

Nam's School Company policy

Before and After School Program Staff HandBook



Nam's School
Care with love

Table of contents

- State of Purpose, Staff ----- 1
- General Rules & Regulations ----- 2
- Code of Professional Conduct ----- 3
- Educator qualitications and professional development----- 4 ~10
- Job Description for all educator positions ----- 11, 12
- Driver Job Description ----- 13,14
- Sign-In/Out ----- 15
- Attendance ----- 16
- Grounds for Disciplinary Actions ----- 17
- Staff complaints policy -----18,19

Statement of Purpose

Through the 5 core values of a healthy mind that respect, humility, perseverance, self-control, and honesty, the mission of the Nam's School is to provide a comfortable, safe environment that allows each child to grow in spirit, mind, and body.

We view the program as helping children to:

- foster individual growth and self-discipline
- develop physical and social skills
- respect individual differences among people
- encourage independence and self-confidence
- meet new friends, learn new skills

Staff

Before and After School Program places primary emphasis on the selection of staff quality by skill, personal warmth, humor, and experience. Carefully selected staff serves as directors, administrators, Group leader, Assistant group leader, and drivers, and are supplemented by program specialists. All Nam's School. should be trained in CPR and First Aid. Background and CORI checks are completed on all staff working with the children in the program. We want our staff to serve as positive role models and mentors to help each child be the best that they can be! All staff will be held responsible for the knowledge of the "Statement of purpose" and their job description!

General Rules & Regulations

1. Be punctual to program and ready to work at your assigned hours.
 - a. Number of hours received will be merit-based. The better you work, the more hours you will receive.
If you are not working as hard as you could or not taking your job seriously, your hours will be shortened or you will be told to leave.
2. Submit required paperwork on time.
 - a. Attendance papers must be handed into the office at the end of every week.
3. Exhibit exceptional social habits in terms of your co-workers.
 - a. Always be respectful to co-worker.
 - b. Never argue in front of the clients (students and parents).
 - c. Co-workers must never argue or discuss disagreements during hours of operation.
It is important that the student and parents never see staff arguing or having disagreements.
This behavior is unprofessional and bad for business.
4. Proper health, dress, speech, and relationships with other staff members that serve as a beneficial model to students.
 - a. All staff should serve as positive role models to all students. Be mindful to always act in a way you want the students to act.
 - Don't walk by trash on the floor without picking it up.
 - Don't walk by something misplaced and not replace it.
5. Work with the program director and other program staff to iron out difficulties with the facilities programs or students.
6. Help develop, carry out, and evaluate the program goals as stated in the “Statement of Purpose”.

Code of Professional Conduct

1. All employees must dress appropriately.
 - a. Clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate for a place of business.
 - b. Clothing with swears or unprofessional pictures are prohibited.
2. All employees must be courteous and respectful to co-workers and clients.
 - a. When speaking, be mindful of the tone of your voice.
 - Always sound as polite as possible. Never raise your voice.
 - b. Always say “Sir/Ma’am”
 - Good Morning sir/ma’am.
 - How can I help you sir/ma’am?
 - Have a good day sir/ma’am.
 - c. When a client is seen, they must be greeted professionally. When speaking, make sure you say Sir/Ma’am after every sentence.
 - Our clients must be shown deference at all times.
 - If a client is unhappy and being loud or rude you say: “I apologize for the inconvenience sir/ma’am. Please speak with the director and he/she can assist you.”
 - NEVER ARGUE WITH A CLIENT
3. Lead by example.
 - a. Don’t act in a way you wouldn’t want the children to act. If the children see two staff members arguing or play-fighting, it will be hard to instruct the children to not do the same.
 - b. Reflect on the subjects learned in Tae Kwon Do class during daily activities. Words like respect, humility, perseverance, and self-control should be in your daily speech.
 - When a child is not displaying one of the 5 Aims of Tae Kwon Do, it should be addressed immediately.
Example: “Don’t say that. That’s not respectful.” “Don’t brag, that’s not being humble.”

Educator Qualifications and Professional Development

The following requirements apply to all staff including educator and driver.

1. Recruitment and Hiring Procedure:

- a. The hiring process for our child care program is overseen by the Program Administrator and Site Coordinator.
- b. During the interview stage, we conduct thorough background checks, including criminal history checks, and may also perform child abuse registry checks. These measures are essential to ensure the safety and well-being of the children under our care.

