

POP's Passion (dba) Charlotte Champions for Life Camp and Club

**CHARLOTTE CHAMPIONS FOR LIFE
TUTORING AFTERSCHOOL CLUB AND SUMMER CAMP**

Policies & Procedures

Updated December 2021

TABLE OF CONTENTS

ORGANIZATIONAL OVERVIEW & STRUCTURE.....	Page 3
ORGANIZATIONAL CHART.....	Page 4
ENROLLMENT & RECRUITMENT POLICY.....	Page 5
RECRUITMENT PLAN.....	Page 6
OPERATING HOURS, CALENDAR & SCHEDULES.....	Page 7-10
ACADEMIC & FINE ARTS PLAN.....	Page 11
DISCIPLINE & BEHAVIOR MANAGEMENT POLICY.....	Page 12
INCLEMENT WEATHER POLICY.....	Page 13
EMERGENCY & SAFETY PLANS.....	Page 13-16
TRANSITION/SAFETY STRATEGIES.....	Page 14
DATA COLLECTION PLAN.....	Page 17
21DC DATA COLLECTION POLICY.....	Page 17
SCHOOL COMMUNICATION PLAN.....	Page 18
FAMILY COMMUNICATION/ENGAGEMENT PLAN.....	Page 19-21
TRANSPORTATION POLICY.....	Page 22-23
INTERNET/COMPUTER USAGE POLICY.....	Page 24-27
PRIVACY RIGHTS.....	Page 28
PROFESSIONAL DEVELOPMENT PLAN.....	Page 29-32
STAFF HIRING & EVALUATION PLAN.....	Page 33-42
SUSTAINABILITY PLAN/COMMUNITY PARTNERS.....	Page 43
COVID-19 POLICY.....	Page 44

ORGANIZATIONAL STRUCTURE & OVERVIEW

The POP's Passion dba Charlotte Champions for Life is a community-based program that operates in the Caldwell Fellowship Hall at 211 Lakewood Avenue, Charlotte, NC. 28208. It is operated by POP's Passion, which is a separate organization from Faith Memorial Missionary Baptist Church.

As a nonprofit, community-based agency, POP's Passion's leadership has a combined experience of 50 years of experience providing educational support programming to at-risk children. From conception, we have viewed our services as complementary to the public school system and a completion to other organizations serving in the community. Our facility includes 4 classrooms, a multi purpose activity room, and heating kitchen. POP's Passion's mission is "To bring life changing resources to families living in fragile communities."

POP's Passion will provide a community-based After-school Club and Summer Camp with embedded intensive tutoring, STEAM, fine arts enrichment and Parent Resource Center services. The program's four main goals are to:

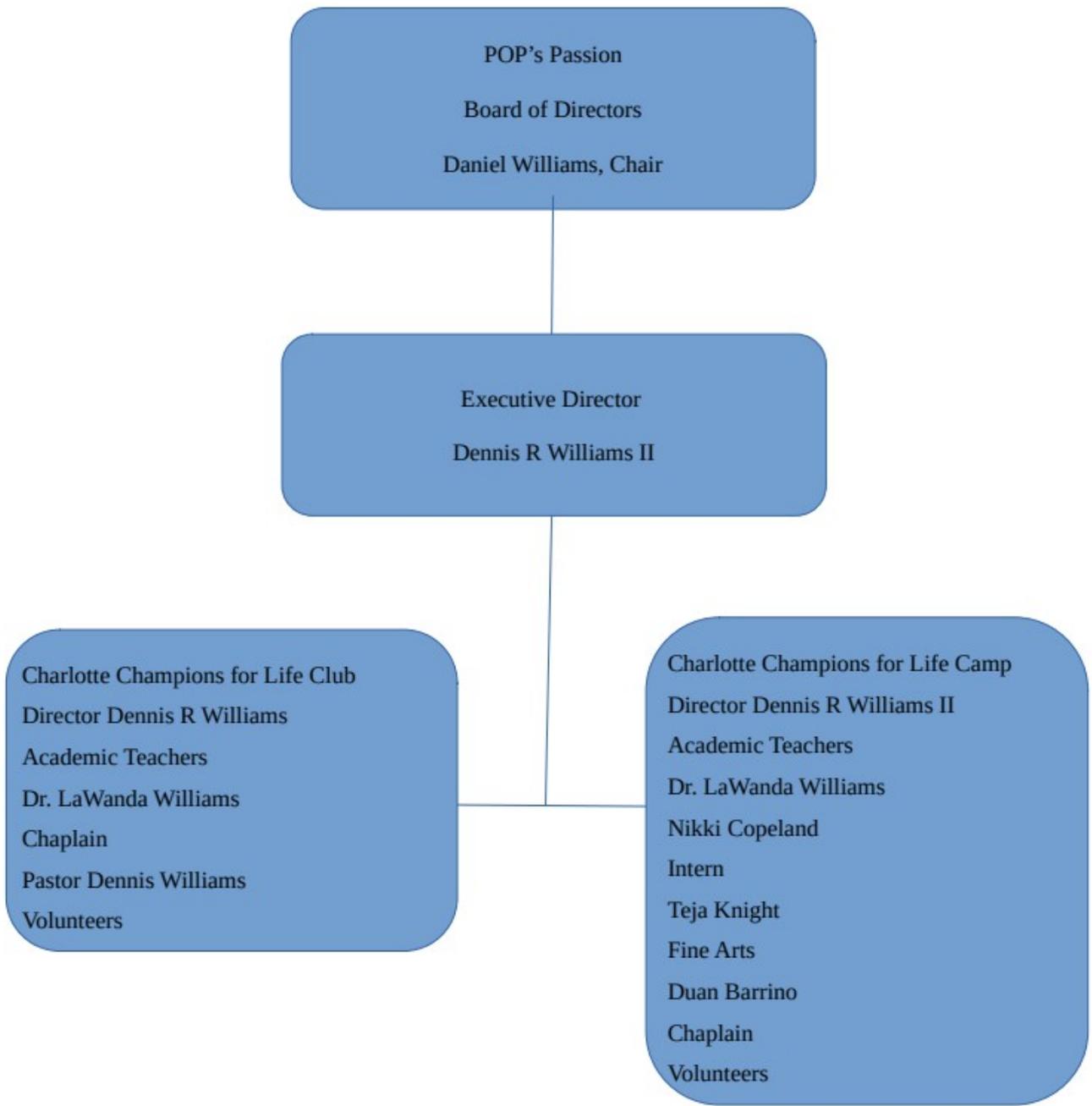
1. Help at-risk students attending an academic & enrichment after-school camp /summer camp pass their classes and EOG tests.
2. Help at-risk students in an intensive tutoring program pass their language arts classes and EOG reading tests.
3. Help parents of at-risk students develop skills to better aid their children academically, as well as help them navigate the school system with a particular emphasis on parents for whom English is a second language.
4. Improve student attendance.

The program's administrative team is comprised of the following staff: one full-time Program Director/Executive Director who oversees all programs; one full-time volunteer Associate Director/Support who is responsible for fiscal, programmatic and attendance data; and one part-time After-school/Summer Institute Director responsible for direct management of after-school/summer/fine arts teachers, parent engagement and student management.

