



AlphaBEST
EDUCATION

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Empowering Site Directors for Program Excellence

Site Success Guide:

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SITE DIRECTOR JOB DESCRIPTION

Position Description for:	SITE DIRECTOR / SITE DIRECTOR II
Department:	Program Operations
Revision Date:	June 2024
Reports to:	Area Manager
Direct Reports:	Yes
Location:	As Assigned/Varies
Supervisory Role:	Yes
Exempt Status:	Non-Exempt
Hours:	Part Time or Full Time (SD II)

Our Mission:

We engage children's minds and expand their horizons in safe and discovery-filled environments.

Our Vision:

We will shape the future generations of thoughtful, curious problem-solvers and collaborators by showing them that learning can be fun, engaging and can happen anywhere.

Position Objective:

The Site Director is a positive, inspiring leader who is responsible for working with Group Leaders and Group Leader Assistants to accomplish organizational goals. Goals include child safety, passionate delivery of quality programming, financial success through optimization of resources, adherence to state licensing regulations, and stakeholder satisfaction.

Key Responsibilities and Duties:

Child Safety and Supervision:

Adheres to the policies and procedures in a proactive manner, making the safety and care of children a primary focus.

1. Observes students to recognize unidentified physical, psychological, and/or behavioral needs, reporting them to supervisor as soon as possible.
2. Ensures student accommodation plans are carried out daily at the site level.
3. Oversees and administers the CACFP/Food Program at the site level by ensuring snack requirements are fulfilled and tracked daily.

Talent/Student Management:

Supervises, trains, mentors, coaches, and manages all staff and students in the program at the site. Provides monthly goals to support site staff as a contribution to professional development to grow and retain superior talent.

1. Participates in final interviews for Group Leaders/Group Leader Assistants and ensures chosen applicant is cleared to work with the proper background checks.
2. Completes new hire paperwork as required and conducts onboarding duties and ongoing team member training on appropriate site-specific information.

3. Encourages positive performance of team members, recommending corrective action to supervisor when necessary. Builds successful and cohesive team of Group Leaders/Group Leader Assistants at assigned site.
4. Manages the daily site schedule and ensures the proper staff to student ratio is met even when call outs and time off requests occur.
5. Monitors and approves daily staff time for Group Leaders/Group Leaders Assistants.
6. Uses technology appropriately to complete and submit incident reports, rosters, receipts, and all other program related records in accordance with established policies and in a timely manner.
7. Supports and implements human resource policies and procedures, maintaining confidentiality of student and team member information and sharing appropriately with authorized members of management or required outside agencies.

Program Quality, Licensing and Safety:

Designs, organizes, evaluates, and oversees the site to produce the highest quality program.

1. Responsible for ongoing site compliance with childcare licensing requirements to include paperwork, staff training, staff file maintenance and preparation for licensing visits.
2. Effectively utilizes reporting forms/tools/resources for daily licensing onsite compliance.
3. Implements the daily delivery of curriculum and positive behavior supports according to AlphaBEST expectations and requirements at a time when it impacts the largest number of students in the program. Provides evidence of curriculum completion.
4. Ensures emotional, psychological, and physical safety of students remain a top priority in the site through active supervision and maintaining a safe environment. Conduct drills and report any deficiencies to supervisor immediately.
5. Coordinates and attends events at the site level. Represents AlphaBEST in a professional manner at any site, school, or community events. Conducts program tours for prospective parents.
6. Markets program at site to increase enrollments for growth and retention.
7. Follows mandated reporter protocol to properly report any incident to supervisors, licensing, etc.
8. May be requested to perform duties at one or more sites according to business needs.
9. Attend all required meetings.

Stakeholder Satisfaction:

Builds strategic working relationships and maintains high levels of parent, student, staff, contractor/district and school satisfaction throughout all sites.

1. Utilizes effective and appropriate communication techniques with students, parents, district representatives, and team members by conveying information and ideas clearly; possesses effective oral and written communication skills.

Professional Development and Continuous Improvement:

Seeks opportunities to learn and grow personally and professionally with a focus on continuous improvement.

1. Provides guidance and feedback to help team members strengthen specific knowledge/skill areas to accomplish individual and team goals. Utilizes corrective action processes and forms to correct behavior and provide performance management feedback as needed.
2. Holds and facilitates monthly meetings to distribute information consistently and reinforce training of group leaders/group leader assistants on site specific tasks.

NOTE: Site Director IIs are considered full-time due to program hours requiring a minimum of 30 hours worked per week and must maintain those hours year-round, even in the summer months. The job duties listed above are the same for part-time or full-time Site Directors; however, SD II's may have additional job responsibilities based on local/state school district, licensing, or AlphaBEST region requirements.

THE SITE DIRECTOR HAS READ AND UNDERSTANDS THE POSITION EXPECTATIONS OF THIS ROLE, INCLUDING ADA REQUIREMENTS, AND RECOGNIZES RESPONSIBILITIES ARE SUBJECT TO CHANGE BASED ON BUSINESS REQUIREMENTS.

Name: _____

Date: _____

POSITION SPECIFICATIONS:

EDUCATION:

High School diploma or equivalent required. Education and experience-based requirements for this position will be governed by state child care regulations.

EXPERIENCE:

At least three (3) years' previous experience in AlphaBEST before and after-school program implementation strongly desired. In new school districts, experience implementing curriculum in before and after-school programs or a teaching background preferred.

KNOWLEDGE:

General knowledge of all zone curriculum. Basic Microsoft Office experience preferred. Working knowledge of state policies and procedures regarding childcare regulations. In depth knowledge of health, hygiene and nutritional requirements of children. Comprehensive knowledge of occupational health and safety regulations pertaining to the children and staff.

CERTIFICATIONS:

Must be CPR and First Aid certified.

ABILITIES AND SKILLS:

Strong organizational, communication (both verbal and written) and supervisory skills required, preferably in multi-site environment. Strong interpersonal skills and the ability to work effectively with a diverse population required. Ability to work independently, balance multiple tasks, set priorities, and solve problems. Quick learner with the ability to work in a fast paced, high energy, dynamic environment.

PERSONAL CHARACTERISTICS:

Proven ability to provide a supportive and caring work environment for team members and co-workers. Serves as a positive role model; must be enthusiastic, energetic, creative and sensitive to children. Must be able to work collaboratively and build positive and effective business relationships.

INTERNAL RELATIONSHIPS:

Shall maintain internal relationships necessary to achieve purpose of position and desired results.

EXTERNAL CONTACTS:

Shall maintain necessary job-related external contacts to assure satisfactory results.

WORK REQUIREMENTS:

Must be available to work a flexible schedule to meet program staffing needs. Will work in a classroom setting with regular stooping, bending and lifting required. Must be able to lift up to 25 pounds. Travel to local area program sites required.

NON-DISCRIMINATION:

AlphaBEST Education, Inc. is an Equal Opportunity Employer. This position shall be filled on the basis of the qualification and ability to perform the essential functions of the job and without regard to race, color, religion, gender, sexual orientation, gender identity, age, national origin, disability status, protected veteran status or any other basis prohibited by law.

ADA REQUIREMENTS - WORKING CONDITIONS AND PHYSICAL EFFORT

(Information is Mandatory for the Position Description File)

JOB TITLE: SITE DIRECTOR

DIRECTIONS: Check all characteristics which apply to position and select appropriate level if applicable. If other specific requirements are necessary, please add to bottom of form.

PHYSICAL REQUIREMENTS:

- ☒ Will remain in a stationary seated position 25% of the time.
- ☒ Will remain in a standing position 75% of the time.
- ☒ Must occasionally move about to access other areas in building, files, equipment, etc.
- ☒ Will occasionally ascend/descend steps (i.e. steps or ladder).
- ☒ Will occasionally bend, stoop, crouch, or kneel to position self or objects.
- ☒ Will occasionally reach, turn and twist to reach or position self or objects.
- ☒ Will occasionally push or pull items up to 50 pounds.
- ☒ Will frequently operate or use a keyboard, calculator or other equipment with controls.
- ☒ 98% of time no lifting required (two percent under 25 pounds).
- ☒ Move be able to occasionally move/transport without assistance weights up to (up to 50 pounds).
- ☒ Carrying -- 98% of time no carrying required (two percent under 25 pounds).
- ☒ Will frequently view, identify, inspect written information, monitor displays, items /objects.
- ☒ Will frequently observe / view objects from a distance.
- ☒ Must frequently communicate and converse with others.

ENVIRONMENTAL REQUIREMENTS:

- ☒ Occasionally work in close proximity with others and will work inside.
- ☒ Consistently work in close proximity with others and will occasionally work outside.
- ☒ Will frequently travel to conduct business.

MENTAL FACTORS

(check level required for position):

Decision-making level:

- ☒ Intermediate (with input from supervisor) or
- ☒ High (independent)

Reasoning level:

- ☒ Minimum
- ☒ Intermediate
- ☒ High

Analytical aptitude:

- ☒ Minimum
- ☒ Intermediate
- ☒ High
- ☒ High level of short-term memory required

OTHER CONSIDERATIONS FOR THIS POSITION DESCRIPTION:

- ☒ N/A

GROUP LEADER JOB DESCRIPTION

Position Description for:	GROUP LEADER
Department:	Program Operations
Revision Date:	July 2022
Reports to:	Site Director
Direct Reports:	Yes
Location:	Various
Supervisory Role:	No
Exempt Status:	Non-Exempt
Hours:	Part Time

Our Mission:

We engage children's minds and expand their horizons in safe and discovery-filled environments.

Our Vision:

We will shape the future generations of thoughtful, curious problem-solvers and collaborators by showing them that learning can be fun, engaging and can happen anywhere.

Position Objective:

The Group Leader assists the Site Director with the implementation of a high-quality program, which promotes curiosity, creativity, and a love of learning. The Group Leader delivers lessons and facilitates learning by maintaining a healthy, safe, warm, and engaging learning environment, in accordance with state regulations.

Key Responsibilities and Duties:

CHILD SAFETY AND SUPERVISION

1. Provides constant supervision of children by staying within sight and sound of assigned group. Adheres to policies and procedures in a pro-active manner, making the safety and care of children the primary focus.
2. Follows licensing regulations/standards, such as reporting child incidents and proper health and hygiene procedures.
3. Assists in emergency situations such as evacuation procedures and CPR/First Aid.
4. Continuously monitors the environment, including outside play areas to maintain a safe and healthy site.
5. Reports suspected child abuse and neglect in accordance with mandated reporter guidelines.
6. Stays apprised of child-related food allergies, special needs, and other medically sensitive conditions.

