD NEWS AND ANNOUNCEMENTS:**

This is when leaders and children share experiences related to daily successes and positive choices. Children display self confidence, are given an opportunity to share their emotions, and take turns listening to each other. Everyone supports the children and leaders sharing GOOD NEWS by **clapping** and **cheering** at appropriate times.

## S.E.L. AT TOPP KIDS

### WHAT IS SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Emotional Quotient (EQ) is a measure of a person's adequacy in such areas as self-awareness, empathy, and dealing sensitively with other people and their emotions.

Old beliefs only emphasized one kind of smart: book smarts. Now, after years of research, brain science has shed light on a new perspective: paired together, emotions and intellect are the new smart. EQ is just as important as IQ, if not more so.

#### **Socially & emotionally smart kids:**

- Demonstrate a sense of belonging
- Feel a strong attachment to school
- Perceive teachers as supportive and caring
- Forge healthy friendships
- Feel engaged in their academic progress

### 5 CORE COMPETENCIES

Everything we teach at TOPP KIDS revolves around 5 competencies of Emotional Intelligence (as defined by the Collaborative for Academic, Social, and Emotional Learning known as CASEL) and is referred to as Social and Emotional Learning (SEL):

- **Self-Awareness**- kids are able to recognize their emotions, describe their interests and values, and accurately assess their strengths.
- **Self-Management**- kids are able to regulate their emotions by managing stress, controlling impulses, and persevering to overcome obstacles.
- **Social Awareness**- kids are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences.
- **Relationship Skills**- kids can establish and maintain healthy and rewarding relationships based on cooperation.
- **Responsible Decision Making**- kids are able to demonstrate responsible decision making and make good choices at school, at home, and in the community.

#### Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

#### Self-awareness

The ability to accurately recognize one's own emotions and thoughts and how these influence behavior.

#### Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.

#### Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

HOMES AND COMMUNITIES

SCHOOLS

CLASSROOMS

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AWARENESS

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL

SEL CURRICULUM AND INSTRUCTION

SCHOOLWIDE PRACTICES AND POLICIES

FAMILY AND COMMUNITY PARTNERSHIPS

#### Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.

## TOPP KIDS DAILY OUTLINE – MORNINGS



### WELCOME, SNACK & ATTENDANCE

The first hour or so of the mornings should be spent with *Free Play* and *children eating snack*. This is the time for all team members to do *general supervision* since mornings tend to be short and not enough time for planned activities. During this time the team is to get children signed in, take part in some one on one time, engage in some child led active play and roll call.

### COMMUNITY UNITY AND CLEAN UP

Remember to call for clean-up reminders 10 and 5 minutes before clean up time. Have children clean up the area they are in and sit down at it quietly. Leaders should be stationed around the room at clean-up time leading by example. When children are settled the *Program Coordinator* and *one Active play coordinator* will lead *Community Unity* time while the rest of the team tears down with the help of Div 2 Children (*children are NOT allowed to move furniture, chairs or tables!*).

*Community Unity* should start off with a "Hello TOPP KIDS" with the reply of Hello \_\_\_\_\_ (leaders Names Here). There should be minimal small talk in order to keep it short and not lose child interest. Leaders should go over the Game or activity for the morning during *Health & Wellness*, upcoming events and anything needed for safety/ accreditation / changes to the program, etc. *Community Unity* should be no more than 10 minutes long. A **ROLL CALL** must be completed at this time.

### HEALTH & WELLNESS (OUTSIDE / LEADER GAME)

When children are excused from *Community Unity*, the *Physical Literacy/ Music & Movement Portfolio* should lead a quick morning game until it is time to go outside. This game is chosen by the *Daily Leader*. If there is little time before the bell, do the activity outside or play at the park with general supervision. At least one other team member should help lead the activity (staying in ratio) while the rest finish takedown tasks. *Children should be outside minimum 15 minutes before the bell.*

### BELL

When the bell rings each team member should move to supervise a pre-determined door of the school that children line up at. One staff will specifically take Kindergarten Children to their Door. After all care is transferred to the school, the team will then come together and sign out of ratio.

