

WELCOME TO THE CLUB!

FAMILY HANDBOOK



TOPP
KIDS
FOUNDATION



PLAY **GROW**

LAUGH **LEARN**

WWW.TOPPKIDS.COM

LOCATION CONTACT INFO

Support Team - Calgary & Area
info@toppkids.com

Registration & Accounts Office
1 (403) 405-TOPP (8677)
registrations@toppkids.com

General Inquiries / Head Office
1 (403) 710-8384

TK Merch Shop
1 (403)452 8677

Career Opportunities
careers@toppkids.com

**Professional Development and
Integration Coordinator**
professional_development@toppkids.com

Prince of Wales School

1 (587) 439-9170
pow_info@toppkids.com

St.Philip Fine Arts School

1 (403) 702-6279
st.philips_info@toppkids.com

Coventry Hills School

1 (587) 436-6378
coventry_info@toppkids.com

Maple Ridge School

1 (587) 434-5623
mapleridge_info@toppkids.com

Evergreen School

1 (587) 434-7318
evergreen_info@toppkids.com

Copperfield School

1 (403) 837-6580
copperfield_info@toppkids.com

Holy Child School

1 (403) 479-7130
holychild_info@toppkids.com

McKenzie Lake School

1 (403) 408-9792
mckenzielake_info@toppkids.com

St.Mary's School

1 (403) 4644398
st.marys_info@toppkids.com

Bayside School

1 (403) 837-6376
bayside_info@toppkids.com

Auburn Bay School

1 (403) 354-3764
auburnbay_info@toppkids.com (Claire)

Program Slot 01

Number
E-mail

Program Slot 02

Number
E-mail



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 & 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 childcare 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' (educators), 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 any time you have questions or concerns about the programs, educators, 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

Welcome to the family!


Owner / CEO


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 employees. We will be glad to help you answer your questions.



QUALITY AND 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 educators 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 and surrounding areas!
- Our commitment to the quality programming- 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 & Expression
- Physical Literacy & Group Games
- Music & Movement
- STREAM
- Kids Clubs
- Literacy and Current Events
- Media Development/ Coding
- Cooking
- Leadership Initiatives
- Sports Tournaments
- Multi-Cultural
- Community and so much more!

Don't forget that we also offer exciting child and leader initiated 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 lifelong memories, help build long lasting relationships and **JUST HAVE FUN!!!**





ITEMS NEEDED FOR TOPP KIDS EVERYDAY

(Labelled with child's name please)

1. Indoor sneakers or shoes with backs are **mandatory every day.**
2. Weather appropriate clothing (including hats/gloves etc)
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 AND SNACKS

- Children need to pack a healthy, double stacked morning and afternoon snack with drinks for everyday as they are not provided. (**TOPP KIDS IS A NUT FREE ENVIRONMENT**)
- No soda or candy please.
- For field trip days, pack a lunch in a **DISPOSABLE BAG.**



PROGRAM INFORMATION

- Weekly newsletters will be sent to families from the programs notifying them of the upcoming weeks events, the fun the programs are having, activities, any policy changes, and reminders.
- 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 are available to families through our Professional Development Coordinator at professional_development@toppkids.com.



PD DAYS AND FIELD TRIPS

- An email will be sent out to all families with a link to sign up 2 weeks prior for each PD Day/Spring Break/Nov Break (for CBE) during the year, families must sign up before the link is closed the week prior. This allows us to have accurate counts of children for field trips and proper staff scheduling during the longer days for each program. This helps us ensure proper ratios and safety. As always, full time and KindiClub families get priority on spaces during the 1-week window when PD days are announced (both through email and verbally at pick up/drop off times) before we allow part time and drop in families to fill the remaining spaces. It remains the family's responsibility to let us know if they would be attending these days so that we can accommodate as many families as possible. Deadlines for responses are communicated in weekly emails to families. It is the guardian's responsibility to sign up for scheduled PD and Camp days throughout the year so that the program can plan and schedule accordingly. Failure to complete the sign-up process will result in forfeiting the space for that day. TOPP KIDS does not refund Full Time/KindiClub families if these days are missed.
- 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 (ex. the Reptile Guy, Police Officers, EMTs, etc.) and if you are interested in volunteering as a presenter, please talk to the Program Coordinator.

- Transportation for any trips will be provided for TOPP KIDS by Charter buses. All Children who plan on attending field trips must be onsite at the required time as buses leave promptly as scheduled, unless otherwise posted.
- Children **must be dressed appropriately** for each trip. Failure to bring appropriate clothing will result in the child not being able to remain in our care.

ON THE FIRST DAY

Important documents to hand in if needed on the first day:

- **Appropriate forms needed.**
Child Walk home & Distal Supervision pages are optional and can be requested.
- **Any medications needed on site for your child.**
(Original containers and in date are a MUST and a Medication form will need to be signed in the program by parent/guardian before we are able to administer medication)

Signed consent forms, a PAD form or Post-dated cheques and family information are legally required by TOPP KIDS Out of School Clubs/Foundation to attend our programs, this information will be gathered prior to a confirmation of spot by our Registrations Manager at registrations@toppkids.com

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 PD Days we may go off site for field trips. Our school programs are closed during the school scheduled Winter breaks and Summer breaks.

OUT OF SCHOOL CARE PHILOSOPHY & MISSION STATEMENT

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

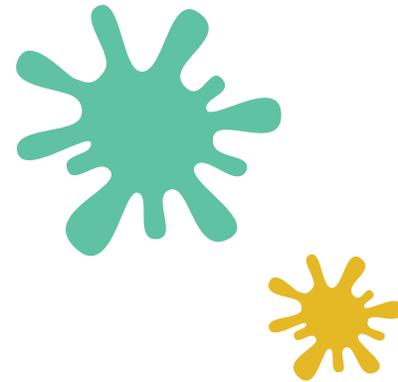
PLAY, GROW, LAUGH & LEARN

We strive to provide programs that are safe, nurturing and stimulating, where children learn LIFE SKILLS and develop through play and exploration. The environments as well as our developmentally appropriate curriculums are designed to meet the needs of children in all areas of their development (social, physical, intellectual, cognitive and emotional), introduce them to new concepts, teach leadership skills and get them involved in the communities around them. Child-led planning and supportive interactions between our educators and children help us to create an atmosphere that focus on individual growth and encourages the development of self-worth, healthy lifestyles, innovation and expression. We aim to develop true TOPP KIDS.

It is our mission to provide accessible, affordable & high-quality childcare programs and training to Albertan families and Early Childhood Educators while making a positive impact in our communities.

TOPP KIDS GUIDING PRINCIPLES:

1. **We** thrive on creating fun learning experiences for our children and educators using our **PLAY, GROW, LAUGH & LEARN** model.
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 children and educators.
8. **We** are inclusive and embrace diversity through mutual respect.
9. **We** continue to grow and evolve our program and skills as educators.
10. **We** develop TOPP KIDS!



TOPP KIDS Out of School Clubs/Foundation 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 world leading childcare programs and to create and lead a new standard in School Age Care.

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 employees, parents, and children to get together and interact (example: TOPP KIDS holiday parties, open houses, council nights etc.). TOPP KIDS 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 childcare 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 programs based out of local schools.

Leadership program

Our Leadership Program helps teach kids to feel comfortable in developing LIFE SKILLS, self-worth and leading those around them. 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 every child have a chance to lead for a day (with the help of our team) and focus on further Leadership opportunities for older children (Div.2). They help plan activities, are involved in their communities and lead by example, see our full leadership program.

Program features

Each of our programs are organized into specific play centers. Example: dramatic play, structures and engineering, homework and reading area, library and literacy, art and expression, music, technology, STREAM LAB, puzzles and manipulative toys, board games and physical literacy. Large outdoor play areas with parks are also attached to every program. Each program also boasts a **maximum** of 1:15 educator/child ratio.

Arts and expression, literacy, STREAM, multiculturalism, physical literacy, kids clubs, group games and outdoor play are all integral components of our daily programming.



Building a better community

We feel that it is our social responsibility and mission to provide accessible, quality childcare 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/Foundation enjoys participating in local events and fundraisers whenever we can as well as advocacy projects and associations for school age early learning and childcare.



We are focused on quality and excellence!

We are proud that our programs are always developing and using **best practices**. We lead in the development and are the example of **high quality** in our sector and around the world. Until its recent discontinuation, all our TOPP KIDS programs were fully accredited programs. **TOPP KIDS standards of quality** uphold the original accreditation standards and we are continuously evaluating our programs and delivery through evaluative processes. This shows that we are committed to providing the highest standards of Early Childhood Education. 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.**

We're an employer of choice!

For us, being an employer of choice means that applicants are eager to work for us, that people envy our employees, employees enjoy their work and their many benefits and that our most talented educators stay with the company throughout their careers.



OUR “FAMILY MEMBERS” (EDUCATORS & TEAM)

We pride ourselves in having a committed team of educators who create a stable, nurturing environment for the children in our care. Our employees are long term team members and 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 most employees having post-secondary training in Early Childhood Education.

All employees 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 employees during your tour.

Our Program Coordinators are specifically chosen for their experience, expertise and passion for providing the highest quality childcare. They are always happy to help parents and employees with any questions, concerns and to provide a smooth transition for children entering our program as well as continually updating parents with program information.

OUR HISTORY



TOPP KIDS Out of School Clubs 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 firsthand 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.

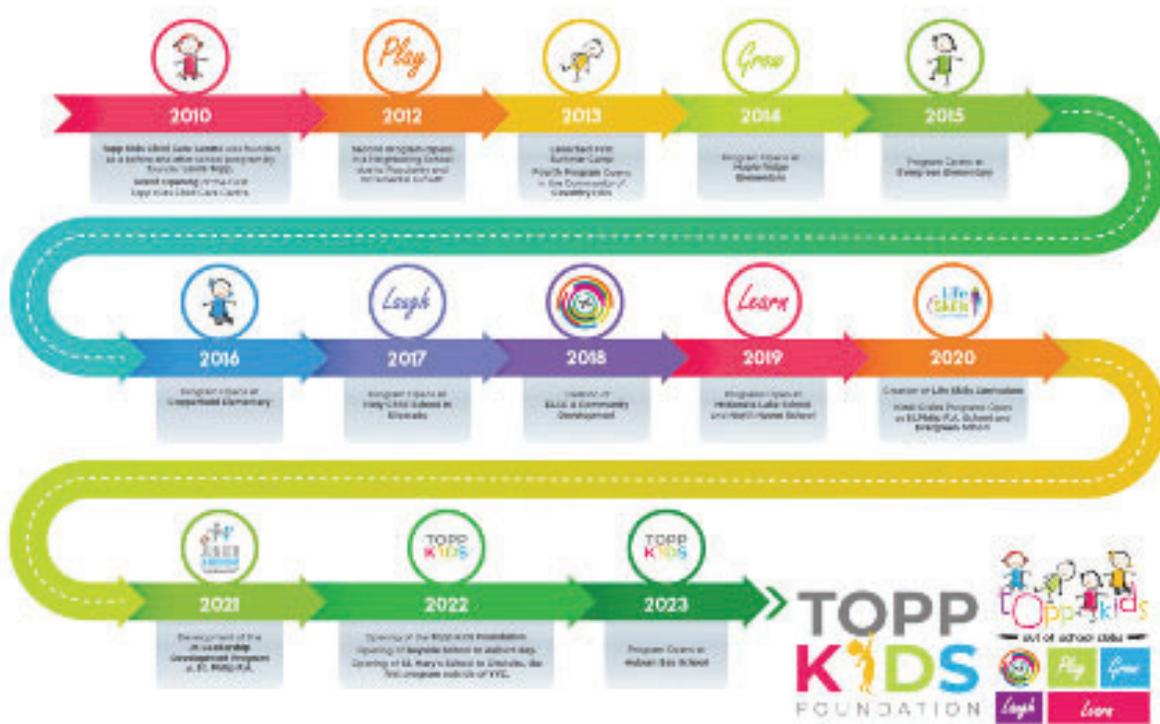
In 2012, Leslie had unfortunately been diagnosed with Lupus and her son Cody stepped in to continue building her dream.