Based on the comprehensive assessment encompassing interviews, background checks, and reference checks, candidates who best meet our program's standards and requirements are selected for employment.

c. the applicant must submit:

- 1.the employee's resume or job application;
- 2. the staff information form;
- 3.documentation of two verbal reference verifications, including one professional or
- 4.academic reference;
- 5. evidence of completed background record checks
- 6. documentation of ongoing supervision and annual evaluations

2.Probationary Period:

- a. Once hired, new employees typically undergo a probationary period during which their performance is closely monitored and assessed. This period allows the employer to evaluate whether the employee is a good fit for the position and whether they meet the EEC and the program's standards.
- b. Probationary periods commonly from 30 to 90 days, but this can vary depending on the factors such as performance, experiences etc.

Educator Qualifications and Professional Development

3. Salary Range:

- a. The salary range for staff can vary widely depending on factors such as location, level of experience, education, and the specific role within the program.**
- b. Entry-level positions, such as assistant group leader, may have lower salaries, while more experienced staff members or those with specialized qualifications (such as early childhood education degrees or certifications) may command higher salaries.**

4. Program Orientation:

- a. All educators need to know the location of the children's records and the first aid kit and all procedures pertaining to the operation of the program, including, but not limited to, emergency procedures, variances, first aid procedures, supervision, child guidance, children's individual health plans, and the curriculum plan.**
- b. Complete the "StrongStart" training online.**

5. In-service Training:

All staff who may be alone with children must maintain current certification of training in basic first aid and CPR, in accordance with EEC policy. Training in first aid and CPR may not be counted toward Professional Development hours.

6. Professional Development:

- a. Educators working fewer than ten hours per week shall complete a minimum of five hours of professional development activities per year;**
- b. Educators working at least ten but fewer than 20 hours per week shall complete a minimum of 12 hours of professional development activities per year;**
- c. Educators working 20 or more hours per week shall complete a minimum of 20 hours of professional development activities per year.**
- d. At least one third of the required professional development must address diverse learners.**

7. First Aid Training:

All educators must obtain within six months of employment, and must maintain thereafter current certification of training in basic first aid appropriate to the population served

Educator Qualifications and Professional Development

8. Child Abuse and Neglect:

The procedure for handling allegations of child abuse or neglect against a staff member.

1. Immediate Notification to the Department:

Upon learning or filing a 51A report alleging abuse or neglect of a child in the care of the program or during a program-related activity, the licensee must immediately notify the Department. Similarly, if a report is filed naming an educator or person regularly on the child care premises as an alleged perpetrator of abuse or neglect of any child, the licensee must also immediately notify the Department.

2. Initiate Internal Investigation:

The program administrators and the Site Coordinator promptly begin an internal investigation into the allegations. Select a qualified and unbiased staff member or utilize security camera footage to conduct the investigation, ensuring confidentiality and sensitivity throughout the process.

Cooperate fully with any investigations conducted by child protective services or law enforcement authorities, providing them with all relevant information and assistance. Implement appropriate interim measures to ensure the safety and well-being of the children in the program, which may include suspending the staff member accused of abuse or neglect pending the outcome of the investigation.

3. Communicate Findings and Provide Support:

Once the investigation is complete, communicate the findings to the Department, as well as to staff members, children, and families involved. Offer support and resources to staff members, children, and families affected by the allegations, including counseling services, referrals to community resources, and ongoing communication to address concerns and provide updates on the situation.

Educator Qualifications and Professional Development

Out of School Time Minimum Hiring Requirements:

You must have all of the items in an option plus everything in Foundation.