7. Reports to Site Director any concerns regarding child behavior, sickness, health-related observations, accidents or incidents requiring medical attention, or matters that should be reported to the parents.
8. Provides direct assistance and accommodations to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.
9. Assists in enrollment/snack, recording and submitting daily records, and any other required documents to Director.
10. Inspect on a daily basis all facilities, equipment, and supplies and be sure all are accounted for and put away at the end of each day.
11. Become familiar with state requirements and emergency procedures and notify the Site Director if you notice a violation or have concerns.
12. Assist with maintaining the overall condition of your space, eating areas, and other program space that you use on a regular basis (i.e. safe, clean, neat)

PROGRAMMING

1. Leads groups of children and facilitates learning while encouraging positive peer interactions.
2. Plans and facilitates core programming to advance the physical, social, emotional, and intellectual development of children.
3. Works collaboratively with peers, shares program-related information and shares in collective tasks.
4. Encourages creativity and intellectual curiosity by building on the student's interests and talents.
5. Oversees work of the Teacher's Assistant, if applicable.
6. Maintains all supplies, equipment and materials; informs the Site Director when new/additional supplies are needed.
7. Tutors and assists children individually or in small groups during homework time.
8. Participates actively with other staff in the planning process of zones.
9. Effectively implements innovative and engaging activities utilizing best instructional practices to develop physical and intellectual growth of children
10. During summer or holiday camps, contributes to and participates in daily camp activities, including check-in and check-out, opening/closing ceremonies, snack & lunch supervision, and programming. Will attend field trips and assist with transportation training as needed.

ENVIRONMENT

1. Provides a caring family-oriented environment where positive staff, child, and parent relationships are fostered.
2. Manages student behavior to ensure all students are fully engaged. Uses transition signals and positive behavior supports.
3. Presents a friendly, positive, and warm learning environment.
4. Engages with children in a positive and respectful way, through listening, acceptance, and appreciation.
5. Understands and appreciates the unique needs of the children, including cultural, language and special needs. Provides accommodations as needed.
6. Articulates to children clear standards and expectations, asks questions and actively listens, and gives timely effective feedback.
7. Maintains a well-organized and clean space conducive to learning.
8. Prepares lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.

PROFESSIONALISM

1. Manages, mentors, and coaches Group Leaders and Teacher's Assistants by demonstrating expected behaviors, disseminating required knowledge, and assisting with skill development.
2. Sets high standards of performance for self and others; assumes responsibility and accountability for successfully completing assignments or tasks.
3. Responsible for exercising discretion maintaining Program and student/family information on a confidential basis.
4. Maintains professional standards with students, parents, and colleagues.
5. Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of all stakeholders.
6. Conveys information and ideas clearly; possesses effective oral and written communication skills.
7. Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.
8. Respects and honors cultural diversity among children and families.
9. Exhibits a genuine nurturing, caring attitude to all children.
10. Maintains a positive, calm attitude and a soft voice, and encourage this attitude and voice in others.

11. Maintains a cooperative attitude of working together with Group Leaders, Site Director, parents, and Program Specialists in planning and implementing activities.
12. Builds a positive relationship with each participant in the program and fosters positive connections between participants. Actively engages with children at all times with the goal of fostering the positive development of each child and the group.

PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT

1. Seeks opportunities to learn and grow personally and professionally with a focus on continuous improvement.
2. Attends and maintains the required training hours as mandated by the state licensing agency.
3. Seeks help when needed and responds to requests for help in a supportive manner.
4. Focuses on continuous improvement by taking action to improve existing conditions and processes. Uses appropriate methods to identify opportunities, implement solutions, and measure impact.
5. Actively participates in all aspects of staff development, including weekly observations/mentoring, team meetings, pre-service training, an additional at least 15-20 hours of training during the school year.

Other Duties May Be Assigned: I have received and read the Group Leader job description and understand the requirements of the job. I understand this job description is not intended to be all inclusive; I am expected to perform other duties as assigned by my supervisor. Further, I acknowledge that AlphaBEST Education, Inc. reserves the right to revise or change job duties as the need arises.

THE GROUP LEADER HAS READ AND UNDERSTANDS THE POSITION EXPECTATIONS OF THIS ROLE, INCLUDING ADA REQUIREMENTS, AND RECOGNIZES RESPONSIBILITIES ARE SUBJECT TO CHANGE BASED ON BUSINESS REQUIREMENTS.

Name: _____

Date: _____

POSITION SPECIFICATIONS:

EDUCATION:

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EXPERIENCE:

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NON-DISCRIMINATION:

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ADA REQUIREMENTS - WORKING CONDITIONS AND PHYSICAL EFFORT

(Information is Mandatory for the Position Description File)

JOB TITLE: GROUP LEADER

DIRECTIONS: Check all characteristics which apply to position and select appropriate level if applicable. If other specific requirements are necessary, please add to bottom of form.

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- ☒ Must occasionally move about to access other areas in building, files, equipment, etc.
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- ☒ Will occasionally reach, turn and twist to reach or position self or objects.
- ☒ Will occasionally push or pull items up to 50 pounds.
- ☒ Will frequently operate or use a keyboard, calculator or other equipment with controls.
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- ☒ Move be able to occasionally move/transport without assistance weights up to (up to 50 pounds).
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- ☒ Must frequently communicate and converse with others.

ENVIRONMENTAL REQUIREMENTS:

- ☒ Occasionally work in close proximity with others and will work inside.
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MENTAL FACTORS

(check level required for position):

Decision-making level:

- ☒ Intermediate (with input from supervisor) or
- ☒ High (independent)

Reasoning level:

- ☒ Minimum
- ☒ Intermediate
- ☒ High

Analytical aptitude:

- ☒ Minimum
- ☒ Intermediate
- ☒ High
- ☒ High level of short-term memory required

OTHER CONSIDERATIONS FOR THIS POSITION DESCRIPTION:

- ☒ N/A

OUR WAY, YOUR WAY

AlphaBEST opened its first program in 2005 and began with contracts in two school districts serving approximately 50 schools. Today, AlphaBEST provides Extended Day, Summer Camp, and Enrichment programs at 600 sites across the nation. We are incredibly proud that in this time of growth, we have retained more than 99% of the district contracts established in our years of operation.

AlphaBEST Mission

We engage children's minds and expand their horizons in safe and discovery-filled environments.

AlphaBEST Vision

We will shape the future generations of thoughtful, curious problem-solvers and collaborators by showing them that learning can be fun, engaging and can happen anywhere.

AlphaBEST Core Values and Behavior Standards

AlphaBEST's core values drive the culture of the organization. Team members, regardless of job title or position, are expected to showcase AlphaBEST's values every day and uphold the behavior standards that ensure we will be our best. It is understood that individuals can interpret the meaning of these seven small core value statements very differently based on personal values and past experiences. Therefore, AlphaBEST provides team members with guidance about what these core values should look like when they are put into practice. Core values are the expectations, while behaviors and AlphaBEST actions show team members how to exhibit the values each day in the workplace.



ALPHABEST CORE VALUES AND BEHAVIORS

BEST AT WHAT WE DO

Competencies: Excellence and Professionalism

AlphaBEST team members strive for excellence in all aspects of the role, demonstrating professionalism and consistently meeting or exceeding performance expectations.

Key Behaviors:

- Manages input of data across all AlphaBEST systems (i.e., timekeeping, payroll, and student systems) accurately and efficiently.
- Shows a high level of dedication and accountability in their core role.
- Is consistent and reliable in their daily tasks and responsibilities.
- Represents AlphaBEST with professionalism.
- Takes responsibility to understand role expectations (reviews manuals, job description, policies, procedures, completes training, etc.)
- Delivers (or supports Operations in the delivery of) the highest level of quality programs.



CHILDREN FIRST

Competencies: Safety and Well-being

AlphaBEST team members consistently prioritize the safety and supervision of every child in every program, every day.

Key Behaviors:

- Maintains a safe and secure environment for all children.
- Effectively supervises children and manages student behavior.
- Understands and complies with all safety standards.
- Ensures all licensing requirements are met to provide a high standard of care.



DRIVEN BY INNOVATION

Competencies: Innovation and Growth

AlphaBEST team members embrace a growth mindset and actively seek opportunities to improve and innovate. This involves being a catalyst for positive change and contributing to a "career launchpad culture".

Key Behaviors:

- Thrives when taking on new responsibilities and stretching beyond current role expectations.
- Proactively identifies and implements new and creative solutions.
- Actively seeks and accepts feedback, and implements behavioral change based on the information received.
- Maintains a focus on continuous improvement strategies, resulting in high-quality personal and professional work.
- Demonstrates initiative and a willingness to learn.



HAVE FUN

Competencies: Engagement and Enthusiasm

AlphaBEST team members create a fun, engaging, and positive learning environment for children while maintaining a high level of enthusiasm for their work.

Key Behaviors:

- Infuses joy and creativity into daily activities and curriculum implementation.
- Maintains a positive, upbeat attitude that fosters a “discovery-filled” environment.
- Engages children in hands-on learning that sparks their curiosity.
- Shows enthusiasm for their role and for AlphaBEST’s mission.
- Creates an enjoyable and positive environment for children and teammates.



MAKE IT RIGHT

Competencies: Accountability and Resolution

AlphaBEST team members take ownership of mistakes, addressing unexpected situations seamlessly, and learning from missteps to find a positive resolution.

Key Behaviors:

- Accepts responsibility for errors and focuses on finding a resolution.
- Communicates honestly about challenges and works to make things right.
- Uses a problem-solving mindset to prevent similar issues from happening again.
- Matches words and actions to build trust with teammates and leaders.



VALUE CONNECTION

Competencies: Collaboration and Team Impact

AlphaBEST team members build and maintain strong, positive connections with children, families, and colleagues to foster a supportive and collaborative environment.

Key Behaviors:

- Engages and communicates effectively and respectfully with all stakeholders.
- Provides and receives peer support and works well with a team.
- Demonstrates high-quality work and understands how their work positively impacts children and the team.
- Creates a safe, trusting environment for fellow team members.



“YES MINDSET”

Competencies: Proactive Problem-Solving

AlphaBEST team members embrace a “can-do” mindset and are proactive in solving problems and overcoming challenges.

Key Behaviors:

- Demonstrates a willingness to learn new things and take on new responsibilities.
- Thinks critically and creatively to address challenges with a positive mindset.
- Anticipates potential problems and takes action to prevent them.
- Adapts to situations quickly and understands various viewpoints of a problem.



GENERAL EMPLOYMENT INFORMATION

INTRODUCTION

This Handbook is designed as a ready reference for team members throughout employment with AlphaBEST. In this Handbook, team members can find AlphaBEST's employment policies, rules and benefit programs, but this Handbook is not necessarily the final word on each issue. Depending on a team member's position, a team member may receive other policies that govern his or her employment with AlphaBEST.

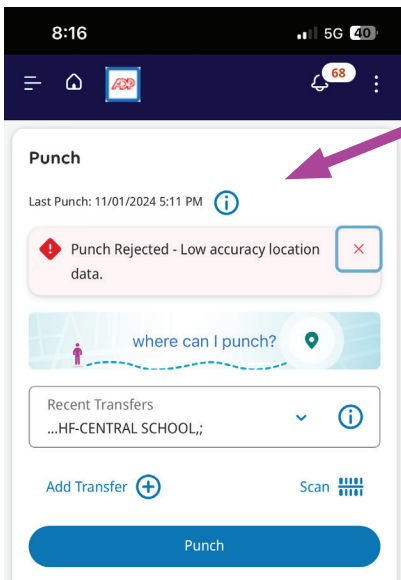
The benefits and policies described in this Handbook may be modified, suspended, or revoked at any time, at the discretion of AlphaBEST, without prior notice and without any written revision of this Handbook, as permitted by applicable law. The benefits, rules, and practices described in this Handbook are general pronouncements of current Company policy and are not to be construed as being or creating any terms or conditions of an employment contract, express or implied. The contents of this Handbook are presented as a matter of information only. The plans, policies, and procedures described are not conditions of employment.