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 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. He also now sits on a number of additional childcare advocacy groups across Alberta and Nationwide.

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** and creating our first Non-Profit arm – The TOPP KIDS Foundation.

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.



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 school**.

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** in 2019. **Bayside school** in Auburn Bay and **St. Mary's school** in 2022, branching out to Okotoks. Then into **Auburn Bay school** in 2023.

Over a few short years we have grown to 11 Before and After School Clubs and 5 Kindergarten programs, reaching over 1100 families across Alberta annually.

We are proud to be recognized as an industry leader in Alberta as we continue to work on “Phase Three” 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.

Furthermore, we are currently transitioning the entire group to a Non-Profit model and have named it TOPP KIDS Foundation. 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 the next few years, our vision is to open more programs throughout Calgary and continue to extend our reach province-wide.

Read our State Report

<https://www.toppkids.com/events/tk-state-report-2020/>

FEE STRUCTURE

REGISTRATIONS & FEE SCHEDULE

Please complete and return the following registration forms to the Registrations Manager at registrations@toppkids.com as soon as possible to ensure your child’s space.

- TOPP KIDS Consent Forms
- Emergency Contact Form- Online Registration
- Subsidy Agreement (if required)
- Court Parental Agreement (if required)
- PAD form OR post-dated cheques for the year
- CBE/CTR/CCSD proof of employment for discount (if required)

Re-registration

Each year in April we begin our re-registrations for the following school year. A Re-Registration email (with a mandatory PAD form to fill out for each child) will be sent **first** to all **current families** that are enrolled **OOSC Full time** and **Part time, participants**. Once that is completed, Re- Registrations will be sent to **current KindiClub families**, based on availability (see our Waitlist Policy). **Lastly**, in June, to any **Drop in** families currently enrolled this school year that have utilized the current spot (Inline with our Drop In Policy)

Registration fee

A **\$50.00** non–refundable registration fee is required for each family registering in the program per registration term.

This fee is not applied to any month’s payment; it is strictly an administrative fee and is charged with your first monthly enrollment fee.



Registration Term

Full Time/Part Time: Your start date to the end of the school year.

Drop In: Your start date to the end of 60 days, if the spot is not utilized as per our Drop In policy.

Siblings on waitlist

Existing family priority applies to families of a currently enrolled child in our program that wishes to add a sibling(s) onto the waitlist for the following or future years. A sibling entering Kindergarten MUST be added onto our waitlist by February 1st of the calendar year they are due to start Kindergarten to be eligible for this priority. After February 1st no priority is eligible. To join the waitlist, use the online application.

KindiClub to OOSC

We cannot guarantee a space in our school age program once your child finishes KindiClub. Children that are already in our programs always have priority for the next age group.

We will notify your family of a successful or unsuccessful registration in the OOSC program at the time of re-registrations. We make every attempt to move each child to the next age group but due to the limited number of spaces available, we cannot always guarantee that we have a space at the time that you need it, as it is dependent on how many children leave the program or do not return the following year.

Fees

- Upon registration, a PAD form (and void cheque) or postdated cheques for the registration fee and each month of the school year. 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, program closure, staggered entry, or for any other reason. No credits can be given for days missed. Fees will not be prorated for any reason.
- All direct deposits are debited on the 1st or the 15th of the month, whichever payment date you selected at registration. The only reason these dates will change is if the 1st or 15th falls on a weekend or holiday, then it will be the next business day that the bank will debit that payment.
- There will be a .15 cents PAD Fee/transaction on each payment.
- Fees have been adjusted for the new year with an average increase of 5% for School Age care and Kindergarten fees are mandated/regulated by the government. These increases are reflected in the fee schedule found both online at <https://www.toppkids.com/fees-calendar/> and in the attached packages. These increases are necessary to accommodate for the increases in quality supports and materials for programs as well as fair educator wages and increase hours of care throughout the next year.
- Any fees in arrears for more than 30 days will result in a termination of enrollment in the program until the balance left owing is paid in full. Accounts in arrears for more than 60 days will be subject to collections through a third-party firm and care permanently terminated.
- TOPP KIDS Out of School Clubs/Foundation reserves the right to change and update its fee structure as needed with a minimum of 30 days notice.

Non-payment of fees

The Accounts Team 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 1st or 15th of the month (whichever date was agreed upon at time of registration). Any payments made after the date provided in notice 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 provided date of the month are subject to having the family's enrolment suspended until all fees are paid in full, with the addition of the \$35 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 \$50.00 service charge will be charged on all NSF payments.

Subsidies

Parents are responsible in notifying the Registrations and Accounts Manager and sending letter of proof of preapproval/approval to: registrations@toppkids.com.

The Alberta Family and Social Services Day Care Subsidy is available to parents who need assistance to help cover the fees for childcare. Forms for the subsidy are available at www.child.gov.ab.ca. Once a subsidy has been granted parents will receive a subsidy approval letter, a copy of which should be sent to accounts team within 2 weeks of registering.

- If a copy of your full subsidy approval has not been received from the Alberta Government or does not show on the Alberta Claims Report System prior to your first payment, the full registered fee will be charged. A credit will be issued once the correct Alberta Subsidy amount has been received for the month following approval.
- If you are moving from Kindergarten to Grade 1, you will be required to submit all hour/fee and grade changes to subsidy for a new approval prior to starting the Grade 1 year. This applies even in the instance where your subsidy is not expired, as all Grade 1-6 approvals are subject to a different funding system, and the family eligibility amount is less (household income less than \$90,000).
- Monthly subsidy claims are submitted at the beginning of the following month, once we receive any subsidy amounts for the previous month, we will issue any credits to your account/notices of amounts owing, if applicable. Any remaining fees will be notified to families. These fees are the responsibility of the guardians and must be email transferred to the account and date provided. 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.
- All families with subsidies must provide PAD payment information or post dated cheques for the difference between the currently approved subsidy allowance and the cost of their fee for each month registered.

Late pick up 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. A similar fee will be charged if children exceed the 10 hours per day recommended by the Alberta Family and Social Services. Late fees will be added onto your next monthly fee after a **Late Fee** notice has been emailed. (OOSC only)

Discounts

- Families with three or more children will receive a discount of 10% on their fees for the third and subsequent siblings. (Unless the 3rd child is in Kindergarten where the discount will be applied to a Grade 1-6 sibling. Families with children attending drop in are not eligible for discounts (teachers not applicable)
- CBE/CCSD/CTR Discount - 15% off. (Drop in and Kindergarten families are not eligible for discounts - only Grade 1-6 full/part time care options) (Please provide a confirmation of employment to registrations@toppkids.com)

*Discounts can not be combined

Withdrawal policy

If a family chooses to withdraw from care at TOPP KIDS, a Childcare 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 or prorating will be given. Complete the form below and return to registrations@toppkids.com [Child Care Withdrawal Notice Form](#)

*****Enrolment changes for the current school year will not be accepted following April 5th (for May change), ONLY withdrawals from the program**

*****DEADLINE for any new school year enrolment changes is due by AUGUST 15th****

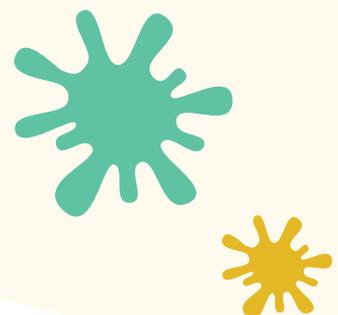
PD AND CAMP DAYS

Priority Order and Payment

PD Day priority order: Full time and KindiClub, secondly Part time and then Drop in families. It is the guardian's responsibility to sign up for scheduled PD and Camp days throughout the year so that the program can plan and schedule accordingly. Sign-up for these days will be sent to you via the program's weekly email. Failure to complete the sign-up process prior to the link closing will result in forfeiting the space for that day. TOPP KIDS does not refund Full-Time/KindiClub families if these days are missed. Part-Time families that attend PD and Camp days will be debited for these extra sessions on the 15th of the following month attended.

Drop In Policy

Drop in availability is limited within our programs. Drop in spaces are not guaranteed, in order to maintain eligibility for a drop in space, participants MUST utilize the space at least once a month to remain active on the Drop-In list. If a participant does not use the drop in space each month, after the second unused month, the space will be given to the next waitlisted family and you will be moved back onto the waitlist. If you wish to re-register for drop in it will be classed as a new registration.



What if I start in the middle of the month?

The fee will be pro-rated based on the number of days attended by the child in the number of open days in the month.

What cheques need to look like....

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



PAD payments

If families choose to pay via PAD (Pre-Authorized Debit) payment option, a charge of \$0.15 will be added to cover the processing fee per transaction. This includes monthly fees, any NSF fees or other payments made through A.T.B. All information collected will only be used for agreed upon fees and only shared between TOPP KIDS Accounting office and A.T.B only.

Deposit dates

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.

Account credits

Any Account credits will be used towards monthly fees only.

Tax Receipts

Yearly tax receipts are issued in February. All Administration fees (NSF, registration fee, transaction processing fee, late payment fee) are non taxable, therefore will not be included on your tax receipt. Only those who pay on the account will receive a tax receipt. Split payments between 2 or more payors will receive separate tax receipts for amounts paid. Written permission from the payor is required in order to send copies of the receipt to 3rd parties.

If you are a family in need of supportive aid

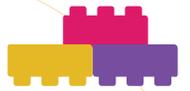
TOPP KIDS will help your family contract a full-time Supportive Aide through the Family Support for Children with Disabilities (FSCD). This ensures that the funding for the position does not come out of the family's pocket. The Supportive Aide, at minimum, would have to go through the TOPP KIDS Volunteer 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 to maintain the proper environment and program routine. Communication is to be always as transparent as possible.

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

Accounts Manager

All accounts are managed by our Registrations and Accounts Manager. If there are any questions, issues or concerns regarding payments please contact directly: registrations@toppkids.com (OOSC participants).

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 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 behaviour, 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 itself on the education and professionalism of our teams, but we do 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 Support Aides would then be contracted by the DDRRC (Developmental Disabilities Resource Centre of Calgary) All Support Aides would be additionally trained by TOPP KIDS so that our standards would be consistent throughout the program.

ATTENDANCE POLICIES

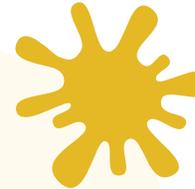


Hours of operation

TOPP KIDS Out of School Clubs/Foundation operate Before & After School programs 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.

- TOPP KIDS operates most PD days and Spring/Easter break, CBE November and CTR Family Week break unless otherwise specified and posted.
- TOPP KIDS **WILL NOT** open for **statutory and civic holidays, Winter break or Summer Breaks.**





Holidays and program closures

The holiday closures are posted on the TOPP KIDS website and in the monthly newsletters. These include both Winter/Christmas break and summer break.

The programs will be closed for ALL statutory holidays.

Please note the following:

- Monthly fees are **not affected** by holiday closures.
- Where any of the above holidays fall on a weekend, an alternate day may be taken.
- Program fees for the November break (CBE), Family Week (CTR), Spring/Easter break are **increased** for part-time and drop-in families due to the increase of cost of the program.

Weather closure

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

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 (a Blue Day) - children will not be taken outdoors for gross motor activities.
- If air quality is a level 6 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 and pick up policies.

No children will be allowed onto the school premises before 7:00am and all children must leave the program by 6:00pm. If a parent is unavoidably late, the program must be contacted and a late pick up fee will be charged to cover overtime.

Parents, by Licensing Regulations, must come into the program to pick up/drop off their children.

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

- Contact the Regional Manager
- Try to reach one of the emergency contacts on the child's profile, or, failing that!
- 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.

Signing in/out on timesaver

Parents and teams must note that signing your child in and out of the program every day is a requirement of the Alberta Family and Social Services. Using the time clock enables us to ensure that we meet educator/child ratios and that we have an accurate count of every child in the program 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 with the program.