1.Assistant group Leader:

[Foundation] All educators must: a. Have a suitable BRC b. Complete Staff Orientation C. Complete EEC Essentials within 2 month of hire

[Option 1] a. At least 16 years old. b. Enrolled in or completed high school or equivalent

[Option 2] a. At least 18 years old. b. Have completed 10th grade . c. In the process of obtaining a high school diploma or equivalent

2.Group Leader:

[Foundation] All educators must: a. Have a high School Diploma b. Be at least 18 Years of Age c. Have a suitable BRC d. Complete Staff Orientation e. Complete EEC Essentials within 2 month of hire

[Option 1] a. 9 months supervised work experience or one practicum

OR a. 3 months supervised work experience and Associate or Bachelor Degree b. Within 6 months: First Aid

[Option 2] a. 3 months supervised work experience with school-aged children b. 3 credits in Child Growth and Development, Human Development, Elementary Education, or Related field c. Within 6 months: First Aid

**[Option 3] a. 6 months work experience with school age children including at least 3 months of supervised experience with school-aged children
OR a. 9 months work experience with school-aged children, including at least 3 months of supervised experience with any age group of children b.
Within 6 months: First Aid & CPR**

[Option 4] The Following are all considered qualified: a. AA Degree or higher in child development, ECE, Elementary Ed., or Related Field b. School age child care certification from an institution of higher education c. Montessori Elementary I certificate d. EEC-qualified to work in a Large FCC Program (Capacity of at least 8)

Educator Qualifications and Professional Development

3.Site Coordinator :

[Foundation] All educators must: a. Have a high School Diploma b. Be at least c. 20 Years of Age d. Have a suitable BRC e. Complete Staff Orientation f.Complete EEC Essentials within 2 month of hire

[Option 1] a. 12 months supervised work experience or 1 practicum

b. Within 6 months: First Aid

[Option 2] a. 9 months supervised work experience or 1 practicum b. AA or BA c. Degree in any field d. Within 6 months: First Aid

[Option 3] a. 6 months supervised work experience or 1 practicum b.BA Degree in ECE c. Within 6 months: First Aid

[Option 4] a. 6 months supervised work experience as an OST Group Leader

b. AA Degree or higher in ECE, Education, or a related field of study

c. Within 6 months: First Aid and Completion of 3 credits or 45 PDPs in Category 14: Topics Specific to OST

[Option 5]a. 9 months work experience as an EEC- qualified PreK Lead Teacher

b. 3 credits or or 4.5 CEUs or 45 PDPs in Category 14: Topics Specific to OST

c. Within 6 months: First Aid, Completion of 3 credits or 45 PDPs in Category 14

[Option 6] a. 12 months supervised work experience as an OST Group Leader

b. Within 6 months: First Aid, Completion of 3 credits or 45 PDPs in Category 14

[Option 7] a.36 months work experience with school age children as an EEC-qualified FCC Licensee in a Large FCC Program (Capacity of 10)

b.15 hours of training in Categories 11, 13, and 14

c. Within 6 months: First Aid, 3 additional credits or 4.5 CEUs or 45 PDPs in Categories 1,3,4,7,8,9,12, or 13.

Educator Qualifications and Professional Development

4. Program Administrator:

[Foundation]

All educators must:

- a. Have a high School Diploma**
- b. Be at least 21 Years of Age**
- c. Have a suitable BRC**
- d. Complete Staff Orientation**
- e. Complete EEC Essentials**
- f. Within 6 months: First Aid**

[Option 1] a. All the site Coordinator requirements

- b. 6 additional months of administrative experience**

Note: experience can be replaced by 9 credits in management or administration subject areas from an accredited institute of higher Education

[Option 2] a. 6 months work experience as a Site Coordinator

- b. BA Degree or higher in ECE, Child Development, or a related field.**
- c. Within 6 months: Completion of at least 15 hours or training in Category 11**

[Option 3] a. 9 months supervised work experience as a Site Coordinator

- b. 20 hours of training related to administration, leadership, or management in Categories of Study 11, 13, and 14.**
- c. Within 6 months: At least 15 hours of training in Category 11**

[Option 4] a. 60 months of work experience with school age children as an EEC-qualified FCC Licensee in a Large FCC Program (Capacity of 10)

- b. 3 credits or or 4.5 CEUs or 45 PDPs in Child Growth and Development or Human Development**
- c. Within 6 months: At least 15 hours of training in Category 11**

Educator Qualifications and Professional Development

**** Categories of Study:**

Category of Study 1: Child Growth and Development, Birth – Eight Years

Category of Study 2: Planning Programs and Environments for Young Children

Category of Study 3: Curriculum for Early Childhood Settings

Category of Study 4: Child and Classroom Management

Category of Study 5: Advanced or Specialized Early Childhood Education or Development

