



Sunshine School

After School Staff Handbook 2013-2014

A warm welcome to The Sunshine After School Program. We hope your time at Sunshine will be a happy, rewarding time of learning for both you and for your pupils. This handbook has been compiled to provide you with the necessary information about school procedures. The handbook is available to all staff and reading it is highly recommended.

If any of this information is unclear, or if we have missed out anything that you feel you need to know, please do not hesitate to ask any senior leader or current member of staff; we are all here to help each other. Please, do not feel that any question is too trivial. What you tell or ask us will enable us to improve this Staff Handbook for future colleagues. Your perspective as a staff member is vital in this process.

Contents

| | | |
|----------------------|--|--------------|
| Staff | | |
| | Welcome | Page 2 |
| | Daily Routine | Page 2 - 4 |
| Student | | |
| | Safety Issues | Page 5 |
| | How to Handle Back Talk | Page 6 - 7 |
| | Respect and Responsibility | Page 8 |
| Classroom Management | | |
| | Control Environment & Set Limits | Page 9 - 10 |
| | 5 Classroom Management Tips to Silence a Noisy Class | Page 10 -14 |
| Other | | |
| | Let's Go Green | Page 15 - 17 |
| | Directors' Notes | Page 17 - 18 |
| | End Note | Page 18 -19 |

STAFF WELCOME

Welcome to Sunshine School! I am Mr. Jonathan. People call me Mr. Sunshine. I am very happy to see all of you here. There are many returning students and many new students. To make sure we have a good and rewarding fall semester, I want to set some guidelines.

To start with, I want to tell you about a gardener friend of mine. She has all kinds of vegetables, fruits, and flowers in her garden. She waters them every day, make sure the soil are fertilized, make sure the garden gets good sun exposure, and take cares of it like a baby day and night. Every year she will have two groups of visitors. One group is the locusts and the other is the bees.

Locust come, make a lot of noise, has no respect for anyone or anything, eat up all her vegetables, fruits and leave a mess. Bees come quietly, pollinate the flowers, fruits, and vegetables (makes them grow), help each other, and leave behind honey, sweeter fruits, beautiful vegetables, and prettier flowers. Now, which group of visitors do you think my gardener friend like?

In analogy, who do you think my gardener friend represent in our school? (The school principal, teachers and school superintendent) – What does the garden represent? (School, classroom, properties) – What does the bees and locust represent? (Students, staff, all of us)

We DO NOT want to be locust. If we are locust, we are not welcome anywhere. Gardener will chase locust out. We want to be BEES. We want to be responsible and be welcome everywhere we go. So take care of the garden, take care of our school, and always make it better. If you see trash on the floor, pick it up. If your friends are doing thing they shouldn't, tell them not to or tell the teacher. If you and your friend have disagreement, don't fight, communicate and share.

STAFF DAILY ROUTINE

SNACK

We want snack area and playground to be a safe and fun place. This is the time and place where students can talk, eat, drink, and socialize. Our staffs are here to supervise, anticipate any potential danger, intervene when there is a dispute, and set boundaries of where children can be. Attendance is done during this time as children arrive from the school. Right after school, make sure to report here immediately and let staff doing attendance know that you are here. Don't be going to ice cream vans, 7-11 or wondering around. We want you to be safe and care for. Staff member who does attendance: make sure to check school office and contact family if student are scheduled to come but did not report. After snack and playground time, staffs and children should clean up the snack area and the playground.

LINE UP

- 1) 5 minutes before snack time is over, staff will announce to everyone to line up in 5 minutes. Anyone who needs to **GO TO RESTROOM** should go **NOW**.
- 2) Staff, please remind students of the rules. Go over what went well and not so well the day before in the after school. Provide correction plan if needed. Provide any news announcement.
- 3) Let everyone know that **QUIET TIME STARTS NOW** and head toward the classroom