Authorized pickups

Anyone who is authorized to pick your child up from the program must be listed on the registration form at enrollment. Any changes must be given to the program in writing. Individuals must be at least 12 years old. (If the pick-up person is under 18, a written document must be received from parent/guardian).

TOPP KIDS Out of School Clubs/Foundation 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 in any way. We also reserve the right to call the authorities if compliance to leave is refused by said person(s).

TOPP KIDS will ask for identification for anyone arriving to pick up a child for the first time and anytime team members are unsure.

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 loss of taste and smell
4. If they have a continuous runny nose
5. If they have diarrhea
6. If they have vomited more than once during the preceding night
7. If they suffer from any of the following:
 - o Diphtheria
 - o Hemophilia influenza type B
 - o Head lice
 - o Hepatitis A
 - o Measles
 - o Mumps
 - o Pink eye
 - o Ringworm
 - o Rash
 - o COVID-19
 - o Rubella
 - o Scabies
 - o Scarlet fever
 - o Strep throat
 - o Tuberculosis
 - o Whooping cough
 - o Any other infectious Disease or Illness.

***** Children that are sent home with a contagious illness must have a minimum 24hr period symptom free before they can return to our TOPP KIDS programs*** Anytime a program is in OUTBREAK status it must be a minimum of 48 hours if the symptom is part of outbreak status *****

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
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 program 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 practical from the other children. Each program has a designated area where the child can rest and be regularly monitored by the program. The school should be informed that the program has encountered head lice after two cases.

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



A Head lice information sheet will be posted.

- » 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 childcare or to keep their child at home if the child does not meet these requirements. TOPP KIDS will not be liable for refunds of childcare 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.

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.

Educator's will:

- » **Educator's 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:
 - o Child's name.
 - o Date child was observed ill.
 - o Name of Educator who identified the child was ill.
 - o Time parent was notified.
 - o Educator who contacted parent.
 - o Time child was removed from the program.
 - o Date child returned to the program.



WITHDRAWAL POLICY



Withdrawal initiated by a parent.

If a family chooses to withdraw from care at TOPP KIDS, a Child Care **Withdrawal Notice Form** must be submitted to registrations@toppkids.com 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. In the case of emergency or special circumstances, exceptions may be made through a decision process between the Registrations Manager and the CEO. No refunds of the initial deposit will be given.

Child Care Withdrawal Notice Forms can be found at: <http://www.toppkids.com/families/forms>

Change of Information Forms and Withdrawal Forms are to be sent directly to our Registrations Manager: registrations@toppkids.com

*Enrollment changes for the current school year will **NOT** be accepted following April 5th (for a May change), ONLY withdrawals from the program.

Withdrawal initiated by TOPP KIDS

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

- Non-payment of fees/fees later than a 5-day grace period.
- Aggressive behaviour on the part of the parent.
- Extreme and continuous aggressive behaviour on the part of the child despite efforts by TOPP KIDS 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 team.

Should TOPP KIDS Out of School Clubs/ TOPP KIDS Foundation finds it necessary to terminate service, a letter to the family will be issued and parents will be responsible for fees up to and including the termination date. All withdrawals must be approved by the Operations Manager and CEO.

CAUTIONARY PROCEDURES



Children who contravene policies, procedures or standards shall be subject to the disciplinary procedures provided for in the Family Handbook.

Employees who contravene policies, procedures or standards shall be subject to the disciplinary procedures adopted by TOPP KIDS and agreed to as terms of their employment.

Parents of children who contravene the policies, procedures or standards or acts in any manner that negatively impacts on an environment conducive to effective learning, shall be subject to the following cautionary procedures.





Consultation

A parent who contravenes the provisions of this policy or acts in a manner that negatively impacts on an environment conducive to effective running of the program may be requested to attend a meeting to discuss the contravention.

Written caution

Should the conduct of the parent be sufficiently serious, or if the parent repeatedly contravenes the provisions of this policy or acts in a manner that negatively impacts on the environment conducive to overall environment, the Program Coordinator/Regional Manager may address a written warning to the parent requesting that the parent desists from such behaviour.

A written caution shall provide that the parent acknowledges the letter within a specified period, allow for consultation relating to the parents conduct to take place and state what action may be taken if the negative conduct persists.

Cautionary hearing

If the parent fails to respond to the written caution or despite the written caution persists with the negative conduct, the Operations Manager may require a cautionary hearing.

Notice of not less than seven days, from the delivery of the Notice of Cautionary Hearing shall be given to the parent. The notice shall set out the purpose of the hearing, the time and venue of the hearing and a copy of the procedures for a cautionary hearing.

A cautionary hearing may proceed despite the absence of the parent provided the Operations Manager is satisfied that notice of the hearing has been properly provided to the parent.

TOPP KIDS Out of School Clubs/Foundation will:

- confirm the decision of the disciplinary hearing.
- refer the matter back to the disciplinary committee to reconsider any issue in dispute or reconsider their decision; or
- direct any amendments to the sanctions imposed.

The Operations Manager shall appoint 2 senior persons from the program to preside over the cautionary hearing one of whom may be the Program Coordinator.

A cautionary hearing is internal to TOPP KIDS and neither the parent nor the program shall be permitted to have legal representation at the hearing.

A written record of the proceedings shall be made and retained by TOPP KIDS.

Within forty-eight hours of the hearing the Operations Manager shall address a letter to the parent informing the parent of the findings of the persons appointed to preside over the hearing.

Appeal

If a parent is aggrieved by a decision of the persons appointed to preside over the cautionary hearing the parent shall be entitled with seven days of receipt of the decision, to appeal, in writing to the Operations Manager against the decision.

The appeal shall briefly state the reason that the parent is aggrieved.

The Operations Manager shall consider the written record and, if she deems it necessary, consult with one or all of the persons appointed to preside over the cautionary hearing.

The Operations Manager shall, within seven days of receipt of the notice of appeal, meet with the parent to discuss the parent's appeal.

The Operations Manager shall, if necessary, refer any points of dispute to any of the persons appointed to preside over the cautionary hearing.



The Operations Manager shall, within forty-eight hours, of meeting with the parent: Written notice of the decision shall be provided to the parent and a copy shall be retained with all records of the proceedings.

The decision by the Operations Manager given on the appeal by the parent shall be final.

BEHAVIOUR GUIDANCE

We strive to prevent difficult discipline situations from arising by providing an environment that is comfortable for children in a group and provide engaging activities that allow for freedom of choice. We believe it is essential for children to behave with respect for themselves, other children, educators and the equipment at TOPP KIDS. We emphasize positive role modelling through our educators, with redirection and reinforcement through praise and encouragement. When a child's behaviour becomes unacceptable and or unsafe for themselves or others, discipline is a necessary part of guidance. We strive to provide an environment that minimizes conflicts between children by providing many different play centers and activities that keep the children busy and happy and that allows them to interact in constructive and stress-free manner. By providing age-appropriate equipment and engaging activities, we hope to minimize the need for discipline.

Emotional development and child behaviour guidance

Child guidance is maintained through active supervision, setting clear limits and giving age-appropriate explanations. Educators should approach discipline in a positive manner, using praise and attention to encourage desirable behaviours. Educators must 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.

TOPP KIDS methods deemed appropriate 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:** Educators 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:** Educators outline appropriate choices and children are encouraged to make decisions for themselves.
6. **ANTICIPATING:** Educator's plan and prepare the environment in such a manner to avoid conflict.
7. **IGNORING:** Some inappropriate behaviour can be ignored, and more attention paid to appropriate behaviour.
8. **REFLECTION TIME:** A child may be removed from a situation that is distressing them for a brief short period.

6 steps to conflict resolution

1. **APPROACH** calmly, stopping all hurtful actions. Place yourself between the children on their level. Develop a connection.
2. **ACKNOWLEDGE** children's feelings...ask the child if they are aware of the results of their actions.
3. **GATHER INFORMATION** ... taking turns, letting each child finish without cutting them off.
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.**

S.E.L. AT TOPP KIDS

What is S.E.L.?

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. We use S.E.L. at TOPP KIDS to help with behaviour management and teach it as a LIFE SKILL.

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 CHILDREN

- 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 - children can to recognize their emotions and how they affect their behaviours. They can describe their interests and values, and accurately assess their strengths.

SELF-MANAGEMENT - children can to regulate their emotions and behaviours by managing stress, controlling impulses, and persevering to overcome obstacles.

SOCIAL AWARENESS - children can to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences.

RELATIONSHIP SKILLS - children can establish and maintain healthy and rewarding relationships based on cooperation.

RESPONSIBLE DECISION MAKING - children can to demonstrate responsible decision making and make good choices at school, at home, and in the community.

Children are able to relate to others, use active listening, cooperation, resolve conflicts and resist negative pressures.



Zones of regulation

To help children and educators start to identify emotions and begin their journey on developing a S.E.L focused guidance, every TOPP KIDS program has a white board erasable Zones of Regulation board. This tool can be used with individuals who need to both identify how they feel and determine the best way to move from a “Red Zone” back to a “Green Zone”.

THE ZONES OF REGULATION

BLUE ZONE
Sad
Sick
Tired
Bored
Moving Slowly
BLUE ZONE TOOLS
Stretch

GREEN ZONE
Happy
Calm
Feeling Okay
Focused
Ready to Learn.
GREEN ZONE TOOLS
Drink Water

YELLOW ZONE
Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control
YELLOW ZONE TOOLS
Deep Breaths

RED ZONE
Mad/Angry
Mean
Terrified
Yelling/Hitting
Out of Control
RED ZONE TOOLS
Take a Break

TOPP KIDS
The Ontario Parent Partnership
Program
Log In | Log Out

CHILD GUIDANCE PROTOCOLS

Educators 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 educators 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 program, child, and parent. A meeting with parents may be requested by the Program Coordinator, Regional Manager or Operations Manager to discuss behaviours and to examine the need for community supports to be put in place. Suspension/termination from the program may result if a child's behaviour is considered dangerous to educators, peers, or property. The decision to suspend/terminate care for a child is determined by the CEO.

Safety concern

Immediate pick up by the parent / guardian will be mandatory followed by a meeting with the family, Program Coordinator 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.

Theft policy

TOPP KIDS has zero tolerance policy to theft by either child or employee. Immediate dismissal from the program will result in the case of employee 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 will be convened with the parents/guardians of the child. Repeat behaviour will result in termination of care.

Lost and found

Please label all 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**



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, employees and parents of our program.

THE POLICY

TOPP KIDS Out of School Clubs/Foundation 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 employee's responsibility to always model and influence this policy.

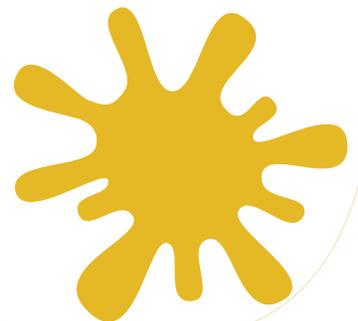
TOPP KIDS Out of School Clubs/Foundation.

Inclusion and 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 children can flourish, where 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, diverse ethnic and cultural groups and people with disabilities.
- 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 of the program.



Methods:

- Our program is open to all members of the community.
- We reflect the diverse members of our society in marketing and promotional materials.
- Applicants are welcomed from all backgrounds and employment positions are open to all.
- Review practices to ensure implementation of policies for equality, diversity, and inclusion.
- 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.
- Educators develop positive and meaningful relationships with each child and their family through informal discussions and collecting relevant information about the families' unique context.
- Provide accessible play facilities ensuring the physical environment is adapted to each child's individual need..

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY



Purpose of policy:

TOPP KIDS is committed to providing an environment free of discrimination and harassment, in which all individuals are treated with respect, dignity and have equal opportunities. Under the Alberta Human Rights Act, every person has the right to freedom from harassment or discrimination in employment. Harassment and discrimination will not be tolerated, condoned, or ignored. If a claim of harassment or discrimination is proven, disciplinary measures will be applied against the offending employee(s), up to and including termination.