The supervisory chain-of-command is as follows:

- The Program Director/Executive Director will report directly to the Chair of the Board of Directors and the Board by extension.
- The Associate Director and the After-school/Summer Director will report to the ProgDir/ExecDir.
- Teachers, Tutors and those with direct responsibility for students will report to the After-school/Summer Director.
- Fiscal and data support will report to the Associate Director.
- Staff support—including maintenance, cafeteria, security, IT, transportation, etc.—will report to the ProgDir/ExecDir.

The following organizational chart is applicable as of August 2021:



ENROLLMENT & RECRUITMENT POLICY & PLAN

Our program targets elementary and middle school students who live in the 28208 zip code, Lakeview community, and Title I schools but is open to students from other schools. Students will be admitted without regard to race, color, religious belief, national origin or gender and is on a first-come-first-serve basis until we reach capacity.

Enrollment Numbers: The number of students is determined by what is written in the original, approved grant requirement—50 students. That enrollment goal represents the number of “regular attendees” (attending 30 days or more throughout the year or a number designated by NC DPI) to gain funding.

Elementary & Middle: We will enroll students in grades K-8th. Changes in the grade level of students we serve must be documented and approved through a Program Amendment. Students who enroll in the program should meet at least one of the following criteria:

- Attendance at a Title I School
- Income (based on eligibility for free or reduced-price lunch)
- Lost job in the past 6 months
- Academics (C or less in any core-day classes)
 - Failed one or more standardized tests
 - Performed below average on standardized tests
- Attendance (chronic absences)
- Behavior (repetitive, nonviolent, referrals)
- Principal and counselor referral
- English language learner
- Student with special needs

Enrollment Tools: The preferred method of enrollment is online at www.charlottechampions.com. No student shall be allowed to attend any after-school club, summer camp or remote learning center services without first submitting the required paperwork.

Parents who need assistance due to language or literacy barriers may be assisted in entering the student information. As a last resort, paper applications can be submitted with the understanding that the written information will be entered into an online application.

All applications will be printed and entered into student files. Note that:

- **SEPARATE APPLICATIONS WILL BE REQUIRED FOR EACH SCHOOL YEAR AND EACH SUMMER SESSION EVEN IF A STUDENT HAS HAD CONTINUOUS ATTENDANCE.**
- **SEPARATE APPLICATIONS WILL BE REQUIRED FOR SIBLINGS.**
- **NO FEES WILL BE CHARGED FOR ANY STUDENT WHO MEETS THE QUALIFICATIONS FOR ENROLLMENT.**
- **PARENTS MUST SIGN THAT THEY HAVE RECEIVED A COPY OF THE PARENT HANDBOOK OUTLINING, AMONG OTHER THINGS, THAT 80% ATTENDANCE IS EXPECTED FOR STUDENTS**

RECRUITMENT PLAN

ACTION	PERSON RESPONSIBLE	TIMELINE
Create/Print Flyers in English & Spanish for Parent Distribution & Schools	Prog Dir/Admin Dir	Aug & Sept
Approve & Run Ads in Qcitymetro.com & Hola Newspaper	Prog Dir/Admin Dir	Aug & Sept
Send Emails & Flyer in English & Spanish to Parents/Families	Admin Dir	Aug & Sept
Run Social Media Ads	Prog. Dir	Aug & Sept
Submit Logo & Information For CMS Community Partner Listing	Prog Dir	Fall
Place Yard Signs on Grounds	Prog Dir	Aug & Sept

OPERATING HOURS, CALENDAR & SCHEDULES

POP's Passion dba Charlotte Champions for Life seeks to offer an academic and enrichment After-school Club and Summer Camp with structured tutoring and fine arts enrichment that will provide enough hours, instruction and enrichment to help students make academic progress.

During the school year, we will offer:

- After-school Club Services from 3:00pm-6:00pm three days a week. These days are Tuesday, Wednesday, and Thursday. This will provide 9 hours of instruction, enrichment and services per week or three hours per weekday.
- On Tuesday-Thursday, students will have PE, snack and 60 minutes of homework assistance or tutoring.
- Tutoring three days a week from Tuesday-Thursday for those students at least one grade level below in reading or in danger of failing their literacy classes.
- Fun Fridays to include fine arts classes, physical education, STEAM sessions, socio-emotional life-skills, field trips and other rotating topics.
- Afternoon Snack.
- Student Action Plan completed within the first two weeks of starting with after-school teacher and parent.

The main components of the summer program will be academic instruction and enrichment, tutoring, fine arts enrichment and field trips. During the summer, we will offer:

- An eight-week Summer Camp open from 7:30am-5:45pm, or 10 hours per weekday for 50 hours per week.
- The summer camp services include breakfast from 7:30-8:00 am, mid- day lunch, a mid-afternoon snack and post-instruction pick-up time from 5:00pm-5:45p.m.
- On Tuesday and Thursday, fine arts instruction will start at 4:00 pm and include basic music theory.
- Those students in need of intensive tutoring will take only one fine arts class and another class of tutoring Monday-Thursday.
- A lunch and recess will occur mid-day.
- Academic instruction will be held from 8:00am-2:00pm, including bathroom break. Topics will rotate between literacy, math and STEAM activities.
- On Fridays, students will go on field trips related to the summer theme or overall civic and fine arts engagement.

The Summer Institute is generally slated to start one week after the regular school year ends and terminate at the end of July--but will be subject to changes mandated by federal and local governments.

The following In-Person Regular and Summer Institute schedule(s) will be adhered to:

In-Person Student Schedule

***Follows CMS Open/Close Calendar In-Person**

AFTER-SCHOOL SCHEDULE of ACTIVITIES	
3:00 - 5:00pm	ARRIVALS
4:00 - 4:45pm	SNACK (Rolling)
4:15 - 4:45pm	FELLOWSHIP HALL/OUTSIDE (Rolling)
4:45 – 6:00pm	INSTRUCTION/HOMEWORK/TUTORING Tuesday – Thursday COMMON CORE INTEGRATION Tuesday – Thursday (Teacher/Student directed activities as they finish with homework and Teacher Directed activities to introduce new skills and provide assistance. IXL online services for remediation)
5:30 – 6:00pm	Pick Up
3:00 - 6:00pm	FUN FRIDAY ACTIVITIES (Art, Games, Field Trips, etc)
SELECT FRIDAY ROTATIONS	
4:45 - 5:30	45-minute classes of Piano, and Dance rotated with STEM, PE & Special Events
5:30 – 6:00	FELLOWSHIP HALL FOR PICK UP

