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**2011-2012**

**21st Century Community Learning Centers**

**Reef House After-school Program**

**Parent Agreement**

O be very sure That no man will learn anything at all, Unless he first will learn humility.  **Lord Lytton***Table of Contents*

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*Program Overview*

***Mission Statement***

**Our mission is to level the playing field for youth in metro Atlanta by providing quality education, health, and life skills programs.**

*Reef House 21st Century Community Learning Centers Program*

The mission of Reef House After-school Program’s 21st Century Community Learning Centers(CCLC) Program is to enrich the lives of Reef House students and their families with opportunities for academic achievement; physical, performing and visual arts activity; positive youth development; and family involvement with community and partnership-driven after school program services. Future Foundation is the lead organization, primary partner and sponsor of the 21st Century Community Learning Centers (21st CCLC) Program, which is under the Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The 21st CCLC are defined as centers that offer academic, artistic, and cultural enrichment opportunities to students (in grades 5-12) and their families when school is not in session. The purpose of the program is to increase students’ academic achievement, increase positive student behavior, engage adult family members, and establish and maintain partnerships and collaborative relationships. The program is aligned with Common Core Georgia Performance Standards (CCGPS) and funded by the Georgia Department of Education.

This staff handbook will provide you with all the necessary information regarding the operation of the 21st CCLC Program. Please read this handbook in its entirety and keep it handy for reference and further questions.

*21st CCLC Quality Standards & Expectations*

* Activities reflect and promote the mission of the program.
* Daily schedule provides activities that are engaging, varied and flexible.
* The program provides a mix of well-structured and loosely structured activities that support and promote creativity.
* Participants are involved in program planning and development.
* Program activities enhance the positive development of youth.
* Program staff works to influence learning and increasing knowledge for participants.
* Participants experience and learn about diversity.
* The program builds upon community resources.
* The program offers opportunities for age appropriate learning, physical activity, skill building and development.

*Youth Program Quality Assessment*

Future Foundation’s 21st CCLC sites will follow and demonstrate elements of the Youth Program Quality Assessment (YPQA). YPQA is a validated self-assessment tool designed to evaluate the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps, and other places where youth have fun, work, and learn with adults. The YPQA evaluates the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the YPQA process is a great way to see what is really happening in their programs and to build professional competencies.

*What does the YPQA assess?*

* Safe environment
* Supportive environment
* Interaction
* Engagement
* Youth-centered policies and practices
* High expectations for youth and staff
* Access

*The Self-Assessment Team*

Each 21st CCLC site will have a self-assessment team consisting of program director, at least two (2) program staff, evaluator, school personnel, and community partner.

*Program Organization*

**Future Foundation Administration**

Qaadirah Abdur-Rahim, Chief Executive Officer

Veronica Hammonds, Chief Financial Officer

Monica Evans, Chief Operating Officer

Javana Monson-Hodges, Data Management Specialist

Chamarla Brame, Academic Intervention Specialist

**Reef House Learning Center**

**1892 Washington Road, East Point, GA 30344**

**Program Operating Hours: Monday – Friday, 3:00 – 8:00 p.m.**

Lamar Hayes, Program Manager

Phone: (404) 766-0510

E-mail: Lhayes@future-foundation.com

Nakies Smith, Program Assistant

Breona Mueller, Program Aide

Vacant, Program Aide

Vacant, Lead Teacher

Sabrina Callahan, Driver

**Reef House Teen Center**

**3571 Breningham Drive, College Park, GA 30337**

**Program Operating Hours: Monday – Friday, 3:00 – 8:00 p.m.**

Lewis Hutto, Program Manager

Phone: (404) 766-0510

Mobile: (404) 399-5913

E-mail: lhutto@future-foundation.com

Nicole Johnson, Program Assistant

Shane Kidd, Program Aide

Monica Dumas, Program Aide

Jason Quaynor, Lead Teacher

Lawrence Sanford, Driver

**Reef House Banneker Teen Center**

**6015 Feldwood Road, College Park, GA 30349**

**Program Operating Hours: Monday – Friday, 3:30 – 7:30 p.m.**

Eddrena Clark, Program Manager

Phone: (404) 766-0510

Mobile: (708) 526-1815

E-mail: eclark@future-foundation.com

Douglas Taylor, Program Assistant

Zariah Perkins, Program Aide

Vacant, Program Aide

Terri Gittens, Lead Teacher

Sedreka Harris, Driver

**Reef House McNair Teen Center**

**2800 Burdett Road, College Park, GA 30349**

**Program Operating Hours: Monday – Friday, 4:00 – 8:00 p.m.**

Javana Monson-Hodges, Program Manager

Phone: (404) 766-0510

Mobile: (678) 663-9217

E-mail: Jhodges@future-foundation.com

Courtney Godfrey, Program Assistant Rachel Smith, Lead Teacher

James Garrett, Program Aide

**Partners and Collaborators**

* City of College Park Recreation Department
* Fulton County Schools

 *Middle Schools*

 Hapeville Charter, McNair, Main Street Upper Academy, Paul D. West, Woodland

 *High Schools*

 Banneker, Hapeville Career Academy, Tri-Cities

* CPEC: Communities in Schools, Families First, Fulton County Workforce Development-Youth Enrichment Services, Fulton County Health Department-Oak Hill Child and Adolescent Center, Saving Our Sons and Sisters International-SOSSI, Wisdom To Believe, and Youth Enhancement Services(YES)
* University of Georgia Cooperative Extension, Fulton County 4-H

*Administrative Expectations of*

*21st CCLC Program*

* Staff-to-participant ratios and group size enable the staff to meet the needs of participants.
* Program policies and procedures are responsive to the needs of children and their families
* The administration provides sound leadership and management
* The program sets clear expectations for participant behavior and active, consistent participation.
* Program policies and procedures exist to enhance the health and safety of all children and youth.
* The program solicits feedback from children and their families about program activities.
* The program engages families as partners in its success.
* The program builds links to the community.
* Emergency information for each participant is on file and accessible.
* The program has a clear vision and mission and a plan to support continuous growth.
* The program has a system for using information for learning and program improvement as well as for measuring outcomes relevant to program activities.

*Advisory Council*

Future Foundation’s 21st CCLC Advisory Council is the cornerstone of governance and is based on some fundamental premises including:

* In order to be most effective, services and supports for families must be provided close to where people live, work and go to school.
* Parent’s best understand the environment in which they live and what services and supports will be effective.
* Professionals provide valuable advice and support and are more effective when they work as partners with participants and neighborhoods.
* Strengthening youth, families, and neighborhoods occurs as a result of active involvement in finding solutions and “ownership” for results.

*Advisory Council Membership and Participation*

The Advisory Council must include broad representation and active participation from students, parents, school personnel, administrative program staff, and community partners.

Meetings are held quarterly to review the progress of the program and provide advice on the direction of future years. In between meetings, e-mails/phone calls/individual meetings keep advisory council members apprised of the program.