The objectives of this policy are to:

- Ensure that all staff, children, and families are aware that harassment and discrimination are unacceptable practices and are incompatible with TOPP KIDS standards, as well as being a violation of the law.
- Set out the types of behaviour that may be considered offensive and are prohibited by this policy.
- Always promote appropriate standards of conduct.

This policy applies to every level of our organization and to every aspect of the workplace environment and employment relationship, including recruitment, selection, promotion, transfers, training, salaries, benefits and termination. It also covers rates of pay, overtime, hours of work, holidays, discipline, and performance evaluations.

Definition of Discrimination / Harassment:

Discrimination means any form of unequal treatment whether imposing extra responsibilities or denying opportunities. It may be intentional or unintentional. It may involve direct actions that are discriminatory, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Discrimination may take obvious forms, or it may happen in very subtle ways.

Harassment means a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy. Harassment can occur based on any of the grounds of discrimination.



Examples of Prohibited Behaviour:

- Any form of sexual harassment, including touching, petting, pinching, kissing, unwelcome sexual flirtations, advances, requests, or invitations, leering or other suggestive gestures.
- The display of visual sexual material that is offensive, or which one ought to know, is offensive.
- Bullying.
- Demeaning and/or belittling comments.
- Nicknames, remarks, jokes, or innuendos.
- Obscene remarks or gestures.
- Display or circulation of offensive pictures, graffiti or materials, in print, email or electronic means.
 - Singling out an individual for humiliating or demeaning teasing or jokes.
 - Comments ridiculing an individual because of characteristics that are related to a particular group.
 - Creating a poisoned work environment through comments or conduct. The comments or conduct may not be directed at a specific individual, and may be from any individual, regardless of position or status. A single comment or action, if sufficiently serious may create a poisoned environment.

Reporting Discrimination / Harassment:

TOPP KIDS will investigate all complaints of harassment/discrimination by interviewing the involved (complainant, respondent and witnesses), all investigations will be documented and confidential.

All individuals involved in a workplace discrimination or harassment report are expected to keep the information of the situation **strictly confidential**.

ANTI-BULLYING POLICY

ANTI-BULLYING POLICY

DEFINITION: Bullying is a harmful or painful action or words that are repeated and often done intentionally or through a power imbalance to cause someone to feel distressed. It can be physical, verbal, or social.

RATIONALE: The purpose of this policy is to provide a safe and secure environment for all children and staff. It is to ensure that all children and staff are treated with respect and dignity.

PURPOSE: The purpose of this policy is to provide a safe and secure environment for all children and staff. It is to ensure that all children and staff are treated with respect and dignity.

TYPES OF BULLYING:

- Physical bullying: hitting, kicking, tripping, and pushing or shoving.
- Verbal bullying: name calling, teasing, and taunting.
- Social bullying: spreading rumors, exclusion, and embarrassing someone.
- Cyberbullying: using technology to bully someone.

WHAT BULLYING IS NOT:

- One-time incidents.
- Mutual conflict or disagreements.
- Accidents or unintentional actions.

IMPLEMENTATION: This policy applies to all children and staff. It is to be implemented through the following strategies:

- Staff training and professional development.
- Parent and community involvement.
- Student education and awareness.

STAFF RESPONSIBILITY:

- Create a safe and secure environment.
- Monitor and report any incidents of bullying.
- Provide support and intervention for victims.

PARENTS' RESPONSIBILITY:

- Report any incidents of bullying to the school.
- Support and encourage their child to report any incidents.
- Work with the school to resolve any incidents.

CHILDREN'S RESPONSIBILITY:

- Report any incidents of bullying to the school.
- Support and encourage their friend to report any incidents.
- Do not participate in bullying.

STRATEGIES FOR PARENTS:

- Communicate with the school.
- Support and encourage their child to report any incidents.
- Work with the school to resolve any incidents.

FOLLOW UP:

- Monitor and report any incidents of bullying.
- Provide support and intervention for victims.
- Evaluate the effectiveness of the 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/Foundation 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 program's environment.

Purpose:

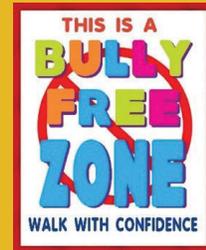
We aim to promote tolerance and positive behaviour in the TOPP KIDS community:

- 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 an educator whether as the observer or victim.
- Ensuring that all reported incidents of bullying are followed up and that support is given to the victim, perpetrator and all other individuals involved.
- Seeking parental, peer group support and co-operation always.

Types of bullying

There are 4 broad categories of bullying:

1. Direct physical bullying could include hitting, tripping and 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 recognize and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation Indirect bullying could include:
 - lying and spreading rumors.
 - playing nasty jokes to embarrass and humiliate.
 - mimicking.
 - encouraging others to socially exclude someone.
 - 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 participants, 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, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a participant is verbally abused or pushed on one occasion, they are not being bullied.

Our Educators, 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.

Employee's 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 Educators using our Staff.
- Communication Book 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. (Observation book).
- Report incidents of behaviour to parents.
- Monitor computer use.



Children's responsibility

- Refuse to be involved in bullying situations.
- Report suspected incidents to our team, 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

- Educators are to complete a report in the Observation Book – Report an Incident of Bully.
- Program employees, Program Coordinator will continue to monitor the situation.
- Implementation of our Child Guidance Policies discipline procedures.



INTERACTIONS POLICIES



Children thrive within families and communities that protect their health and safety, nurture and respect them and provide opportunities for involvement with caring adults. Warm, supportive and responsive interactions between adults and children help children feel safe and encourage a sense of self-worth. Children who feel secure and valued are more likely to get along well with others, develop self-control and be able to benefit from opportunities and experiences that foster learning and safe exploration of their environment.

Family communications

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 our parent board, Facebook page or website:

- Newsletters – will be emailed from programs weekly and from TOPP KIDS when new/important information arises.
- Notification of program employee or program changes – distributed within one working week of the change
- Family Handbook
- Children's weekly leader calendar
- Notice of NSF Fees/Late Fees or Account discrepancies
- Weekly updates
- Educator interactions and communications with families will be intentional and facilitate positive, respectful relationships
- Open communication with all families and sharing of relevant information about their child's day.
- Educators will take care to acknowledge, greet families when they arrive and leave the program.
- Communicate daily with the schoolteachers, to help keep communication open between all three parties (parents, TOPP KIDS and school) when consent has been given.

Parent participation and feedback



Parents are encouraged to offer their feedback regarding the program in a variety of ways:

- Speaking with one of the "family members" (Educators)
- Parent suggestion box
- Email
- Family nights at the TOPP KIDS (ex. Hockey Night in Canada, Christmas Party, Year-end BBQ, etc.)
- Parent surveys (found on the website www.toppkids.com and in newsletters)

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.



Interaction between members of the community:

- All members of the community shall respect the right of the children to play and leaders to provide effective supervision. Behaviour by any leader, administrative staff member or parent that fails to respect these rights shall constitute a breach of this policy.
- It is the responsibility of all members of the community to familiarize themselves with and abide by the provisions of all policies, as well as all supporting procedures, standards, and guidelines applicable to them.
- Policies, procedures, standards, and guidelines will be available in physical or electronic form from the leaders to the school leader, with whom arrangements may be made to obtain copies.
- It is the responsibility of all parents and staff to assist the students to become aware of and abide by the provisions of all policies, procedures, standards, and guidelines.
- Communication between parents and staff shall follow the channels of communication stipulated in procedures. Employees shall endeavor to conform to a 24-hour response' policy. Although the response to the parent's query could vary according to the nature of the query made, the employees shall at least acknowledge receipt of the query within 24 hours.
- Communication between parents and staff shall be conducted at a time and in a manner that allows full and proper discussion of the issues under consideration.
- Educators, administrative staff and parents shall treat one another with courtesy at all times.
- Confrontations, particularly public confrontations, unprofessional and/or provocative behavior between any person within the community, will, by its nature have a negative impact on an environment conducive to effective atmosphere at the program, and will be viewed in a serious light.
- "Bad-mouthing" of the program or members of the community by educators, administrative staff and parents may cause both reputational and financial harm. Members of the community are encouraged to report incidents of "bad mouthing" to the school leader or the Board. If any harm is caused, appropriate action may be taken against perpetrators of "bad mouthing" including, but not limited to, the recovery of financial damages suffered.
- The undermining of authority or the incitement of a student to display contempt or disrespect to a parent or any person in authority, by a member of the community shall be regarded in a serious light.
- Parents and staff, while encouraged to support, shall always conduct themselves in a proper and sporting manner when attending sporting and extracurricular activities. All interaction with persons, acting as officials, placed in authority of students or any students representing any other school, as well as the students themselves, shall be conducted properly and discretely. Interference or attempted interference with officials, persons in authority, or the students shall be regarded in a serious light.
- Staff or authorized representatives shall be entitled to request any parent or third party to leave the program or activity at any time.
- The unauthorized access to, and/or the communication of any information owned by or under the control of TOPP KIDS, may constitute a breach of confidentiality and/or the right of protection from the unauthorized disclosure of private personal information. Any member of the community aware of such abuse is encouraged to report it to the Program Coordinator. Appropriate action may be taken against any members of the community in breach of their duty of confidentiality, or privacy of personal

Emergency contact information

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

Collaboration procedure

TOPP KIDS has a policy in place to keep all information on children and families strictly confidential, except where disclosure is required by law or judicial action. This is to ensure the total safety and wellbeing of your child. However, circumstances may arise when the parent(s) may need help and support with an outside agency that their child(ren) are involved with. If these circumstances do occur, we will require the following information in writing:

- The name of the agency, person and/or organization that the information may be discussed with
- Written consent stating the specific information to be given and when the release of information commences and terminates.
- The purpose for which the information is to be given
- The signature of the parent/guardian

Sharing Confidential Information Forms are available from our Registration Coordinator (registrations@toppkids.com). A record of this will be kept in the child's file.

Sharing confidential child specific information

Information pertaining to individual children will be communicated in a formal and confidential manner. Children specific information in instances of injury, illness or serious incidents of inappropriate behaviour will be documented, reviewed, and signed by a parent. All documentation will be kept in the child's file. This information will not be shared to other parties (teachers, licensing, other families or peoples) without written consent signed by the parents or sole caregiver of the child. Additional specific forms may be required (example School Sharing Student Information Form). All consent forms must be approved by the Program Coordinator.

Parent board

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

- Local community events.
- Cultural Holidays celebrated that month.
- List of resources that are available from outside agencies (health information, information on behavioral needs and other relevant topics).
- Information given to parents regarding programs/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.

Child communications

Educator interaction with children is:

- Positive and respectful.
- Support the children's social-emotional and intellectual development.
- Inclusive to sharing information about the program and themes.



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

- Child surveys for TOPP KIDS (www.toppkids.com).
- Children will be asked for input regarding toys, events, programming etc.
- Children's communication/suggestion box.
- Open ended discussion with educators.
- Leadership Program.
- On-going opportunities for children to suggest community organizations for the program to support.

Educators will ensure that all communication between themselves and the children meets the criteria established in the Child Guidance Policy.

Educator interactions

TOPP KIDS recognizes the importance of a formal communication process between Educators and Supervisors in relation to ongoing support and professional development requirements. Teams communicate during Pre-shift and Post-shift times, this ensures consistency within the programs and allows for input to policy development. The Program Coordinator will have regular opportunities to communicate with the owners to facilitate a positive and supportive relationship.

Interactions with school policy

The programs seek to build relationships with the schools that the children to complement the programs and share information. Educators will:

- Parents will be given the opportunity to consent to information sharing between the program and their child's school staff.
- Share information regarding child guidance strategies to ensure that behavior management strategies are consistent between the two entities (if approved by the family).
- The Program Coordinator will ensure that schools receive a copy of their program's newsletter and request that a copy of the school's is also made available to post relevant information on the parent board.
- Share information with schools in a way that reflects positively on the program and only with parental consent. Specific consent is required for any communication not covered by the Agreements Form.
- Provide information on TOPP KIDS to share with their families.
- Share information with the school that improves the services provided by each.