### PLANNING, MEETING & ACCREDITATION TIME (BETWEEN SHIFTS)

By this time all children have left and staff are signed out of ratio and into *Planning/ Accreditation* or any other task being completed at this time.

It is each Active Play Coordinators job to make sure this time is utilized to complete the following weeks planning sheets and prep for all children. All preparations and shopping lists should be done for Friday at 5:00 pm for the *Program Coordinators* review. All Activity Sheets must be added to their specific portfolio as proof of the activity (include pictures) and for future resource purposes.

**Note:** All Resources (websites, books, etc.) must be cited on the Activity Sheet as well as Daily Planning Sheet

*All meetings and indirect hours spent on planning, prepping, meetings or accreditation are included in the allotted 6-hour work day unless otherwise approved by an Owner in writing.*

## TOPP KIDS DAILY OUTLINE - AFTERNOONS



### WELCOME, SNACK & ATTENDANCE

The first half hour of the afternoon should be spent with *quiet table games and children eating snack*. This gives the team time to complete any set up, get children signed in, hands washed and **ROLL CALL**.

### FREE PLAY, CLUBS & SOCIAL SKILL BUILDING

At the beginning of free play (after Snack Time) the *Science/ Multi Culturalism/ Events / Portfolio* will **call for Kids clubs** with the help of the *Daily Child Leader*. The *Science/ Multi Culturalism/ Events / Portfolio* will help guide clubs during this time. The *Physical Literacy/ Music & Movement Portfolio Arts & Expression Portfolio* will then **take the leader to help lead one game or activity for the day**. Children can choose whether they participate in a club, the daily leaders game or activity or just free play. This is a time for **general supervision** for the *Program Coordinator, Assistant Coordinator, Arts & Expression Portfolio*.

### COMMUNITY UNITY

Remember to call for clean-up reminders 10 and 5 minutes before clean up time. Have children clean up the area they are in and sit down at it quietly until excused to go to circle. Leaders should be stationed around the room at clean-up time leading by example.

*Community Unity* should start off with a "Hello TOPP KIDS" with the reply of Hello \_\_\_\_\_ (leaders Names Here). The *Program Coordinator* will then lead the *Community Unity* starting with *Heys & Praise*, followed by *Good News & Announcements*- Positive child sharing and leaders going over portfolio activities for the day, upcoming events and anything needed for safety/ accreditation / changes to the program, etc. The *Program Coordinator* will then dismiss the children and staff to their activities. There should be minimal small talk in order to keep it short and not loose child interest. Circle should be no more than 10 minutes long. A **ROLL CALL** must be completed at this time.

### CHILD LED ACTIVITIES

When children are excused from *Community Unity*, the *Physical Literacy/ Music & Movement Portfolio, Science/ Multi Culturalism/ Events / Portfolio and Arts & Expression Portfolios* will then host their planned activities. Children are able to choose whether they participate in each activity, in a club or just free play. The *Program Coordinator* and *Assistant Coordinator* will act as support to the 3 Active play Coordinators as well as general supervision. If one group wishes to go outside, at least one of the supports would go with them. Planned activities should go no more than 1 hour.

**\*\*\*Fridays or PD Days may have more than one Planned Activity session dependent on the schedule.\*\*\***

### HEALTH & WELLNESS

Children are able to choose whether they participate in a club or just free play.

TOPP KIDS active play and physical literacy initiative (Health & Wellness) was created to address child obesity in the after-school setting. By teaching children that eating healthy and being physically active every day can be FUN, we establish healthy habits in children that promote behavior changes that can last a lifetime. We combine high energy, non-elimination activities with teaching skills and strategies that keep kids moving and having fun both indoors and out.

This is a time for **general supervision** and **planned physical activity**. If it is possible to be outside- go outside! Two team members will stay behind each day to complete cleaning or administrative tasks (based on the portfolio schedule).

**ENRICHMENT**

After Health and wellness, generally there are few children left as many are picked up around this time. Consider this a time to wind down and start clean up. This is a great time to promote literacy and smaller social activities as well as home work time. With many parents coming for pick-ups, this is a great opportunity to involve them in calm activities with their children and a great time to build relationships with them. This is our best opportunity to build the “Family Run Feel”.