Nothing in this Handbook is intended to preclude any team member from engaging in conduct that is protected by Section 7 of the National Labor Relations Act, including but not limited to the right to engage in concerted protected activity for the purposes of mutual aid and/or protection. Nothing in this Handbook will be interpreted, applied, or enforced to interfere with, restrain, or coerce team members in the exercise of Section 7 rights.

This Handbook is the property of AlphaBEST, and AlphaBEST also reserves the right to alter the contents of this Handbook as necessary at any time, for any reason, with or without cause or prior notice.

Team members are required to read, understand, and comply with this Handbook and sign the Acknowledgment of Team Member Handbook and Employment At-Will.

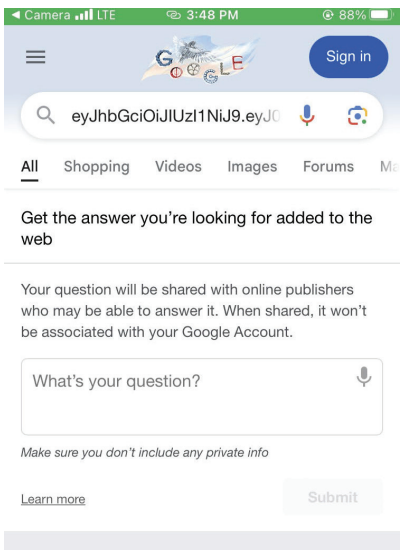
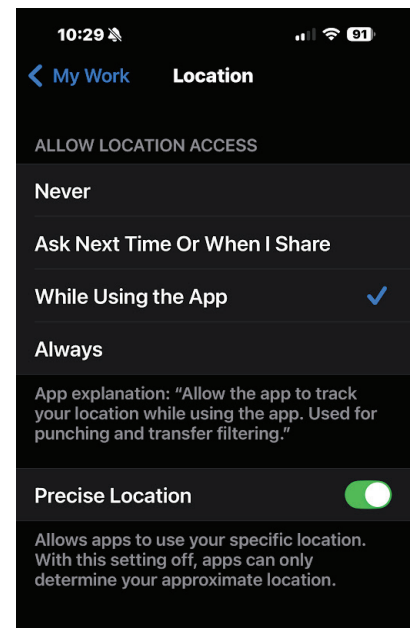
ADP WORKFORCE MANAGER QR CODE AND ACCESS TROUBLESHOOTING



If you receive an error message that states “**Low accuracy location data**”, please try the following:

Based on the error you have received, can you please confirm in your **SETTINGS APP** on your phone that you have allowed location services “While using the app” and “Precise location” for the MyWork app?

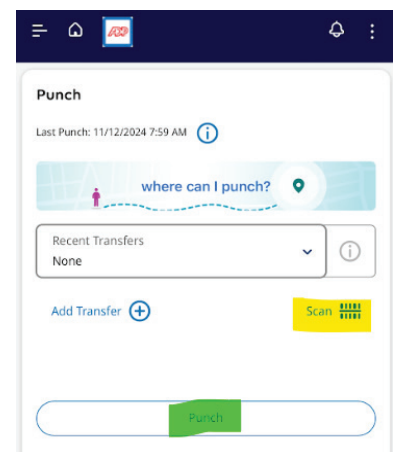
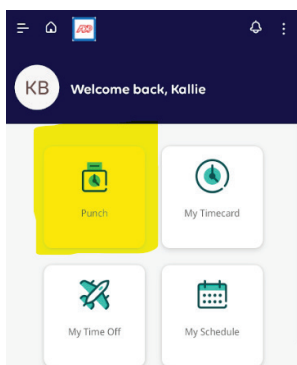
Your settings should resemble this image:



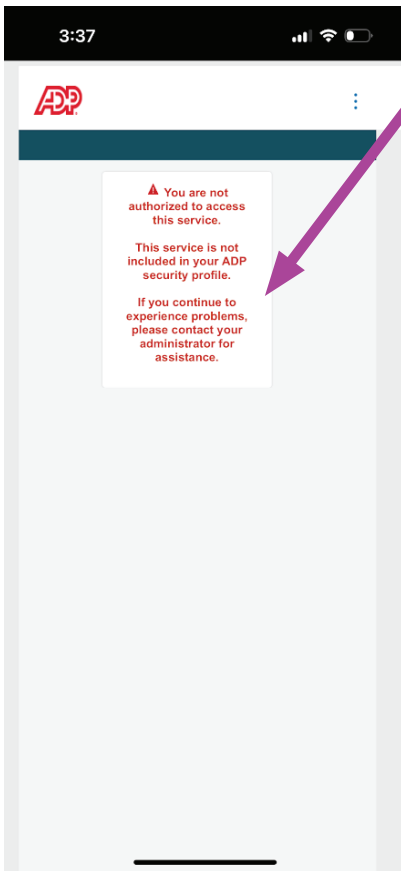
If you receive this message:
“You are scanning the QR code outside of the MyWork app”.
 Please follow the instructions below.

You will need to log into the MyWork app by ADP, this is the same username used for ADP Mobile. Once you have logged in, there should be a tile that says punch. You select Punch, then select Scan, and you will scan the QR code here. If you are clocking in, just press punch. If you are clocking out, you will change the recent transfer to **NONE** and then punch. You may have to go between the site name and **NONE** in order for it to register.

If you receive an error message when clocking in the app, please screenshot it and send it to us. If an employee cannot access their ADP account, please have them reach out to us at Payroll@alphabest.org.



ADP WORKFORCE MANAGER QR CODE AND ACCESS TROUBLESHOOTING

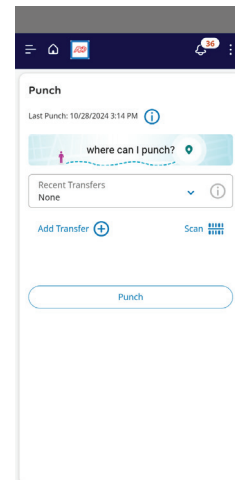
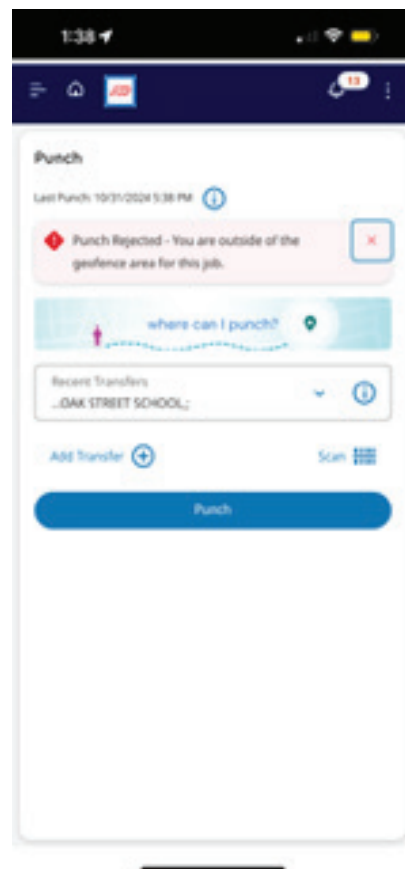


If you receive **this error**, you may be using the wrong user name.

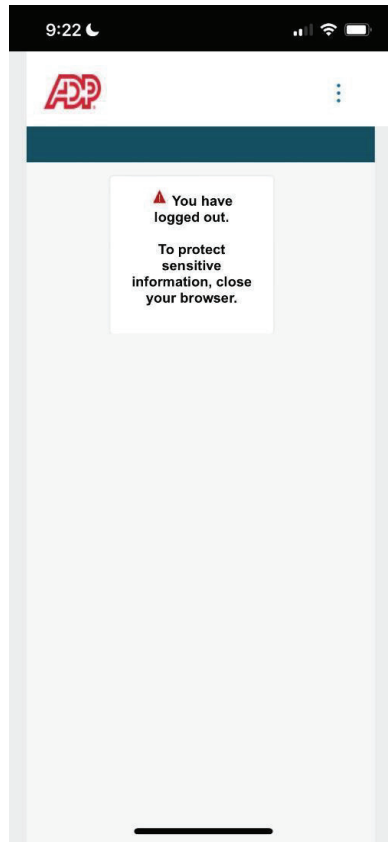
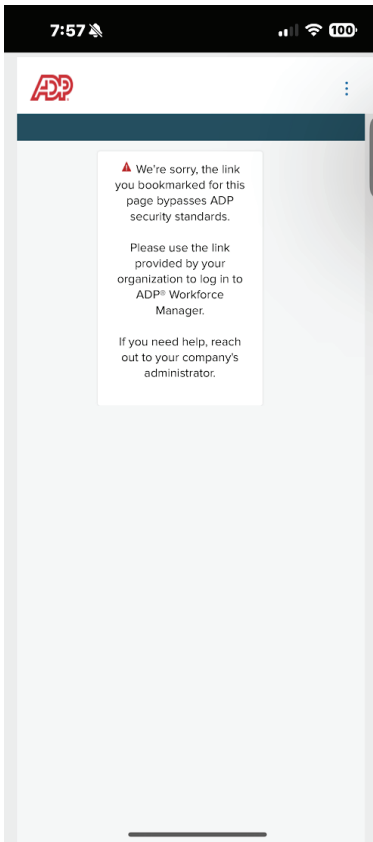
Based on the error you are receiving, please try to close out your app completely and reopen it. It also might be your username. Can you please provide us with the username you are using to access the MyWork app?

If you receive "**Outside of Geo fence**" please send this email.

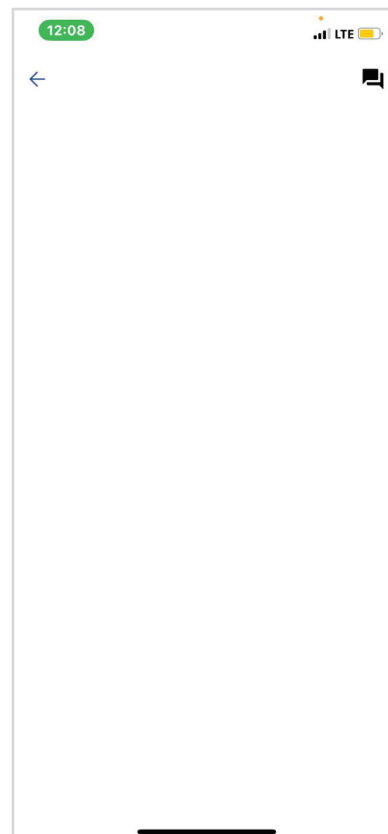
Please check your phone settings to ensure you have allowed a precise location for the MyWork app. Can you please send us a screenshot of your map? This can be found under "Where can I punch?" Please include the purple person, the entire school, and the blue dot. If you are the only person experiencing this issue, please turn your phone off and back on while you are at the site. This will help your phone connect to the surrounding networks better.



ADP WORKFORCE MANAGER QR CODE AND ACCESS TROUBLESHOOTING



If you receive **this error**, you may have left the app running in the background.