*Family Involvement*

It is an expectation of Future Foundation’s 21st CCLC Program that parents are thoroughly involved. Some ways parents may be involved is through volunteering for the program, participation in family events, proving input for the Advisory Council and/or visiting the program. As a requirement of the program, parents will also be asked to complete 10 hours of volunteer service, attend a minimum of five (5) parent workshops/family fun nights, and submit a post survey regarding their child’s social and academic progress throughout the school year.

*Program Calendar*

Future Foundation’s 21st CCLC Program will follow Fulton County Schools calendar during the school year. Sites will not be opened during the following situations:

* Days when the Fulton County School district is closed including school holidays.
* When the Fulton County Schools district is closed due to inclement weather
* Scheduled professional development days (to be determined each semester)

Also, whenever the Fulton County Schools district cancels after-school activities due to inclement weather, Future Foundation’s 21st CCLC Program will be closed. Please watch local media broadcasts for up to date information.

*IMPORTANT DATES TO REMEMBER*

 ***Fall 2015***

 **August 17 Program Begins**

September 7 Labor Day Holiday

 October 9 Teacher/Student Holiday

 October 12 Teacher Workday

 November 23-27 Thanksgiving Holiday

 December 18 Last Day of First Semester

 December 21-January 1 Winter Break

**Spring 2016**

 **January 6** **First Day of Second Semester**

 January 18 Martin Luther King Jr. Holiday

 February 12 Professional Development Day

February 15 Presidents Day

 March 10 Teacher Workday

 March 11 Professional Development Day

 April 4 - 8 Spring Break

 **May 25 Last Day of Programming**

 May 26 Last Day of School

 ***REEF HOUSE WILL OBSERVE MAJOR HOLIDAYS***

*Personnel Policies*

Each 21st CCLC employee is selected for the program based on experience, qualifications, and commitment to the program. Future Foundation’s 21st CCLC Program holds high expectations for performance in accordance with the mission and goals of the grant. Therefore, program administration will strive to contribute as much as possible to the well-being, satisfaction and success of each staff member.

**Commitment**

You have committed to facilitate a course for a specified period of time. Some of the classes will be standard offerings for our students, including homework help and tutorial, CRCT/EOCT preparation, and technology. However, classes will be created or reinstated based solely on STUDENT DESIRE TO PARTICIPATE.

**Civil Rights Protection Policy**

The central purpose of the 21st CCLC Program is to provide programs that enhance children’s social and intellectual development while improving self-esteem, character, academic performance, and physical well-being. We can realize these goals only in an atmosphere of trust and respect. Discrimination and harassment will not be tolerated in the Reef House community.

Future Foundation is committed to creating and maintaining an educational and working environment that is free of any form of unlawful discrimination. Reef House After-school Program is committed to a policy of nondiscrimination toward its students and its employees, and it will not tolerate unlawful harassment based on race, color, creed, disability, national/ethnic origin, age, religion, sex, sexual orientation or disabled veteran/Vietnam-era veteran status.

The organization has, therefore, created guidelines and procedures for the resolution of grievances alleging violation of its Civil Rights Policy. (Alleged violations involving sexual harassment are addressed using the [Sexual Harassment Policy](http://www.smith.edu/oid/documents/SexualHarassmentPolicy3-9-07PDF.pdf).) While these procedures provide sanctions for speech and behavior that violate state and federal law, importantly, they also describe ways of resolving informally the various conflicts and disagreements. These guidelines and procedures are available to anyone who, at the time of the alleged violation, is either employed by or participating in any programs offered at Future Foundation.

These procedures are not intended to inhibit or restrict the free expression or exchange of ideas. The procedures address unlawfully discriminatory or harassing behavior.

**Conflict of Interest**

21st CCLC staff have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of Future Foundation business dealings. Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm in which Future Foundation does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any business transaction.

This policy establishes only the framework within which Future Foundation wishes the business to operate. Please contact the program director for more information or questions about conflicts of interest.

**Staffing Requirements**

Future Foundation will complete annual national criminal background checks and fingerprinting on all staff (employees, contractors, and volunteers) that have direct contact with the children in the after school program. Back ground checks include: Child Abuse Registry, Criminal History, and Sex Offender Registry. These are all in compliance with Future Foundation’s standards for hiring employees with criminal history.

**Application Process**

To provide initial screening and adherence to nondiscriminatory hiring practices of applicants the following procedures must be followed. This procedure outlines required steps for employment of all positions.

* Applicants will be processes upon receipt by the 21st CCLC site coordinator and submitted to HR for appropriate payroll processing.
* If a background check is returned with questionable results, HR uses a criminal history rubric. All hiring decisions are made by the site coordinator and is final.
* Each staff must:
	+ Complete an application
	+ Complete W-9 Tax Form
	+ Be fingerprinted with a National Background Check
	+ Complete an Emergency Contact Form

**Criminal History Hiring Policy**

Criminal background investigations ensure that no persons have been found guilty of, regardless of adjudication, or entered a plea or nolo contender or guilty to, any offense prohibited under any of the following provisions of the Georgia Statutes or under any similar statute of another jurisdiction.  If an applicant has been found guilty of any of these offenses; it will render them ineligible for employment and/or result in termination.

*Not eligible for hire:*

* Sexual offenses (lewd & lascivious conduct, sexual battery, sexual misconduct, indecent exposure, prostitution, pornography, offense relating to obscene literature, etc.)
* Abuse, neglect, or exploitation of children, elderly, or disabled persons
* Contributing to the delinquency or dependency of a child
* Extreme violence (murder, manslaughter {including vehicular/involuntary}, vehicular homicide, aggravated assault/battery, felony battery, battery on a minor, etc.)
* Kidnapping and/or false imprisonment
* Taking, enticing, or removing a child beyond the state limits with criminal intent pending custody proceedings or to avoid producing a child at a custody hearing or designated person
* Exhibiting firearms or weapons within 1,000 feet of a school
* Possession of an electric weapon/device, destructive device, or other weapon on school property
* Arson
* Felony theft, robbery, fraud, forgery, or related crime
* Felony drug offenses or felony fraudulent sale of controlled substances
* Resisting arrest with violence
* Depriving a law enforcement, correctional, or correctional probation officer means of protection or communication
* Harboring, concealing, or aiding an escaped prisoner or juvenile inmate
* Encouraging or recruiting another to join a criminal gang
* Introduction of contraband into a correctional facility
* Extortion

*Not eligible for hire if felony offense appears on background check:*

* Felony bad check
* Misdemeanor burglary related to theft
* Felony possession of a concealed weapon
* Misdemeanor drug and/or paraphernalia offenses

*Not eligible for hire if offense is less than 5 years old:*

* Misdemeanor bad checks
* Petty theft
* Misdemeanor fraud related offenses
* Misdemeanor possession of a concealed weapon
* Misdemeanor battery/assault
* Cruelty to or neglect of animals

**Confidentiality Requirements**

All 21st CCLC employees, contractors, and volunteers must respect the absolute rights of clients’ confidentiality, except as expressly permitted by the client or potential client in writing or as required by the law. All program staff are bound by the Information Privacy Principles, which are included in the employment application.