SUMMER INSTITUTE SCHEDULE

Mon-Thurs	<i>ELEMENTARY K- 4th</i>	Mon-Thurs	<i>SECONDARY 5th- 8th</i>
7:30-8:30am	Arrival	7:30-8:30am	Arrival
8:00-8:45am	Breakfast	8:00-8:45am	Breakfast
8:45-9:00am	Announcements	8:45-9:00am	Announcements
9:00- 9:15am	Morning Exercise	9:00- 9:15am	Morning Exercise
9:15-10:15am	Recess	9:15-10:15am	Recess
10:15-11:00am	Math	10:15-11:00am	Literacy
11:00-11:15am	Bathroom Break	11:00-11:15am	Bathroom Break
11:15-12:00am	Literacy	11:15-12:00am	Math
12:00-12:30pm	Lunch	12:00-12:30pm	Lunch
12:30-1:30pm	Digital NC Standards in Math	12:30-1:30pm	Digital NC Standards in Language Arts
1:30-1:45pm	Bathroom Break	1:30-1:45pm	Bathroom Break
1:45- 2:45pm	Digital NC Standards in Language Arts	1:45- 2:45pm	Digital NC Standards in Math
2:45- 3:15pm	Snack	2:45- 3:15pm	Snack
3:15 – 4:00pm	Life-skills Session 1 / Arts / STEM	3:15 – 4:00pm	Life-skills Session 1 / Arts / STEM
4:00 – 4:15pm	Bathroom Break	4:00 – 4:15pm	Bathroom Break
4:15 – 5:00pm	Life-skills Session 2 / Arts / STEM	4:15 – 5:00pm	Life-skills Session 2 / Arts / STEM
5:00 – 5:45pm	Fellowship Hall for Pick-Up	5:00 – 5:45pm	Fellowship Hall for Pick-Up

Friday	<i>Fun Fridays K-8th</i>		
7:30-8:30am	Arrival		
8:00-8:45am	Breakfast		
8:45-9:00am	Announcements		
9:00- 9:30am	Morning Exercise		
9:30- 10:15am	IXL Weekly Diagnostic		
10:15-4:00pm	Field Trip		
4:00-4:30pm	Bathroom / Snack		
4:30-5:00pm	Recess		
5:00- 5:45	Fellowship Hall for Pick Up		

ACADEMIC & ENRICHMENT PLAN

CURRICULUM	DESCRIPTION	TARGET GROUP	TIMELINE
PROJECT-BASED LESSONS	Theme-based lessons and accompanying student projects with STEAM emphasis	Grades K-8 th All Students	Bi-Monthly
SUPPORT COACH CURRICULUM	Skills-based and hands-on activities to build conceptual understanding and fluency	Grades K-8 th After-school	Mon-Thurs
North Carolina Standard Course of Study: Math	Structured online, math program to strengthen foundational math skills and grade specific skills for struggling K-8 students	Grades K-8 th All Students	Mon-Thurs
North Carolina Standard Course of Study: Language arts	Structured online, language arts program to strengthen foundational reading and writing skills for struggling K-8 students	Grades K-8 th All Students	Mon-Thurs
I KNOW SOMEBODY	Socio-Emotional Learning Program for Positive Life-skills & Drug/Alcohol Prevention	Grades K-8 th All Students	Bi-Weekly
HOMEWORK	Homework Assistance	Grades K-8 th All Students	Mon-Thurs
PIANO	Beginner & Intermediate Skills	Beginner Intermediate	Bi-Weekly
DANCE	Beginner & Intermediate Skills	Beginner Intermediate	Bi-Weekly

Discipline and Behavior Management Policy

Praise and positive reinforcement are effective methods for behavior management of children with the discipline goal for each student being self-control. We do not expect children to be perfect and we believe that most issues can be handled in-house by our experienced educators. No form of corporal punishment will be used nor will discipline be associated with food, toileting accidents, profane or abusive language, threats or derogatory remarks. Should discipline be required, the following actions will be taken:

1st Offense – Warning

2nd Offense -- Child sent to Team Teacher or placed on time out within view of teacher

3rd Offense -- Send to After-school/Summer Director

4th Offense -- Parent called or note sent home

We will make every attempt to work with parents to correct the problem; however, students who consistently exhibit disobedient or abusive behavior may be asked to leave the program. Fighting and bullying also will not be tolerated and may be grounds for expulsion. Children should always notify an adult if they believe they have been bullied.

We:

- 1 DO praise, reward, and encourage the children.
- 2 DO reason with and set limits for the children.
- 3 DO model appropriate behavior for the children.
- 4 DO modify the classroom environment to attempt to prevent problems before they occur.
- 5 DO listen to the children.
- 6 DO provide alternatives for inappropriate behavior to the children.
- 7 DO provide the children with natural and logical consequences of their behaviors.
- 8 DO treat the children as people and respect their needs, desires, and feelings.
- 9 DO ignore minor misbehavior.
- 10 DO explain things to children on their level.
- 11 DO use short supervised periods of time-out sparingly.
- 12 DO stay consistent in our behavior management program.
- 13 DO use effective guidance and behavior management techniques that focus on a child's development.

We:

1. DO NOT handle children roughly in any way, including shaking, pushing, shoving, pinching, slapping, biting, kicking, or spanking.
2. DO NOT place children in a locked room, closet, or box or leave children alone in a room separated from staff.
3. DO NOT delegate discipline to another child.
4. DO NOT withhold food as punishment or give food as a means of reward.
5. DO NOT discipline for toileting accidents.
6. DO NOT discipline children by assigning chores that require contact with or use of hazardous materials, such as cleaning bathrooms, floors.
7. DO NOT yell at, shame, humiliate, frighten, threaten, or bully children.
8. DO NOT restrain children as a form of discipline unless the child's safety or the safety of others is at risk.

INCLEMENT WEATHER POLICY

At all times, we will follow the open/close policy of Charlotte-Mecklenburg Schools for snow, storms, disasters, etc.

EMERGENCY & SAFETY PLANS

Emergency Preparedness Plan -- "IF IN DOUBT, WE WILL CALL 911"

The safety of all students and staff are the highest goals in the event of an emergency. The director or anyone in a position of authority should be immediately notified should an emergency become apparent.

A general announcement of a lock-down due to police searches or an area emergency means that the teacher will at a minimum get children away from doors and windows and, if needed, place a heavy object against the door to block entrance. If an evacuation is ordered for such causes as a fire, bomb threat, explosion, flood, severe thunderstorm, severe winter storm, hurricane, toxic fumes, electrical failure or structural failure, the following three scenarios will be considered:

- 1 In-place evacuation to bathrooms, gym or closets for events such as a tornado or outside chemical release.
- 2 On-site evacuation out of the building and into the side visitor parking lot for events such as structural damage.
- 3 Off-site evacuation to Masonic Lodge as the first evacuation site and the Lakeview community park on Kaylenne as the second site for on-site emergencies.

The following actions for accompanying emergencies will be followed:

Fire

- A Stay low and evacuate all students from the area to the outside away from the building. Make sure all students are accounted for.
- B If the fire is small, do not hesitate to use the fire extinguisher if trained. If not, activate the fire alarm as quickly as possible
- C Call 911
- D Have an administrator to direct fire department to scene--teachers stay with students

Note that smoke color may indicate potential danger but do not try and guess. For example:

- A Yellow smoke may indicate toxic gases. Evacuate immediately and do not try to extinguish flame.
- B Gray smoke with brown wisps may be an electrical fire. Evacuate immediately and stay clear of area.
- C Gray-black smoke indicates a primary fire. The first priority remains evacuation.

Fire

- D Stay low and evacuate all students from the area to the outside away from the building.

Major Illness or Injury

- A Stabilize child and utilize first aid techniques.
- B Call 911 and parent.
- C Make sure someone stays with child.
- D Administrative staff should go to emergency facility and wait until parent has some word of child's condition.

E Document condition and actions and place in child's file.

Death

- A We will Call 911, request emergency assistance and tell nature of call.
- B We will contact police, give them the parent's contact info and allow them to notify family members.
- C Do not move the body. All children should be moved to a separate part of the building away from the body. Children should only be told what is essential for them to know.
- D News media should be steered to the director.
- E We will be prepared to follow up with counseling for children.