CLASSROOM AND INDOOR

- 1) Please realize that there are teachers and administrators working in their classrooms and offices even though Ruskin school hours are over. Students and staff, please avoid going through multipurpose room or libraries when going to bathroom or outdoor activity. If you must, always **walk** gently and quietly. When going to classroom, walk nicely! No running, no walking on the benches, no climbing fences and trees, and no bouncing balls.
- 2) Absolutely no food and drink indoors (this applies to both students and staff). The only exception is during raining or emergency days, when we can use the multi-purpose room for snack. As bees, we always clean up after ourselves.
- 3) We are not the only one using the classroom. The school and the teachers are kind to let us use their classroom. Do not touch things that do not belong to you! If you need school supplies, please ask our staff. Sunshine has our own supplies. Teacher's desks are off limit to everyone, including our staff. They leave tests and other personal items on their desk, and we should respect them by not touching them.
- 4) Classroom is a quiet place. All activities that create noise should have been done prior to entering the classroom. Once inside, students should quietly take out their homework materials, put away their backpacks in their cubbies, and start doing homework. Make sure the classroom is clean and organized. It is a reflection of our program.
- 5) Once settled in the classroom, staff will go to each student and record homework assignments for each child in the homework form. If you don't have homework, check the "No Homework" option and sign the homework form. This way, when your parents ask why you did not do homework, we can show him that you claim there was no homework.
- 6) Homework rules: **Students are responsible for their homework. Staffs are here to help and not do homework for you.** Skip any questions you don't know. After completing each assignment, student should quietly bring it over to the staff for correction. Staff will help you with questions you don't know then. After reviewing the homework, staff will initial lower right corner of each page with pencil. If there are mistakes, staff will provide proper explanation, students should correct and bring it back for correction again. Once there are no more mistakes, staff will circle the initial to complete the assignment. Students are not done with their homework until all assignments have the circled initials. No sloppy work: if we cannot read the students handwriting, please have them re-do it all over again. Lead teacher should double check homework corrections from new staff. Please keep homework log binder neatly and well organized as well as completed. If homework is not done please talk to the parents. *Try-out staff: make sure the homework is CORRECT and COMPLETE. Your ability to help children with homework CORRECTLY is a determining factor for hiring you.*
- 7) All staff should enforce classroom management. Be nice but firm! There should be no talking and disturbing during the classroom. If you have no homework, you should have a book to read or Sunshine work to do. If you have an urgent matter, raise your hand. Speak only after the staff acknowledges you. Any unexcused disturbance will result in a Warning Check. The consequences for three Warning Checks are:
 - a. You will be sent to the director or director assistant

- b. You will take a pink slip home to be signed by your parent
 - c. If you have been issued three pink slips, it means Sunshine School is not the right place for you. You will have to find another after school.
- 8) Staff should be aware of those students who come in or go out for extra curriculum activities: Soccer, Dance, Cross Country, Chess, Music, Art Clay and Language classes. Make sure those who leave leaves quietly. When they return, make sure they return quietly.
 - 9) Before going outdoors or going home, please clean up your area and make sure all your possessions are in your backpack and ready to go.

OUTDOOR PLAY AND GROUP ACTIVITIES

- 1) When going to outdoors, please remember that there are other students still doing homework, teachers are still in their classrooms, and administrators are still in the office. No bouncing or throwing balls until you are in the designated outdoor activity area.
- 2) Safety first: Staff need to keep supervision at all time, anticipate any potential danger, intervene when there is a dispute, and set boundaries of where children can be.
- 3) Staff should introduce new activities that encourage student participation.
- 4) Respect each other, respect school property, do not touch what is not yours, keep your hands to yourself, and be inclusive and not exclusive.

GOING HOME

- 1) Greet parents professionally and courteously.
- 2) **Make sure to notify parent of students who have not completed their homework. Tell them the reason why homework was not completed and ask them to help at home.**
- 3) If children have been involved in unusual situations, make sure to let the parents know: injuries in playground, pink slips, bullying others, talking back to staff, being disrespectful, forget to bring homework, etc...
- 4) Remind children to make sure they are taking all their belongings with them: Homework, books, jackets, etc... Once the school is closed, we can't come in because the main gate will be closed and the central alarm will be set.

GENERAL

Be respectful of your peers, your Sunshine Staff, and school properties. We are here to be of help, be your friend, and be good resource. Threat each other with care and respect.

STAFF

Sunshine Staff are professional and courteous. Greet students and parents kindly. Do not just tell students not to do this or that, make sure to give good and positive reasons and consequences. Remember that your supervisor and boss are not the only one looking. Parents, School teachers, and by standers are also observing. In the past, I've received emails and comments from people complimenting and complaining about our staff. Your image is very important to us, please turn-off your cell phone, do not text, do not chew gums, be attentive, be pro-active, and make Sunshine an awesome place to grow.

STUDENT SAFETY ISSUES

As we prepare for a new school year, I will like to thank everyone for their hard work, love, and tender care toward our students and their families. Without your dedication, we wouldn't have accomplished as much in such a short time. I will also like to remind everyone that children safety is of utmost importance. When it comes to children, there is no margin for error. Here are some pointers that I believe we can make Sunshine an even better place.