# Performance Management Process

**Policy**

It is the policy of Future Foundation that our agency shall have an operative performance management system. The purpose of the performance management system is to ensure that:

1. The work performed by employees accomplishes the work of the agency;
2. Employees have a clear understanding of the quality and quantity of work expected from them;
3. Employees receive ongoing information about how effectively they are performing relative to expectations;
4. Awards and salary increases based on employee performance are distributed accordingly;
5. Opportunities for employee development are identified; and
6. Employee performance that does not meet expectations is addressed.

An operative performance management system shall consist of:

1. A process for communicating employee performance expectations, maintaining ongoing performance dialogue, and conducting annual performance appraisals;
2. A procedure for addressing employee performance that falls below expectations;
3. A procedure for encouraging and facilitating employee development; and
4. Training in managing performance and administering the system.

**Definition**

1. Performance management – A management process for ensuring employees are focusing their work efforts in ways that contribute to achieving the agency’s mission. It consists of three phases: (a) setting expectations for employee performance, (b) maintaining a dialogue between supervisor and employee to keep performance on track, and (c) measuring actual performance relative to performance expectations.
2. Work plan – A document that describes the work to be completed by an employee within the performance cycle, the performance expected, and how the performance will be measured.
3. Corrective action plan – A short-term action plan that is initiated when an employee’s performance fails to meet expectations. Its purpose is to achieve an improvement in performance.
4. Individual development plan – An action plan for enhancing an employee’s level of performance in order to excel in the current job or prepare for new responsibilities.
5. Performance appraisal – A confidential document that includes the employee’s performance expectations, a summary of the employee’s actual performance relative to those expectations, an overall rating of the employee’s performance, and the supervisor’s and employee’s signatures.
6. Performance documentation – A letter, memo, completed form, or note on which the supervisor indicates the extent to which the employee is currently meeting expectations and provides evidence to support that conclusion.

**Policy**

Supervisors and managers are responsible for managing the performance of their employees. Future Foundation’s agency policy shall specify how the three phases of performance management will be carried out. Individual departments shall adopt performance management practices that are consistent with the requirements of this policy and that best fit the nature of the work performed and the mission of the organization.

1. **Communicating employee performance expectations**
2. During the first quarter of the agency’s twelve-month work cycle, supervisors shall meet with their employees, establish expectations regarding their employees’ performance, specify how employees’ actual performance will be measured and their success determined, and impart to them an understanding of how meeting these expectations will contribute to the achievement of the agency’s mission.
3. Performance expectations shall be written at the “meets expectations” level (the midpoint of the state rating scale) and shall be documented on a form defined by the agency – the “work plan.”
4. Work plans shall be signed and dated by both the supervisor and the employee.
5. **Maintaining ongoing performance dialogue**
6. Employees shall be responsible for meeting their performance expectations.
7. Progress toward meeting expectations shall be measured, reported, discussed, and documented throughout the work cycle.
8. Supervisors are expected to use appropriate supervisory techniques to support employee efforts to meet or exceed their performance expectations.
9. When expectations change during the course of the work cycle, supervisors shall communicate these changes and modify work plans as necessary. Modifications shall be signed and dated by both the supervisor and the employee.
10. **Conducting annual performance appraisals**
11. At the end of the work cycle, supervisors shall evaluate employees’ performance during the past year compared to their performance expectations. They shall use verifiable information collected and documented throughout the cycle to determine the extent to which actual performance has met the expectations defined in the work plan.
12. The evaluation shall be documented on a standard form defined by the agency – the “appraisal.”
13. The annual performance appraisal shall use a 3-level rating scale for reporting overall performance. Each category to be appraised will be numerically evaluated as follows: (1) Exceeds Expectations, (2) Meets Expectations, and (3) Needs Improvement. A rating at the midpoint of the scale shall indicate that an employee’s performance has met expectations.
14. Prior to discussing a completed performance appraisal with an employee, a supervisor shall review the appraisal with the next-level manager to ensure that ratings are appropriate and consistent.
15. Supervisors shall discuss the appraisals with their employees. Both supervisor and employee shall sign and date the completed performance appraisal indicating that the discussion has taken place.

**Addressing Poor Performance**

1. When an employee’s performance falls below expectations at any time during the performance cycle, the supervisor shall document the performance deficiency and take actions, including (if appropriate) disciplinary action, to assure that performance expectations will be met within a reasonable period of time.
2. The supervisor shall document the performance that falls short of expectations by preparing a corrective action plan or other documentation. The documentation will specify (a) the performance problem, (b) the steps to be taken to improve performance, including the timeframe for improvement, (c) the consequences of failure to improve, and (d) a follow-up date.
3. A corrective action plan shall be considered successfully completed only when the employee’s actual performance has improved to the point where expectations are being met.
4. The agency’s performance management policy shall specify the relationship between disciplinary policy and performance management.
5. Performance deficiencies that occur during the performance cycle shall be referenced in the annual performance appraisal.

**Professional Learning Plan and Schedule**

It is the policy of Future Foundation that our agency should have a professional learning plan. The purpose of the professional learning plan is to ensure that:

1. Staff has current best practices in youth development and educational services.
2. Future Foundation has the ability to grow our internal talent pool.
3. Staff has opportunities to learn and grow their capacity to be great in their work.
4. Future Foundation students have access to the highest quality programming available.

Future Foundation’s Professional Learning Process includes:

1. Future Foundation conducts a Staff Needs Assessment each Fall semester.
2. End of Year Performance evaluations are completed each December/January.
3. Professional learning opportunities are selected based on the needs identified through our assessment and evaluation process
4. Staff trainings will be available to all staff during the following times of year:
	1. Monthly Staff Meeting Lunch and Learns
	2. Spring Break
	3. Programming breaks (end of May and beginning of August)
5. Staff will have access to other training opportunities as provided by Future Foundation partners and funders, including 21st CCLC.
6. Staff has the ability to make suggestions regarding training topics to be delivered in-house and by other organizations at any time based on the needs of their program.

**Supporting Employee Development**

Many employees may express interest in growing in their current positions or in furthering their careers in Future Foundation and the non-profit arena. Supervisors shall work with them to identify strengths and weaknesses and, if appropriate, to help them prepare an individual development plan. Individual development plans may specify how employees can more fully apply their strengths in their current positions, build up areas of weakness, enhance their performance in their current positions, or develop the skills and experience they will need for possible future assignments.

**Transitions**

When employees move into or out of their positions, relevant performance information shall be communicated in a timely way.