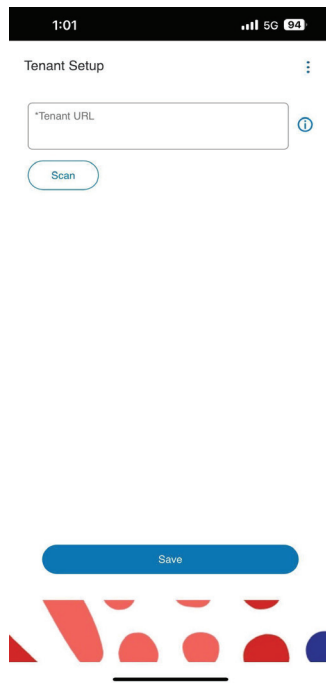
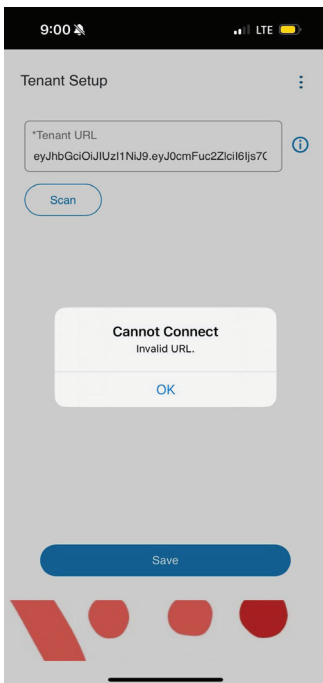


If you are receiving a **white screen**:

Please notify us at payroll@AlphBEST.org immediately. Unfortunately, this is an error that ADP is experiencing. They are working on a solution to fix this as soon as possible.

Please have your Site Director or Area Manager enter your time for you until this is fixed. Also, please continue to log in periodically as they may have found a solution before we are able to notify you.

ADP WORKFORCE MANAGER QR CODE AND ACCESS TROUBLESHOOTING

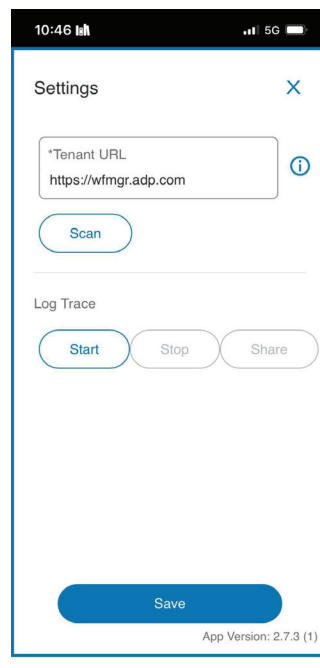
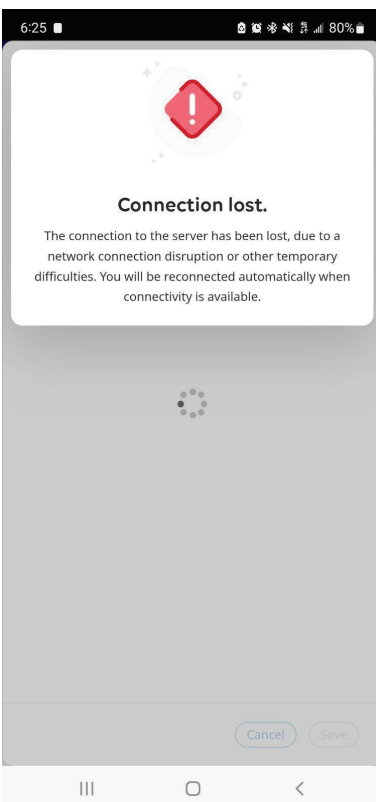


Please try clearing your cache and cookies (this can be completed through a web browser on your cellular device) and try logging in again and delete the URL that's in the box, and enter the following:

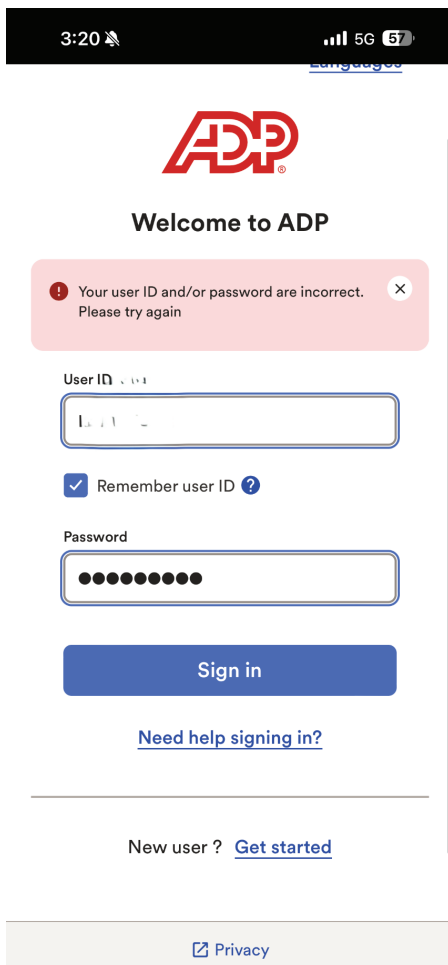
<https://wfmgr.adp.com>

Please ensure you copy and paste the link exactly as it is, Any "/" or spaces before or after the link can cause it to error as well. Once pasted, click save.

If you receive this error message, please close and reopen the app. If the app is left running in the background, the app will time out and give this error message when one tries to re-access. You may also receive this error message if there's an issue with the Wifi/service.



ADP WORKFORCE MANAGER QR CODE AND ACCESS TROUBLESHOOTING



3:20 5G 57%

ADP

Welcome to ADP

! Your user ID and/or password are incorrect. Please try again

User ID

Remember user ID

Password

Sign in

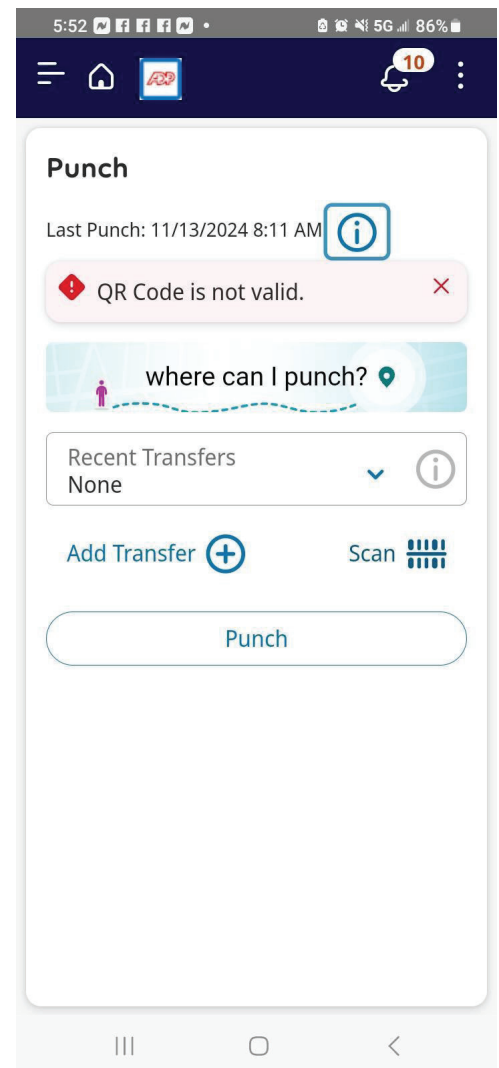
[Need help signing in?](#)

New user? [Get started](#)

[Privacy](#)

If you receive this error message, please ensure you are using the correct user ID and not a previous employer. You are able to reset your password or reach out to us at payroll@alphabest for further assistance (we can also assist if your account is locked).

Can you please send a photo of the QR code that you are currently using to Payroll@alphabest.org? This way we are able to ensure that you are using the correct and most update to date QR code. Also, please make sure that you are capturing the entire QR in your scan box when scanning.



5:52 5G 86%

Punch

Last Punch: 11/13/2024 8:11 AM

! QR Code is not valid.

where can I punch?

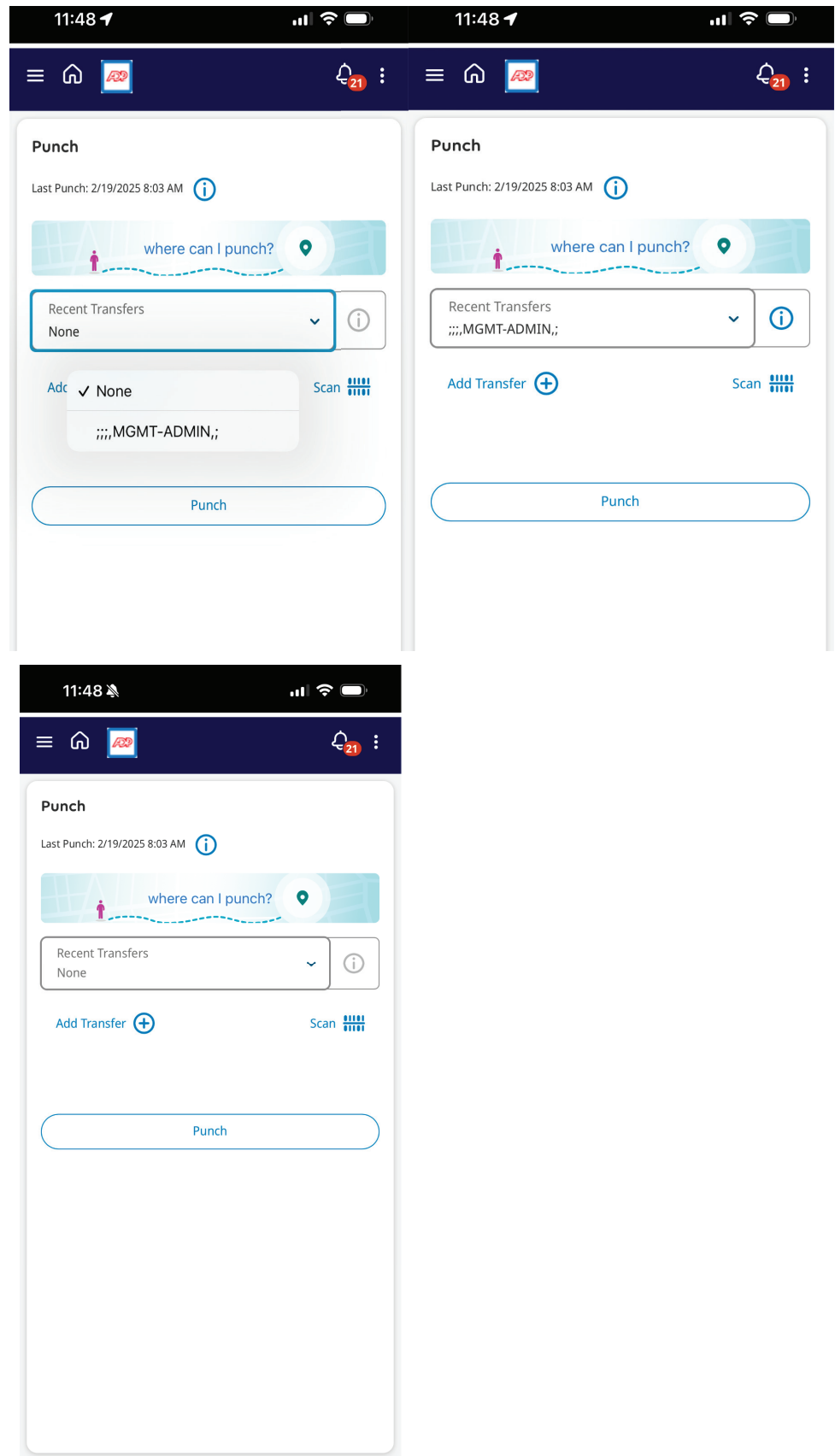
Recent Transfers
None

Add Transfer Scan

Punch

ADP WORKFORCE MANAGER QR CODE AND ACCESS TROUBLESHOOTING

If **"None"**, is not saving;
Please click the dropdown
menu and click a school
name. The name should
reflect in the "recent
Transfer" box, click the
dropdown menu again and
select None. One may need
to do this numerous times
in order for **"None"** to save.