1) **Pick-up time:** This is a crucial part of the day. Students need to be accounted for once they are dismissed from school. All 1st-5th graders should meet orderly at assigned benches in front of the office gate. Staffs should be at the meeting location prior to school dismissal bell. Remind children to be respectful as some classes might still be in session. If possible, both staff should lead all students together. Alternatively, once majority of children are present and accounted for, one staff can lead them to the school. Remind them to walk safely and orderly on the sidewalk. The second staff stays behind until all remaining students have been checked in. If there are students who have not reported to the meeting place after 10 minutes, please check with the office for early dismissal or absentees. Make sure all students are supervised at all time.

2) **Kindergarten Pick-up:** Kindergarteners will be the majority of our student in the coming fall. We will be assigning two staff for room pick-ups. It is most important to have these youngsters at your closest supervision at all time. For safety reasons, do not allow them to sway from the group for any reason. Going to meet friends, playground, yearbook signatures and forgotten homework are no reason for children to leave the group. If absolutely necessary, we will attend to these events with the entire group or assign separate staff for them. Make sure all pick up staff coordinate their effort.

3) **Group activities:** Make sure all activities are age appropriate. Keep in mind that younger students' motor skills are not as developed as bigger students. Always consider *safety* above everything.

4) **Outdoor concerns:** The students are roaming around unsupervised and they are going into other classrooms and being very loud and disruptive. Remember many Ruskin teachers are still working after the dismissal. They do not want and should not be disturbed. Sunshine Students are not allowed to be outside of designated meeting places. During snack time, you can only be at the lunch tables and playground area. During classroom time, you can only be in the classroom. There will be scheduled bathroom line, but no students can go outside of the classroom without supervision. No hide and seek, no playing in the bathroom, no going into classrooms, library and multipurpose room without first getting permission from lead teacher and director. Staff; make sure someone is checking the bathroom, parking and office area. There should not be any Sunshine students in these areas after they have been checked into our custody.

STUDENT

HOW TO HANDLE BACK TALK

by Ann Svensen

Did that Come Out of My Child's Mouth?

Back talk: It stings, it shocks, it embarrasses, and it can turn your home into a battleground. Jim Bozigar, head of community outreach at Children's Hospital in Pittsburgh, runs a back-talk workshop for parents. He says that with a little understanding and self-restraint, parents can put a lid on talking back.

"The reasons for back talk are as varied as the personalities of the children who use it," says Bozigar. The child could be hungry, tired, or in a transitional period. But children who talk back usually do have one thing in common: They're trying to separate from their parents and exercise control over their lives.

How should you handle these outbursts? Bozigar suggests parents do some behavior tracking: "For three days, make notes about what your child says, what the situation was, and how you responded. See if you notice any patterns. And keep in mind that when kids talk back, something else is going on underneath. The goal is to help them express it constructively."

Six rules for fighting fair

You won't ever be able to avoid disagreements with your kids, but you can learn how to fight fair. Bozigar suggests that each family member adhere to the following rules:

- Don't attack
- Don't belittle
- Don't condemn
- Define what the problem is
- Define how to rectify it
- Figure out what can be done to prevent it in the future

Preschoolers

Common back talk: "No!" and "Why?"

How to respond: Model good behavior. Try saying, "Wouldn't it be nice if we didn't have to do things we don't like to do?" Don't yell back and don't be sarcastic. Your response is going to determine what happens next. Parents will never be able to control their children. The only person you can control is yourself. When you model control, you teach kids how to control themselves.

School-Age Children

Common back talk: "You don't understand!" and "It's not fair!"

How to respond: Kids this age care more about what their peers think than what you think. They'll try to dangle bait to get you going. Don't bite! You'll lose: School-age kids always need to have the last word. Instead, let the child own the problem and empathize with him. Try saying, "You don't think I know what's going on with you right now and that's frustrating, but

you're being disrespectful. Please go to your room until you've calmed down and can talk rationally with me."

You'll have to be proactive to keep on top of the "It's not fair." Limits help kids develop inner control. Set limits for when you think your kids will be ready to cross the street safely, stay up later, go on a date, etc. Then try saying, "You know that in our house the rule is _____"

Preteens

Common back talk: "What's the big deal?"

How to respond: Instead of taking responsibility, this age group often puts parents on the defensive. Say your daughter borrowed a scarf that had sentimental value and then lost it. You might blurt out, "How could you be so irresponsible!" Look out -- she'll most likely turn that response around on you: "Oh and you've never lost anything before? Excuse me for not being perfect!" Instead of attacking, try talking in concrete terms: "You did this, so I feel this." Use the restraint and respect you'd show a guest in your home. The goal is for you to express your feelings in a way that allows your child to take responsibility for them.

Teens

Common back talk: "Leave me alone!" and "It's all your fault!"