1. Probationary employees shall have work plans within a certain number of days (set by the agency) of their date of employment. To remove an employee from probationary status, the supervisor shall provide performance documentation, in a manner specified by the agency, that the probationary employee’s performance is at minimum meeting expectations.
2. Employees whose responsibilities are changed substantially, either within their current position or by transfer (promotion, lateral transfer, or demotion), shall have work plans established within a certain number of days (set by the agency) following the new assignment.

**Access and Use of Performance Information**

1. Confidentiality of appraisals – Completed performance appraisals shall be retained on file by the agency for three years. Records may be accessed during this time as stated below:

Future Foundation’s Chief Operating Officer, Designated Custodian

1892 Washington Road

East Point, Georgia 30344

In the event that the records are needed after three years, all files will be scanned in Docufree, an advanced web-based technology solution that stores documents on an internet server. Lon-in information can be provided by Future Foundation’s Chief Financial Officer upon request.

1. Properly informed personnel decisions – Agencies shall take measures to ensure performance information is appropriately and consistently used and that personnel decisions are based on appropriate performance information. Decisions involving promotions, performance-based disciplinary actions, performance-based salary increases, and reductions in force shall be supported by a current (completed within the past twelve months) appraisal on file.
2. When current or former Future Foundation employees are being considered for hire or promotion, their past appraisals may be obtained for review by those involved in making the hiring or promotion decision.
3. In Future Foundation’s performance management policy, the agency shall clarify which of the documents used for performance management purposes are confidential and which are not, as well as define what “confidential” means. Completed performance appraisals shall be treated as confidential. However, employees’ work plans and any information recorded during the work cycle are encouraged to be made openly available for the purposes of clarifying performance expectations, tracking progress, or reporting on the status of the results achieved.

**Child Abuse & Neglect Policy**

The best way to help abused children is to prevent abuse from happening. But whenever abuse is suspected, reporting it is essential, and in many cases, it's the law. A report is not an accusation; it's merely a request for an investigation and possible help for the family. This policy is designed to provide guidance if you believe a child is in danger.

*Recognizing Abuse*

There are four main types of abuse:

* Neglect includes providing inappropriate clothing, food, or attention, lack of supervision, undue exposure to cold or heat or unnecessary risk of injury.
* Physical Abuse includes physically hurting a child, giving children alcohol, giving children medication without permission and excessively intensive training.
* Sexual Abuse includes any aspect of physical or verbal sexual abuse, and inappropriate contact.
* Emotional Abuse includes shouting, threatening or taunting children, constant criticism, bullying or unrealistic pressure to perform.

*Reporting Abuse*

Reef House After-school Program staff have a duty to report any suspicions that a student is being abused, and Georgia law requires licensed after-school personnel to report. If a staff member suspects danger, the situation should be reported immediately to the Reef House After-School Program Director. The program director will investigate the circumstances, and call the Fulton County Department of Family and Children Services (DFCS) within two business days, as appropriate. If a child is in immediate danger (obviously being beaten or left alone overnight, for example), the program director will contact the police immediately.

It is important to note that persons who call to report suspected abuse do not have to be sure maltreatment has occurred. They simply report what they have seen or heard. The authorities will investigate and confirm whether or not abuse has occurred. People who call are asked to give the name and location of the child, and the name of the suspected perpetrator. Reports are confidential and those who call do not have to give their name. However, it is most helpful to the child in the long run if the reporter is willing to give his or her name and address and, if necessary, testify in court.

*What Will Happen Next*

If a child is under age 18 and appears to have been abused or neglected by a parent or caretaker, DFCS will begin investigating immediately. If the child is not in imminent danger, a caseworker will visit the family within 5 days. If the person who makes the original report wants to know what DFCS did, he or she can call the department and find out whether the maltreatment was confirmed.

*Fulton County DFCS Satellite Locations*

South Fulton Service Center Southwest Service Center

5710 Stonewall Tell Road 515 Fairburn Center, SW

College Park, Georgia 30349 Atlanta, Georgia 30331

(770) 774-7500 (404) 699-4337

**Health, Safety, and Emergency Procedures**

21st CCLC staff should minimize the health and safety risk to all students, and must take such measures as are reasonable in the circumstances to protect students from known hazards and/or harm which could arise, and are responsible for taking reasonable care to protect their own and students’ health and safety. This means that staff should:

* ensure that any equipment is safe for use
* not attend a session if they are unwell or have a contagious illness
* if a student becomes unwell or is injured, assess the situation and contact the student’s parent/caregiver or medical services
* take care when lifting heavy objects
* familiarize themselves with emergency procedures for evacuation

*Emergency Fire Procedures*

When a fire alarm sounds, it must be taken seriously. All occupants must immediately evacuate the facility to the designated outdoor meeting area. An emergency notebook (attendance forms and parental emergency consent forms) will be taken outside also.

*\* Fire emergency drills will be practiced quarterly using alternative evacuation routes at each site.*

*Emergency Tornado Procedures*

If a tornado warning is announced, 21st CCLC should assist with evacuating children to the designated hallway area. The emergency notebook (attendance forms and emergency parent consent forms) will be taken to the designated area. During the warning, Future Foundation’s administrative staff will monitor weather information by radio.

*Lightning*

If lightning is observed by staff while outdoors, children will immediately be directed to return to the building. Children playing near or under a tree will immediately be removed from the area.

*Power Failures*

21st CCLC staff will make every attempt to remain calm and to reassure the children about the power loss. Staff and children will remain in a designated room or in the outdoor play area until power resumes. If the power fails to resume, sessions will be cancelled and parents will be contacted.

*Shelter-in-Place Procedures*

In the event of a chemical or biological emergency, each site will follow a security plan known as “Shelter in Place” developed by the National Institute on Chemical Studies and recommended by the U.S. Department of Education. It is based on the notion that in a chemical or biological crisis, people are often safest if they remain inside. The plan is designed to keep students safe for several hours until hazardous substances are carried away by the wind. In the event of such an emergency, children outdoors would be brought inside the building without delay. Windows would be shut and entry doors to the center would be locked to get a better seal. Head staff person would immediately take attendance to be certain all children are present. For the safety of everyone, the center would be kept in “lock-down” status.

*Lost or Abducted Child Procedures*

In case of a lost child, the site coordinator will make every attempt to locate the lost or missing child in the immediate area while another designated adult leaves the room to involve the Program Director with the search. The police will be contacted within a reasonable amount of time, and the head staff person or administrator contacts the parents. In case of an abducted child, the head staff will immediately contact the Program Director, the police and parents. These procedures also take place during off site activities.

*\*Emergency procedures are also posted for the convenience of parents to view. Every effort will be made by the staff to thoroughly protect children in the event of an emergency.*

*Serious Injury*

If a child needs immediate medical attention, a staff member will call 911. The parent and the child's physician will be called immediately thereafter. If we cannot reach the parent, the emergency contact will be phoned. The staff member who witnessed the emergency situation will accompany the child to the hospital, bringing records and all parent permission forms. Parents will be notified of all known minor and major injuries by a written incident report. It is vital that the emergency information regarding your child be kept current.