CLOCK IN INSTRUCTIONS

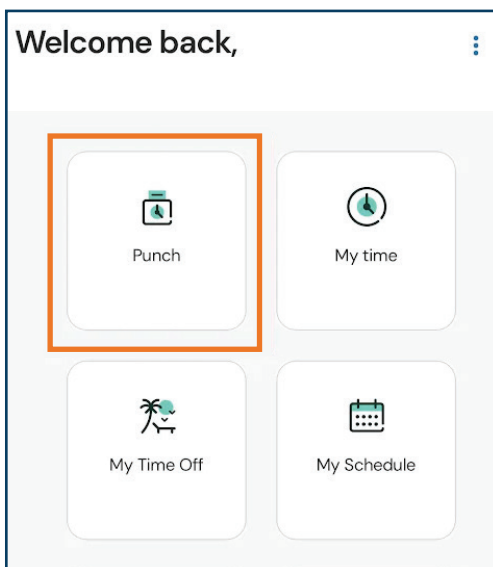
Download the ADP MyWork application.

Scan the QR Code below to download the application in your mobile store.

IOS Device



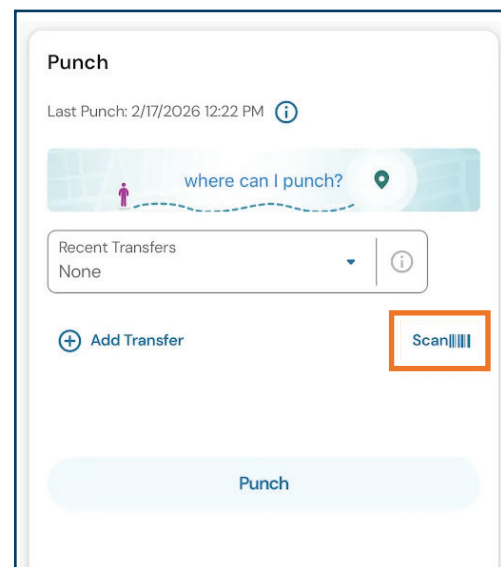
Step 1: Log into ADP MyWork and select the Punch tile on your Dashboard.



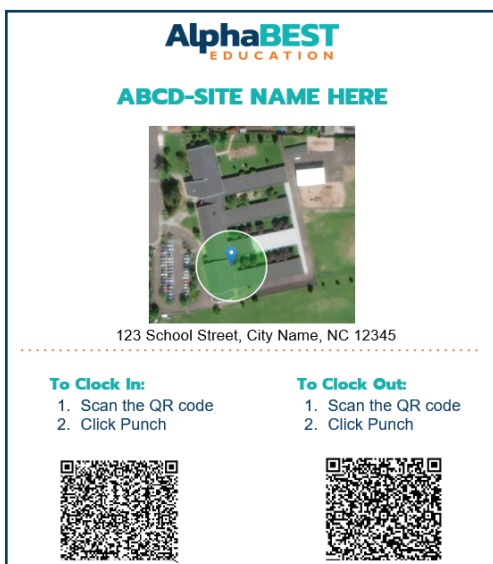
Android Device



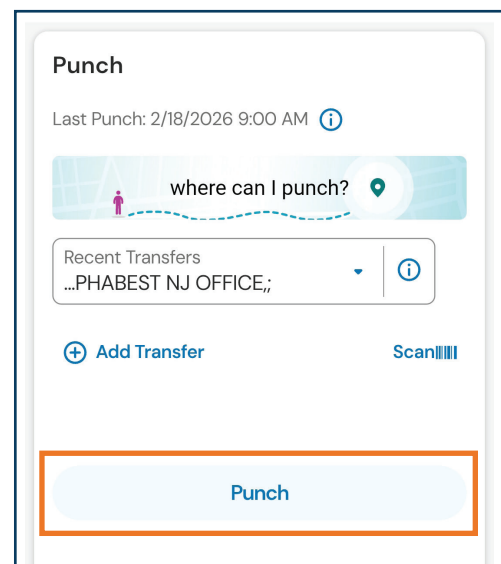
Step 2: Select the blue scan icon to scan your location's QR code.



Step 3: Scan your location's Clock In QR Code.
(This will populate a field in "Recent Transfers".)



Step 4: Select the Punch button.

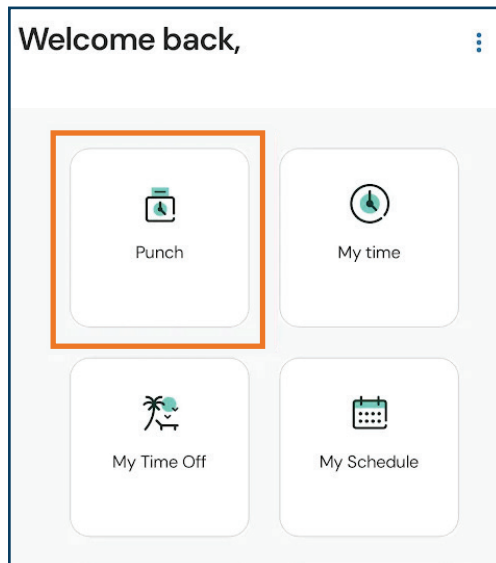


Please note: You will only be able to punch in by scanning the QR code on site.

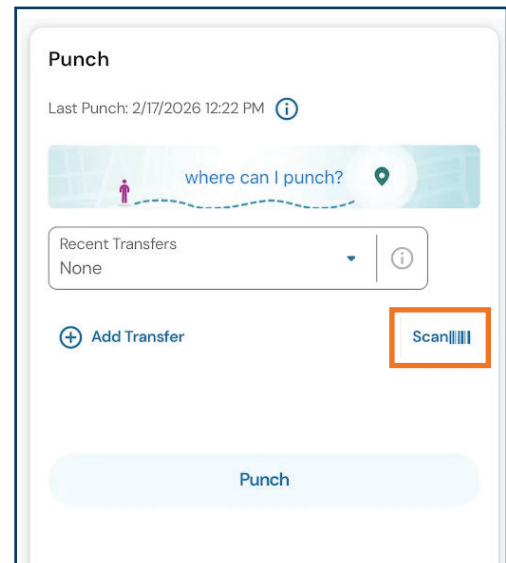
MISSING PUNCH INSTRUCTIONS

Ensure you have punched in before attempting to punch out.

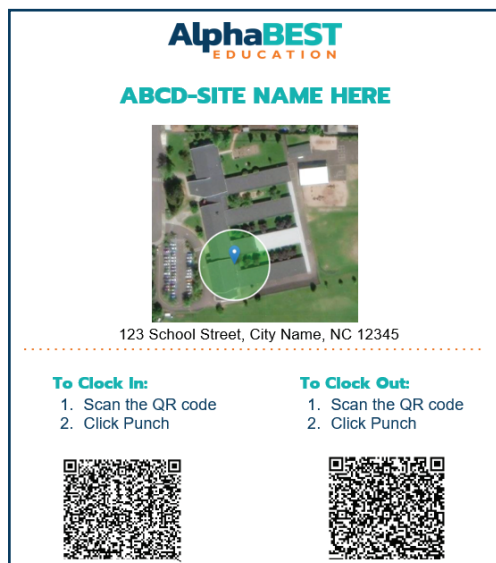
Step 1: Log into ADP MyWork and select the Punch tile on your Dashboard.



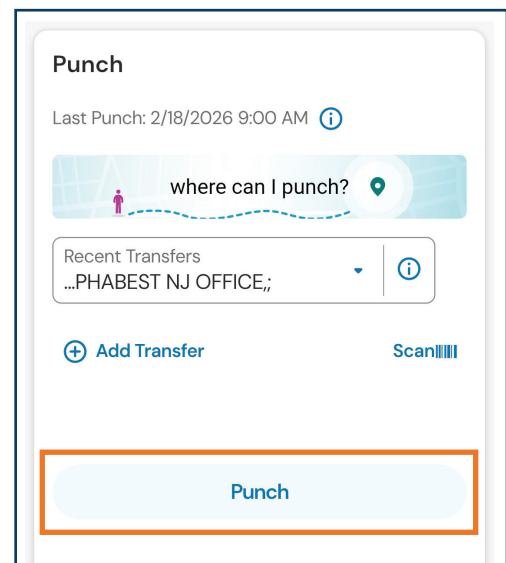
Step 2: Select the blue scan icon to scan your location's QR code.



Step 3: Scan your location's Clock Out QR Code.



Step 4: Select the Punch button.



Please note: You will only be able to punch out by scanning the QR code on site.

PARENT BOARD, SITE SET-UP, + SITE SIGNAGE

PARENT BOARD SET-UP

Please only add the AlphaBEST-approved signage with the magnetic frames. Do not use tape or putty on the parent boards.

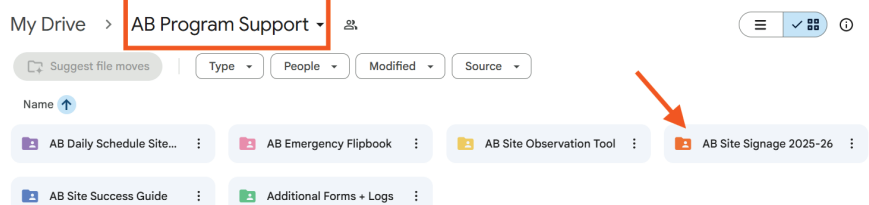
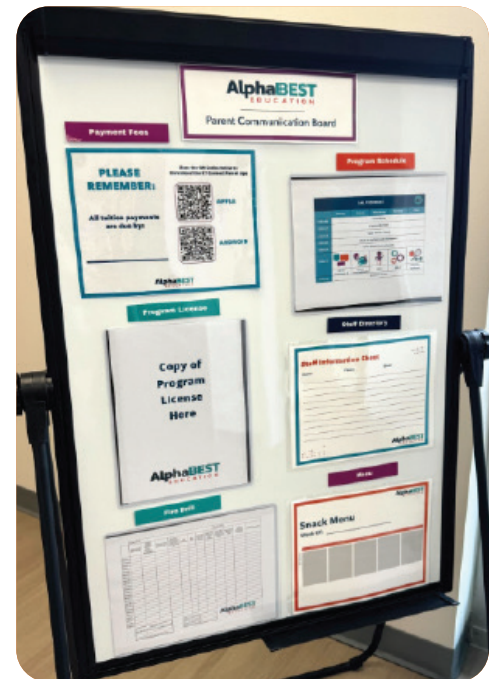
- Main AlphaBEST Header
- Small Headers
- Tuition Reminder
- First Aid
- Menu
- Staff Info Sheet
- Site Schedule
- Flyer

SITE SET-UP

- Keeping your site organized is key.
- Label shelves by Expeditions so that it will be easy to pull when it's time to do Expeditions.
- Hang up your doorbell with your doorbell sign.
- Charge your Walkie Talkies and use them daily.
- Charge all tech items every evening.
- Lock tech tubs at the end of each shift.