**THE FINAL HOUR 5:00 pm – 6:00 pm**

By this time enough children have left and ratios are low enough where 2 leaders / day should be able to break off and tackle their Cleaning Schedule or the following weeks planning and prep. The remaining staff will collect the group into one area for all children and continue general supervision.

It is each Active Play Coordinators job to make sure there is enough of each activity prepped for all 60 Children per day and a clear complete planning sheet written. All preparation and purchases should be done on Monday morning for the Program Coordinators review. All Activity Sheets must be added to their specific portfolio as proof of the activity (include pictures) and for future resource purposes. This is each Leaders time to use the computer if available.

	Monday	Tuesday	Wednesday	Thursday	Friday
Program Coordinator Portfolio					Portfolio Audit Day
Physical Literacy/ Music & Movement Portfolio	Games Planning			Cleaning Schedule	
Science/ Multi Culturalism/ Events / Portfolio		Science & Event Planning	Cleaning Schedule		
Arts & Expression Portfolio		Cleaning Schedule	Art Planning		
Operations Portfolio	Cleaning Schedule			Audit Day	

**Note:** All Resources (websites, books, etc.) must be sited on the Activity Sheet as well as Daily Planning Sheet.

## TOPP KIDS Weekly Planning Outline

Every theme week at TOPP KIDS should be a theme that children and staff look forward to. Boring weeks are unacceptable. It is the Active Play Coordinators responsibility to make sure every day is as fun as possible by planning activities based on their portfolio and the weekly theme. Themes are chosen using child suggestions and guided outcomes. Weekly Planning Sheets are to be completed on Fridays by the Program Coordinator and posted on Monday mornings for parents & children to see.

### RULES:

- Every week must have a theme
- Activities planned should relate to the weekly theme
- Each week must consist of the following:
  - Minimum (x1) Art /Loose Parts / Expression idea per day (can be a continually evolving project from previous day)
  - Minimum (x1) S.T.E.A.M /journaling and research project per week (theme directed)
  - Minimum (x1) active play/group game per shift (morning and afternoon) (theme directed)
  - Theme directed audio visual medium (movie/music/dramatic play)
  - Theme centre – set up to provoke thought and interest of the weekly theme (set up everyday)
- Minimum (x1) culture/history/community week is to be planned per month
- Minimum (x4) Kids Clubs per week (each club ends at the end of the month)
- All planning must be age appropriate. Separate Div 1 & Div 2 planning must be completed for groups with children in grades 4-6.
- Every period of planning must be done at least one week prior to that period commencing and approved by the Program Coordinator.
- All completed planning sheets must have pictures or supporting resources by the end of each week.
- All activities can be a continually evolving project from previous days

### ANNUAL MANDATORY THEMES PER YEAR:

- Eco kids
- Anti-bullying
- All about me
- Political week (have an election for TOPP KIDS President for the month)
- Kindness Week
- Respect Week
- Nature
- Bucket Filling
- Getting to know you (Beginning of the school year)

### TOPP KIDS WEEKLY PLANNING SHEET

For other themes check out:

<http://www.kidactivities.net/>  
[www.pinterest.com](http://www.pinterest.com)

<http://summercamppro.com/100-summer-camp-themes/>  
<http://edhelper.com/MonthlyThemes.htm>

<https://www.pinterest.com/explore/school-age-activities/>  
<https://www.eduplace.com/monthlytheme/calendar.html>



## TOPP KIDS CLUBS Outline

At TOPP KIDS, we pride ourselves on giving kids the opportunity to explore their interests and build leadership and social capacity among their peers and what better way to do that than to help them create their own club?!