*Illness*

If a child has any of the following sign or symptoms of illness, he/she will be sent home from the 21st CCLC program:

* Diarrhea
* Fever
* Head Lice
* Untreated Skin Infection
* Severe Coughing
* Difficulty Breathing
* Vomiting
* Noticeable Adverse Reactions to Prescribed Medications
* Over 101 Degree Temperature
* Severe Headache

*Contagious Diseases*

Staff, or any other persons being supervised by the staff, shall not be allowed to enter the 21st CCLC program site if they knowingly have, or have been exposed to, certain communicable diseases. Staff members and participants experiencing symptoms such as fever or diarrhea are prohibited from entering each site as well.

**Teaching Disadvantaged and Culturally Diverse Students**

There are various concepts suggesting that those who serve persons living in poverty need a better understanding of poverty to provide effective programming. This fact sheet which builds upon those concepts, is based on A Framework for Understanding Poverty written by Ruby Payne in 1998. Dr. Payne developed her framework after years of personal observation and research as an educator. She is quick to point out that the framework is based upon patterns of human behavior; there are always exceptions to the pattern.

***Generational vs. Situational Poverty***

There are generally five reasons for poverty:

1. Educational attainment of adult
2. The structure of the family
3. Immigration
4. Language issues
5. Addiction issues of adults

Dr. Payne makes a clear distinction between Generational and Situational Poverty. Generational poverty is defined as two or more generations living in poverty. People in generational poverty exhibit certain ingrained patterns of behavior. These patterns are the result of having experienced the effects of poverty over time. The behaviors are part of their culture. For this reason, even though these individuals tend to have a much lower level of educational attainment, they do tend to have better coping and life skills than those in situational poverty.

Situational poverty is the result of a change in circumstances – loss of a job, divorce, death of a spouse, etc. With situational poverty, the individual keeps the values and behaviors of the socioeconomic class from which they have come. These individuals often have more resources and are better connected with individuals who can provide assistance. They often have a higher level of education and therefore are more employable than those in generational poverty. But one of the greatest advantages is that these individuals know and understand the hidden rules of the middle class.

*What Are Hidden Rules?*

Hidden rules are the unspoken cues that dictate behavior. But these hidden rules apply to much more than just behaviors and actions. They are part of the culture of each socioeconomic class. These hidden rules are the basis for how individuals make decisions. For example, in the middle class, the driving forces for decision-making are work and achievement. In the wealthy class, decisions are based upon social, financial, and political connections. In generational poverty, survival, relationships, and entertainment are the forces that determine decisions. Below are some of the more common hidden rules. Once again, these hidden rules are based upon patterns of behaviors. There are exceptions to every pattern.

* *Food – Quantity vs. quality*
Wealthy – The presentation of the food, making it aesthetically appealing, is what is important
Middle Class – The quality of the food is what is important
Generational Poverty – It is about quantity; having enough is what matters
* *Fighting – How conflicts are resolved*
Wealthy – Done through social exclusion and lawyers
Middle Class – Done verbally; issues are discussed
Generational Poverty – Done physically with fists and bodies
* *The World – How individuals see themselves in the world*
Wealthy – Part of the international / global world
Middle Class – National; staying within the continent
Generational Poverty – Local; rarely leaving the state or even the county
* *Time – How it is viewed and perceived*
Wealthy – Traditions and past history are what is important
Middle Class – The future is what matters; planning and preparing
Generational Poverty – It is about the present – living in the moment and meeting immediate needs
* *Destiny – Fate vs. choices*
Wealthy – “Noblesse oblige”; the wealthy are bound by obligations that determine their destiny
Middle Class – Believe in choices; can change the future with well-made decisions
Generational Poverty – Believe in fate; not much can be done to mitigate chance
* *Possessions – What is important to own*
Wealthy – One-of-a-kind objects, legacies, and pedigrees
Middle Class – Material items (cars, electronic gadgets, clothes, etc.)
Generational Poverty – People and relationships
* *Love and Acceptance – What determines love and acceptance*
Wealthy – Whether the individual is connected and has social standing
Middle Class –Achievements and success
Generational Poverty –Whether the individual is liked

*So Now What?*

Because most of society is based upon the values of middle class (i.e., business transactions, school environments, public policies, etc.), it is not enough to simply be aware of the hidden rules. Awareness alone will not positively affect programming. To improve the efforts of serving underserved populations, the hidden rules must be taught directly to those individuals who are attempting to leave poverty. For example, if an individual in generational poverty does not know that middle class individuals place high priority on work and achievement, this must be taught. What may be an appropriate reaction at home or in their community (like fighting) may not be appropriate at school or 4-H camp. If an individual is trying to move out of poverty, it is imperative for him or her to have a clear understanding of the middle class hidden rules in order to make a successful transition.

*References*

Payne, Ruby K. (1998). A Framework for Understanding Poverty. Highlands, TX: RFT Publishing Company.

Payne, Ruby K. (1999). Bridges Out of Poverty: Strategies for Professionals and Communities. Highlands, TX: RFT Publishing Company.

**Grievances**

If an instructor has a grievance, he or she should report it to the Site Coordinator. If this is not feasible, the grievance should be reported to the Program Director.

**Complaint Policy**

Any individual, organization or agency (“complainant”) may file a complaint with the Georgia Department of Education (“Department”) if that individual, organization or agency believes and alleges that a local educational agency (“LEA”), the state educational agency (“SEA”), or an agency or consortium of agencies is violating a Federal statute or regulation that applies to a program under the No Child Left Behind Act. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

*Filing a Complaint*

A complaint must be made in writing and signed by the complainant. The complaint must include the following:

* A statement that the LEA, SEA, agency or consortium of agencies has violated a requirement of a Federal statute or regulation that applies to an applicable program;
* The date on which the violation occurred;
* The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
* A list of the names and telephone numbers of individuals who can provide additional information;
* Whether a complaint has been filed with any other government agency, and if so, which agency;
* Copies of all applicable documents supporting the complainant’s position; and the address of the complainant.

The complaint must be addressed to:

Georgia Department of Education

Office of Legal Services

205 Jesse Hill Jr. Drive SE

2052 Twin Tower East

Atlanta, GA 30334

Once the Office of Legal Services receives the complaint, it will be copied and forwarded to the appropriate Federal Program Manager. Within ten (10) days of receipt of the complaint, the General Counsel or his or her designee will issue a Letter of Acknowledgement to the complainant.

# Report Waste, Fraud, and Abuse

21st CCLC Employees can access the link below to report fraud, waste, or abuse of goods and services purchased with 21st CCLC program.

