

King's-Flood After School Program

Handbook for EDUC 215, 305 and Volunteers



2021 - 2022

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Tutoring Program Contract should be detached from Handbook and handed in on the date announced.

2021 – 2022 Academic Year

Dear King's College Tutor,

On behalf of the King's Education Department and the McGowan Hispanic Outreach Program, we welcome you to the King's - Flood After School Program. The King's - Flood After School Program provides an excellent service learning experience for education majors by giving teacher candidates an opportunity to put theory into practice. Likewise, the program presents a most rewarding opportunity for volunteers who want to be involved in a meaningful way in our local community in Wilkes-Barre. So, again, welcome!

The King's – Flood After School Program is beginning its 21st year. What started as a small volunteer program to assist with translation services soon became a tutoring and extra-help program on campus. As the need increased due to the growing Hispanic community in our city, the program was moved to Daniel Flood Elementary School. At the same time, it took on a more professional approach under the guidance of King's Education Department. Today, the After School Program is a major professional commitment of King's College involving education majors and volunteers each semester.

We look forward to being with you at Daniel Flood Elementary School on your assigned day. We want to be of support to you as you take on this important work. The help that you will give your student(s), as well as your encouraging and positive attitude, will have a big impact on their lives. By assisting them with their reading skills and helping them with their homework assignments, you will be setting the stage for future success that will enable them to overcome obstacles that often lead to dropping out of school.

Thank you for the work that you will be doing. Without you, this program could not exist.

Sincerely,

Brother Stephen LaMendola, CSC
Education Department
Outreach
Director

Ms. Dafne Paramo
McGowan Hispanic
Assistant Director

Tuesday and Thursday

2:30 p.m. to 4:30 p.m. at the Daniel Flood
Elementary School

Until further notice, all tutors AND Flood students must wear their masks at all times – the only exception will be when students are eating their snack.

2:30 - King's tutors arrive; sign in; retrieve ID name tags and
assist in setting up the multi-purpose room

2:45 - Snack Time

3:00- Clean up after snacks, getting organized, activity
period.

3:30- Tutoring begins

4:15- End of tutoring/ getting students ready for dismissal

4:35-4:40 Shuttle departs; students who drive are dismissed

(Please note: times might slightly change due to unforeseen events.)

Student Dismissal

Flood students must be signed out by their parent or guardian before leaving Flood Elementary School. Parents are advised to meet their child no later than 4:45 pm. In the past, parents started to arrive around 4:30. Flood students will remain in the multi-purpose room with their tutor until their name is called for dismissal by one of the directors or a King's student worker. ***It is recommended that the King's tutor walk their student out to the hall and greet the parent/guardian.*** If a parent is late, the Flood student and tutor are to remain in the multi-purpose room unless otherwise instructed by one of the directors.

Protocol

- Flood students are to address tutors as Mr., Ms., or Miss with the first name
- King's tutors will monitor **all** Flood students' behavior. Bullying, foul language, shouting and running in the room are not acceptable.

Tutors will correct Flood students when they break these rules and will report repeated violations to one of the directors.

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Reports

King's Education Tutors will prepare reports according to the directives of their instructors in EDUC 215 or EDUC 305.

King's Tutors who are volunteers or who are on Work Study are to submit an end of semester report. The details as to what it would contain and to whom it would be sent will be given toward the end of the semester.

School Closings

In the event that Flood Elementary is closed due to inclement weather or that there is an early dismissal that is not in the WBASD school calendar, the after-school session will be cancelled for that day. *However, if King's College is in session when the WBASD or Flood Elementary School is closed, there will be an "in-service" session for the King's tutors. An e-mail alert will be sent indicating the time and place and further information will be found on the King's-Flood Moodle site.*

King's Tutor Absence

A tutor who is enrolled in any of the education courses that require participation in the King's - Flood After School Program will notify the director of the program (Brother Stephen) if he/she is unable to attend a session. The notification should be made **no later than noon** on the day of tutoring. The notification should be sent via e-mail. Volunteers and others who are not enrolled in an education course will notify only the Assistant Director (Ms. Parama) or Brother Stephen.