Category of Study 6: Children with Special Needs, Birth – Sixteen Years

Category of Study 7: Infant and Toddler Development, Care, and Program Planning

Category of Study 8: Health and Safety in Early Childhood

Category of Study 9: Families and Community

Category of Study 10: Child Care Policy

Category of Study 11: Supervision or Staff Development in Early Childhood Education

Category of Study 12: Child Observation, Documentation, and Assessment

Category of Study 13: Child Care Administration Category of Study 14: Topics Specific to Out of School Time

Job Description for all educator positions

1. Group supervision: All groups will be divided according to age. (5-7 year olds, 8-9 year olds, and 10 and up).

- a. Group Leader should never be sitting, unless the activity they are doing with the children requires them to sit.
- b. Be concerned for the social adjustment of EACH child.
 - Stay close to new students, because they usually are shy or have a hard time adjusting to a new environment.
 - Have structured group activities planned that all students can participate in.
- c. Promote students' participation in ALL activities.
- d. Assist students with housekeeping chores for their activities
 - Don't leave a room unclean. Before transitioning from one place to another, make sure the space is clean and presentable.

2. Safety: The group leader are responsible for any injury a child sustains under their supervision. It is necessary to always keep all of the students in your group in your direct vision (with the exception of bathroom breaks). Always remember, “An accident can happen at any moment.” Always seek to avoid accidents.

- a. If students are playing too rough, they should be instructed to stop to avoid injury.
- b. If a student is climbing something, they should be instructed to get down to avoid injury.

3. Health: All group leader will be provided with an “Allergy List”. This list must be kept in the direct possession.

You should be aware of any medical conditions any of your students may have.

(Example: If your group is playing outside in the summer, the Group Leader should have a first aid kit supplied with the correct equipment. (Epipen or Inhaler)

4. Routine: All group leader will be provided with a program schedule. It is essential you follow the schedule because that same schedule is given to parents, and they will expect it to be followed.

Job Description for all educator positions

5. **Attendance:** Group Leader will be provided with a group binder. The binder will contain a list of the students in the group and their information. Attendance must be taken daily and turned in to the office at the end of the week.
6. **Discipline:** It is important to keep your group well-disciplined in order for the students to build character and teach respect. The Small things matter! Group Leader should draw a line between child and adult (metaphorically). Children should never be allowed to cross that line.
 - Never let the children speak to you without saying sir/ma'am.
 - Encourage respect for personal property, program equipment and facilities.
 - Bring students who need first aid or are having behavioral problems in to the director.
7. **Happiness:** The overall happiness of the children is a must. If a child goes home at the end of the day unhappy, you have failed your job.
 - a. Learn the likes and dislikes of each student.
 - b. Recognize and respond to opportunities for group problem solving.
 - c. Provide opportunities for the group so that each individual experiences success while at camp.
(Don't let a student feel left out)
8. **Group Leader Qualities:**
 - a. Have a high School Diploma
 - b. Be at least 18 Years of Age
 - c. Have a suitable BRC
 - d. Complete Staff Orientation and Complete EEC Essentials within 2 month of hire
 - e. Ability to teach and lead various recreational activities and Ability to communicate and work with a variety of age and skill levels.
 - f. Willingness to meet/communicate regularly with the Director regarding concerns, updates, challenges.
 - g. Love kids , Tons of energy, Excellent character, integrity, and adaptability.

Driver Job Description

1.Safety training.

- a. All Drivers are required to obtain a 7D license before the date of hire.**
- b. EEC required safety training must be taken before the date of hire.**

The two trainings can be found on the EEC website.(“Safe transportation” & Look Before You Lock).

2. All drivers will be provided with a binder containing their route and route information.

- a. Daily attendance must be taken. Any time a student enters or exits your vehicle, the time must be recorded.**
- b. Completely filled out routes must be submitted to the office at the end of the week.**
- c. Pick up and deliver children as per schedule.**

3. Before starting your route, the driver is responsible for inspecting the vehicle to make sure all required equipment is present, and the vehicle is safe to drive.