Gas Leak

- A If anyone reports smelling gas, we will act quickly. Open windows immediately.
- B Call 911 or Gas Company.
- C Do not turn any electrical switches on or off and eliminate all flames.
- D Check all gas taps and turn off.
- E If necessary, turn off the gas main. The shutoff valve is next to the meter. Use a wrench to turn off the valve a quarter turn in either direction.
- F If the odor remains strong, evacuate immediately.
- G Do not return to the building until the Fire Department announces it's safe.

Tornado/Hurricanes

- A All children should be moved to one of the designated safe places such as bathroom, closet or gym.
- B Make sure to do a head count before moving to a safe place and after arriving at safe place.
- C Direct children away from any windows or doors and to sit on floor with shoes on.
- D Direct children to kneel on their knees with their heads between their legs and covering their heads with their hands.
- E Maintain voice contact with other staff persons.
- F After being absolutely sure storm has passed, check for fire, water or structural damage and call 911 if needed.

TRANSITION/SAFETY STRATEGIES

STRATEGY TYPE	PERSON(S) RESPONSIBLE	RATIONALE
Schedule	1 Teachers 2 After-school/Summer Director	Consistent schedule helps students know what to expect
Student Supervision	1 Teachers 2 After-school/Summer Director 3 All Staff	Students should be constantly supervised by an adult. Unscheduled bathroom visits should have a class buddy.
Student IEPs	1 Teachers 2 After-school/Summer Director 3 Parents	Review of student's IEP needs to help implement accommodations as needed.
New Students	1 Teachers 2 After-school/Summer Director 3 Parents	Pre-Enrollment Tour or Visit Phone Call to Parent for Younger Students Class Buddy Assignment
Safety	1 Program Director 2 CCFL Staff	Review of Agency Safety Plan

FIRE

Expect Monthly Fire Drills. In the event of an emergency, the Director/Associate Director/After-school Director (or his/her designee) should be notified as soon as possible. If children are present, staff members should remain on duty until the situation is no longer deemed an emergency.

IN THE EVENT OF A FIRE:

- 1 Evacuate the area of the fire (always stay low as smoke and heated gasses collect near the ceiling first)
- 2 Activate the fire alarm (if so equipped)
- 3 Call 911, indicating the need for assistance from the fire department and law enforcement. Other communication networks should be identified and utilized in the event that the fire has caused the telephone system to be out of order.
- 4 The facility director, or designee, will designate a person, or persons, to go to the nearest intersection to direct the fire department vehicles to the scene.
- 5 Evaluate the situation; determine quickly, if possible, the size, nature, and location of the fire within the facility.
- 6 Upon the arrival of the fire department the facility director, or designee, we shall establish contact with the senior fire department official and coordinate subsequent activities.
- 7 Make certain that all children and staff members are accounted for and safe. Move to other locations as required. A fire deemed in any way to be a threat to the safety of the children or the staff members calls for evacuation to the outside area, away from the building.
- 8 All windows and doors in the facility should be closed, and all electrical switches and breakers turned off. However, do not waste time doing this if the condition is an emergency.
- 9 Any of the steps above may be done simultaneously as the number of staff members on duty permits. The decision not to follow any of these steps is justifiable only when there is certainty that there is imminent danger.
- 10 If the fire is small, any of the facility's fire extinguishers may be used to put it out, if the staff member has received proper training. Although there should be no hesitation regarding the use of fire extinguishers, the fighting of any fire by staff members should be undertaken only if there is no imminent danger.

The nature of the fire is a key factor in determining a course of action. Smoke color may indicate the potential danger of the situation as follows:

1. Yellow smoke may indicate the presence of toxic gases. Evacuation should proceed immediately, and no effort should be made to extinguish the flame.
2. Gray smoke with brown wisps is indicative of any electrical fire. Again the area should be evacuated immediately, and all should stay clear of the area.
3. Gray-black smoke is indicative of a primary fire. The first priority remains evacuation of the immediate area. Staff members may attempt to extinguish the fire only if there's no severe danger of smoke inhalation.

Lock-down Drill Checklist

Date of Drill		Total Time to Lock-down	
Procedure	Yes/No	Comments (Specify what was done well and what improvements are needed)	
Families were informed about the drill in advance			
Prearranged signal was used to notify staff of lock-down			
Call to 911 was simulated			
All children and adults remained in the room			
Lights were turned off			
Doors were locked			
Children and adults remained quiet during the drill			
Children & adults moved quietly to designated safe meeting place in the room			
Children and adults who needed help moving to safe meeting place in the room were assisted			
Children and adults met at the safe meeting place in the room			
Ready to Go File was taken			
Attendance sheets were taken			
Children & adults were accounted for using attendance sheets			
Cell phone was used to simulate communication			
Children & adults remained in lock-down until instructed to returned to normal routines			
Person responsible for engaging intruder reviewed or practiced the steps of engaging the intruder			

DATA COLLECTION PLAN

DATA TYPE	PERSON(S) RESPONSIBLE	TIMETABLE
Attendance	1 Security fills out attendance sheet	Daily
	2 Data Coordinator Inputs Attendance	Weekly
Student Grades, EOG Results, Progress Reports, Discipline Reports, IEP Status	1 Parents Sign Approval for CMS Release of Student Data	Upon Enrollment
	2 Charlotte Champions transmits parent consent forms to CMS.	Sept/Oct
	3 CMS releases student outcomes	Quarterly
Parent Surveys	Charlotte Champions Staff	May/June
Teacher Surveys	Charlotte Champions Staff	May/June
Agency Self-Assessment	Program Director Charlotte Champions Staff	May/June

Data Collection Policy

POP’s Passion dba Charlotte Champions for Life shall adhere to a Data Collection Policy and Procedures throughout the operation of the After-school Club, Summer Camp and related programs. This policy and accompanying procedures will include:

- Taking daily attendance—whether online or in-person-- of students in the program (to be generally performed by teachers or security personnel at the door).
- Maintaining the daily records in a safe and secure place for at least seven years following the calendar/fiscal year end of the program.
- Transferring the daily attendance into Attendance Software Program on a weekly basis at a minimum (to be generally performed by the data compliance support staff).
- Related personnel attending all Attendance training and maintaining related memos regarding the state program (to generally include the Program Director, Executive Director and Data Compliance Staffer).

SCHOOL COMMUNICATION PLAN

STAFF	TIMELINE	ACTION
Program Director/After-school Director	Bi-Annually	Meet w Principal (Offer to Serve on SLT, PTA) Invite to Visit Site
Program Director/After-school Director	Quarterly	Meet With School Counselor, Dean or Assistant Principal; Invite to Visit Site or to After-school Programs
After-school Director/Teachers/Tutors	Weekly Or As Needed	Email, Phone or Meet with Individual Students' Teachers to Discuss Student Progress or Issues
Administrative Director	Weekly Or As Needed	Collaborate with School Office Staff on Student Transportation, Flyers, School/After-school Needs, etc.