All King's education tutors should check their instructor's syllabus for information on how unexcused absences in the King's -Flood After School Program will affect their grade in that course. Please note: for an absence to be considered excused, tutors are required to submit a note from a health care professional OR a coach if on an athletic team. This includes volunteers.

Contact information:

Br. Stephen LaMendola Office: (570) 208-8093
stephenlamendola@kings.edu

Dress Code for King's Tutors and Flood Students

King's tutors are expected to dress professionally.

Males: dress-casual slacks, **shirt, tie.**

Females: dress-casual slacks, skirts, modest cut blouses;
no leggings or spandex

Please: NO JEANS or sneakers for either male or females!

The Wilkes-Barre Area School District has adopted a dress code for students. Bring any observations/concerns that you have about a Flood student's dress to one of the directors.

Cell Phones

From the time King's students enter the Flood school building until the time they leave, cell phones are to be silenced, not used and placed out of sight. IF there is a need to use your cell phone to research a student question or problem, check with one of the directors **before** you use it.

In general: keep your cell phone (and keys!) *out of sight* during the time that you are at Flood. Do not leave either one (cell or keys) on one of the tables where they can be seen by the Flood students.

Guidelines for Photographing Flood Students

At the time parents register their students for the King's-Flood After School Program, they are asked to sign a waiver giving King's College permission to photograph or video student participants. *This permission does not extend to King's tutors.* **King's tutors are not allowed to photograph any of the Flood students.** This directive is in compliance with the PA Code of Professional Practice and Conduct for Educators.

Bathroom (Lavatory) Policy Boys and Girls Lavatories (bathrooms) for the Flood students are found outside of the all purpose room. If a child requests to go to the bathroom, please accompany them and wait *outside* of the bathroom. Ask your fellow tutor at the table to watch any Flood students that you may need to leave alone at the table where you are tutoring. There are separate “faculty” bathrooms for Men and Women near the Washington Street entrance. Ask one of the directors where they are located if you need to use one. *Do not use the student lavatories!*

Transportation

King’s College provides a shuttle service to and from Flood Elementary School. Based on our tutors’ needs, the shuttle leaves at 2:15 PM in front of O’Hara Hall and 3:20 PM at another location that is announced at the beginning of the semester. The shuttle returns to the college campus at the end of the tutoring session around 4:45 PM.

If a tutor who signed up for the shuttle misses the shuttle, the student is to report to Janice Gavlick in the Education Department. Ms. Gavlick will call a taxi with the understanding that the tutor is responsible for the cost of the ride.

King’s tutors may also provide their own transportation. Parking is not allowed on the streets around the school and NOT in the parking lot in front of the school. (Parking is in the lower lot, adjacent to the school.) Students who choose to take their own cars are still responsible being at Flood by 2:30 PM and should allow time for getting their car and parking in the Flood lot.

Guidelines for Reporting Off-Campus Abuse Committed by Non-King’s College Community Members

If a person has reasonable cause to suspect that a child participating in a College-related activity is being abused off campus and the suspected abuser is not a member of the faculty, staff, or student body, it is their responsibility to report the alleged abuse to the King’s College supervisor of the activity. The King’s College supervisor will in turn report the suspected abuse to the head(s) of any outside organization also connected to the activity. Both the initial reporter and any outside organization should follow the dictates of the Pennsylvania Child Protective Services Law in reporting suspected child abuse to the Department of Public Welfare’s “ChildLine” at 800-932-0313. **If abuse is witnessed first-hand, the person who is witness to such abuse is urged to contact the local authorities immediately by calling 911.**