Clubs are a huge part of what we do here at TOPP KIDS and we love to help the children explore the world using them. Some clubs the leaders host (mandatory clubs listed below) and the rest are based purely on child interests. Below are our rules for our clubs:

### **RULES:**

- There must be min 4 clubs per month.
- **TOPP KIDS Café** (Cooking club) must happen at least twice / month.
- Clubs happen during free time at the centre between afternoon snack and **Community Unity**.
- There are mandatory clubs every program has to complete for accreditation each year.
- Clubs are child run with the assistance of the Science/Multicultural/ Events portfolio staff member.
- Each club needs a child leader
- Clubs will be announced by the **Science/Multicultural/ Events portfolio** staff member and **Leader of The Day**
- A club sheet and club crest must be filled out for every club
- The clubs crest must be posted on the **Kids Board** until the club is finished
- Clubs last one month but can be extended based on child interest
- All club sheets and past club crests must be stored in the **Clubs Binder**

**CLUBS HAPPEN EVERY DAY BETWEEN AFTERNOON SNACK  
AND COMMUNITY UNITY**

### **MANDATORY CLUBS:**

- **Newsletter Club** (Junior Leaders)
- **Community Involvement Club #1** (with field trip)
- **Community Involvement Club #2** (with field trip or speaker)
- **Environmental Club** (x4 times per year)
- **Politics club** (choose and president for the month with debates)
- **Scrapbook Club** (Junior Leaders)
- **Welcoming Club** (Junior Leaders)
- **Junior Leaders Club** (Year Round)
- **Club Runners Club** (Junior Leaders)

**Electronic Games Clubs can only run a maximum of (x2) twice per year.**

## Child Leadership Program



All communities need role models and leaders. Most of us agree that professions such as medicine, technology, education, business, industry, politics and the arts need people who can use intelligence, creativity and critical judgment.

We believe it is our job, as role models and child care professionals, to help in the development of leadership attributes, qualities and skills in children at an early age.

Our leadership program helps teach kids to feel comfortable in and addressing large groups of children, have others respond well to their suggestions and build interest in setting the direction or style of play for their peers. We believe leadership in children can be nurtured, grown and, in turn, build great amounts of self-respect and worth.

Whoever said, "Great leaders are made not born" was on the right track. Taking the initiative, making suggestions, providing direction, being sympathetic to the problems of others are all characteristics that can make great leaders. Fortunately, they are also behaviors that can be encouraged in our children.

### Teaching Leadership Qualities to Children:

We want to help your child to be a leader, but what are the qualities of a leader? Here are some of the qualities required and how we can encourage the development of these qualities:

- **Integrity** – Our staff always remembers to be a good example, a role model for your child. We teach by example and integrity is a quality kids learn from their care takers and parents. One tool that is very helpful is story telling. We have books that tell about the value of integrity in our reading corner.
- **Courage** –When your child shows courage, we notice it and praise it. It takes courage to tell our staff about problems or bullying and we encourage kids to “share fearlessly” with us.
- **Creative, independent thinking**- When we talk with your child about any subject at all, we always try to ask open questions that encourage creative thinking. Using the "One Step Farther" principle. After we have received all the obvious answers, we ask one more question to come up with a deeper, more creative idea. Questions like "Why", "What would happen if...", "How do you think it felt...", and encourage your child to think creatively.
- **Self-belief** - One of the most important things we can help teach your child is to believe in themselves and in their ideas, visions and abilities. We try to encourage them every step of the way. When your child tells us that they want to be the richest person in the world, we don't laugh them off as if that is something beyond them. Instead, we ask your child what they plan to do to achieve that goal. We want children to know that nothing is beyond their capabilities. A leader is a person who believes in himself. It is only when someone believes in what they are doing, can they convince others to follow the same path. Most children have goals and a few know just what they are going to do to achieve these goals. Having goals is the first step towards leadership. The second step is knowing how you are going to achieve these goals and if they are feasible at all.
- **Confidence** - This is one of the most important qualities required for success in general. To develop confidence in your child, we praise your child sincerely and often, we also develop a habit to talk about your child's strengths and achievements with them every day.
- **Responsibility** - A leader takes responsibility. Good leadership is knowing when you made a mistake when you took a wrong decision and having the ability to admit your mistakes and apologize. We teach your child to know that they are the "boss" of their own life. Their success is their responsibility. When your children blame someone else or something else for a mishap or comes up with excuses, we see this as our opportunity to encourage your child to assume responsibility and we make sure that your child knows that it is ok to make mistakes. Mistakes are an opportunity to learn. We help your child draw conclusions, without 'making them wrong' by asking: "What did you

learn from this?", "What do you think went wrong?", "Why do you think this happened?", "How could you avoid this?" and again, "What do you think would happen if...?"