FAMILY COMMUNICATION PLAN

STRATEGY TYPE	PERSON(S) RESPONSIBLE	TIMETABLE
Texts/Emails/Phone Calls	3 Administrative Dir. 4 After-school/Summer Dir. 5 Teachers	Ongoing Contact Log Required
Flyers/Ads	4 Admin. Dir. 5 Prog. Dir.	Ongoing Aug/Sept
Parent Letters	1 Admin. Dir. 2 Prog. Dir. 3 After-school/Summer Dir	Welcome Letters & Overview for After-school & Summer at Start of Program Year
Parent Handbook	1 After-school/Summer Director 2 Prog. Dir. 3 Admin. Dir.	Overview at Parent Orientation
Student Action Plan	1 After-school Director 2 Teachers 3 Parents	Parent/Aft Teacher Meeting in October
Parent/Teacher Meetings	1 After-school Director 2 Teachers 3 Parents	As Needed
Bilingual Translations	1 Admin Dir 2 Selected Teachers	Spanish-Speaking Orientation, Parent Workshops, Handbook, Website, Flyers, Parent/Teacher Meetings, etc.

PARENT WORKSHOP EVALUATION FORM

Thank you for coming today. Please take a few minutes to help us design future parent workshops.

Topic _____ . Date _____

1 Did you find today's workshop useful? (Check Your Answer)

___ Very Useful ___ Somewhat Useful ___ Not Useful

2 Overall, how would you rate this workshop?

___ Excellent ___ Very Good. ___ Good ___ Fair ___ Poor

3 How many of your children attend this program? _____

4 Did you learn anything today you can use?

5 What would you like future parent workshops to include?

6 Do you have any other comments?

TRANSPORTATION POLICY

The purpose of transportation requirements is to establish standards for the safe transportation of children and staff. Transportation services may include transportation to and from the center, to and/or from a public/private school program, to and/or from the child's home, and to and/or from off premise activities such as field trips and educational outings.

Transportation will only be offered to those students within an eight-mile radius who have no other forms of transportation available. The following transportation standards will be adhered to:

- All vehicles used to transport children must be in good repair, safe and free of hazards. This includes checking on a regular basis to insure that:
 - Seat belts are secured to vehicle
 - Lights and signals are in working order
 - Doors open/close properly
 - Seats are securely bolted to the floor of the vehicle
 - Engine hoses are not cracked
 - Windshield wipers work properly
 - Good tread and pressure on all tires
 - Locks are in working order
 - All fluids are full (brake, wiper, transmission, power steering, etc)
 - Engine belts are not worn or frayed
- All vehicles should have a first-aid kit and a fire extinguisher on board at all times.
- All drivers should be at least 21, carry a working cell phone at all times and have not convictions within the last three years for Driving While Impaired.
- Children may never be left alone in a vehicle and must always be attended by an adult.
- Emergency and identifying information about each child must in the vehicle whenever children are being transported.
- For routine transport, drivers must have a list of children being transported and use the list to check attendance as children board and depart the vehicle.
- Parents must give standing permission for routine transport of children to and from the center if they qualify for transportation. Permission also will be required for field trips.
- Children may not occupy the front passenger seat if the vehicle is equipped with an operational side air passenger bag.
- Children should be loaded and unloaded as close as possible to the school or home out of the flow of traffic.
- Should a minor accident occur, the driver should first call 911 for police service and/or emergency medical service, if needed; call the Program Director or Site Director with the names of any children involved; Administration will then call parents with as much information as possible. Major accidents with serious injuries should be handled by the police and/or hospital without delay.

WEEKLY TRANSPORTATION ACTIVITY LOG

DRIVER					WEEK OF					
VEHICLE					ROUTE					
KEY: P = PICKED UP D = DROPPED OFF O = DID NOT RIDE NH = NO ONE HOME										
DAY/DATE:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
CHILD'S NAME										
DRIVER'S INITIALS										

INTERNET/COMPUTER USAGE POLICY

A. Overview

In accordance with the Children's Internet Protection Act, we will seek to provide internet safety that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors).

We also will: 1) Monitoring the online activities of minors to promote Internet Safety; and 2) we will provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

This after-school club provides an electronic communications and wireless connection network that allows students external access to the Internet. Access to the Internet is a privilege provided to students solely to support student education, research and career development, and is therefore subject to certain restrictions. These guidelines apply to all students and include all aspects of network use, whether by desktop, laptop, iPad, smart phone, etc., owned by the after-school, individual student, parent or other third party. Violations of any provision of these guidelines may result in cancellation of the student's access to the internet and possible disciplinary actions.

This after-school club or summer camp cannot completely control the content of the available information on the Internet. But we do not condone access to objectionable material and we will take precautions to inhibit access to it. Parents are encouraged to instruct their children regarding materials they do not want them to access.

B. Access to Information

Students will be able to access information that may include:

1. Information, news, and resources from businesses, libraries, educational institutions, government agencies, research institutions, online textbooks and tutorials, other digital media content, and a variety of other sources;
2. Public domain and shareware software;
3. Telecommunications with individuals and groups around the world.

C. Digital Rules

Users must abide by Digital Citizenship rules, which include, but are not limited to:

1. Students must be polite; rudeness will not be tolerated;
2. Students must use appropriate language; use of profanity, vulgarities, abusive, or inappropriate language will not be allowed;
3. Students must practice appropriate online behavior when using PTDs;
4. Cyberbullying of any kind will not be permitted; (Cyberbullying is defined as the use of information and communication technologies, including but not limited to email, cell phones, text, still photograph or video messages, instant messaging, defamatory personal web sites, and online personal or public web sites or journals, to convey an offensive, racial, derogatory, bullying, or obscene message to another person, including but not limited to references to race, color, ancestry, national origin, gender, socioeconomic status, academic status, gender identity or expression, sexual orientation, religion, physical or sensory disability, and/or physical appearance.)
5. In any electronic communications, students must not reveal any personal information about others, such as full name, personal address, or phone numbers;

6. Students should release their own personal identification information with discretion, and only when such release supports a student's education or career development.

Note that the after-school club or summer camp is not responsible for any damages or injuries suffered as the result of a student releasing personal identification information.

D. Unacceptable Uses

Unacceptable uses include, but are not limited to, the following types of conduct:

1. Taking any actions that may disrupt the after-school club or summer camp Internet.
2. Knowingly introducing or attempting to introduce viruses or other malware into the network;
3. Unauthorized access ("hacking") into computer systems or networks;
4. Logging into the network on a personal account and allowing others to access that account, unless permitted by an instructor for collaboration purposes;
5. Accessing proxy avoidance sites;
6. Encouraging or committing unlawful acts or using the network to promote illegal activities;
7. Accessing or using threatening or obscene material;
8. Accessing pornography;
9. Using discriminatory, defamatory, offensive, or harassing statements or language including disparagement of others based on their race, color, ancestry, national origin, sex, sexual orientation, socioeconomic status, academic status, gender identity or expression, age, disability, religious, or political beliefs through any means including phone, online, or other digital communications;
10. Sending or soliciting abusive or sexually oriented messages or images;
11. Accessing material that is harmful to minors;
12. Violating copyright laws, including duplication of software or plagiarism;
13. Utilizing the after-school club or summer camp network for commercial purposes;
14. Providing political or campaign information or lobbying for a political cause or candidate unless directly connected to an instructional activity;
15. Operating a business for personal gain, sending chain letters, or soliciting money for any reason;
16. Posting photographs or school work of an individual student on student-created webpages without confirming that a Photo and Video Release form has been signed by the student's parents;
17. Posting personal information about students or staff without proper authorization;
18. Forwarding personal communications without the author's prior consent;
18. Distributing material protected by trade secret;
21. Downloading, installing, or otherwise using unauthorized games, music, public domain, shareware, or other unauthorized programs on any after-school club or summer camp computer or network.