How to respond: Beware -- they may look like grown-ups, but teenagers are not completely rational. They think differently than adults and children, and often feel they're invulnerable. **Be concerned about their responses and listen to them. Help them to see that you're on their side.** If they say they want to be left alone, back off but don't give up. Take a more subtle approach. Write them a note without attacking or blaming, and say that you'd like to hear back from them. Always keep the dialogue open. Try talking in a lower voice. If you model screaming and shouting, that's what you'll get in return. And remember, you are always the authority in your house; you can set limits. As parents, you cannot be friends with your children, but you can still treat them in a friendly way.

Sunshine Conclusion: **Children who talk back usually are going through a phase in which they're trying to become more independent from their parents and exercise control over their lives. Some children do it because of peer pressure thinking children who talk back are cool. Unfortunately, talk back rarely leads to any constructive or beneficial consequences. Talk back usually results in more punishment, distrust, and unfriendly atmosphere. Our function as an educator is to show concern about their responses and listen to them. Make them realize that we are here to help them and not to make their life more miserable. Consider our staff as older siblings or close friends who have been through it.**

Read more on FamilyEducation: <http://life.familyeducation.com/behavioral-problems/bad-habits/29455.html#ixzz1pI8K6xXV>

STUDENT

RESPECT & RESPONSIBILITY

This is a short reading for students who are having a hard time with respect, responsibility, or both. Students can read over the handout or you may discuss the ideas with your student in hopes of working on these character traits.

Why are you here at Sunshine School?

- Need help with homework
- Both parents work
- New immigrants
- Friendly, patient, and helpful staff
- Want a safe, nurturing, and interactive environment

What is your main responsibility here at Sunshine?

- Finish your homework
- Improve social skills with positive interaction

What is our staffs' responsibility?

- Provide a quiet and positive environment
- Provide assistance when needed. However, ultimately you are responsible for doing your work.

In order for you and our staff to meet these responsibilities, every one must do their part:

- 1) Respect - to hold in esteem or honor, to show regard or consideration for
- 2) Responsibility - Able to be trusted or depended upon

| <u>RESPECT</u> | <u>RESPONSIBILITY</u> | <u>ATTENTION BEGGARS</u> |
|-----------------|-----------------------|------------------------------|
| Staff | Staff's direction | Whiners or Sore Losers, |
| Rules | Rules | Bullies |
| Yourself | Yourself | Procrastinators |
| Classmates | Classmates | Button Pushers, Interrupters |
| School Property | School Property | Negative Copier |

If you are here, you need to be responsible and need to respect staff, rules, yourself, your classmates, and school property. If you fall in the attention beggar category, you need to change in a hurry. Otherwise, we will be sending you over to the preschool area.

CLASSROOM MANAGEMENT

CONTROL ENVIRONMENT & SET LIMITS

- 1) Snack area and playground are safe place for fun. This is the time and place where students can talk, eat, drink, and socialize. All staff should be pro-active: supervision at all time, anticipate any potential danger, intervene when there is a dispute, and set boundaries of where children can be. After snack and playground time, staffs should lead children to clean up the area.
- 2) Before students enter classroom, staff should write on the board:
 - a. Today's date – this will avoid children repeatedly asking about it.
 - b. Homework time - i.e.: Homework Time 3:00PM to 4:30PM – this sets expectation that if they are done with their homework, a staff will lead them to group or outdoor activities. It doesn't mean the classroom can be noisy after 4:30PM.
 - c. Time and Extra Curriculum student list - i.e: Time and Student list for Soccer, Art, Cross Country, and Chinese class students.
 - d. A table for Warning Checks - 3 checks and student will be sent to the director and a pink slip will be sent home.
- 3) Classroom is a quiet place. Make sure all activities that cause noise are done outside the classroom. Class attendance, asking children about what homework they have, bathroom runs, sharpening pencils, writing notes on board, news announcement, getting answer keys, and seat assignments should be done prior to entering classroom. Once inside the classroom, students should quietly take out their homework materials, put away their back packs in their cubbies, and start doing homework. Make sure the classroom is clean and organized. It is a reflection of our program.
- 4) Homework rules: Students are responsible for their homework. Staffs are here to help. Students should skip any questions they don't know. After completing each assignment, student should **quietly** bring it over to the staff for correction. After reviewing the homework, staff will initial lower right corner of each page with pencil. If there are mistakes, students should correct and bring it back for correction again. Once there are no more mistakes, staff will circle the initial to complete the assignment. Students are not done with their homework until all assignments have the circled initials. **Make sure to notify parent of students who have not completed their homework. Tell them the reason why homework was not completed and ask them to help at home.** Lead teacher should double check homework corrections from new staff.
- 5) All staff should enforce classroom management. There should be no talking and disturbing during the classroom. If you have no homework, you should have a book to read or Sunshine work to do. If you have an urgent matter, raise your hand. Speak only after the staff acknowledges you. Any unexcused disturbance will result in a Warning Check. The consequences for three Warning Checks are:
 - d. You will be sent to the director
 - e. You will take a pink slip home to be signed by your parent
 - f. If you have been issues three pink slips, it means Sunshine School is not the right place for you. You will have to find another after school.
- 6) Staff should be aware of those students who come in after extra curriculum activities: Soccer, Dance, Cross Country, Chess, Music, and Language classes. Meet them outside, go over the rules, and let them come in without disturbing the classroom.