If you need **AlphaBEST Signage**, please follow the steps below:

- Log in to your AlphaBEST Email.
- Go to your Drive and search "AB Program Support"
 - There you will find AB Approved Signage and more.



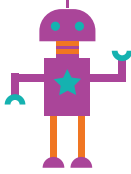
If you have any questions about parent boards, site signage, or need a sign created, contact:

Amanda Chambers at achambers@alphabest.org

DAILY SCHEDULE

Following a daily site schedule helps students feel secure, focused, and ready to be engaged. When students know what to expect throughout the day, transitions become smoother, behavioral challenges are reduced, and more time can be spent on meaningful learning and engagement. A predictable routine also supports the development of responsibility, self-regulation, and positive habits by providing clear expectations and structure.

Consistency is the key to making a schedule effective. When team members reliably follow the schedule each day, students build trust in the routine and are more likely to remain engaged, participate appropriately, and respond positively to expectations. Consistent schedules create a stable environment where students can thrive.

DAILY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30-2:50 pm	Attendance/Bathroom				
2:50-3:10 pm	Snack/Bathroom				
3:10-3:25 pm	Community Circle				
3:25-4:00 pm	Gross Motor/Recess/Outside				
4:00-4:20 pm	Wash Hands/Bathroom				
4:20-5:20 pm					
	World Languages & Culture	Arts & Entertainment	STEM	Maker	Fitness & Wellness
5:20-5:45 pm	Student's Choice				

AB EXPEDITION IMPLEMENTATION GUIDE

At AlphaBEST, we believe every child deserves an engaging, high-quality extended-day experience. Implementing Expeditions daily is a core part of AlphaBEST's mission and a mandatory part of every team member's job. This guide outlines how each team member contributes to bringing Expeditions to life.

GROUP LEADER

- ☑ Prepare with confidence for Expeditions using the 3-Step Prep method.

3-STEP PREP METHOD:

1. Use the material list on the Activity Guide to gather all the information.
2. Watch the Intro Video for that session.
3. Complete the activity and make a sample.

- ☑ **Support success for every student.**
 - Focus on the student experience.
 - Facilitate with flexibility and creativity using provided modifications to support diverse learners.
- ☑ **Attend Expedition-specific overviews/trainings/workshops.**

SITE DIRECTOR

- ☑ **Work with your Area and District Managers to build and maintain the Expedition Rotation.**
(See an example behind this guide)
- ☑ **Support Your Team.**
 - Ensure Group Leaders have what they need.
 - Attend training together when possible.
 - Create and implement a plan to ensure Expedition prep.
- ☑ **Stay Materials-Ready**
 - Double-check that all materials have arrived.
 - Store them neatly in designated spaces.
 - Flag any missing or damaged items to your AM or DM quickly so replacements can be sent.
- ☑ **Communicate the Excitement: Help caregivers and school partners understand the enrichment students are receiving.**
 - Post your Expedition Rotation on the parent board.
- ☑ **Attend Expedition-specific overviews/trainings/workshops.**
- ☑ **Fulfill all Group Leader responsibilities as needed.**

AB EXPEDITION IMPLEMENTATION GUIDE

SITE DIRECTOR

- ✓ **Work with your Area and District Managers to build and maintain the Expedition Rotation.**
(See an example behind this guide)
- ✓ **Support Your Team.**
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 - Store them neatly in designated spaces.
 - Flag any missing or damaged items to your AM or DM quickly so replacements can be sent.
- ✓ **Communicate the Excitement: Help caregivers and school partners understand the enrichment students are receiving.**
 - Post your Expedition Rotation on the parent board.
- ✓ **Attend Expedition-specific overviews/trainings/workshops.**
- ✓ **Fulfill all Group Leader responsibilities as needed.**

AREA MANAGER / DISTRICT MANAGER

- ✓ **Support and ensure the Expedition implementation**
 - Guide, encourage, and celebrate wins.
 - Model the Standard.
- ✓ **Communicate the Excitement:** Help school partners understand the enrichment students are receiving.
- ✓ **Bridge Communication:** Pass along information and connect your staff with the curriculum resources they need.
- ✓ **Attend Expedition-specific overviews/trainings/workshops when possible.**
- ✓ **Fulfill all Group Leader & Site Director responsibilities as needed.**

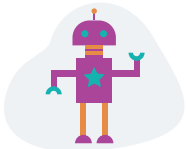
DEFINITIONS

CURRICULUM: All content that comes from the Curriculum Team (Enrichment, Expeditions, Break Camp, Summer Camp)

EXPEDITIONS: Nine-week enrichment units used in AB extended day programs. Every quarter, five new Expeditions are introduced. These are a cornerstone of our extended day programs and are designed to be accessible, flexible, and fun.

ALPHABEST EXPEDITION ROTATION

It is important to create consistency within your program. Each quarter, the curriculum team will give you an expedition rotation schedule. Once an expedition is assigned to that day, stick to that schedule for the entire quarter. This consistency will also help with planning and preparing materials! Below you will find an example of a weekly expedition schedule.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
India  WORLD LANGUAGES & CULTURES	SPHERO City  STEM	Soccer  FITNESS & WELLNESS	Drama-African Folktales  ARTS & ENTERTAINMENT	Maker Great Inventors  MAKER

SAFE TRANSITIONS GUIDE

Transitions are the times when children move from one activity or space to another (e.g., indoor to outdoor, snack time to activity, arrival to group). These are high-risk moments for lapses in supervision. This training will help staff execute smooth, safe, and compliant transitions.

Objectives:

- ✓ Define what a transition is and why it's a critical time for supervision.
 - ✓ Follow step-by-step procedures for safe transitions.
 - ✓ Conduct headcounts and face-to-name checks during transitions.
 - ✓ Use strategies to keep children engaged, calm, and safe.
 - ✓ Plan transitions ahead of time.
-

What Is a Transition?

A **transition** is any time a group of children moves from one location or activity to another.

Examples include:

- ✓ Arrival and dismissal.
 - ✓ Bathroom breaks.
 - ✓ Moving between indoors and outdoors.
 - ✓ Shifting from one activity center to another.
 - ✓ Lining up to go to the cafeteria or gym.
-

Why Transitions Matter:

- ✓ Children can wander off or be left behind.
 - ✓ Ratios can be compromised if movement isn't supervised.
 - ✓ Children may become disruptive if transitions are chaotic.
-



Transitions are one of the top times when supervision issues are flagged during licensing visits.

SAFE TRANSITIONS GUIDE

Step-by-Step: Safe Transition Procedures:

1. Prepare Before the Transition

- ✓ Give children a 5-minute warning.
- ✓ Explain where they're going and what to expect.
- ✓ Assign staff and/or kids to zones (e.g., front, middle, back of line).
- ✓ Bring your updated roster in paper form or on your iPad.

Step-by-Step: Safe Transition Procedures

2. Conduct a Face-to-Name Check

- ✓ Match each child's face to their name and photo on the roster.
- ✓ Confirm that every child is accounted for before movement begins.

3. Move as a Group

- ✓ Use a walking rope or buddy system for younger children.
- ✓ Maintain sight and sound of all children.
- ✓ Walk, don't rush. Keep the group tight.
- ✓ The line doesn't need to be perfectly straight, just orderly.

4. Conduct Another Face-to-Name Check Upon Arrival

- ✓ Immediately verify that all children arrived at the destination.
- ✓ If a child is missing, follow your site's emergency protocol.

5. Engage Children During the Transition

- ✓ Use songs, games, or chants to keep children focused.
- ✓ Reinforce rules (e.g., walking feet, indoor voices).

Best Practices:

- ✓ Use walkie-talkies to communicate with staff.
- ✓ Avoid splitting the group unless staffing allows for a proper ratio.
- ✓ Never leave a child behind or out of sight.
- ✓ Have one staff member lead the group, and one follow from behind. If you are alone, always follow the kids, keeping instructions on stopping points given to the line leader.

Red Flags to Avoid:

- ✓ Moving without checking attendance or headcount.
- ✓ Letting kids run ahead or fall behind.
- ✓ Staff are distracted by conversations or phones.
- ✓ Skipping check-ins after reaching the destination.

ALPHABEST CLOSING CHECKLIST

- ☐ **Site Director to approve staff time daily in ADP.**
- ☐ **All Site Director supplies are put away in the correct place.** Be sure to treat the printer, doorbell, parent communication board, binders, Site Success Guide, and AlphaBEST sign with extra care.
- ☐ All tables are clean (no snack or craft residue left behind on tabletops or seats).
- ☐ **All Group Leader supplies are put away where they belong** - not thrown randomly into a cabinet, crates are stacked nicely and free of trash, and kits are neat and stored properly.
- ☐ Ensure the Chromebook, student + staff iPads, the site phone, and all walkies are turned off and resting on the chargers.
- ☐ All gym equipment was brought in and put away neatly.
- ☐ All areas used by AlphaBEST are swept, mopped, or vacuumed as needed, and the perimeter is free of trash.
- ☐ Student belongings left behind are turned into the "lost and found".
- ☐ The AlphaBEST sign is brought inside and stored carefully.
- ☐ Ensure all AlphaBEST areas are clean, neat, and free of clutter.
- ☐ Ensure the bathrooms are clean, free of trash, and the toilets are flushed.
- ☐ Ensure all lights are turned off, if required.
- ☐ Make sure the door locks behind you when you leave.

Leave the space better than you found it.

Average Day for Summer Program:

STEP 1:

- ☑ Log in to the **Point of Care App** using your KT Login.
 - Staff need to log in to their own KT account. If they do not have one, the AM can create one for them.
 - Staff **MUST** mark themselves present. This should be the first step once logging into the POC App.

STEP 2:

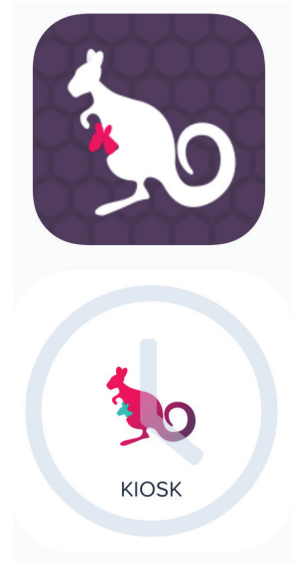
- ☑ Log in to the **Kiosk App** using the same login info you used for the POC App.
 - Parent checks child in via the Kiosk App.

STEP 3:

- ☑ Parents should always be checking the child in.
- ☑ Staff takes custody of the child via **Summer Class** (swiping the child from the right side to the left).
- ☑ The parent also checks the child out via the Kiosk App.
 - Staff should not check students out on their own. They should have the parents use the Kiosk App so we can keep accurate records of who picks the child up.