Link: <http://www2.ed.gov/about/offices/list/oig/hotline.html>

If you suspect fraud or waste of funds you may also contact the following:

* Monica Evans, Chief Operating Officer

 Mevans@future-foundation.com

* Qaadirah Abdur-Rahim, Executive Director

 Qrahim@future-foundation.com

* Georgia Department of Education office of 21st Century Learning Centers

 <http://www.doe.k12.ga.us/ci_iap_learning.aspx>

**Recruitment of Students for Reef House After-School Programs**

In order to reach our program’s target of serving 120 students (53 in grades 6-7, and 77 in grades 8-12), strategies grounded in recruitment and retention must take place. The following measures are to be employed:

* **Direct contact** with the targeted/partner schools (Paul D. West Middle School; Woodland Middle School; Hapeville Charter; Main Street Academy; Fulton Leadership Academy; Tri-Cities High School; Woodard Academy; Christian Lutheran School; S. Stephen Christian Academy; Pathway Christian School and Cameron Academy). Specific contact includes but is not limited to the following:
	+ Meetings and presentations to key officials on campus (i.e. administration, counselors, social workers, PTSA officials, and teachers).
	+ School presentation and registration.
	+ Establishing a teacher consultant/liaison at each school to assist with recruitment and program entrance
	+ Communications (i.e. written, electronic).
	+ Attending open houses , PTSA meetings, sporting events, and social events
	+ Making presentations and setting up booths/tables for marketing to potential participants before, during, and after school in rotundas, gyms, and cafeterias
	+ Passing out flyers to parents during drop off and pick up off students who are car riders
	+ Provide incentives for students who market to friends to join Reef House After School Programs

**Recruitment of Students for Banneker High School and McNair Middle School**

In order to reach our program’s target of serving 60 students (6th-12th grade), strategies grounded in recruitment and retention must take place. The following measures are to be employed:

* **Direct contact** with the targeted/partner schools (Banneker HS, Landmark Christian School, Our Lady of Mercy Catholic High School, & Rock Solid Academy). Specific contact includes but is not limited to the following:
	+ Meetings and presentations to key officials on campus (i.e. administration, counselors, social workers, PTSA officials, and teachers).
	+ School presentation and registration.
	+ Establishing a teacher consultant/liaison at each school to assist with recruitment and program entrance
	+ Communications (i.e. written, electronic).
	+ Attending open houses , PTSA meetings, sporting events, and social events
	+ Making presentations and setting up booths/tables for marketing to potential participants before, during, and after school in rotundas, gyms, and cafeterias
	+ Passing out flyers to parents during drop off and pick up off students who are car riders
	+ Provide incentives for students who market to friends to join Reef House After School Programs
* **Direct contact** with community parents. Specific contact includes but is not limited to the following:
	+ Parent overviews and workshops.
	+ Continuing (i.e. monthly) education/meetings.
	+ Communications (i.e. written, electronic, and evaluation of Callingpost.com in addition to standard phone contact).
	+ Provide families student interest forms for enrollment
	+ Reoccurring email and phone call to previously interested students and former enrolled student parents
* **Direct contact** with entities and agencies which provide an added tier of access to students in the aforementioned servicing schools and areas. Specific contact includes but is not limited to the following:
	+ Direct contact/marketing with our partner (Brady Center) facility.
	+ Direct contact (i.e. presentations, overviews, and communication) with service agencies (i.e. College Park Housing Authority and other similar area entities).
* **Direct contact** with Special Instructional Teachers to ensure we are including accommodations from students with IEPS.
* **Student Ambassadors** are current Reef House participants who act as a link between the program and the outside community. They use their own experiences to gain other student’s interests in a fun and engaging afterschool program. Student Ambassadors play a vital support role to the recruitment and retention plan, including but not limited to the following:
	+ Leading program tours and organizing fun interactive activities
	+ Attending school and community events sharing their experiences with other students
	+ Participating in a competitive recruitment plan yielding key program leadership roles

**Attendance Policy for Staff**

21st CCLC staff are expected to be in their assigned areas at their designated times. If a time conflict or necessary absence arises, please communicate this immediately to the site coordinator so that alternate arrangements can be made. All absences must be reported to the site coordinator before programming for the day begins. All coordinators can be reached by phone or email to report absences.

**Attendance Policy for Students**

Daily attendance is taken when your child steps on to the bus and again when your child enters into the Learning Center. All students must attend the center every day of the week unless they have an excused reason.  **Five or more unexcused absences from the program will result in a child being expelled from the program.**

*School Absences*

Children who are absent from school will not be permitted to attend the program the day they are absent. Reef House staff does not pick children up from home to attend the program if they are absent from school

**Transportation of Students**

Reef House Center operates at no cost to parents. The program is entirely free and transportation will be provided to and from the program for participants in the zoned area. Children will be picked-up from home and transported home at the completion of the program on a daily basis. Transportation will be provided to and from any Reef House Center activity. A type a minotour school bus (14 Passenger Child Safety Vehicle) will be used to transport children. All children will be transported from their homes to Reef House and from Reef House to their homes. Additionally, Reef House staff picks up children from their homes on weekends for scheduled field trips.

Learning Center After-School Pick-Up

Hapeville Charter Middle

Fulton Leadership

KIPP South Fulton Academy

Main Street Academy

Paul D. West Middle School

Woodland Middle School

Teen Center After-School Pick-Up

Hapeville Charter Middle

Fulton Leadership

Main Street Academy

Paul D. West Middle School

Woodland Middle School

Tri-Cities High School

Private Schools that we extend services too

**McNair Middle and Banneker High School**

Landmark Christian

Our Lady of Mercy Catholic High School

Solid Rock Academy

**Reef House After-School Programs**

Woodward Academy

Christian Lutheran School

St. Stephen Christian Academy

Pathway Christian School

Cameron Academy

Our services are also offered to students with Special Needs/I.E.P’s

***Drop Off***

Children will be transported to the front door of his/her home. If no one is available, the staff person transporting the child will make an attempt to contact the alternate contact listed in the child’s records for this type of situation. If the alternate contact listed is unavailable, the staff person will then try and contact the emergency contact listed in the child’s records. If all attempts fail, the child will be taken back to the center until an authorized person comes to pick the child up. If the child is transported back to the center and is not picked up by 8:15 p.m., either DFACS or the East Point Police Department may be notified. There are no exceptions to this rule!

There will be NO other drop off location besides the one on the registration packet. If there any issues with transportation, the Program Managers will be contacted.

**Emergency Procedures**

Future Foundation Closes in Inclement Weather

The Learning Center Program hours of operation are from 3:30pm-8:00pm and 3:30pm-7:30pm at Banneker High School. All Reef House Learning Center programs close operation during inclement weather conditions.