- 7) Sunshine Staff are professional and courteous. Greet students and parents kindly. Do not just tell students not to do this or that, make sure to give good and positive reasons and consequences. Remember that your supervisor and boss are not the only one looking. Parents, School teachers, and by standers are also observing. In the past, I've received emails and comments from people complimenting and complaining about our staff. Your image is very important to us, please turn-off your cell phone, do not chew gums, be attentive, be pro-active, and make Sunshine an awesome place to grow.
- 8) Classroom concerns: Ruskin teachers have notice students going through their desks, Items are missing, and there is trash left in the rooms – Ruskin teachers are nice to allow us to use their classroom. We need to respect and be thankful. As respect, we shouldn't touch or use teacher's desk. Many of them leave homework and tests on their desk. They are also very particular about where they leave their office belongings such as tapes, staplers; etc...Disrupting it will make their daily work difficult. Same thing applies to students' desk. We shouldn't touch any students' properties. As being thankful, we should keep the classroom clean and organized before we leave for the day. Staff; make sure students clean up their desk and vicinity when they complete their homework.

CLASSROOM MANAGEMENT

5 CLASSROOM MANAGEMENT TIPS TO SILENCE A NOISY CLASS

Every teacher has 'the class from hell' that just won't settle down.
Rob Johnson suggests 5 tips to help you get silence from the worst kids in school...

1. The first thing to remember is that you are the boss.

Self belief is incredibly important in this job. You can't expect pupils to respond positively to you unless you believe, really believe, that you fully deserve their respect and compliance. The thought that you are the leader in the classroom must be at the forefront of your mind.

If you give any sign at all that you are NOT in FULL CONTROL, children will sense this and exploit your weaknesses. You MUST project strength and the impression that you will not tolerate any disobedience.

All too often a teacher will enter a lesson filled with dread and give out the signal that they are beaten before the lesson even starts. Pupils sense this. If you've been having a hard time with a particular group they will come to expect that you will be a walk-over and get into the habit of talking freely with total disregard for your threats.

2. Have definite rules on noise

Once you've decided on your rules (preferably with input from the pupils) you need to ensure the pupils are totally clear what those rules are. There must be no ambiguity and therefore no room for argument.

We all know how important consistency is in terms of classroom management but unless you have a clear set of rules to work to in the first place, you can't consistently apply

them.

So, what is your rule on noise?

Mine is simple: If I say there is to be no talking, then there is to be no talking. I will not tolerate being interrupted without taking action. I seldom enforce this rule for longer than a few minutes – just at those key times when I am either explaining something, starting a new task or taking a register etc. - but if I tell a group that I want total silence, then I mean it. And any pupil who ignores this is dealt with straight away.

For example, never let a pupil shout out without reminding them to put up their hand. Never, allow pupils to continue talking at the start of a lesson when you've started explaining the objective. Never, let pupils interrupt you without reminding them that it is unacceptable to do so.

If you let them get away with it once, you have effectively trained them to try and get away with it again.

3. Control entry to the classroom

The ideal place to establish control over your pupils is outside the door - before you even let them in the room. You must start the lesson under your terms. And the lesson starts before they enter the room with you having them line up outside the door in an orderly manner.

This is the perfect time to gauge the mood of the group and indeed the individuals in the group. You can easily spot potential problems (unhappy pupils, cases of bullying, arguments etc.) and deal with them rather than letting them go unnoticed and having them escalate into serious disruptions during your lesson.

If the group won't stand still and quiet don't let them in the room. They must do EXACTLY as you say before you let them through the door. If they run to a chair bring them back again and make them walk. If you let them get away with anything at this important stage, you will set the tone as being one where they can get away with things. You don't want that.

4. Have 'settling work' ready for them when they enter the room

If you have a group who just won't settle try presenting them with some of the following 'settling work' as soon as they enter the room. But... make sure you add this little twist to ensure the pupils get stuck into it straight away...

On your board have the following written up...

"Complete the work detailed below. You have ten minutes. If you don't finish it, you will return at break to complete it."