E. Monitoring and Filtering

The after-school club or summer camp will maintain the right to monitor the online activities of students and to maintain software in order provide Internet control and filtering. The filtering software is intended to allow valuable online Internet access while, to the extent possible, inhibiting access to content that is obscene, pornographic, harmful to minors, or whose purpose is to promote, encourage or provide the skills to commit illegal activities, including gambling, use of illegal drugs, hate speech, or criminal skills. The filtering software is also intended to prohibit access to sites for online merchandising, alternative journals, and games.

F. Security and Damages

The security and maintenance of electronic devices not owned by the after-school club or summer camp rests solely with the individual owner if it is stolen, lost, damaged or infected with a virus. Willful destruction of after-school club or summer camp-owned electronic devices will be handled on a case-by-case basis.

STUDENT COMPUTER AND INTERNET USE POLICY

I understand, accept and agree to abide by the following statements.

These rules are intended to provide general guidelines and examples of prohibited computer and Internet uses, but do not attempt to state all required or prohibited behavior by users. Failure to comply with this Student Computer and Internet Use Policy and these rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

A. Computer Use is a Privilege, Not a Right

Students use our computers, networks and Internet services as a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary action. The after-school club or summer camp director (in consultation with teachers or staff) shall have final authority to decide whether a student's privileges will be denied, suspended or revoked.

B. Acceptable Use

Students will be allowed access our computers, networks and Internet services for educational purposes and research consistent with the our educational mission, curriculum and instructional goals. The same rules and expectations govern student use of computers as apply to other student conduct and communications based on the Internet and Computer Usage Policy. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing our computers, networks and Internet services.

C. Prohibited Use

The user is responsible for his/her actions and activities involving our computers, networks and Internet services, and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

- 1. Accessing Inappropriate Materials** - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;
- 2. Illegal Activities** - Using our computers, networks and Internet services for any illegal activity or that violates other policies, procedures and/or rules;
- 3. Violating Copyrights** - Copying or downloading copyrighted materials without the owner's permission;
- 4. Cyberbullying** -- The use of information and communication technologies (including but not limited to email, cell phones, text, still photograph or video messages, instant messaging, defamatory personal web sites, and online personal or public web sites or journals) to direct an offensive, racial, derogatory, bullying, or obscene message at another person, including but not limited to references to race, color, ancestry, national origin, gender, socioeconomic status, academic status, gender identity or expression, sexual orientation, religion, physical or sensory disability, and/or physical appearance.
- 5. Plagiarism** - Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc). When Internet sources are used in student work, the author, publisher and Web site must be identified;
- 6. Copying Software** - Copying or downloading software without the express authorization of the system administrator;
- 7. Non-School-Related Uses** - Using our computers, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes, or for any other personal use.

8. Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts;

9. Malicious Use/Vandalism - Any malicious use, disruption or harm to the our computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses;

10. Unauthorized Access to Chat Rooms/News Groups - Accessing chat rooms or news groups without specific authorization from the supervising teacher

D. No Expectation of Privacy

We retain control, custody and supervision of all computers, networks and Internet services owned or leased by us. We reserve the right to monitor and/or filter all computer and Internet activity by students. Students have no expectation of privacy in their use of computers, including e-mail and stored files.

E. Compensation for Losses, Costs and/or Damages

The student and/or the student's parent/guardian shall be responsible for compensating for willful destruction of devices that leads to losses, costs or damages incurred unit related to violations of this policy and/or these rules, including investigation of violations. The after-school club or summer camp shall not be considered liable for any damages or losses that may incur to personal devices.

F. CSA Assumes No Responsibility for Unauthorized Charges, Costs, or Illegal Use

We assume no responsibility for any unauthorized charges made by students, including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

PRIVACY RIGHTS

The **Family Educational Rights and Privacy Act (FERPA)** affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. These rights are:

- 1 The right to inspect and review the student's education records within 45 days after the day the after-school club or summer camp receives a request for access (with every attempt made to provide records sooner than the limit). Parents or eligible students should submit to the after-school club or summer camp director a written request that identifies the records they wish to inspect. The after-school club or summer camp official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2 The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the after-school club or summer camp to amend a record should write the director, clearly identify the part of the record they want changed and specify why it should be changed. If the after-school club or summer camp decides not to amend the record as requested by the parent or eligible student, the after-school club or summer camp will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3 The right to provide written consent before the after-school club or summer camp discloses personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to after-school club or summer camp officials with legitimate educational interests. A after-school club or summer camp official is a person employed by the after-school club or summer camp as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the after-school club or summer camp board. A after-school club or summer camp official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the after-school club or summer camp would otherwise use its own employees and who is under the direct control of the after-school club or summer camp with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another after-school club or summer camp official in performing his or her tasks. An after-school club or summer camp official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. In addition, upon request, the after-school club or summer camp discloses education records without consent to officials of another after-school club or summer camp in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. A record of disclosures of the education records will be maintained. A parent may inspect and review that record.
- 4 The right to file a complaint with the U.S. Department of Education concerning alleged failures by the after-school club or summer camp to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5920

Program Director/Executive Director

Responsible for day-to-day operation programmatically, fiscally and administratively. Must have a B.A. Degree and/or relevant experience of five years or more.

Duties include:

- Being thoroughly familiar with the grant.
- Assuring adherence to the grant.
- Hiring, scheduling and supervising appropriate staff.
- Evaluating program and program staff
- Arranging appropriate staff development
- Developing camp to club relationships
- Developing community connections and partnerships
- Developing operations policies and practices
- Approving expenditures in accordance with approved budget
- Meeting regularly with After-school/Summer Director to ensure smooth day-to-day operation of the program
- Ensuring completion of required program information and evaluation tools.
- Analyzing class grades, intervention achievement data from program, achievement assessment data, parent/family surveys/feedback, student attendance, etc., to improve program and make progress towards grant's goals.
- Determining staff development needs in accordance with evaluation results.
- Developing a sustainability plan and working toward program sustainability.

Must successfully pass a Background Check and have a valid Driver's License.

Fiscal Director/Associate Director

Responsible for day-to-day administrative procedures, fiscal and program record-keeping, payroll and supporting the Program Director/Executive Director and After-school/Summer Directors and Teachers, as needed. B.A. Degree and/or five years of relevant experience required. Bilingual skills desired.

Duties include:

- Serving as second-in-command of organization and in place of Executive Director if ED is not available in particular for staff and operational chain-of-command.
- Collecting timesheet records, after-school/summer site data and compiling payroll information
- Maintaining and inputting bookkeeping software, budgets, fiscal reports, etc.
- Maintaining and compiling program reimbursement receipts
- Assisting with student enrollment and student attendance.
- Overseeing office operations to insure professional management, necessary supplies and equipment and related infrastructure needs.
- Maintaining daily communication with parents on site for questions, new information, updating student status, teacher contact, etc.
- Providing English/Spanish translation services
- Overseeing and facilitating Parent Resource Center services
- Conducting staff background checks and maintaining personnel, student and program files
- Overseeing operation of a variety of instructional media, office machines and equipment.