*Emergency Fire Procedures*

When a Fire Alarm sounds, it must be taken seriously. All occupants must immediately evacuate the facility to the designated outdoor meeting area. An emergency notebook (attendance forms and parental emergency consent forms) will be taken outside also. \***Fire Emergency Drills will be practiced monthly using alternative evacuation routes from the learning center.**

*Emergency Tornado Procedures*

If a Tornado Warning is announced over the intercom system, Reef House staff should assist with evacuating children to the designated hallway area. The emergency notebook (attendance forms and emergency parent consent forms) will be taken to the designated area. During the warning, Future Foundation’s executive staff will monitor weather information by radio.

*Lightning*

If lightning is observed by staff while outdoors, children will immediately be directed to return to the building. Children playing near or under a tree will immediately be removed from the area.

*Power Failures*

Reef House staff will make every attempt to remain calm and to reassure the children about the power loss. Staff and children will remain in a designated room or in the outdoor play area until power resumes. If the power fails to resume, camp sessions will be cancelled and parents will be contacted.

*Shelter-in-Place Procedures*

In the event of a chemical or biological emergency, the Reef House Centers would follow a security plan known as “Shelter in Place” developed by the National Institute on Chemical Studies and recommended by the U.S. Department of Education. It is based on the notion that in a chemical or biological crisis, people are often safest if they remain inside. The plan is designed to keep students safe for several hours until hazardous substances are carried away by the wind. In the event of such an emergency, children outdoors would be brought inside the building without delay. Windows would be shut and entry doors to the center would be locked to get a better seal. Head staff person would immediately take attendance to be certain all children are present. For the safety of everyone, the center would be kept in “lock-down” status.

*Lost or Abducted Child Procedures*

In case of a lost child, the head staff person will make every attempt to locate the lost or missing child in the immediate area while another designated adult leaves the room to involve the Program Director with the search. The police will be contacted within a reasonable amount of time, and the head staff person or administrator contacts the parents. In case of an abducted child, the head staff will immediately contact the Program Director, the police and parents. These procedures also take place during off site activities.

**\*Emergency procedures are also posted for the convenience of parents to view. Every effort will be made by the staff to thoroughly protect children in the event of an emergency**.

**Staff Dress Code**

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image Future Foundation’s 21st CCLC Program presents to students, parents, and visitors. During program hours, all 21st CCLC staff are expected to wear a Future Foundation polo or t-shirt with choice of bottom, unless advised otherwise. For instance, appropriate appearance for meetings with school personnel and administrators constitute business casual attire.

The following attire may not be worn:

* Hats and caps (may be required for certain activities)
* See-through or mesh clothing (unless worn over other apparel)
* Garments that expose the midriff
* Halter tops and spaghetti straps
* Short shorts
* Garments or accessories which display emblems relating to abusive substances, sex or obscenities
* Tight fitting or revealing apparel
* Sagging pants (undergarments should not be visible)

**Time Sheets**

All 21st CCLC staff will be paid in accordance with Future Foundation’s pay period schedule. Complete your time sheets daily, and submit to your site coordinator for approval no later than close of business on the Friday of each payroll end date.

\* Please familiarize yourself with the time sheet and seek assistance in completing if needed. All time sheets must be completely neatly and in a timely manner, or you may not be paid on time or correctly. Please complete a (PAR) Personal Activity Report with each time sheet.

**Computer, Internet and Technology Usage**

Future Foundation is pleased to offer 21st CCLC staff access to a computer network for electronic mail and the Internet. As a result, staff are responsible for appropriate behavior on the computer network just as they are in any other client facilities. Communications on the network are often public in nature. It is expected that users will comply with Future Foundation standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused.

*What are the rules?*

* *Privacy -* Our technology support team may review communications to maintain system integrity and ensure that users are using the system responsibly.
* *Storage Capacity -* Users are expected to remain within allocated disk space and delete e-mail or other material, which take up excessive storage space.
* *Illegal Copying -* 21st CCLC staff should never download or install commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the technology support team.
* *Inappropriate Materials of Language* - Profane, abusive or impolite language should not be used to communicate nor should materials be accessed which are not in line with the rules of Future Foundation’s technology policy.

*Guidelines*

* Do not use a computer to harm other people or their work.
* Do not damage the computer or network in any way.
* Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
* Do not violate copyright laws.
* Do not view, send, or display offensive messages or pictures.
* Do not waste limited resources such as disk space or printing capacity.
* BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.

*Cell Phones*

Cell phones and electronic devices are to be turned off during instruction time.

* No personal phone calls during instruction time will be allowed unless it is an emergency.
* Give family and friends the main number so that they can contact you in the event of an emergency.
* Phone calls can be made before or after class unless prior authorization has been given.

**Observation and Evaluation**

Site Coordinators and Program Administration will regularly observe and evaluate the program effectiveness. Please welcome coordinators to your classroom and showcase your creative projects and imaginative teaching methods.

**Instructional Staff Evaluations and Subsequent Actions**

Site coordinators and program staff are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. However, additional formal evaluations with the program director are conducted semi-annually to provide all employees the opportunity to discuss job tasks, identify and correct challenge areas, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

Future Foundation administers equitable and consistent discipline for unsatisfactory conduct and performance. Disciplinary action may call for any of four steps – verbal warning, written warning, suspension with or without pay, or termination of employment – depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

By using progressive discipline, we hope that most staff performance problems can be corrected at an early stage, benefiting both the employee and Future Foundation.

*Program Staff Responsibilities*

*Student Attendance*

Accurate attendance records are a critical part of our 21st CCLC program. Our effectiveness of our programming is measured partly by how many students attend regularly. Consequently each staff member shall help the site coordinator monitor daily attendance by keeping class records.

*Lesson Plans*

Instructors are expected to keep a brief summary of their course content and activity schedule, and should submit lesson plans by the 25th of the month prior to programming. If you need help in completing your plans, please seek help from your site coordinator or program director.

*Pre and Post Assessment Testing*

As part of the evaluation process, 21st CCLC program success is interested in analyzing the degree our students are being affected by the academic and enrichment opportunities offered at each site. Each instructor will be responsible for administering assessments according to the evaluation timeline. If you need assistance in administering assessments, please let your site coordinator or program director know.

*Requesting Supplies*

Request materials needed for your session by submitting monthly program supply lists to your site coordinator by the 25th of each month. Note that 21st CCLC cannot reimburse any out-of-pocket expenses.

*Discipline*

A variety of classroom management techniques are critical skills needed by 21st CCLC staff. Instructors are expected to help students develop positive classroom behaviors conducive to the learning process through class rules and procedures. Discipline is everyone’s responsibility; therefore all staff should accept responsibility for enforcing program rules fairly and immediately.

*Removal from Class/Program*

Participation in 21st CCLC programming is a PRIVILEGE. Consequently, if a student disrupts the learning process, disciplinary actions will be taken. If multiple disruptions occur, the student will be referred to the program director and may lose the privilege of attending. Program staff should report all disciplinary issues to the site coordinator so that detailed disciplinary records can be kept.