Obviously you need to adjust individual work targets for less able pupils to make it fair. Once they've started you can go round the slow workers very quietly, out of earshot of

the others, and tell them where to stop. i.e. give them a work target which requires less writing than the others –

“James, you can stop when you get to the end of this sentence”. (And put a pencil mark where you want them to get up to.)

The great advantage of this strategy is that it gives you a few minutes to get your resources sorted out. I do use this if I want to show a DVD clip and haven't had time to set the AV equipment up for example.

On each desk you could have a quick topic-related puzzle, a review quiz of last lesson's work, a cloze exercise or some text copying work. Nothing too difficult – you don't want to confuse them because they'll spend ten minutes asking questions instead of settling down. Choose something simple (and preferably light-hearted or fun) that requires no explanation or fuss.

As well as having the instructions written on the board, greet them at the door and say...

“Get started on the simple task on your desk – you have ten minutes to finish it.”

Once they're in the room you can then add...

“Anyone not finishing this little task will finish it at break – there should be no talking. If you talk you'll come back at break and do it in silence then.”

If you want them to copy notes from the board (or a book) make sure there isn't a huge amount of text otherwise you will provoke complaints. You can 'hide' extra work by having five or ten lines of text for them to copy and then a note at the end saying “Now answer question 2 on page 46” which could be another five or ten lines of notes.

Comments like...

“It is entirely your choice as to whether or not you get break. If you want break, do the work. If you don't want break, sit and chat.”

...can be used if they don't settle straight away.

5. The Right Way To Ask For Silence

You may have been told that an alternative to shouting for silence is to simply wait for rowdy pupils to calm down.

And wait... And wait... And wait...

Teachers have mixed views as to the effectiveness of waiting for silence before continuing with the lesson because in many cases it just doesn't work.

Some classes will respond positively to this strategy almost straight away but a hard class will test your mettle and try to push you way beyond 5 or 10 minutes.

They'll enjoy watching your expression turn to desperation and laugh at the fact that your plan isn't working.

At a time like this you need to bring in sanctions and make them see that their continuous disobedience will not be tolerated.

If you have a strong, commanding voice you can shout for quiet and explain what the sanctions will be if they continue talking. If you can't be sure that your voice will cut through the noise sufficiently, you can communicate via the board by writing your instructions. Write up your instructions in bold, capital letters. You may need to give them slightly longer time to comply – allowing for the fact that they may not all read your instructions straight away.

This is what to say...

(You may think that these sanctions won't work with your toughest class but they are phrased in a very specific manner as you'll soon see. If you rigorously and consistently apply them you will win. Your class will settle. I've never known it fail).

"If you wish to continue talking during my lesson I will have to take time off you at break. By the time I've written the title on the board you need to be sitting in silence. Anyone who is still talking after that will be kept behind for 5 minutes."

Phrasing your instructions in this way when you want a class to be quiet is very powerful and almost always guarantees success.

Let's examine why:

Firstly, you are being very fair and giving the pupils a warning...

"If you wish to continue talking during my lesson I will have to take time off you at break."

When teachers try to issue a punishment without a warning...

"Right you've just lost your break!"

...they are often met with a torrent of abuse...

"No way, that's not fair – we weren't doing anything!!!"

I always find that giving pupils a fair warning about an impending sanction takes the sting out of a confrontational situation.

Secondly, you are telling them exactly what they are doing wrong, and exactly how to put it right...

"...you need to be sitting in silence."

Thirdly, you are giving them a clear time by which you expect full compliance...

“By the time I’ve written the title on the board you need to be sitting in silence.”

Fourthly, and very importantly, you are telling them exactly what will happen to them if they don’t do as you ask...

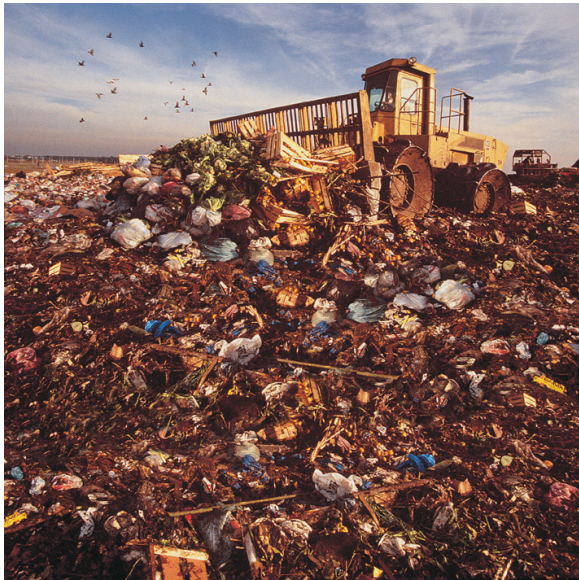
“Anyone who is still talking after that will be kept behind for 5 minutes.”