**Planning** - Many children dream big, but they don't plan on how they will be able to achieve their goals. Teaching your child the importance of planning is a large part of our program. When children are chosen as leaders, they are asked to come up with a plan for the day and stick to it. They help plan the group games we play to the crafts we make. They can change their plans along the way, but we show them that it is best if they follow a plan to make sure we have time for everything. The best leaders are those that chart a course of action in advance and stick to it.

**Leaders get to lead the following in our program:**

- Circle Time meetings and log
- Leading clubs (including Community Involvement programs)
- Creating the day's plan (group game, craft ideas, and daily themes)
- Calling out announcements, opening Heys & Praise
- Participating to show examples and lead/coaching group games and crafts
- Being a positive example on how to behave during activities (washing hands, leading lines, etc.)

Every day a new leader will be chosen based on attitude and cooperation shown throughout the previous day. Everyone gets a chance to be a leader.

## JUNIOR LEADERS

Being a part of the Junior Leaders group is a privilege at TOPP KIDS and mainly geared for Div 2 Children (Grades 3-6). Junior Leaders are coached to become the "best version of themselves" with the program geared towards children learning life skills, community stewardship and leadership qualities. They are privileged with running exclusive clubs and tasks (ie: Newsletter Club, Scrapbook Club, Club Runners Club, Community Heros Club and Welcoming Club). Children who become Junior Leaders sign a contract, holding them responsible to the values and tasks of a Junior Leader.

What it means to be a Junior Leader:

- Be kind
- Help others
- Set an example
- Junior Leaders help plan PD Days, ½ day Fridays (CBE), Events and Holidays
- Each Junior Leader is assigned and responsible for individual areas around the center during cleanup time to help/ organize
- Include everyone in games and activities, check for "unhappy faces" making sure if there are any children sitting alone they make them feel included
- Be honest
- Be role models for younger and newer children
- Make great choices

## New! Family & Parent Groups

TOPP KIDS Parent Groups are a safe, supportive and informative. We create a warm environment where parents can feel comfortable coming together to share their parenting knowledge and experiences.

Parents feel connected and supported managing their everyday parenting challenges. We customize all our topics based on parents' needs and suggestions. We welcome all parents of our families to attend. Speak to your Program Coordinator for more information and meeting dates. All meetings are hosted at the TOPP KIDS Head Office- 127, 6227 2<sup>nd</sup> Street SE.



**TUITION FEES**

**REGISTRATION & FEE SCHEDULE 2019/2020** (Effective April 2020)

Please complete and return the following registration forms to the centre as soon as possible to ensure your child's space in our program:

- TOPP KIDS Consent Forms
- Emergency Contact Form- Online Registration
- Subsidy Agreement (if required)
- Child Distal Supervision Form (if required)
- Child Medication Form (if required)

**REGISTRATION FEE**

A \$50.00 non-refundable registration fee is required for each family registering in the program per year. This fee is not applied to any month's payment; it is strictly an administrative fee.

**FEE PAYMENT**

Parents are required to provide post-dated cheques or a PAD form for the entire school year at the time of registration. Cheques must be dated for the 1<sup>st</sup> or 15<sup>th</sup> of every month. Payments for individual PD Days, Drop-Ins, or any miscellaneous charges must be made via cheque. TOPP KIDS does not accept cash payments.