*Structure*

* In classes, each student should automatically get started on the lesson. Down time should be kept to a minimum.
* Assigned areas are essential (students should not be outside of program areas).

*Student Supervision*

* Students should be supervised during snack time, restroom breaks, enrichment, etc.
* It is instructor and site coordinator responsibility to ensure SAFETY and ACCOUNTABILITY.
* It is imperative that we are always able to account for attendance and achievement of our students participating in the program.

*Staff Code of Conduct*

This Code of Conduct outlines the standard of behavior for 21st CCLC employees, contractors, and volunteers. It is designed to provide guidance for ethical dilemmas and conflicts of interest.

21st CCLC staff are required to:

* Make the well-being of students the fundamental value of all decision-making and actions.
* Conduct themselves in a manner consistent with effective education.
* Maintain just and courteous relationships with students, parents, staff and others.
* Strive for the improvement of his/her instruction and efficiency.
* Fulfill professional responsibilities with honesty and integrity.
* Direct all efforts toward improving the achievement of students and quality of the program.
* Protect the civil and human rights of all individuals
* Implement the 21st CCLC policies, rules and regulations.

*Sexual & Other Unlawful Harassment*

* Sexual harassment is defined as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. For example:
	+ Unwanted sexual advances
	+ Offering employment in exchange for sexual favors
	+ Visual conduct that includes leering, making sexual gestures, or displaying of sexual objects.
	+ Making or threatening reprisals after a negative response to sexual advances.
	+ Verbal sexual advances or propositions
* We are committed to provide a work environment free of discrimination and harassing.
* Actions, words, jokes, and comments of an individual’s race, sex, color, national origin, disability, or sexual orientation will not be tolerated.

*Student Code of Conduct*

All members are expected to adhere to Reef House Learning Center Code of Conduct:

1. Play fairly and be honest
2. Be respectful of Reef House staff
3. Say only good things about others
4. Resolve disagreements in a positive way
5. Be respectful of other members and their property
6. Take care of Reef House and equipment
7. Avoid use of improper language
8. Applaud efforts of others
9. Participate in program areas open to your age group

10. Dress appropriately at all times

Reef House Learning Center believes in positively guiding and disciplining children. One of the primary goals of Reef House is to teach and model respect of all persons. In order to maintain a safe and structured environment, the discipline policy will be enforced through behavioral contracts. These contracts were designed to teach Reef House Campers to be responsible for their own actions and to develop appropriate behavior.

Reef House Learning Center operates on a three strike system. Children who notably continue to disregard center rules will be given a verbal warning and either work detail or suspension from an activity on the first offense. On the second offense, a letter will be written and sent home notifying the parent of the offense and a parent conference will be held. However, if a third offense occurs, the parent will be notified of his/her child’s suspension. There are no exceptions to this rule!

***Grievance Policy for Parents/ Participants***

When problems or issues arise, the Program Director should be contacted within 24 hours of the incident. If a student is accused of breaking a rule, he/she has the right to explain his/her description of events to Reef House staff before the consequences are given. Parents/guardians are also allowed to meet with center staff to help identify concerns or solve problems. In the case of an emergency, students can be suspended immediately with the investigation to follow, especially if the safety of staff or students is a consideration. If there is a criminal offense, law enforcement authorities may be called and students may receive legal consequences. Students and parents/guardians should receive written notification of the suspension within 24 hours of the action.

**Suspensions**

Any student or parent/guardian who is aggrieved by the imposition of a suspension shall have the right to an informal conference with the Executive or Program Director for the purpose of resolving the grievance. **The suspension shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless staff elects to postpone such action.**

 Reef House

Behavioral Contract

Reef House Staff believes in positively guiding and disciplining children. One of the primary goals of Reef House is to teach and model respect of all persons. In order to maintain a safe and structured environment, our discipline policy will be enforced. This form is designed to teach Reef House campers to be responsible for their own actions and to develop appropriate behavior.

Date: ­­­\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Disciplinary Problem:

1. Disruptive behavior
2. Inappropriate language
3. Disrespect to the staff and/or volunteers
4. Harassing other members (bullying, name calling, etc.)
5. Inappropriately touching other members
6. Fighting
7. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of the offense: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Disciplinary Steps Taken: (circle one)

Step 1. First offense will result in one of the following reprimands:

1. Time Out from Groups/SPECIAL ACTIVITES

Time frame \_\_\_\_\_\_\_\_\_\_

Suspension from activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Work Detail

Outside work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inside work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 2. Second offense - Parent conference to discuss additional offense(s)

Date met with parent \_\_\_\_\_\_\_\_\_\_

Parent’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 3. Third Offense – Suspension from Reef House

1. 1 day
2. 3 days
3. 1 week
4. Other \_\_\_\_\_\_\_\_\_\_

Staff Person’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Director’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Member’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Parent’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

*Bright from the Start*

Georgia Department of Early Care and Learning Chapter 591-1-1-Child Care Learning Centers, require the following:

 591-1-1-.11 Discipline

(1) Disciplinary actions used to correct a child's behavior, guidance techniques and any activities in which the children participate or observe at the center shall not be detrimental to the physical or mental health of any child.

(2) Personnel shall not:

(a) Physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in the center;

(b) Inflict corporal/physical punishment upon a child;

(c) Shake, jerk, pinch or handle a child roughly;

(d) Verbally abuse or humiliate a child which includes, but is not limited to, the use of threats, profanity or belittling remarks about a child or his family;

(e) Isolate a child in a dark room, closet or unsupervised area;

(f) Use mechanical or physical restraints or devices to discipline children;

(g) Use medication to discipline or control children's behavior without written medical authorization issued by a licensed professional and given with the parent's written consent;

(h) Restrict unreasonably a child from going to the bathroom;

(i) Punish toileting accidents;

(j) Force-feed a child or withhold feeding a child regularly scheduled meals and/or snacks;

(k) Force or withhold naps;

(l) Allow children to discipline or humiliate other children;

(m) Confine a child for disciplinary purposes to a swing, highchair, infant carrier, walker or jumpseat;

(n) Commit any criminal act, as defined under Georgia law which is set forth in O.C.G.A. Sec. 16-1-1 et seq., in the presence of any child enrolled in the center.

*Georgia’s Code of Ethics for Educators*

All 21st CCLC staff are also expected to abide by Georgia’s Code of Ethics for Educators.

The Entire Code can be found at: <http://www.gapsc.com/Ethics/index.asp>.

*Introduction*

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

*2015-16 21st CCLC Staff Handbook Acknowledgement Form*

***Please sign and return the bottom portion to your Program Manager upon reviewing the 2015-16, 21st CCLC Staff Handbook.***

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the 21st CCLC Program Handbook. I can agree and abide by all of the policies and procedures mentioned within. I will do my best to instruct in accordance to the guidelines of the program, exhibit responsibility and be a positive role model for Future Foundation students.

*Signed*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)