These key features are important if you want pupils to follow your instructions because they leave no room for questions, debates, arguments or confusion. The pupils know exactly what they’re doing wrong, what will happen if they continue and how to correct their behavior so as to evade a sanction.

N.B. I’m fully aware that timetable constraints do not allow teachers to keep pupils back after each and every lesson. For that reason you need to think about the sanctions you will issue. You could for example hit the class hard and tell them that any pupils still talking will receive a letter home but it may be better to start off with a small sanction (such as staying behind after school for 5 minutes) because you can then add to it if and when the behavior continues.

Rob Johnson is the author of *Magic Classroom Management – How to get the most from the worst kids in school*. He is Deputy Head Teacher at a special school in the UK and has been working with challenging young people for 15 years.

OTHER LET'S GO GREEN!



Recycling is sort of like exercising: we all know we should do it, but not all of us do it as often as we should—and some of us don't do it at all. However, there are lots of reasons why you should make an effort to recycle as much as possible. If you haven't been diligent about recycling your garbage, here are seven good reasons why you should start.

It cuts back on global warming. Our planet is starting to feel the effects of global warming already—and we need to do whatever we can to lessen the impact. Production of certain materials from scratch can release significant amounts of CO₂ into the atmosphere. Aluminum production is a prime example—producing new aluminum creates 95% more CO₂ than recycling old aluminum cans. In addition, recycling paper saves trees—for each ton of paper [recycled](#), 17 trees are saved. Each of these trees can extract around 250 pounds of carbon dioxide from the air in a year.

It makes us more energy-efficient. It often takes a great deal more energy to create something from scratch than to recycle it. For example, it takes twice as much energy to burn plastic as to recycle it; it takes 64% more energy to make paper than to recycle it; and recycling just one pound of steel can save enough energy to run a 60-watt bulb for one day.

It keeps our landfills from overflowing. We're fast running out of space for landfills—especially near cities. Seaside cities have been dumping trash into their oceans for decades to circumvent the problem, but with widespread marine ecological collapse, this is no longer a viable option. Worse yet, it's difficult to find land in suburban and rural areas whose residents will allow landfills to come into their areas without a fight. The squeeze for landfill land is only going to get worse in the future.

Recycling gives us some hope for this bleak scenario. Studies show that 60% to 75% of garbage in landfills can be recycled. That means that if everybody recycled, we'd have 60% to 75% less garbage in our landfills, and we'd need at least that much less land for garbage disposal.

It improves the quality of our groundwater. The garbage in landfills is usually not treated in any way—it's simply thrown in a big hole and buried over. Much of this garbage is not environmentally friendly or readily biodegradable—and it's no surprise that contaminants can get into our water. Rain and other runoff from landfills gets into our streams, rivers, lakes, and other waterways, damaging fragile ecosystems. It's also a major reason why it's not safe to drink from streams and rivers when you're hiking and camping—even when it looks like you're in a pristine environment. Recycling reduces the trash in landfills, and the more we recycle, the more our water systems can start becoming as pure as they look.

It reduces air pollution. Many factories that produce plastics, metals, and paper products release toxins into the air. Recycle these materials, and there will be less need for companies to manufacture new materials—saving on the amount of pollution dumped into our atmosphere. In addition, disposing of certain recyclable materials can also produce significant pollution. For example, plastics are often burned in incinerators. Plastics are made with oil, and that oil is released into the atmosphere when the plastic burns—creating serious greenhouse-gas emissions.

It creates jobs. From manufacturing to processing, from collection to invention—it's no secret that recycling is a growth industry, earning billions of dollars annually. Our need to recycle is only going to grow more urgent as populations grow and as technology changes. Recycling creates far more jobs than landfills do—enough jobs to make a big difference in a small town.

It adds to property value. It's obvious that a landfill near your home can decrease your [property](#) values significantly. Recycling reduces the amount of land needed for landfills. This reduces the number of houses near landfills, keeping property values up and homeowners happy. The more people recycle, the fewer landfills we need—and if enough people pitch in, recycling should pay off for everybody.

It's good business. Pitting business against the environment is a lose-lose situation: everybody suffers. And yet, that's how the debate has been framed in politics and the public sphere for years. This is a shame, because the truth is that recycling just makes good business sense. Industrial factories and processing plants save plenty of money on energy and extraction strategies when they use recycled materials instead of virgin resources. They also ensure that basic resources don't become a scarce commodity, keeping demand and prices down and ensuring that their business can continue for decades to come.