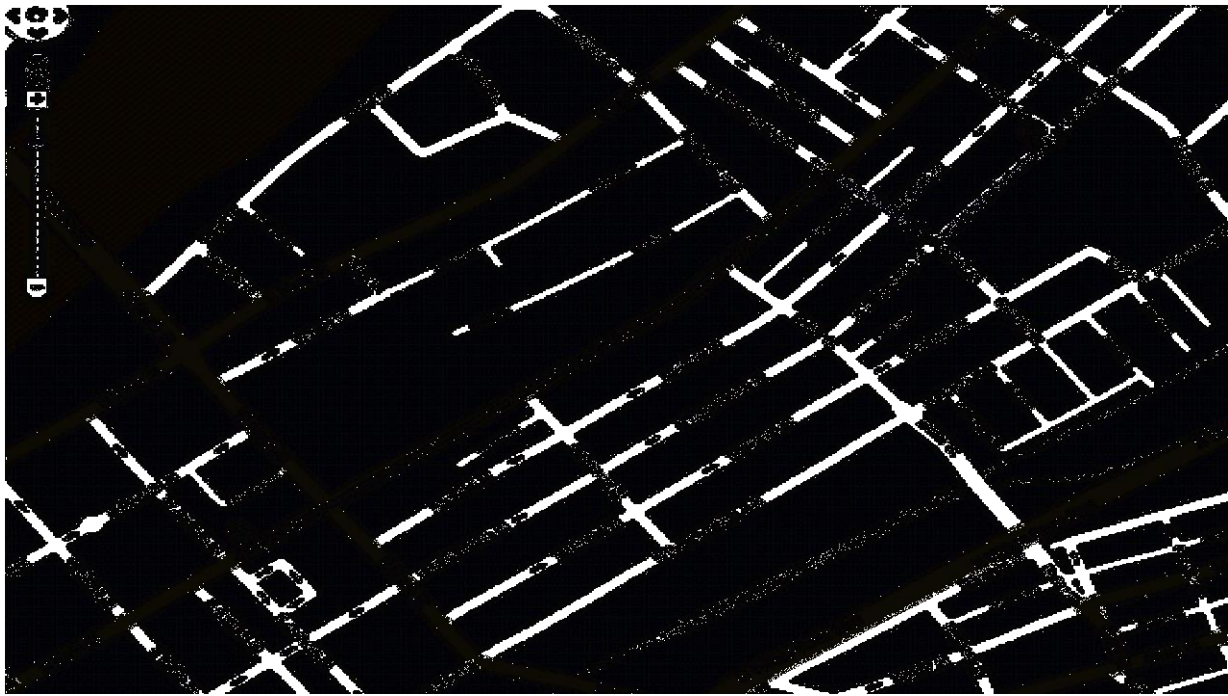


Daniel J. Flood Elementary

Principal: Mrs. Marlena Nockley 565 North Washington Street Wilkes-Barre, Pennsylvania 18705

570-826-7245

Directions:



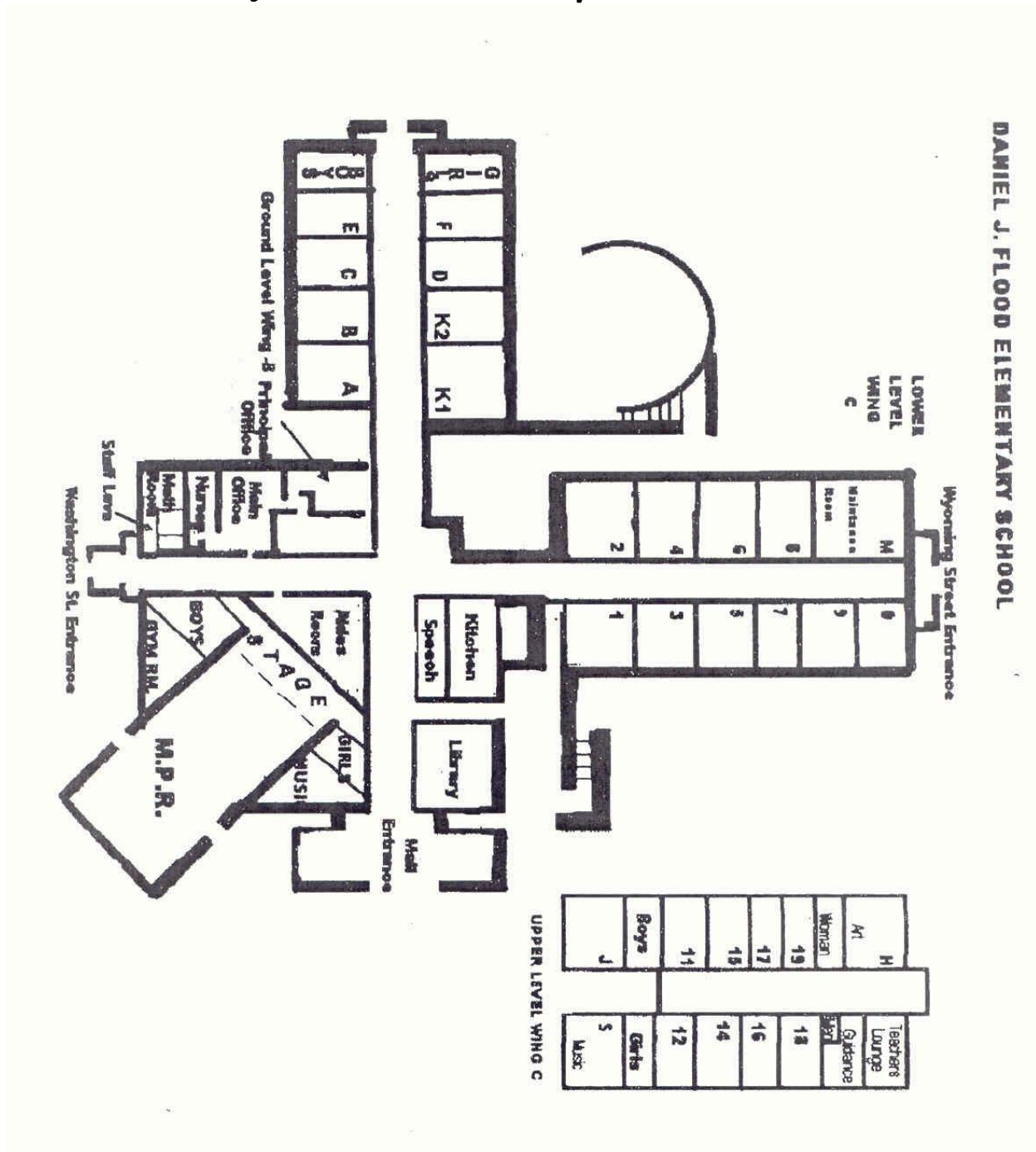
Take Main Street north (for approximately ½ mile)

Make a right onto E. Hollenback Ave.

Flood Elementary is at the intersection of E. Hollenback and Washington (about two blocks from Main.) There is a parking lot next to the school on the lower level. Proceed on Hollenback to Wyoming Ave., turn left and enter the parking lot.

Please enter the school through the Washington Street entrance. Note that there is parking on Washington Street next to the playground. The residential section of Washington Street is by permit parking only.

Daniel J. Flood Elementary School Floor Plan



READING IS MORE THAN JUST READING ALOUD

Can you remember back to when you learned to read? If not, you probably did not struggle very much. If so, can you remember what your teachers did to help you be successful? There is more to reading than sounding out words. A student must also be able to comprehend what they are reading. Perhaps you remember *Readers Theater*. In this activity, students work interactively by performing mini plays from the reading. Why do you think this can be so beneficial? To begin with, it is a wonderful motivator for young children. Also, it is a great informal assessment tool for the teacher to use. They can listen to the way each student plays their role. A child who comprehends the text they are reading will speak with expression. With some encouragement, they will be aware of the emotions of the characters and read accordingly. There are many other methods of ensuring comprehension other than *Readers Theater*. The responding and exploring stages are excellent opportunities for building comprehension in a fun way. The most important thing to remember is to keep your literacy program balanced. A student must be able to decode and understand a text to be truly fluent.