**CHOOSE YOUR CARE**  
with our flexible options

OUT OF SCHOOL CLUBS GRADES K - 6	<p><b>FULL TIME MEMBER</b> </p> <p><b>\$525 / MONTH</b></p> <p><small>Access to morning and afternoon care, PD, Days, 1/2 Day Fridays, Spring Break &amp; Teachers Convention</small></p>	KINDI CLUBS	<p><b>MEMBER</b> </p> <p><b>\$880 / MONTH</b></p> <p><small>INCLUDES: Access to morning and afternoon care, PD, Days, alternating Fridays, Spring Break &amp; Teachers Convention</small></p> <p><small>AVAILABLE AT: Maple Ridge, Holy Child, McKenzie Lake, and North Haven Schools</small></p>	CAMPS GRADES K - 6	<p><b>SPRING CAMPS</b> </p> <p><small>PART TIME MEMBERS \$45 / DAY NON-MEMBERS \$70 / DAY</small></p>
	<p><b>PART TIME MEMBER</b> </p> <p><b>\$445 / MONTH</b></p> <p><small>INCLUDES: Access to morning OR afternoon care, and 1/2 Day Fridays</small></p>		<p><b>DROP IN</b> </p> <p><small>1/2 DAY (Lunch hour included) \$50 / DAY ALTERNATING FRIDAYS \$70 / DAY PD DAY \$70 / DAY</small></p> <p><small>AVAILABLE AT: Maple Ridge, Holy Child, McKenzie Lake, and North Haven Schools</small></p>		<p><b>SUMMER CAMPS</b> </p> <p><small>MEMBERS TBD / WEEK TBD / 4 WEEK PKG TBD / SUMMER NON-MEMBERS TBD / WEEK TBD / SUMMER</small></p>
	<p><b>DROP IN</b> </p> <p><small>MORNING \$25 / DAY AFTERNOON \$30 / DAY EARLY DISMISSAL FRIDAYS (Afternoon only) \$50 / DAY PD DAY MEMBERS \$30 / DAY NON-MEMBERS \$70 / DAY</small></p>		<p><b>CAMP DROP IN</b> </p> <p><small>\$70 / DAY \$350 / WEEK \$40 / FIELD TRIP</small></p>		

**REGISTRATION FEE**  
\$50 ANNUALLY  
(Charged at the beginning of the care cycle in addition to the first month fee. Must be paid before care can begin)

All Prices are based on individual children. Families with 3 or more siblings are eligible for a 10% Discount on the 3<sup>rd</sup> and subsequent children. Members are families registered as Full and Part Time participants only. All fees are subject to change.

All PAD payments are subject to a \$0.15 processing fee / transaction.

## FEES

Upon registration, all fees are due and payable. Please refer to the current fee schedule to determine the fees due. It is your responsibility to ensure all payments are received. Because your child fills one of a limited number of spaces, your space must be paid for whether your child is present or not. Therefore, there is no exemption from fees for absence due to illness, vacation, or for any other reason. No credits can be given for days missed.

- A **\$50.00** non-refundable registration fee is required for each family registering in the program at the beginning of the term of care annually. This fee will not be applied to any month's payment; it is strictly an administrative fee.
- Fees are due on the first day of each month, by post-dated cheque.
- Fees will not be prorated for any reason.

## NON-PAYMENT OF FEES

Leaders will work with families to develop alternate payment arrangements. Long-term default on fees will result in the services of TOPP KIDS being terminated.

- All payments at TOPP KIDS are due on the 1<sup>st</sup> or the 15<sup>th</sup> of the month (whichever date was agreed upon at time of registration). Any payments made after the 5 day grace period will be considered as a late payment and charged a \$35.00 Late Fee (due the day payment is made).
- Fees not paid by the 5<sup>th</sup> grace period day of the month are subject to having the family's enrolment suspended until all fees are paid in full with the addition of the \$30 late fee charge.
- Any fees arrears for more than 30 days will result in termination of enrolment in the program until the balance left owing is cleared.
- A \$30.00 service charge will be charged on all NSF Cheques.

## SUBSIDIES

The Alberta Family and Social Services Day Care Subsidy is available to parents who need assistance to help cover the fees for child care. Forms for the subsidy are available at [www.child.gov.ab.ca](http://www.child.gov.ab.ca). Once a subsidy has been granted parents will receive a subsidy approval letter, a copy of which should be brought to the TOPP KIDS Child Care Centre Coordinator within 2 weeks of registering.