Must successfully pass a Background Check and have a valid Driver's License.

After-school/Summer Institute Director

Responsible for direct supervision of teachers/tutors, parental contacts, school contacts and student supervision. B.A. Degree in Education or related field and NC Teacher's License desired.

Duties include:

- Supporting, facilitating and supervising instruction.
- Overseeing development and delivery of curriculum.
- Coordinating the development and delivery of enrichment activities such as character building, STEM, fine arts, field trips, etc.
- Serving as lead or substitute teacher, as needed.
- Overseeing and managing staff in implementing curriculum and homework assistance, including enrichment specialist and vendors, to ensure delivery of engaging, interactive educational experiences for students.
- Meeting and reporting regularly with Executive Director/Program Director regarding program, site and staff performance.
- Holding staff meetings and teacher development sessions.
- Meeting with parents individually as needed.
- Organizing and holding parent meetings
- Implementing program objectives as needed.

Must successfully pass a Background Check.

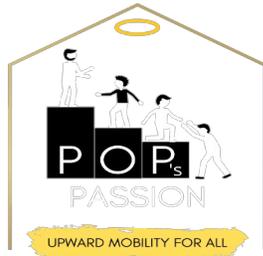
After-school or Summer Teacher/Tutor

Responsible for implementation of educational programs for school-age children in according with Charlotte Champions for Life policies and procedures, as well as the safe oversight of students assigned to the teacher/tutor's class. B.A. Degree in Education or related field and previous education experience desired. Bilingual skills also desired.

Duties include:

- Implementing lesson plans and instructional materials and providing individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Turning lesson plans into learning experiences to best utilize available time for instruction
- Helping students with homework
- Developing Student Action Plans for each student in conjunction with parent/guardian.
- Establishing and maintaining standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Evaluating pupils' academic and social growth.
- Directly communicating with school day classroom teacher(s) and parents as needed.
- Implementing program objectives as needed.

Must successfully pass a Background Check.



Performance Evaluation Form

PART I - To be filled out by Program Director/Site Manager	
Name of Employee:	Evaluation Period: From _____ To: _____
Calendar Year: From: _____ To: _____	Program Site:
Name of Supervisor:	Signature of Supervisor:
If others have provided supervision, list any who have contributed to this evaluation:	

- ___ 1. QUANTITY OF WORK
 - A Consistently produces less than is expected.
 - B Sometimes falls below productivity levels.
 - C Meets standards consistently.
 - D Usually exceeds standards of productivity.
 - E Exceptionally productive; accomplishes far more than is expected.

- ___ 2. QUALITY OF WORK
 - A Regularly produces work which does not meet standards of quality.
 - B Occasionally produces work which does not meet standards.
 - C Produces work that consistently meets standards.
 - D Produces above average work.
 - E Produces exceptional work. Site Coordinator is seen as a model for others.

- ___ 3. PUNCTUALITY OF WORK
 - A Regularly misses deadlines.
 - B Is sometimes behind schedule.
 - C Is almost always on time with assigned work.
 - D Can be relied upon to meet all deadlines and is sometimes ahead of schedule.
 - E Is exceptionally prompt and usually ahead of schedule.

- ___ 4. INITIATIVE, CREATIVITY, AND JUDGMENT
 - A Often fails to take obviously necessary actions or takes wrong ones.
 - B Sometimes fails to take steps that would solve or head off usual problems.
 - C Deals effectively with usual problems and challenges.
 - D Moves creatively to meet program objectives and solve somewhat unusual problems.
 - E Routinely recognizes and solves unusual problems

- ___ 5. COMMITMENT TO PROGRAM GOALS
 - A Seems exclusively concerned with own convenience, welfare, and advancement to detriment of program.
 - B Too often puts personal concerns ahead of program.

- C Is generally able to balance personal and program concerns.
- D Has worked out a relationship between personal and work responsibilities which allows a satisfactory resolution of almost all conflicts.
- E Has achieved such an integration of personal and program interests that conflicts rarely arise.

— 6. ABILITY TO WORK WITH OTHERS

- A Is not effective when work requires cooperative efforts.
- B Performance is sometimes impaired if it requires working with others.
- C Satisfactorily achieves objectives when working with others is required.
- D Is able to cooperate with others in a manner that helps produce better work than any one member of the group could produce.
- E Works with others in ways which maximize the contributions of each person and consistently produces excellent results.

— 7. ABILITY TO EXPRESS SELF VERBALLY AND IN WRITING

- A Often does not get the desired response even to routine material because the message is not understood.
- B Failure to communicate clearly sometimes causes problems.
- C Communication failures rarely cause problems.
- D Gets message across even when material is complex.
- E Expresses complex and controversial material in such a lucid and persuasive way that achievement of objectives is materially aided.

— 8. PLANNING AND ORGANIZATION

- A Needs continual supervision to determine priorities, resource needs, and time to be allotted for even routine tasks.
- B Sometimes is lax in determining and adhering to priorities, available resources, and schedules.
- C Sets and adheres to priorities, available resources, and schedules under most circumstances.
- D Skilled planner and organizer. Grasps problems well and works out overall and detailed solutions.
- E Exceptional skills in planning and organizing. Anticipates subtle and difficult issues and deploys resources imaginatively.

— 9. RESPONSE TO CRISIS

- A During crises, performance is ineffective.
- B During crises, performance is somewhat less effective than at other times.
- C Performance during crises is as effective as at other times.
- D Rises to the occasion during crises.
- E Emerges as a superior performer and leader during crises.

— 10. ABILITY TO SOLVE PROBLEMS

- A Often asks questions or presents solutions that evidence a lack of understanding of routine matters.
- B Sometimes asks questions or presents solutions which complicate the management of routine problems.
- C Almost always evidences understanding of routine and many more complex matters.
- D Usually understands and presents good solutions to new and particularly difficult problems.
- E Is a person to whom others look for creative and thorough analyses of the most difficult problems.

— 11. PROFESSIONAL SKILLS IN PRESENT ACTIVITY

- A Cannot be trusted in situations when professional judgment is required.
- B Sometimes makes professional judgments that are not supportable.
- C Consistently makes professional judgments that are supportable and appropriate.
- D Is looked to by others for professional advise.
- E Is recognized by people outside his/her program as an expert in the application of

professional skills.

— 12. SUPERVISORY SKILLS

- A Frequently causes problems as a supervisor which require intervention.
- B Sometimes makes supervisory decisions which complicate management problems.
- C Handles most supervisory problems without difficulty.
- D Resolves problems and improves employee's performance.
- E Solves even difficult problems and gets the most out of even deficient employees.
- F Site Coordinator has no supervisory responsibility.

— 13. GROWTH IN SKILLS DURING RATING PERIOD

- A Performance has deteriorated.
- B Has shown little, if any, improvement.
- C Showed steady growth.
- D Progressed more rapidly than most of his/her peers.
- E Showed much more growth than almost all his/her peers.