STEP 4:

- Staff log out of the Point of Care App each day, as well as the Kiosk App.



Average Before and After School Day:

BEFORE SCHOOL:

STEP 1:

- ☑ Log in to the **Point of Care App** using your KT Login.

STEP 2:

- ☑ Log in to the **Kiosk App** using the same login info you used for the POC App.
 - Parent checks child in via the Kiosk App.

STEP 3:

- ☑ Parents should always be checking the child in.
- ☑ Staff takes custody of the child via the **Before School Class** (swiping the child from the right side to the left).
- ☑ **Before School Programs Check-out - releasing them to school:** Group Leader or Site Director.



ALPHABEST SITE DIRECTOR REFERENCE SHEET FOR KANGAROOTIME

STEP 4:

- ☑ Staff checks the child out of the **Before School Class via Point of Care** (swiping the child from left side to the right).
- ☑ **IMPORTANT:** This step is very important, or children will stay clocked in all day, causing attendance to be inaccurate.

AFTER SCHOOL:

STEP 1:

- ☑ Log in to the **Point of Care App** using your KT Login.
 - Staff checks the child in via After School Class via Point of Care.
 - Staff takes custody of the child via After School Class (swiping the child from right side to the left).

STEP 2:

- ☑ Log in to the Kiosk App using the same login info you used for the POC App.

STEP 3:

- ☑ Parent checks child out via the Kiosk App.

Average Day for ONLY AFTER SCHOOL:

- ☑ Log in to the **Point of Care APP** using your KT credentials.
- ☑ Staff checks the child in via After School Class via Point of Care.
- ☑ Parent checks child out via Kiosk app.
- ☑ Staff logs out of Point of Care.

ATTENDANCE MENU:

HOW TO ADD A FLEXIBLE SCHEDULING SESSION VIA THE ATTENDANCE MENU:

- ☑ Select **Attendance** in the navigation menu.
- ☑ Select **Attendance/Bookings**.
- ☑ Select the pink **Add Session** button at the top of the screen.
- ☑ Enter the date of the **Flexible Scheduling** session.
- ☑ Select the class and the child's name.
- ☑ Select the fee that will be charged to the account for the drop-in session.
- ☑ **IMPORTANT:** This should always be the Flexible Scheduling Fee.
- ☑ Select the pink **Save button** to save.
- ☑ Log into KT web version at k2.kangarootime.com

Add Session

×

Date *

5/12/2025

Class *

After School Program 2024 - 2025

▼

Child *

Select...

▼

Drop Off

HH:MM

AM

PM

Pick Up

HH:MM

AM

PM

Fee Name *

Flexible Scheduling - PM

▼

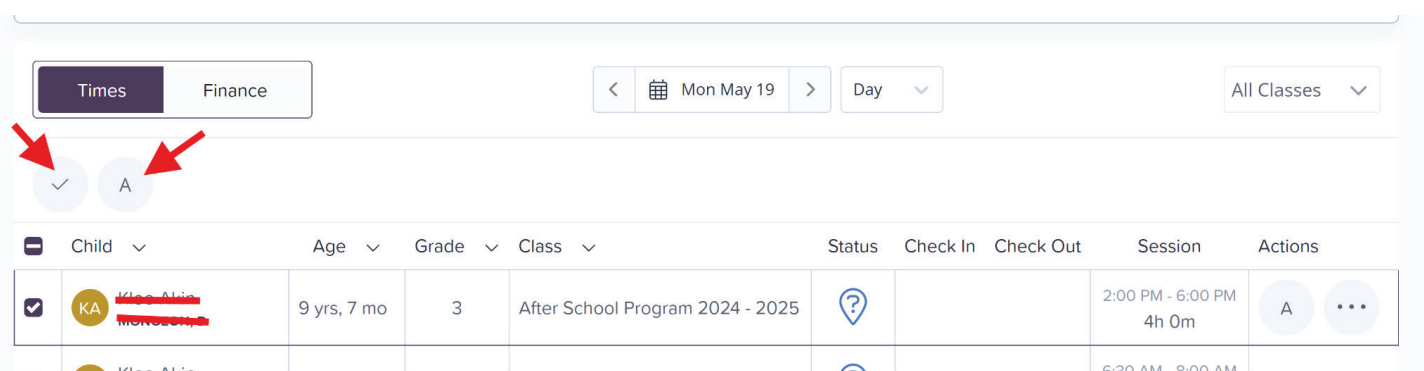
Cancel

Save

ALPHABEST SITE DIRECTOR REFERENCE SHEET FOR KANGAROOTIME

HOW TO MANUALLY CHECK A CHILD IN/OUT VIA THE ATTENDANCE MENU:

- ☑ Select **Attendance/Booking** in the navigation menu.
- ☑ Scroll down to the list of children and locate the necessary child.
- ☑ On the Attendance table, in the Actions column, select the check mark icon to check in the child.
- ☑ To mark a child absent, hit the A button and select the reason.
- ☑ To check out, select the arrow icon.



HOW TO ADJUST A CHECK IN AND CHECK OUT TIME:

- ☑ Select **Attendance** in the navigation menu.
- ☑ Select **Attendance/Bookings**.
- ☑ Scroll down to the list of children and locate the correct child.
- ☑ On the Attendance table, in the Actions column, select the more icon (three dots).
- ☑ Select View/Edit, Select Edit.
- ☑ Make the desired edits.
- ☑ Select Save.

NOTE: Be aware of what time your programming starts and ends - *if children are checked in early (before programming is supposed to start) or checked out late (after programming is supposed to end) this could have financial implications for families.* It is a good idea to get into the habit of checking the attendance list as the last thing you do before leaving to make sure all children have been checked out. If children are left checked in, that could cause financial implications for the family.

ALPHABEST SITE DIRECTOR REFERENCE SHEET FOR KANGAROOTIME

HOW TO TAKE BULK-ATTENDANCE OF A GROUP: CHECK-IN

- ✓ Select **Center Overview**.
- ✓ Select Classroom.
- ✓ Tap the Children's tiles in your presence.
- ✓ Place and hold a finger on a selected child's tile.
- ✓ Drag and drop a selected child's tile to the left side of the tablet screen (classroom side).
- ✓ Review the **custody** window.
 - Tap the green checkbox to remove a child from the change custody list.
- ✓ Select the **Confirm** button.



HOW TO TAKE BULK ATTENDANCE OF A GROUP: CHECK-OUT

- ✓ Select **Center Overview**.
- ✓ Select **Classroom**.
- ✓ Tap the Children's tiles who are leaving the center's custody.
- ✓ Place and hold a finger on a selected child's tile.
- ✓ Drag and drop a selected child's tile to the right side of the tablet screen.
- ✓ Review custody window.
- ✓ **Tap the green checkbox** to remove a child from the change custody list.
- ✓ Select the **Confirm** button.

HOW TO MARK YOURSELF AS PRESENT AS A STAFF MEMBER:

- ✓ Log in to the **Point of Care** app.
- ✓ Find your photo under the **Available** column and drag your icon into the correct class.
- ✓ Double-tap your icon.
- ✓ Select the **Present** button.
 - *You can also mark yourself as Not Present using the same steps should you no longer be present in the classroom.*

HOW TO CHANGE STAFF IN POINT OF CARE:

- ✓ Click on the 3-line icon (AKA "hamburger" menu) in the top left corner of your screen.
 - Click on **Change Staff**.
- ✓ You can toggle the **Show All** button to see who is available, then select the staff member you would like the device to switch to.
- ✓ Hand the device to the staff member, and they will need their PIN to officially switch the staff member, in which all activities will be logged until another switch has been made.

NOTE: For a staff member to show as available to take over, they **MUST** have their icon in a classroom before you tap on the Change Staff option.

POINT OF CARE APP

HOW TO REFRESH POINT OF CARE

- ✓ Expand the hamburger menu in the top left corner of your screen.
- ✓ Click **Center Overview**.
- ✓ The app is refreshed and reflects all actions and activity occurring in the classrooms across the center.

HOW TO CREATE A TEMPORARY CLASSROOM IN POINT OF CARE (MAKING GROUPS)

- ✓ Log in to the Point of Care App using your KT Credentials.
- ✓ From the **Center Overview** screen.
- ✓ Review the classroom **Staff** and ensure 2 Staff are **Present** in the classroom.
 - Add **Available** Staff members to the classroom if needed.
- ✓ Select **Classroom**.
- ✓ Tap a Staff member present in the classroom.
- ✓ Tap the children's tiles that will move.
- ✓ Select the **Split Class** icon located below the children's tiles.
- ✓ Enter **Group Name** or use the default name provided.
- ✓ Select **Space**.
- ✓ Select the **Confirm Split** button.

MOVING A CHILD FROM ONE GROUP TO ANOTHER:

- ✓ From the Detailed view, select the class/group the child is currently in.
- ✓ Find the child and double-tap the square with the child's icon.
- ✓ Select **More...**
- ✓ Select the **Change Classes** option, select the group where the child should be moved.
- ✓ Select **Change Class**.

HOW TO MOVE A CLASS/GROUP TO A DIFFERENT SPACE:

- ✓ From the **Overview** view in Point of Care, hold down on the six dots on the class you want to move.
- ✓ Drag and drop the tile to the space you want the class to move to.



POINT OF CARE APP

HOW TO COMBINE A GROUP WITH THE ORIGINAL CLASS

(ex., you create a custom group called *Insert Staff Name* group from the After School Class):

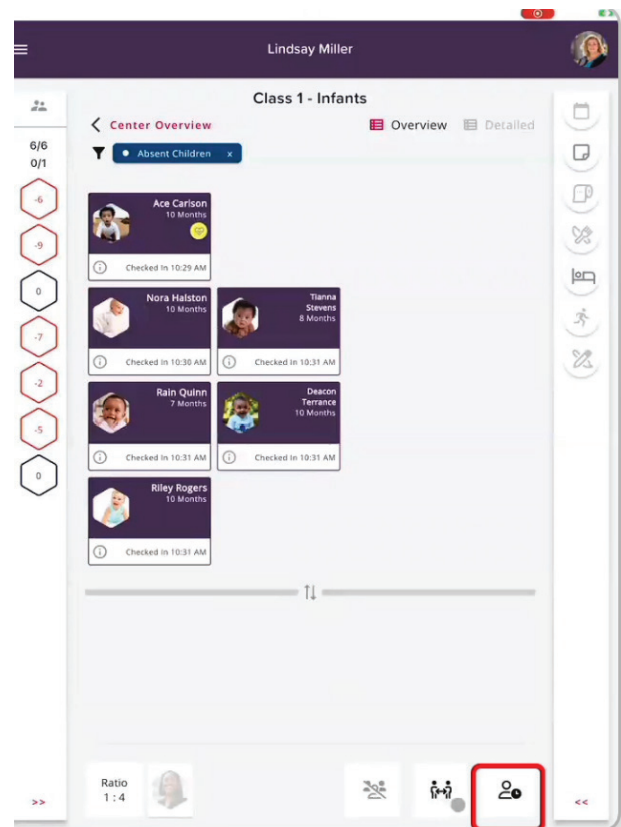
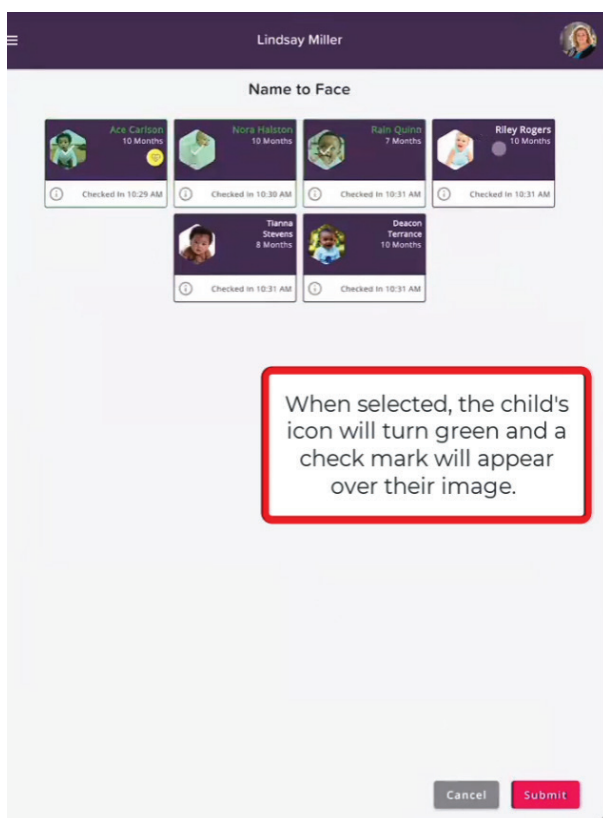
- ✓ From the **Overview** view in Point of Care, hold down on the six dots on the group you want to combine with the class.
- ✓ Drag and hover over the main class until it turns green.
- ✓ Drop the group into the class – staff and children will re-join that class.