- a. Report any van malfunctions or needed repairs.**

4. Clean vehicle daily

5. Escort all children in and out of the vehicle.

6. Verify absent students with the office.

- a. If you pull up to a house and the student doesn't come out after 2-3 minutes, call the office before continuing your route.**
- b. Don't leave a school without confirming the absence of a student with either the school or the office.**

7. Call the schools, or the office (so the office can notify the school)

8. Make sure all students wear their seat belts. Don't start driving without all the children seated and wearing their seatbelts.

Driver Job Description

9. When returning to the Center, after helping the students out of the vehicle, check inside the vehicle to make sure no children are left behind.
 - a. Children could be asleep or hiding under seats.
10. Report bad behavior, incidents or injuries from a student to the office.
11. Maintain order and discipline on the School bus
12. Ensure students are aware of rules and responsibilities as passengers
13. Follow safety rules as students are boarding and exiting buses and as they cross streets near bus stops.
 - a. Don't let the children cross the street.
 - b. Make sure the child is inside their home and you see a parent, before continuing your route.
 - If no one is home to receive the child, instruct the child to return to the vehicle.
Call the office to get in contact with the parents
 - If no contact can be made, you must bring the child back to Center.
 - Never leave a student home unattended, even with the permission of the parents.
 - If no one is home or they can't get in the house, you are responsible for bringing them back to the center.
 - Leaving a child unattended will result in immediate termination.
14. Report delays, accidents, or other traffic and transportation situations, using telephones.

Sign-In/Out

1. The arrival and departure times of each student must be recorded daily.
 - a. When a student arrives at the program, a designated staff member should be assigned to an area close to the entrance to greet parents and students as they enter.
 - b. When students are leaving the program, they must also be a designated staff member assigned to greeting the parents as they pick up their children.
2. The person who is picking up the child must write the time they arrived and initial.
3. When a client (Parent/Guardian) arrives to drop off or pick up a child, the following procedure must be followed:
 - a. Greeting: Always say “hi sir/ma’am” or “good morning/afternoon sir/ma’am”.
 - b. Give the sign-out sheet to the parent slowly with two hands.
 - c. Before the student leaves, make sure they have all of their belongings.
If it’s cold, the student must be told to put on their coat.
 - d. Walk the student to the vehicle. Open the door for them. And assist them in the vehicle.
 - e. Be friendly and courteous.

Attendance

1. Calling out without 24 hours notice will result in a **Warning**.
2. Calling out, with a 24 hour notice, more than three days/times* (*being late) in six months will result in a warning for every additional absence.
3. You may be called out three times for being sick within a year, without a doctor's note.
Any employee calling out sick more than three days within a year will result in a **warning** for each additional (sick day) absence, without a doctor's note.
4. Any employee who has perfect attendance for **one** year will receive **five** days of paid vacation.

Grounds for Disciplinary Actions

1. Failure to perform assigned duties will result in a **Warning**.
2. Failure to meet requirements of the job description will result in a **Warning**.
3. Any employee receiving 3 warnings can result in **Termination**. (2 weeks notice is not required)
4. **Failure to adhere to any rules, regulations, or procedures established by the Nam's School will be subject to termination.**

Staff complaints policy

This policy applies to all staff members employed by Nam's School , including full-time, part-time, and temporary staff.

1.Submission of Complaints:

Staff members are encouraged to raise any concerns or complaints they may have regarding their work environment, colleagues, or any other aspect related to their employment. Complaints can be submitted verbally or in writing to the program administrator or site coordinator.

2.Investigation:

Upon receiving a complaint, the program administrator or site coordinator will conduct a thorough investigation. This may involve gathering statements from relevant parties, reviewing documentation, and any other actions deemed necessary to fully understand the nature of the complaint.

Investigations will be conducted in a fair and impartial manner, giving all parties involved the opportunity to provide their perspective on the matter. The principles of natural justice will be upheld throughout the process.

Based on the findings of the investigation, the program administrator or site coordinator will determine an appropriate course of action to address the complaint. This may include mediation, providing additional support or resources, implementing changes to policies or procedures, or taking disciplinary action if necessary.

Staff complaints policy

3.Follow-Up:

Following the resolution of the complaint, the Complaints Officer will follow up with the staff member to ensure that they are satisfied with the outcome and to monitor any ongoing issues. Additional support will be offered if needed.

Employee Signature: _____ **Date:** _____