— 14. RESPONSIVENESS TO SUPERVISION

- A Usually rejects supervisory guidance without considering its merits.
- B Sometimes rejects supervisory guidance without considering its merits.
- C Usually considers supervisory guidance carefully and is usually able to apply it.
- D Works with supervisory guidance constructively.
- E Knows when to seek supervisory guidance and is highly creative in implementing recommendations.

Evaluation Summary	(to be completed by evaluator)
Number of "A" responses	
Number of "B" responses	
Number of "C" responses	
Number of "D" responses	
Number of "E" responses	

— 15. OVERALL JOB PERFORMANCE

- A Inadequate. This Site Coordinator is a hindrance rather than an asset.
- B Marginal. This Site Coordinator is sometimes less effective than can be reasonably expected.
- C Competent. This Site Coordinator is fully effective in performing his/her job.
- D Well above average. This Site Coordinator has made a significant contribution and has enhanced the position he/she holds.
- E Exceptional. This Site Coordinator's performance is far better than can be reasonably expected and has brought credit on the Site Coordinator and the program.

16 Does this Employee have any limitations not identified above which might hinder his/her effectiveness?

17 Does this Employee have any strengths not identified above which might enhance his/her effectiveness?

18 Other comments:

PART II - To be filled out by the Site Coordinator

- __ 19. I have read this evaluation and had an opportunity to discuss it and retain a copy.
- A I concur with this evaluation.
 - B I disagree with this evaluation in the following ways:

Signature of Site Coordinator:

Date:

PART III - To be filled out by Site Coordinator

- __ 20. I have read this evaluation and had an opportunity to discuss it.
- A I concur with this evaluation in all respects.
 - B Although this evaluation is reasonable, this supervisor is a somewhat more demanding rater than most.
 - C Although this evaluation is reasonable, this supervisor is a somewhat less demanding rater than most.
 - D I disagree with this evaluation in the following ways:

__ 21. Program Directors ASSESSMENT OF OVERALL JOB PERFORMANCE

- A Inadequate. This Site Coordinator is a hindrance rather than an asset.
- B Marginal. This Site Coordinator is sometimes less effective than can be reasonably expected.
- C Competent. This Site Coordinator is fully effective in performing his/her job.
- D Well above average. This Site Coordinator has made a significant contribution and has enhanced the position he/she holds.
- E Exceptional. This Site Coordinator's performance is far better than can be reasonably expected and has brought credit to the Site Coordinator and the program.

Comments:

Signature of Program Director Coordinator:

Date:

Pay Rates

Each position is assigned a salary range competitive with rates in the external labor market and consistent with Charlotte Champions for Life ability to pay. If part-time, hours will not exceed six hours per day. Full-time hours are based on working 37.5 hours per week. Fifteen-minute breaks and half hour lunch periods will be determined by the hours of work.

Our pay period is monthly on the 20th of each month and by Direct Deposit Only. Hours are logged online with accompanying OneSource duties listed for each day that a staff person works. Payment of federal and state taxes are required for all employees. Any changes in address or contact information should be entered online through OneSource or given to the Administrative Director.

All employees shall adhere to policies for payment, overtime, holiday pay, benefits, awards and payroll tax withholding as stipulated in Section 2.01-3.11 of this Employee Handbook.

Positions & Pay Range Employees

Position	Hourly Pay	Annual Pay Range
Aft. Teacher/Tutor	\$15 - \$26	\$31,200 - \$54,080
Teacher's Aide	\$12 - \$18	\$24,960 - \$37,440
Fine Arts Teacher	\$20 - \$43	\$41,600 - \$89,440
PhD. Family Counselor	\$59	\$122,720
After-school/Summer Dir	\$21-\$27	\$43,680 - \$56,160
Assoc/Support	\$21-\$27	\$43,680 - \$56,160
Clerical Support/Data Coordinator	\$15 - \$20	\$31,200 - \$41,600
IT/Security	\$15 - \$20	\$31,200 - \$41,600
Bus Driver	\$15 - \$20	\$31,200 - \$41,600
Prog Dir/Exec Director	\$23 - \$33	\$47,840 - \$68,640

SUSTAINABILITY PLAN/COMMUNITY PARTNERS

PARTNER	AREA OF SUPPORT
Charlotte-Mecklenburg Schools	Student Data Sharing, Parking, Community Partner Support & Training, Staff for Parent Workshops, etc.
Donors	Funding, Snacks, Supplies, etc.
Faith Memorial Missionary Baptist Church	Discounted Rental Space, Free Phone & Internet Service, Community Food Distribution
Miscellaneous Grants	Agency Support, Covid-19 Related Expenses, New Stove, etc.
Lakeview Neighborhood Alliance	Student Support , Neighborhood Support, Program Assistance
Village HeartBeat, Inc.	Parent & Family Access for Covid-19 Testing, Vaccines, Health Assistance, etc.
Volunteers	Student Support, Program Assistance, Equipment & Furniture Moving, etc.
State Licensing	Continue Working On Becoming A Licensed Child Care Provider for School-Age Children

COVID-19 POLICY

Charlotte Champions for Life is committed to providing consistent yet flexible strategies to ensure the public health safety of our students and staff in line with the latest public health guidelines. Due to the nature of our services to school-age children, our operating hours and days will likely respond to Charlotte-Mecklenburg Schools’ decisions related to COVID-19. All decisions/changes will be communicated as soon as possible.

Prevention Strategies

- We have implemented a Vaccination Requirement for staff and may consider doing so for children as vaccinations become available. While religious and health accommodations may be allowed through EEOC laws, Charlotte Champions for Life has determined that such requests will be denied as “undue hardships” that a) compromise safety in the workplace and b) infringe on the rights of other employees.
- Social/physical distancing will be encouraged with posted reminders and staggered food times.
- Masks must be worn inside and on the bus by all staff and children 2 years and older, but are not required outdoors or while eating.
- Hand sanitizer stations will be placed at the door and continuous hand-washing encouraged.
- Daily temperature checks will be taken at the door.

- Air purifiers and ventilation will be available and used in classes and strategic locations.
- Daily cleaning and disinfection of building and transportation services.
- Seek to limit our teacher: student ratio to 1:12 at the most.

Symptoms

Staff and students will be asked to say home if they exhibit the following symptoms:

- | | |
|---|--|
| Fever of 100.4 degrees or higher | Chills |
| Shortness of breath/difficulty breathing. | New cough |
| Loss of taste or smell | Sore throat |
| Diarrhea | Nausea/vomiting |
| Severe headache, especially with a fever | No symptoms but the person suspects they have been exposed or may be positive. |

Procedures for Suspected Cases

- Immediately isolate a child/staff person who develops symptoms while at CSA and send him/her home as soon as possible.
- While waiting for a child who is sick or has tested positive to be picked up, send the child to an isolated room and require staff and the child to wear a face covering including disposable gloves and a face shield, if available.
- Remove children and staff and close off area used by that person and clean and disinfect.

Positive Cases:

If there is a positive case, we will notify the Mecklenburg County Health Department and NC Department of Public Instruction. We will also:

- Notify staff individually or in a meeting.
- Send letters to all parents of students in our Center of the positive case, giving them the knowledge and options of what to do. Note that a positive case does NOT mean that we will shut down. Instead, those students who have had have had close contact (such as in an enclosed classroom) may be asked to quarantine for 10-14 days.
- Require a negative test from a student or staff member who has previously been identified as COVID-19 positive in order to return.