Community

TOPP KIDS will:

- Provide children with opportunities to participate in recreation activities, community projects and special events.
- Provide access to information and community resources to families when appropriate.
- Initiate and establish relationships with community agencies and relevant professional groups.
- Provide children with opportunity to identify projects or create clubs to support and to offer suggestions for their involvement with those organizations.

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/Foundation 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.

Medications

It is the responsibility of both the Educators and the parent to communicate about any medications sent with the child. **Every single medication onsite must have a form** both in a bag with the medication and in the child's file. The Medication Form must be filled out by the parent and Program Coordinator and then if medication is administered to the child, by the two Educators. 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 and will only be administered according to labelled directions**. **Children with severe allergies requiring an Epi-pen always have an Epi-pen on site and may not attend program without it.**

Confidentiality policy

All TOPP KIDS employees follow FOIP guidelines. All employees sign a confidentiality agreement when they are hired, meaning that they must respect the confidentiality of each family, not sharing information among employees, children, or other families in the program. Information (ex. Health, safety, and custody concerns) about children or families is shared on a 'need to know' basis only between the team.

Community and school partnership policy

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

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. 28).

Child involvement policy

At TOPP KIDS Out of School Clubs/Foundation, 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.

Family involvement policy

When signing the Consent Package, parents agree to our involvement policies. At TOPP KIDS Out of School Clubs/Foundation, parents are required to play an active role in the continual growth of their attending children. If ever any situation (ex. Bullying, any concerns with the program or its educators, 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 educators on their attending children's progress and behaviours 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

Outdoor environment

The outdoors provides opportunities for the children to creatively explore their individual interests and have a change of pace from the school day. Educators provide opportunities for a range of daily outdoor physical activities appropriate to the season/weather conditions. Outdoor play spaces are within easy and safe walking distances from the program, for example the playground, park and fields surrounding the program premises. The children will be outdoors for at least an hour each day (weather permitting). If there are extreme weather conditions and or temperatures (ex. below -19 degrees Celsius or above 25 degrees Celsius), the children will stay inside for free play. Children are to arrive at the program dressed appropriately to outside every day. Please check the local weather before bringing your child to TOPP KIDS Out of School Clubs/Foundation to ensure all the children can have some fun outside.

In summer, children should come with shoes for running, jumping, playing and climbing. No **FLIP FLOPS** or **CROCS** please. A hat, water bottle and sunscreen will ensure fun is had by all.

In Winter, children should come with winter boots, mittens, toques, winter jacket and snow pants.

If any of the children express that they do not wish to play outside (ex. not feeling well or tired), we will use gentle encouragement. If that does not work, we will try our best to accommodate, always following our child/educator ratios. During the warmer months, we will take every advantage of the good weather and will hold many of our activities (ex. meetings, group games, art, and crafts) and snacks outside the facility. TOPP KIDS educators cannot force children to wear hats/jackets/mittens, etc. Educators 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 and community walks

TOPP KIDS Out of School Clubs/ Foundation programs try to arrange these for PD Days throughout the year, where permitted. 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.

Field Trip Permission Forms are posted at minimum 48 hours prior to the event and must be signed and dated before the departure date for the event.

On field trip days, no Educators 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.

Children must be dressed appropriately for the trip and has everything requested (ex. sunscreen, etc.). If your child does not have the appropriate attire, TOPP KIDS 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.

TOPP KIDS Out of School Clubs/Foundation must ensure that in the case of an activity off the program premises or an emergency evacuation, an educator takes the portable record of each child along with an accurate attendance, along with cell phones and First-Aid kits.

Supervision policy

Keeping children safe is a top priority for all TOPP KIDS programs. TOPP KIDS Program Performance Standards require that **'no child shall be unsupervised while under our care'**. Active and effective Supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. Educators from all over the world use this strategy to make sure that children of all ages explore their environments safely. Each program can keep children safe by training educators how to actively look, listen and engage and effectively use tools, relationships and preventative maintenance to minimize the possibility of behaviours or dangers. Parents and children are made aware of these policies and procedures. Our environment is set up with a variety of interest centers that allow children to initiate, decide and follow through on their choice of activity. By taking an active approach to supervision allows educators to anticipate, identify and re-direct any problem behaviours before they escalate.

Onsite and offsite supervision

- We will not exceed the ratios of 1:15 (Kindergarten – Grade 6) on site and 1:6 if only one educator is available off site to maintain adequate supervision. When possible, we will enhance our ratios.
- Group sizes will not exceed 30.
- Educators 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
- Educators will know ratios and document/sign in children and educators arriving and departing program
- Educators will position themselves to allow for supervision of the whole environment
- Educators 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 educators while working with the children.
- Educators will conduct periodic head counts to ensure proper ratios and match them to the whiteboard.
- Communication to other educators as to where the children are always to help maintain ratios.
- Educators will use the “Every Face, Every Section, Every Time I Walk the Floor” supervision model.
- A safety check list will be completed daily 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 TimeSaver/ attendance list.
- Children will be counted before they get on the bus, as they get on the bus and again as they get off. Roll call will also be done before and on the bus.
- 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.
- Educators will use the two-way radios on field trips to remain in contact with each other.

Leaving the program / staying after school

- If a child must 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 must stay after school early (extra-curricular activities), the child must first go to the designated meeting place to let the educators know. This must first be signed off by a parent and communicated to the program. When the activity is complete, the child must come directly to the program, then will be signed in once arrived
- All children leaving the TOPP KIDS Out of School Care/ Foundation Program to attend other programs offered at the schools MUST have a walk home alone policy or written consent 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 program 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 written document must be received from the parent/guardian.



Division 2's and distal supervision (children aged 10+)

Distal Supervision is defined as intermittent, indirect supervision by a TOPP KIDS Educator when there is a planned, location specific, time-limited program activity or teacher requested help. For example, a child may have permission to do their homework in each location. The child would be checked on every 15 minutes and be responsible for checking in as well. The shift supervisor will be responsible for overseeing all distally supervised children using an 'Out of Room' board or form visible to all educators showing who is out and who is in.

Division 2's (grades 4-6) will be granted the opportunity of Distal Supervision provided a parent has signed a Distal Supervision Form. Distal Supervision is a privilege and can be revoked or reinstated by TOPP KIDS educators at any time. Any failure to abide by the terms of the agreement will result in a loss of this privilege. Distal supervision for Division 1's is available upon request and can be granted to any family who wishes their child/ren to participate in the program.

A distally supervised child must always be accompanied by at least 2 other distally supervised children.

Outdoor play policy

Children will be provided with at minimum 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, sunscreen, 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. Educators 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.

Educators 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. Educators 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 educators and volunteers.

Technology and media policy

TOPP KIDS recognizes the benefits of technology and how it can enhance the development of daily living and skills.

The use of computers, televisions, videos, and gaming is limited, and intentional to support the success of programming.





Children may have access to various types of technology such as music, movies, gaming systems, computers, and personal gaming systems.

While using technology at TOPP KIDS participants must always use good judgment. Violation may result in privileges being revoked, and actions may be taken.

- Computer time is limited by the educators. Educators will set time and frequency limits on daily usage unless technology is being used for homework or approved activities.
- Video games are limited by the educators. Educators will set time and frequency limits on daily usage unless being used for approved activities.
- Educators will monitor student usage and limit the usage to a maximum of 45 mins (broken up at least once)
- Internet use will be allowed, and children may access approved websites. Children wishing to access unapproved websites must seek the approval of educators.
- Children may bring their personal video gaming devices on PD Days (if the Program Coordinator allows). Games must be rated E for everyone and non – violent in nature. Personal video devices are the responsibility of the student.
- Movies will be limited to one full-length movie/week and will be rated G unless signed parental consent is received.
- All media must be free of language and content that is abusive, obscene, vulgar, sexually explicit, suggestive, discriminatory, or violent.
- Educators will watch movies with children and interact with them regarding the content of the program.
- Children should not be encouraged to watch programs that present inappropriate behaviors and do not portray positive life experiences.
- Alternate activities will be provided during times when media is in use.

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 educators, parents, and children to get together and interact (example: TOPP KIDS year end Barbeque). Parents/guardians are always welcome to stop by during the program hours to play with their children as well. Remember to refer parents to satisfaction surveys, found on our website:

www.toppkids.com

CONFLICT RESOLUTION POLICY

Complaint procedure

We will always encourage honest and open communication between parents, employees, and the Program Coordinator. Parents are encouraged to first speak to the educators 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 page 2**) 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
- If the issue is not resolved, please discuss it with the Program Coordinator. Please inform him/her that you have discussed it with the educators.
- 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 Child and Family Services Authority

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

GRIEVANCE POLICY

Complaint procedure

We always encourage honest and open communication between parents, educators, and the Program Coordinator. Parents are encouraged to first speak to the educators regarding any concerns, which they will in turn discuss with the Program Coordinator if necessary. 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. All grievances will be dealt with within 72 hours of the submission of complaint.

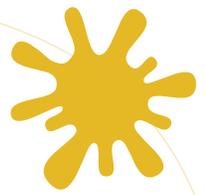
Conflict resolution with parents/community

When a conflict arises, TOPP KIDS Educators will make every attempt to work with the family to resolve the issue to their mutual satisfaction, provided the arrangement does not:

- Put Educators, the child or other program participants at risk.
- Diminish the value of the TOPP KIDS experience for other participants

All situations are dealt with on an individual basis, considering the specific needs and circumstances of the family. After working with the family and making every attempt to resolve the situation, the Program Coordinator, in consultation with the Regional Manager and CEO, may conclude that it is not appropriate to continue involvement in TOPP KIDS.

ACCIDENT/INCIDENT POLICY



Health and safety policies

The Educators 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 Program Coordinator in charge, initialed by the parent and filed with the child's application form.

Emergency policy and emergency contacts

TOPP KIDS Out of School Clubs/Foundation 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 the Program Coordinator immediately (ex. change of doctor or change of emergency contacts).

EMERGENCY PROCEDURES

Hospital / Dentist

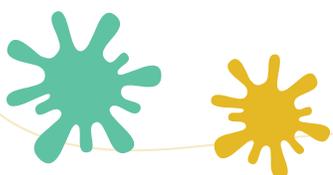
In an event where a child requires sutures or minor medical attention, we will contact parents or emergency contact immediately. In a more serious event, Emergency Medical Services will be contacted to transport the child to the hospital. Any costs incurred by this will be the responsibility of the parents.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

Fire and lock downs

In case of fire, lock-down or other emergencies, children will be evacuated and relocated to an alternate location. Parents will be contacted from the relocation site to pick up their children. Both fire drills and lock-down procedures are a regular routine of the programs (6 fire drills and 2 lockdowns annually) and the schools, 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 Educators under any circumstances. All non-emergency medications are always stored in a locked box with the Program Coordinator, 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

TOPP KIDS understands the diverse needs of families and strives to ensure that the needs of the children come first. Their safety, well-being, and mental health are key to building strong childhood and family foundations. We try to work closely with all family members to ensure that shared parenting is equal by communicating issues or concerns with all parents. We recognize the important roles that both parents/guardians play in the development of their children.

TOPP KIDS Educators are not to engage in or placed in a situation where they are seen to be "taking sides" in disputes amongst parents/guardians. Instances where Educators are asked to supply documentation or there are communication issues between parents/guardians, Educators are to refer the matter to the Program Coordinator.