Sounds Like Fun

Have you ever wondered why teachers encourage young readers to 'sound words out'? They do this in part because they are trying to build the child's phonemic awareness. "Phonemic awareness refers to the ability to segment and manipulate sounds of oral language. It is not the same as phonics, which involves knowing how written letters relate to spoken sounds. Activities that develop phonemic awareness in children provide practice with rhyme and with beginning sounds and syllables. **Research shows that a child's awareness of the sounds of spoken words is a strong predictor of his or her later success in learning to read.** Teachers of young children can encourage play with spoken language as part of a broader literacy program. Nursery rhymes, riddles, songs, poems, and read-aloud books that manipulate sounds are all effective vehicles." (IRA, 2007)

Essentially, you are trying to get students to notice audible patterns and sounds. For example, you may ask: "What sounds do you hear in the word cat?" to which the student may respond, "C and T"

I HATE READING! IT'S SO BORING!

Unfortunately, this statement is echoing through the hallways of just about every elementary school. There is a lot of pressure on children to be strong readers, more so recently than ever. It's no wonder why many of them get frustrated and give up. It is our job to make reading fun again! Incorporate constructive activities while creating a comfortable, positive atmosphere and use instructionally appropriate texts. If you have done this, you have set the foundation of reading success. Naturally, there are many other reasons a child may be struggling with reading, whether it be emotional, physical or otherwise. Below are some tips to encourage and motivate frustrated readers:

Tips for Student Tutors

- Create and maintain a positive atmosphere
- Be understanding of the child's individual needs
 - Focus on long-term learning
- Allow the student to self-select their reading material (within a specific level), when appropriate
- Be excited about literacy (if you are not, why should your student!)
 - Be *consistent* with rules and expectations
 - Set goals
 - Foster curiosity
 - Connect reading to their everyday lives
- Tell your student you want them to succeed
 - Provide useful feedback
- Try to stay away from external rewards as much as possible

Have patience!

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24P.S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2), and (4) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6: Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School code of 1949 (24 P.S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

FLOOD AFTER-SCHOOL TUTORING PROGRAM CONTRACT

Circle one: FALL 2021 SPRING 2022

CIRCLE ONE: EDUC 215 EDUC 305 VOLUNTEER

I have read the Handbook and understand that:

- I am expected to be present at Flood from 2:30 pm until 4:45 pm unless I have a class that does not finish until 3:15 pm. *(If my tutee has been signed out by his/her parent before 5 pm and I am not waiting for the shuttle, I may leave before 5 pm, unless otherwise directed by one of the directors.)*
- I have been assigned to the After-School Tutoring Program at Flood Elementary on (circle your day) TUESDAY THURSDAY
- My student(s)' name and grade: _____
- In signing this contract I am aware of and will abide by the following policies: *(initial after each space)*
 1. I will not use my cell phone at any time during the tutoring session, unless I request permission from one of the directors. _____
 2. I will notify the Flood Director by 12 noon if I am not able to be present for my assigned duties. Included with this e-mail message will be the name of my substitute. _____
 3. I understand the difference between an excused absence and a non-excused absence which is explained in the Handbook. _____
 4. I understand that all information that I may receive about my Flood student is confidential and that I can use this information only for the purpose of class assignments with just the initials of the student. _____
 5. I understand that I am not permitted to photograph any Flood student. _____
 6. I have read and will follow the professional dress code that is described in the Handbook. _____
 7. I understand that it is my responsibility to be on time for each tutoring session. _____
 8. I realize that my tutoring is an opportunity to help a child and will always be professional in all my dealings with that student. _____

Name (print) _____

Signature _____ Date _____