One person can make a difference. With so many good causes, it's easy to get discouraged—especially when the problem is so widespread that it's hard to see what difference your individual effort is making. Many people think this is true with recycling,

too—but the truth is that small acts of recycling make a big difference. For example, recycling just one large newspaper would save around 75,000 trees. On average, each person in the U.S. produces around 1,600 lbs. of waste each year. If you recycled all of that, you could save around 1,100 lbs. of waste per year—that’s over half a ton—just by yourself!

We hope that after reading this article, you’ll be inspired to become a recycling advocate—or at least be certain to recycle in the future. Recycling benefits everybody, and takes only a little trash-sorting to put into effect. With our limited space for landfills and dwindling resources, it’s a sure thing that recycling is here to stay.

OTHER DIRECTORS’ NOTES

SUPERVISION

1. Staff Ratio:
 - a. Preschool: 1 teacher for every 12 children, or 1 teacher & 1 aide to 15 children, or 1 teacher & 1 aide (with 6 units) to 18 children.
 - b. School-age: 1 teacher for 14 children, or 1 teacher & 1 aide per 28 children
2. Aides must work under the direct supervision of a fully qualified teacher
3. All children shall be under visual observation at all times
4. Only cleared fingerprint staffs present. No try out and visitors.
5. Know the location of First Aid Supplies
6. At least one staff with First Aid/CPR certificate must be present at all time

STUDENT & STAFF FOLDERS

1. Select 10 completed folders for review. Preschoolers make sure to select children over 2 years old.
2. All staff presents must have completed folders.
3. Review completeness of folders with director

STUDENT FOLDERS

- ✓ Admission Agreement
- ✓ Child’s Pre-Admission Health History Parent’s Report (LIC 702)
- ✓ Consent for Medical Treatment Form (LIC 627)
- ✓ Identification and Emergency Information (LIC 700)
- ✓ Immunization Record (Please bring a copy of yellow card)

STAFF FOLDERS

- ✓ Teachers and Directors should have an ECE/Child Development Transcript including the following courses: Child, Growth & Development; Child, Family & Community; Curriculum
- ✓ Have a Letter of Experience or Resume
- ✓ Complete Personnel Record (LIC 501)
- ✓ Complete Criminal Record Statement (LIC 508)

- ✓ Complete Employee Rights Statement (LIC 9052)
- ✓ Complete Statement Acknowledging Requirement to report Child Abuse (LIC 9108)
- ✓ Obtain health screening and TB test prior to employment (LIC 503)
- ✓ Obtain cleared DOJ fingerprint associated with our facility prior to employment
- ✓ CPR and First Aid Training
- ✓ Driver License, Identification card or Passport

POSTED DOCUMENT

1. License
2. Emergency Drill
3. Fire Clearance
4. Emergency Disaster Exit Plan
5. Menu posted weekly. Leave lunch menu in Director's office. Show only if asked for. We will post snack menu.

CLEANLINESS

Make sure the facility is clean.

OTHER END NOTE

Take Pride on what you are doing

Ten years ago, I will walk with Natasha and Nathaniel to Ruskin School. Every day, we will walk past this semi-abandoned church with grass that reach my knees. Ruskin was not a distinguished school, and you don't hear people saying that they will like to move to Berryessa community because it is a good school area. Even though both Sarah and I work, we still manage to help children with homework, take them to art classes, dance classes, and soccer classes. Juggling all of these tasks does take a personal and professional toll on the quality of our life. We believe there is a way we can make our life easier and make life of many families easier if we can provide quality After School care: Sunshine after school was born. Today, Sunshine employs over 50 staffs, the church is well maintained, Ruskin School is a distinguished school, students are getting quality after school program with many enrichment activities, families can spend more quality time together, and real state in the neighborhood is high because it is near RuskinTino (Rhymes with Cupertino).

Sunshine played a big part on the shape up of our community. Be proud of what you are doing at Sunshine. You are touching the life of children, family, and community. You can well be shaping our next Jerry Yang (Yahoo) and Bill Gates (Microsoft).

Communicate and Improve

We have come a long way, but there are still things we can do better and more efficiently. There will be good days and bad days. What matters is what you do when you are down? – Don't dwell on the negative, but take it as an opportunity to try something new and creative. For every problem, there are many solutions. If you have a good idea or better

way to handle your work load, please let your supervisor know. Feel free to talk to Mrs. Lucy (Lucy@MySunshineSchool.com) and Mr. Jonathan (JonathanYeh@MySunshineSchool.com) directly. The more efficient we are, the more rewarding our work will be. Thank you from Mr. Jonathan and Mrs. Sarah!