For the safety of TOPP KIDS children, we have the following policies in place:

- Separation, divorce, step parenting is respected.
- In the case of separation when one parent wants the program to withhold their child from the other natural parent, the parent should seek legal counsel as TOPP KIDS will not withhold a child from a natural parent without a court custody agreement on file.
- Information obtained from one household will not be shared with the other household without consent unless it directly impacts the safety or well-being of your child. All personal information is protected under our Confidentiality Policy.
- In the case where one parent has legal custody, the educators will release the child only to the people authorized by the parent. A copy of the custody agreement must be provided to the Registrations Manager (registrations@toppkids.com) at time of registration and whenever a court agreement is updated.
- In the case of a court order shared access agreement, TOPP KIDS requires a copy of that court document. TOPP KIDS recommends a monthly schedule of who is picking up the child on what days. We would suggest both parents sign it. TOPP KIDS will provide that opportunity to help minimize conflict.
- If a parent shows up to pick up the child and it is not their scheduled time the appropriate parent will be contacted. TOPP KIDS will abide by the terms within a legal court document.
- Educators are to call 911 if a parent becomes hostile/aggressive.

This is considered confidential information between TOPP KIDS and adults.

Because our programs take child safety very seriously, your child will only be released to the person/s listed on the registration form unless otherwise advised in writing.

It is policy for TOPP KIDS' educators to ask for photo identification of all adults on site that the Educators do not know. Upon receipt of a Court custody agreement, the Program Coordinator will ensure that all Educators are aware of the document which will be kept in the children's file.

TOPP KIDS will **not**:

- Supply documentation relating to a child for the purpose of influencing courts to consider one parent/guardian over the other as the custodial parent/guardian.
- Engage in communication, written or verbal, about one parent/guardian to the other.
- Communicate information to one parent/guardian on behalf of the other. It is the responsibility of the parents/guardians to ensure that an adequate communication flow exists amongst them.

TOPP KIDS will:

- Keep a copy of all custody/access documentation at the program site in Child file.
- Supply each custodial parent/guardian with information about the program and their child's involvement. The signature of either parent/guardian for the purposes of registration, outings and field trips, attendance records, and behaviour/incident documentation will be considered acceptable.
- Communicate with parent/guardian as per court agreement unless written consent is provided by both.

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/Foundation strive to be a **“Peanut and Nut Aware Zone”**. All parents must ensure 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 having 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 educators during the class time. In the case of a child not having a snack, TOPP KIDS will provide an apple or healthy snack. If this is a regular occurrence, parents will be asked to pack more in the child's lunch.

If 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.

Educators are certified in Child Safety First Aid and know the steps necessary to act in the event of serious allergy reactions. Please refer to our Emergency Procedure for more information and Epi Pen Policies for further information. **TOPP KIDS Out of School Clubs/ Foundation will accept NO LIABILITY for exposure to any food allergen a child may be inadvertently exposed to in the program.**

Transportation policy

- TOPP KIDS does not make special arrangements to transport children to/from our program.
 - TOPP KIDS 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. All buses must have at least two TOPP KIDS employee with a minimum age of 18.
 - Employees/Volunteers may not transport TOPP KIDS programs participants in their own vehicle. Should an emergency occur, and personal transportation is necessary, the owner's vehicle is the only TOPP KIDS vehicle authorized to provide transportation, and the 'rule of three' policy must be adhered.
 - NOTE: TOPP KIDS 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 program assumes no responsibility for the child as proper transfer of care is not given.
 - The program will only assume responsibility for the child without a parent when the child is signed in by an educator 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 program employees are 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 program employees are not responsible.
-
- The parent(s) will be contacted and notified of the child's absence if the program was not previously informed.
 - If employees are unable to contact a parent, then an emergency contact person would be called and notified of the child's absence from the OSC program.
 - Employees will contact the school's office and ask for the child's name to be announced via PA system.
 - Employees 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 employees, we appreciate you talking to your children about taking responsibility and getting to the program on time, letting the program know when you pick up your children, and informing them in writing before picking up if someone else (who will need to show ID) will be picking up your children.
- 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 program 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 program 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 program employee.

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.

PURPOSE: Program reviews will be conducted throughout the year 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, educators, and children will have the opportunity to complete surveys throughout the school year on our website 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 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 program 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 QSC (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

At TOPP KIDS Out of School Clubs/Foundation, 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.

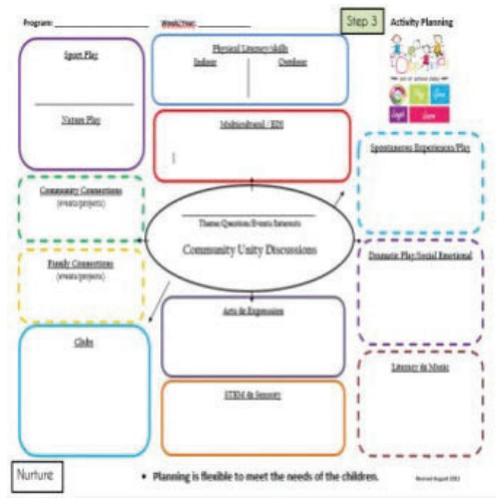
Planning is a shared partnership between educators and children. Educators actively listen and engage with children as collaborators and co-creators of the program to construct meaning and understanding that is relevant to the interests to the children. Daily planning involves input from the children and is responsive to their interests, backgrounds, preferences, needs and abilities. Educators will use their professional judgment to decide when to actively intervene across a range of situations and to pick up on opportunities for learning. Educators 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 educator 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.

TOPP KIDS Out of School Clubs/Foundation will use a flexible day-to-day curriculum, which will be created by both the children and our educators using our **Weekly Planning Sheet** and **Daily Flow** guidelines. Every week a theme/ focus or LIFE SKILL is chosen and led by the children utilizing our **Leadership Program** (with help from the educators). We have the children help us create which activities, art, games, STREAM activities or other fun events we have organized during the day. This procedure must be followed every day at its scheduled time and is flexible on group needs.



The form is titled 'Child/Group Observations' and is divided into two main sections: 'Step 1' and 'Step 2'.
Step 1: 'Child/Group Observations'. It asks: 'What did you notice in the children this week? How did they respond to the activities planned?'
Step 2: 'Reflection/Analysis'. It contains several questions:
 - 'What activity was most enjoyed by the children & why do you think that was?'
 - 'What activity did the children engage in the least & why do you think that was?'
 - 'What activity did the children talk most about? How could you extend that activity?'
 - 'What questions did they ask about their involvement?'
 - 'What is next? What interests of the children can you nurture using next weeks activities?'
 - 'Resources Used: Activities, books, videos, others did you get your ideas? It can be an asset available to extend current activities. How will you implement these ideas next week?'
 A footer note reads: 'Note: In additional Planning Questions located in: Snapshot Guide Form (only access weekly planning questions)'



1. Educators have access to programming resources and planning time.
2. Programming incorporates a variety of planned activities and spontaneous play opportunities.
3. Activities involve input from children and are responsive to their interests, backgrounds, preferences, needs and abilities.
4. A variety of materials are available to and accessible by children (4.1b3).
5. Activities and materials will be prepared and ready to go (4.1a3).
6. Activities (when possible) will use the STREAM (Science, Technology, Reading and Writing, Engineering, Art, and Math) approach do help children learn concepts and processes.
7. Activities (when possible) will use the Loose Parts Play approach do help spark children's imaginations, creativity, and problem-solving skills.
8. Activities (when possible) will use the S.E.L. (Social Emotional Literacy) approach to help children learn social competency, self-regulation, and emotional intelligence.
9. Educators plan off-site excursions and special activities with input from the children and incorporate on non-school days (2.1c1).
10. Daily transitions into the program and out of the program are planned and consistent but allow for flexibility to meet individual needs (2.1d1).
11. Educators will support children in their understanding of safety issues (2.2a3).
12. Educators will provide children with the equipment they need to ensure their own personal safety when indoors and outdoors (4.2a3).
13. Children are included in discussions to ensure toys and equipment reflect the ages, interests, and abilities.
14. Children participate in the development of program planning, routines, and rules.
15. Educators use program planning sheets to evaluate activities, including reflecting on activities.
16. Educators will reference resource materials used on the program planning sheet (2.1a4).
17. Group rules will be reviewed with children regularly and will be value based.
18. Educators will review rules to evaluate that they are age and ability appropriate.
19. Educators will include community and global issues in programming.
20. Educators will provide Leadership opportunities and skill development opportunities.
21. Educators will include student recognition activities.
22. Educators will plan Leadership/teamwork opportunities with the children (1.2a4).
23. Educators will rotate toys, equipment and materials regularly.
24. Recreation activities are planned and are posted in plain sight.
25. Educators will provide children with the information they need to ensure their own personal safety when indoors and outdoors (4.2a4).
26. information they need to ensure their own personal safety when indoors and outdoors (4.2a4).
27. A balance of competitive and cooperative games and sports are planned (3.1b2).

Developmental needs

To ensure that we foster both a physically and emotionally safe place for children we must create an atmosphere of trust, respect, and acceptance so all children feel welcomed and appreciated. Implementing programming that meets all children's developmental needs is crucial.

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

1. Children are given the opportunity 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.
2. Each child is supported and encouraged by educators and peers in their emotional growth and development.
3. Educators engage children in critical thinking, problem solving, riddles, challenges and trivia by presenting them in a fun context.
4. Creative needs are met with a variety of activities such as dramatic play, photography, cooking, arts and crafts and free play such as dress up, house, building toys, doll house, etc. Participation by the children in program development is encouraged by educators.



5. Healthy, active lifestyles, physical growth and development are encouraged through a variety of activities, group games, park, and outdoor play.
6. Participation by the children in program development is encouraged by educators.
7. A voluntary homework club is available to children needing general guidance with school assignments.
8. 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.

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 childcare professionals, to help in the development of leadership attributes and 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 behaviours 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 Educators always remember to be a good example, a role model for your child. We teach by example, and integrity is a quality kids learn from their caretakers and parents. One tool that is very helpful is storytelling. We have books that talk 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 educators 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.



Child leader of the day

Child leader of the day (DIV 1) help with the following in programs:

- Helping choose the day's activities (group games, programming ideas, themes).
- Acting as a positive role model.
- Helping lead or coach games and activities.

Junior Leaders

Being a part of the Junior Leaders group is a privilege at TOPP KIDS and is geared for Div 2 Children (Grades 3 -6). Junior Leaders are coached to become the "best version of themselves" with the program aimed towards children learning life skills, community stewardship and leadership qualities. Privileged with running exclusive clubs and tasks. Children who become Junior Leaders sign a contract, holding them responsible to the values and tasks of a Junior Leader and to act as strong role models for all other children following TOPP KIDS Leadership values to INSPIRE, DEVELOP and LEAD.

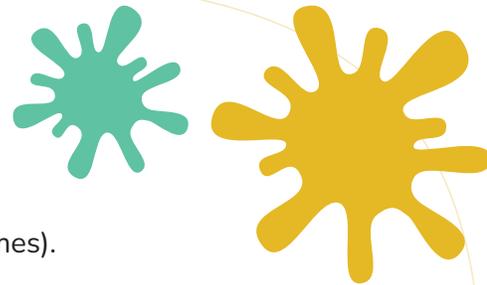
What it means to be a junior leader

- Be kind and promote kindness.
- Help others.
- Set an example.
- Help plan Fridays, events and holidays.
- Include everyone in games.
- Be honest.
- Be positive role models.
- Record Community Unity meetings and contribute to discussions.
- Help with calling transitions.
- Participating in activities and helping to lead.
- Each Junior Leader is responsible for a specific area of the room during clean up (Jr Leaders can delegate tasks and ask if they need help).
- Junior Leaders have the privilege of attending our 4-day, 3-night Leadership Camp during Summer Camp (space is limited) with registration and parent permission by completing the release forms.
- Junior Leaders have the privilege of participating in distal supervision with leader/parent permission and signing a Junior Leader Contract.

ACTIVITY PLANNING

TOPP KIDS weekly planning outlines

Every theme week at TOPP KIDS should be a theme that children and educators 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 and children to see.