All families with subsidies must provide postdated cheques for the difference between the currently approved subsidy allowance and the cost of their fee for each month registered. Any remaining fees will be charged on the 3rd Monday the following month after subsidy amounts are forwarded back to the program. Parents are responsible for paying any remaining fees by the 3rd Friday of that month. Deposit Policy still applies. It is the parent's responsibility to track and ensure their child reaches the minimum number of hours per month needed for a full subsidy payment as every family may be different.

## LATE FEE

A late fee of \$1 per minute will apply when children are picked up after the closing time of 6:00 pm to cover the cost of overtime wages. An exception will be considered in an emergency situation. A similar fee will be charged if children exceed the 10 hours per day recommended by the Alberta Family and Social Services.

## DISCOUNTS

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Families with three or more children will receive a discount of 10% on their fees for the third and subsequent siblings. Families with children attending part-time are not eligible for discounts.

## WITHDRAWAL POLICY

If a family chooses to withdraw from care at TOPP KIDS, a Child Care Withdrawal Notice Form must be submitted within the first 5 (five) calendar days of the month in order to have care terminated by the last calendar day of that month. Any Child Care Withdrawal Notice Form submitted later than the 5 (five) day period will not be able to terminate care for that month. Any form submitted after the 5th will be considered notice for the end of the following month. No refunds of the initial deposit will be given. Complete the form below and return it to your Program Coordinator. [Child Care Withdrawal Notice Form](#)

## PAYMENTS MADE DURING THE MONTH (PD Days, Drop-Ins, etc.)

Payments / cheques given in during the month will be deposited on the 15<sup>th</sup> of the following month. Families must be sure to maintain their accounts so that NSF's do not occur.

## WHAT CHEQUES NEED TO LOOK LIKE....

Here is an example of an accepted monthly cheque. The cheque should be dated either for the 1<sup>st</sup> or 15<sup>th</sup> of the month, NOT for the date the cheque is written on. The type of care (Full Time, Part Time, Full day Kindergarten, etc.) should be listed in the area designated for "Option Registered For".



## PAD PAYMENTS

If families choose to pay via our PAD (Pre Authorised Debit) payment option, a charge of \$0.45 will be added to cover the processing fee per transaction. This includes monthly fees, any NSF fees or other payments made through *EFT Canada*. All information collected will only be used for agreed upon fees and only shared between TOPP KIDS Accounting office and *EFT Canada* only.

## DEPOSITS

TOPP KIDS Deposit dates are always the 1st and 15th of the month. Any payments made between or after these dates are deposited on the next deposit period.

## IF YOU ARE A FAMILY IN NEED OF A SUPPORTIVE AIDE:

TOPP KIDS will help your family contract a full-time Supportive Aide through the Family Support for Children with Disabilities (FSCD). This ensures that the funding for the position does not come out of the family's pocket. The Supportive Aide, at minimum, would have to go through the TOPP KIDS Volunteer Training, follow TOPP KIDS Policies and Procedures and would be responsible to schedule monthly meetings sharing all documentation for the child with the family and the Program Coordinator in order to maintain the proper environment and program routine. Communication is to be as transparent as possible at all times.

<http://www.humanservices.alberta.ca/disability-services/14855.html>

## EXTENDED LEAVE

Families who have been with TOPP KIDS Out of School Clubs for six months or more and wish to take an extended leave of more than two weeks but not more than one month in one consecutive period may apply to hold their space at the center by paying a holding fee of 50% of the tuition due for that period. Winter break is the exception to this policy. Full fees are expected during the month of December.

*Families who choose to release their space will be placed back on the waiting list.*

## ACCOUNTS MANAGER

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All accounts are managed by our accounts manager. If there are any questions, issues or concerns regarding payments please contact her Directly:

Maria Topp  
[accounts@toppkids.com](mailto:accounts@toppkids.com)

## Newsletters & Communication

TOPP KIDS is committed to creating easier and more frequent communication with our families and community.

Other than direct communication at the centre level, TOPP KIDS sends out Bi-Monthly newsletters, email updates and has created our own Facebook Page! If you have not received these in the past, **please be sure to sign up at [www.toppkids.com](http://www.toppkids.com)** .

All important notices or any emergency information are ***always*** sent out though email first!

**Make sure TOPP KIDS emails do not filter into your Junk Mail!**

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