TK rules:

- Every week must have a theme/ focus.
- Activities planned should relate to the weekly theme/ focus
- 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.R.E.A.M activity **per day** (can be a continually evolving project from previous day)*
 - *Minimum (x1) Literacy focused/ journaling and research project **per week** (theme directed)*
 - *Minimum (x1) Physical Literacy activity/group game **per shift** (morning and afternoon) (theme directed)*
 - *Theme directed audio visual medium (movie/music/dramatic play)*
 - *Theme **provocations** – set up to provoke thought and interest of the weekly theme (set up every day)*
- 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. Adapted Div.1 & Div.2 planning must be completed for groups with children in grades 4-6.
- 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/ topics per year:

- Environment (Eco)
- Anti-bullying
- All about me
- “Becca told me to” (giving back)
- Elections (an election for TOPP KIDS President)
- Entrepreneur week/month
- Olympics
- Nature
- Bucket Filling
- Getting to know you (Beginning of the school year)
- Lights on
- Humanitarian (TOPP KIDS gives back, Community)
- Culinary Experience

LIFE SKILLS CURRICULUM



The purpose of our curriculum is to deliver programming that teaches LIFE SKILLS through activities, community engagement, reflection, and self-betterment and PLAY. Comprised of focused child-led programming by each of our team members, the framework utilizes a portfolio system where each Educator oversees of emergent programming through specific lens- Physical Literacy, Music & Movement, S.T.R.E.A.M, Arts & Expression, Literacy, Clubs, Jr. Leadership and Indicus.

Play and learning experiences are created to help teach children valuable LIFE SKILLS* and become true TOPP KIDS. Skills are broadly based on the following categories:

- Thinking skills (critical thinking, creative thinking, problem-solving, decision-making)
- Personal skills (self-awareness, self-management, self-improvement, S.E.L)
- Interpersonal skills (communication skills, empathy, cooperation, etc)



- Leadership skills (integrity, courage, self-belief, confidence, responsibility, planning)
- Literacy skills (financial, math, reading, writing, language and listening)
- Life skills (cooking, safety, etiquette, growth mindset, good choices, and kindness)
- Citizenship skills (adding value to your community)

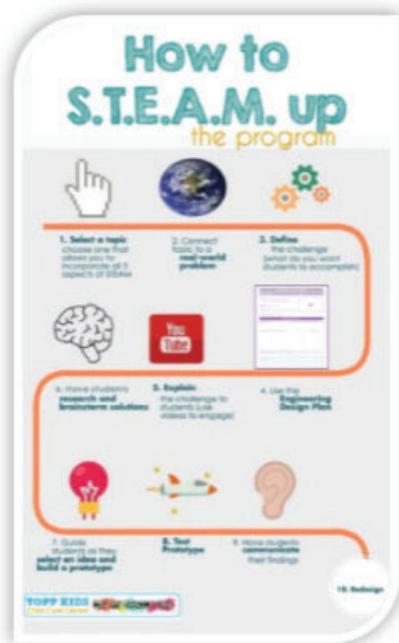
The LIFE SKILLS Curriculum was built with inspiration from a few of sources around the world including the Alberta Flight Curriculum Framework, MindUp Curriculum, NOIST, as well as components from the Kid-Grit Curriculum, CASEL, Building Blocks for Learning Framework, Alberta Physical Literacy Guidelines, 21st Century Learning Programs and best practices and programming from TOPP KIDS.

The why:

We grow people. That is what we are best at. This curriculum framework was designed with the focus of providing children (mighty learners) with the necessary tools to develop LIFE SKILLS delivered through the medium of PLAY to help build today's TOPP KIDS. After leaving the program, TOPP KIDS should be more adept and confident to lead their lives and hope to inspire and lead others.

The curriculum framework focuses on bringing more hands-on, child inspired, play-based programming and community involvement, while focusing on developmental milestones and teachable moments.

S.T.R.E.A.M. PLANNING



Activity programming with STREAM

STREAM is an educational approach to learning that uses Science, Technology, Reading & Writing, 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 *STREAM* approach to activity planning at TOPP KIDS is core and a promise to our families, the educators help guide children in creating projects that make them problem solve and innovate. Every activity is recorded by the educator on the planning sheet with 5 steps- **Ask, Imagine, Plan, Create & Improve.**

The STREAM process

The infographic highlights the 10 steps of *STREAM* implementation in TOPP KIDS. A *STREAM* project provides an in-depth experience for children that allows them to engage in higher order thinking skills. *STREAM* activities engage children by promoting inquiry and questioning, then letting that form the framework for their learning. From structured, to controlled, to guided, to free-inquiry, children that are educated through the various levels of inquiry-based learning develop strong skills and self-motivation. Many *STREAM* projects often begin with a science concept or problem (real world), and the other four aspects of *STREAM* 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 *STREAM* project you are developing:



SCIENCE: problem selection, experimentation (using the Scientific Method)

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

READING & WRITING: Documenting findings and using literacy for research.

ENGINEERING: writing, communications, poetry, video presentations, creating models

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 STREAM project is to include one activity from each discipline (Science, Technology, Reading & Writing, Engineering, Art, and Mathematics) and leave room to improve.

LOOSE PARTS PLAY

What are loose parts?

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, taken apart and put back together in multiple ways. Loose parts can be used alone or combined with other materials. Loose parts simply mean moveable materials that children can use in their play. They might be bought materials, upcycled from the recycling bin or found natural objects, but really anything goes boxes, feathers, marbles, wrapping paper, pine cones, water, sand, twigs, straws....



“Have you ever noticed that if you leave old junk lying around, kids will almost inevitably play with it? Whether it be old cardboard boxes, wooden pallets, pieces of wood, old tires, bits of rope or string, kids will use their imagination and ingenuity to make something. This may make your garden look like a junkyard sometimes, but the experience for the kids is invaluable and it will keep them occupied for hours. Don't try and direct the kids in their play, just let them get on with it.”

<http://momymethodology.com/6-advantageous-loose-parts-play/>

What loose parts free play offers children

Stocking your play space with loose parts offers children:

- Daily inspiration.
- Endless possibilities.
- A chance to think.
- Encouragement to be creative.



We're not only talking about creative play from an artistic point of view – although loose parts do provide great materials to sculpt and build – but creative play that encourages brain development, scientific experimenting, mathematical thought, risk taking, and trial and error learning.

Through this kind of free play children are really creating by using what they have and what they already know and combining that to create a whole that's greater than the parts. Just like Einstein, Da Vinci and Jobs. Loose parts and free play in childhood develops the creative genius of the future.

Advantages to Loose Parts Play

For the most part, loose parts play dictated my entire childhood, and I credit my ability to think outside the box to that fact. The beauty in using loose parts over traditional toys is that the intent is left up to each child, providing greater flexibility, and minimizing disagreements over toys.

- Games / skill building needs 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 Physical Literacy Portfolio. **This leader is to be involved with every game, not just stand on the sidelines!**
- All completed planning sheets must have pictures or supporting resources by the end of each week.

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 | • Balance |
| • Core | • Dexterity |
| • Strength | • Coordination |
| • Climbing | • Catching |
| • Agility | • Jumping & Skipping |
| • Alternating | • Dribbling |
| • Throwing | • Social & Emotional |
| • Mental & Cognitive | • Striking |
| • Physical | • Flexibility |
| • Speed | |



Outdoor activity

When outdoors, FREE PLAY at the park is not considered Physical Literacy. Every time a TOPP KIDS Program goes outside it should be with multiple options of play (park and planned activity) or specifically for a planned activity. At no time should it just be park play (excluding morning supervision). Boundaries always need to be explained to the children and upheld. Activities should take place during all seasons with appropriate planning for the weather conditions.

LITERACY PLANNING

TOPP KIDS provides an opportunity for educators to work with children in a different way than during the school day. This more relaxed, playful, and nurturing atmosphere allows educators 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 educators provide children with a fun opportunity every day 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 a month.
- Writing poems.
- 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-bullying posters.
- The comic book project.
- Social literacy- expressing emotions and standing up for yourself.
- Personal literacy- getting to know me better etc.

All literacy planning should be done using the STREAM 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:

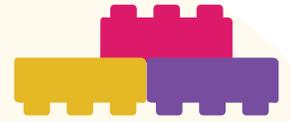
<http://www.promisethechildren.org/blog/comic-books-can-help-early-readers/#sthash.8RbFDpyE.dpuf>

TOPP KIDS Literacy Centre

At every TOPP KIDS program there is a specifically designed Literacy Centre. The Literacy Centre is designed to be accessible for all children and generally lives on Reading/ Games Cart area. Inside are many resources for children and Educators to promote literacy for example:

- Pens
- Pencils
- Paper
- Eraser
- Story starters (multiple ages)
- Poem starters
- Story cubes
- Sentence builders
- Comic books

ARTS & EXPRESSION PLANNING

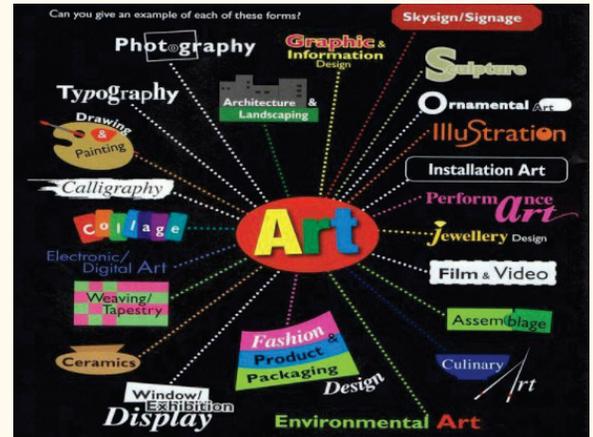


Art in Early Childhood: curriculum connections

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 educators are still concerned with the "all-sided" development of each child.

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=113



Activity programming 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 these activities however are leader directed. The best **Arts & Expression** comes 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:

1. Loose parts play
2. Explore artists through time
3. Media art- make a movie, commercial, music video,
4. Photo art
5. Food art
6. Cultural art
7. Nature art
8. Animation
9. Comic book creation
10. Music
11. Drama- plays, TOPP KIDS got talent, air band
12. Painting and murals and graffiti art
13. Dance
14. Face painting
15. Sculpture
16. Design a business, election stand, lemonade stand
17. Go on a field trip!

MULTICULTURAL PLANNING

Activity programming 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!

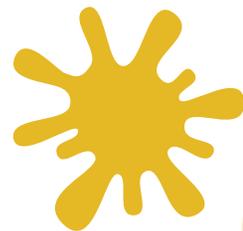
At TOPP KIDS we always try to feature some great **multicultural activities** for kids that sneak some learning in with a ton of fun.



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. This planning is expected to be added into ALL portfolios.

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

- | | | |
|-------------|--------------|-----------------------------|
| 1. Games | 8. Religion | 15. History |
| 2. Customs | 9. School | 16. Myths |
| 3. Language | 10. Holidays | 17. Influential people |
| 4. Food | 11. Religion | 18. Human rights / equality |
| 5. Art | 12. Culture | 19. Go on a field trip! |
| 6. Clothing | 13. Music | |
| 7. Homes | 14. 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.

Cultural 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 stereotypes.
<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.
- **Listening to music from different cultures** – worldmusic.net
- **Cinderella story around the world** – This is fun. Find the Cinderella story from various cultures! It is more common than I ever imagined.
- **Playing games from diverse cultures.**
- **Reading menus from ethnic restaurants.**
- **Check out penpalworld.com.**
- **Cooking challenges with culturally diverse foods.**
- **Sharing diverse stories, history, or legends.**
- **Create passport and host a “Around the world in 80 days” provocation.**
- **Learn how to say common phrases in other languages.**
- **Attend a cultural festival.**
- **Go to a local museum.**
- **Research money from around the world.**
- **Bring in cultural dress and items to share.**
- **Create a family globe tree.**
- **Take virtual field trips.**



COMMUNITY PLANNING

Community service ideas for youth: why giving back matters.

If you are searching for community service ideas for children, you may be hoping to help them:

1. Meet TOPP KIDS community service requirements.
2. Build citizenship.
3. Build positive resumes for college; and/or
4. Develop into more empathetic and caring young people.

Whatever the reasons, it's helpful to understand why learning to give back to others is vital for positive youth development and how parents, schools, TOPP KIDS and communities play an important role. With the right community service opportunities from kindergarten through school, young people can grow from an understanding of how they fit into society to how they can help solve societal problems. This developmental process grows empathy and fosters children's identities as engaged citizens, the topic of tomorrow's change matters: reclaiming the power of citizenship for a new generation. How do young people learn to make community service a way of life rather than something expected or required of them? The three most important ways children and teens learn to express their caring for others and evolve toward active citizenship is through:

- Responsible actions
- Leadership
- Innovative thinking



These three ways of caring develop over time – from elementary through high school. This article explains each developmental phase and provides links to community service ideas, resources and programs that can help you find the right fit for your child, class project or service club.

Elementary school: learning to be responsible.

In these early years, we lay the foundation for responsible citizenship. Children learn kindness, respect, and empathy—internal strengths that connect them to others. You can't just talk about these feelings and expect understanding; kids need to experience them. Many programs like scouts, church groups, and service clubs are places children learn and experience these positive values. However, these ideas also need to be reinforced at home. *How to Instill Compassion in Children* describes ways parents foster these internal strengths through practicing compassion and teaching kids how to cope with anger.

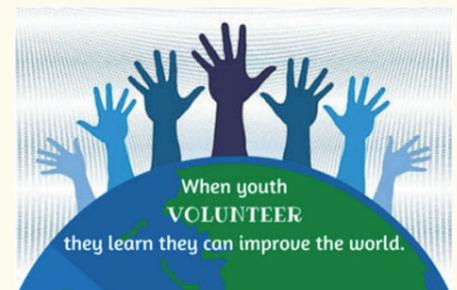
Character education in the early years helps build strengths like honesty, responsibility, fairness, and compassion— internal assets that lead to happiness and well-being. These are the kinds of human qualities that foster responsible citizens, children who grow up to donate to food drives, recycle their trash, or help during a crisis.

Community service ideas for younger children

- Kids Care Clubs – Provides opportunities to work with other kids performing community service projects. Sponsored by generation On and Points of Light.
- Kid World Citizen – Activities that make young minds go global. 35 community service projects for kids.
- One Warm Coat – A national non-profit organization that assists in the donation of coats.
- Start a Snowball – Inspires children to engage in doing good. Offers grants to kids to help them get their projects off the ground.
- 40 Ways Kids Can Volunteer – Lists 40 interesting and unique ways children can volunteer.
- Create a PLAY project – host a PLAY hub in your community and invite families to come learn and PLAY!

Try some of these options:

- Raking leaves/shovelling walks.
- Garbage collection.
- Volunteering at the food banks.
- Visiting senior homes.
- Getting involved with the local community association.
- Field trips to grocery stores and other businesses.
- Invite visitors for talks with the kids.
- Get involved with local fundraisers.



COMMUNITY UNITY

Program Coordinators oversee leading the programs transitions and flow. Part of that is Community Unity.



Program Coordinators (or the acting supervisor) need to be loud enough to address the entire room while other educators 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 is not only to explain what activities we are doing during the day but to create an environment of Social Emotional Literacy. Which aids in the teaching or self-awareness, respect, responsibility and helps build an overall community between all TOPP KIDS and the educators.

Children do NOT need to be in a circle for Community Unity, this also works well at carpets after the cleanup transition with multiple groups that are child or the Program Coordinator facilitating the whole group.

Community Unity consists of 4 parts:

1. Program Coordinator will ask educators to **connect with children** and **engage them in a brief activity** at each carpet or circle.
2. **Hey's & Praise** – Led by Program Coordinator.
3. **Good News and Announcements**, sharing successes, experiences and positive choices – Led by Program Coordinator.
4. The Program Coordinator will ask each educator to explain the **planned activities** for the day and announce misc. updates.

Children are then able 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 **Room Leads acting as support**.

Hey's & praise

Hey's and praise is an opportunity for children and educators 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 educators for Praise by **clapping** and **cheering** at appropriate times.

Good news and announcements – friendly competition

This is when educators 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 educators sharing **good news** by clapping and cheering at appropriate times.

Positive reinforcements: praise & kindness jar

Hey's and Praise is something that is highlighted each day during community unity but, sometimes not everyone has the opportunity to express their praise or they are not necessarily comfortable with saying it in a group setting. A praise/ kindness jar can be introduced as a motivator. Both children and educators are able to add names of those they wish to 'nominate' to the jar for special privileges or in some cases prizes. A name is eligible for entry if that person is caught doing an act of kindness that goes above and beyond the basic rules of being kind. Such as, standing up for others or yourself, being inclusive, showing positive problem solving, being a good role model/ leader etc. There is no limit to how many times someone's name can go into the jar. The jar is emptied each month and the draw takes place each Friday. The behaviour of the group as a whole determines the number of names drawn. Names can be drawn for various things such as; getting to pick the group game played, getting to be at the front of the line, assisting with calling transitions... the possibilities are endless and you can determine the rewards based on your group of children. It is important to celebrate and acknowledge each and every name that gets put into the jar to continue encouraging kindness throughout the program.

TOPP KIDS CLUBS

At TOPP KIDS we pride ourselves on giving children the opportunity to explore their interests and build both leadership and social capacity among their peers. 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 educators 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
- Pictures **MUST** be taken and added to club sheets for evidence
- Clubs can happen during the daily flow, with the exception of programmed group outdoor activity and enrichment time
- Clubs are child run with the assistance of the JR Leaders/Mentors and an Educator
- Each club is an opportunity for a child led experience
- 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 as long as the child's interest is shown
- All club sheets and past club crests must be stored in the **Clubs Binder**, then filed at the end of each school year.
- EDUCATORS are encouraged to offer their own PASSION clubs in addition to kid's clubs, e.g. knitting, quilling, cooking, golfing, Tae Kwon Do etc.

PD DAY PLANNING

Every PD Day at TOPP KIDS should be a day that children and Educators look forward to each month. Being as it is a longer day; this is the opportunity to have our program shine! Boring PD Days are unacceptable. It is the Program Coordinators responsibility to make sure PD Days are as fun as possible by choosing one of the four types of PD Day types to host and having the planning sheet completed and posted for parents/ Educators & children to see a week prior to the PD Day.

RULES:

- Every PD Day must have a theme
- Each PD Day must consist of the following:
 - Minimum (x1) Art & Expression project (can be continuous evolving project from previous day)
 - Minimum (x1) STREAM/Journaling & Research Project (theme directed)
 - Minimum (x2) Active Play/ Group game per shift (morning and afternoon) (theme directed)
 - Theme directed audio visual medium (movie/ music/ dramatic play)
 - Theme provocations – set up to provoke thought and interest of the weekly theme
- Every PD Days planning must be done and posted on front desk at least one week prior and approved by the Program Coordinator.
- Schedules must be approved by Regional Manager, minimizing labour expenses and shifts never go over a maximum of 8 hours.
- A CDW (level 2) or CDS (level 3) must be scheduled onsite at all times of the day.
- All completed planning sheets must have pictures or supporting resources by the end of each PD Day.
- All offsite trips must have completed field trip forms one week prior to PD Day to be signed by families.
- The day must consist of a Special Event (something not done on a regular day)

The 4 types of PD Days

Educator planned

Fun activities throughout the day, generally bigger science, multi-cultural, club, physical activities or events than usual planning. Educators must rotate leading these days!

Party day

Throw a party/ potluck/ parent event or fundraiser- 50% child led, 50% Leader led. Usually a holiday such as Christmas, Halloween, St. Patties Day, Un-Birthday Day, etc. Mornings are used for prep and the event is 3:00pm - 6:00pm.

Child planned

Fun activities throughout the day, generally bigger science, multi-cultural, club, physical activities or events than usual planning – 100% child led with leader assistance.

Field trip

Either go offsite or have a service or presenter come into the program. Offsite trips must have minimum one more person than ratio requirements (volunteers are always welcome too!). Children must be back no later than 5:00PM..

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 “Hey TOPPKIDS” 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 / standards / 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.

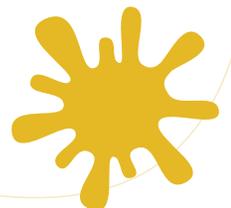
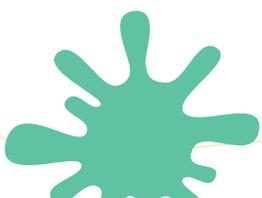
Planning & meeting time (between shifts)

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

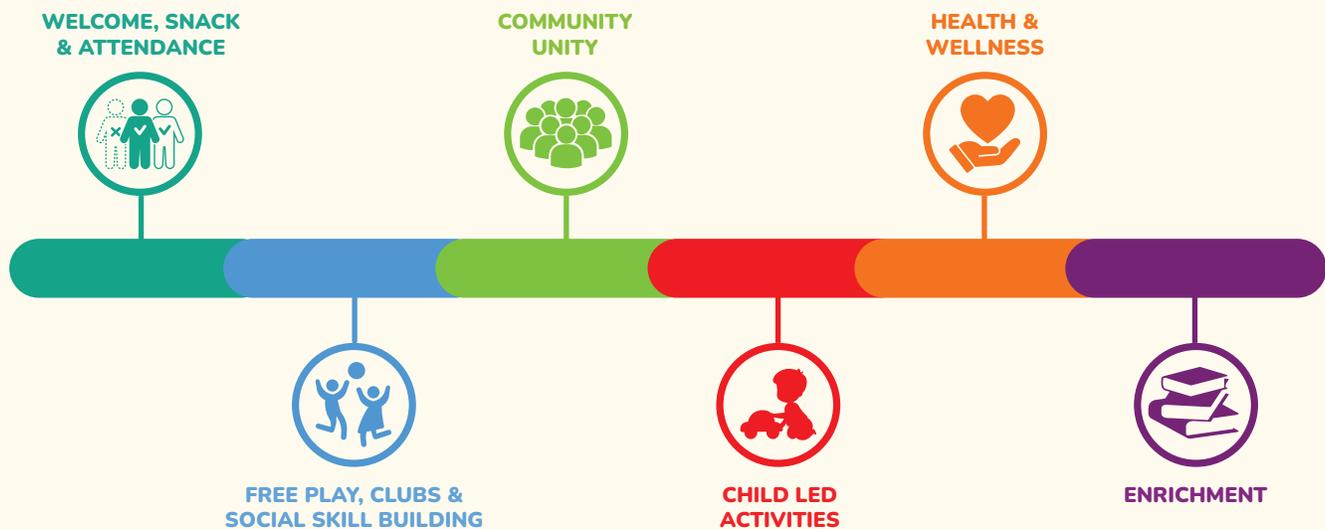
It is each Active Play Coordinators job to make sure this time is utilized to complete the following weeks planning sheets and prep for all children. All preparations and shopping lists should be done for Friday at 5:00 pm for the **Program Coordinators** review. All Activity Sheets must be added to 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 and meetings 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 **STREAM Portfolio** will call for Kids Clubs with the help of the Daily Child Leader. The **STREAM 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 leader's game or activity or just free play. This is a time for **general supervision** for the **Program Coordinator and Room Lead**.

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 "Hey TOPP KIDS" with the reply of Hello _____ (leaders Names Here). The **Program Coordinator** will then lead the **Community Unity** starting with **Hey's & 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 lose 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, STREAM Portfolio and Arts & Expression Portfolios will then host their planned activities. Children can choose whether they participate in each activity, in a club or just free play. The Program Coordinator and Room Lead 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

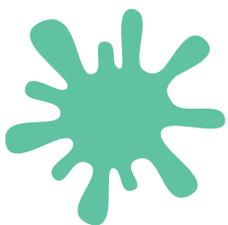
Children can choose whether they participate in a club or just free play.

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 behaviour 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 homework 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 th **“Family Run Feel”**.





NEWSLETTERS & COMMUNICATION

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

Other than direct communication at the program level, TOPP KIDS sends out newsletters when important information/changes arise, 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.

ALL IMPORTANT notices or any emergency information are **always** sent out through email first!

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



Always remember to PLAY, GROW, LAUGH & LEARN!