HOW TO PERFORM THE NAME TO FACE ACTION:

- ✓ Within the class, tap the icon that looks like a person with a clock.
- ✓ The Name to Face screen will pull up all checked in children in the class – tap the tiles on all children you would like to perform the Name to Face action.
- ✓ Tap **submit**.
- ✓ After you tap Submit, you'll be directed back to the classroom view without any indication that the action has been performed; however, the Name to Face has been recorded, and the data can be pulled via the Name to Face report.

PRO TIP:

You can set an alarm on the iPad for every 30 minutes so you never miss a Face.



SCHEDULED GROUPS FEATURE GUIDE

What are Scheduled Groups?

This feature helps you organize enrolled students into smaller, focused groups for specific activities, based on age, or scheduling needs within your programs.

How to Access Scheduled Groups:

- ✓ **Step 1:** Navigate to our **School product** using the app switching bar.
- ✓ **Step 2:** **Select the School** you want to work with.
- ✓ **Step 3:** Go to our **Classes** page.
- ✓ **Step 4:** Click the **group icon** (looks like multiple people) next to the Options filter.

How to Create a New Group:

- ✓ **Step 1: Start Creating**
 - Click "New Group".
- ✓ **Step 2: Select Your Base Class**
 - Choose the **Class** you want to base your group on.

Note: *You can only select students from this chosen class.*
- ✓ **Step 3: Set Up Group Details**

Complete the following information:

 - Enter **Group Name**.
 - Select **Starting Space** for the group.
 - Select the **Days of the Week** you want the group scheduled for.
 - Enter the **Date Range** for when the group should run.

Important: *Groups created today will appear the next day. This 24-hour delay protects data integrity in case attendance has already been taken.*
- ✓ **Step 4: Select Students**
 - Choose which students to assign to your group; bulk selection is possible.
 - Use the grade filter to easily find students by grade level.

Important: *Students can be added to an active group at any time (the 24-hour delay will apply here as well; they will show the following day).*

Helpful Features:

- ✓ **Automatic Roster Management**
 - **Smart Scheduling:** Students appear on rosters based on their individual schedules, so no manual scheduling needed.
 - **Auto-Removal:** If a student's enrollment ends, they're automatically removed from group rosters.
 - **Enrollment Sync:** Group assignments respect student enrollment schedules automatically, once assigned.
- ✓ **Easy Student Identification**
 - Students are clearly labeled with age and grade throughout our School product.
- ✓ **Customizable Views**
 - Use filters on the Classes page to customize how you view your groups and classes.

Need help? Contact our support team for assistance with Scheduled Groups or any other School product features.

ACCOUNTS: ENROLLMENT CONTRACTS

An enrollment contract is the representation of a child's relationship to your programming, indicating the program the child is enrolled in (before school, afterschool, holiday camp, summer camp, etc.), the name of the tuition rate the family will be charged, the start and end date of the enrollment, and the frequency + days the child's expected attendance.

The screenshot shows the enrollment contract interface. On the left, a summary section lists details: Class (After School Program 2025 - 2026), School (Dennis Yarmouth - Station Avenue Elementary), Billed Fee (Session - After School), Start Date (09/03/2025), End Date (06/25/2026), Created (Kangarootime Support at 08/25/2025), and Last Modified (Kangarootime Support at 04/14/2026). The 'Frequency' is set to 'Casual'. On the right, the 'OVERVIEW' section shows the 'Program' as 'Summer Excursion 2026', the 'Tuition' as 'Summer Excursion Fee', 'Start Date' as 06/22/2026, 'End Date' as 06/26/2026, 'Created' as 'Kangarootime Support at 04/15/2026', and 'Last Modified' as '-'. The 'Frequency' is set to 'Weekly' with days 'M Tu W Th F'. Annotations with arrows point to these fields: 'Program' points to 'Summer Excursion 2026', 'Tuition' points to 'Summer Excursion Fee', and 'Frequency = Casual means the child is only enrolled in flex scheduling for the program in the contract.' points to 'Casual'. Another annotation 'Frequency = Weekly means the child has a weekly enrollment, and the days beneath indicate which days the child is expected to attend for the program in the contract.' points to the 'Weekly' frequency and the days 'M Tu W Th F'. At the bottom, there are sections for 'Drop Off' and 'Pick Up' times, and 'Fee for Casual drop off' and 'AM/PM Drop-In Fee'.

Frequency = Casual means the child is only enrolled in flex scheduling for the program in the contract.

Frequency = Weekly means the child has a weekly enrollment, and the days beneath indicate which days the child is expected to attend for the program in the contract.

CONTACTS:

- **Primary Contact:** Inherent access to everything a parent would need (enrollment, contact management, messaging (when it's been turned on), check in/out times, flexible scheduling (when available), billing).
- **Authorized Contacts:** Granular permissions to billing, messaging (when it's been turned on), and check-in/out times. **Authorized contacts cannot enroll a child, use flexible scheduling, or manage contacts.**

BILLING:

Balances:

- ✓ Amount Due = the amount the parent sees on their bill.
- ✓ Unbilled Balance = Transactions that have hit the account since the last bill has come out but have not appeared on a bill (late payment fee, late pickup fee, etc.).
- ✓ Account Balance = Amount Due + Unbilled Balance.

TIP: Parents can enroll in autopay via the app, but cannot de-enroll. They would need to call or email customer care to have that done.

ACCOUNTS: ENROLLMENT CONTRACTS

HISTORY PAGE:

- This page gives you insight into the last bill that went out, an anticipated amount for the next bill, and all issued bills and payments. This would be your main troubleshooting spot to help a parent understand their bill, but you can always refer the family to customer care should the billing questions become complicated.

THE LION, M Account
Amphi - Marion Donaldson Elementary School, Tucson US-AZ
Account Id: 1015

[+ Add Center](#)

[< Previous Account](#) [Next Account >](#)

Profile Contacts Enrollment **Billing** Agency Documents Custom Data Fields Internal Notes Messaging

History Overview Activity Statements Deposits Payments Itemized Bills Discounts Settings

[About This Page](#)
Review upcoming and historical billing and payments on this account. [Give me a tour!](#)

Latest Bill
The bill that was last sent to the family.

Bill Total:	\$0.00	Sent On:	04/17/25
Paid:	\$0.00	Due On:	04/17/25
Remaining:	\$0.00		

[See Details](#)

Next Bill

Charges as of 06/16/25	Will Be Sent On:
\$15.00	04/20/25
	Will Be Due On:
	04/21/25

[See Details](#)

Scheduled Payments

DOCUMENTS:

- You can find enrollment form PDFs for the family, + any other uploaded documentation from the enrollment form within the documents tab.
- The documents tab does not have an upload button; it is designed only for intake via the enrollment form.

INTERNAL NOTES

- Via internal notes, you can log interactions with parents or children (ex., Behavioral issues with the child, negative interactions with families, etc.).
- How to add an internal note:
 - Select **Families** from the navigation menu.
 - Select **Accounts**.
 - Select the Family's profile that you'd like to add an internal note to.
 - Select the **Internal Notes** tab underneath their name.
 - Select **Add Note Thread**.
 - Complete each required field as indicated with an * (**Title, Type, Note**).
 - Click **Save**.

ACCOUNTS: ENROLLMENT CONTRACTS

Internal notes act as threads, so there is no need to have, for example, 2 notes regarding billing with a specific family, or behavior issues with a specific child - consistently use the same threads to keep information organized.

IMPORTANT: Internal notes do not take the place of any previously established forms you need to fill out for AlphaBEST/licensing.

REPORTS:

Via Exports, you can find the following:

- ☑ **Child Health & Wellness:** Allergies, Medical Conditions, and Restrictions.
- ☑ **Contact Details (Emergency & Primaries):** Information for all contacts associated with a child, by individual child.
- ☑ **Class Attendance Roster:** Week to week export of enrolled children's expected attendance.
- ☑ **Name to Face:** All name-to-face tracking, which includes who ran the name to face, time, and the child.



AB STUDIOS ONBOARDING GUIDE

How to Download the AB Studios Educator's App



1. Connect your device (iPad) to Wi-Fi or ensure the device is receiving a cell signal.

- Student iPads do not have cellular data. You will need to connect devices to Wi-Fi to download or update apps from the AlphaBEST Hub app.

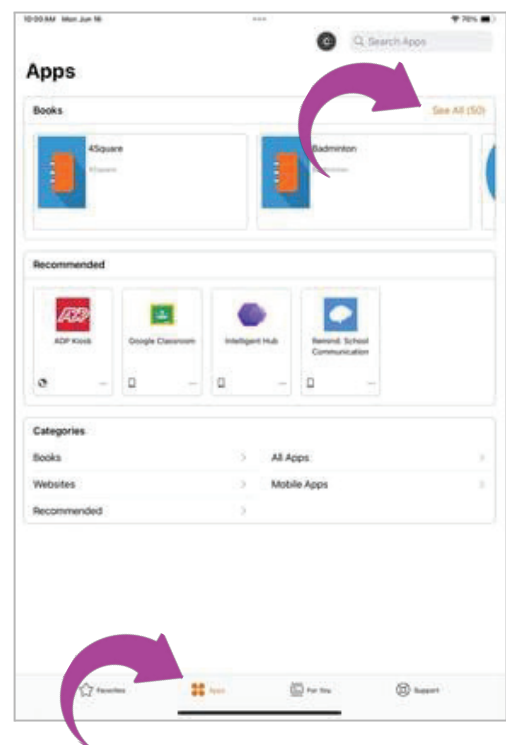
Try using Wi-Fi before cellular data. This method is quicker and cost-efficient.



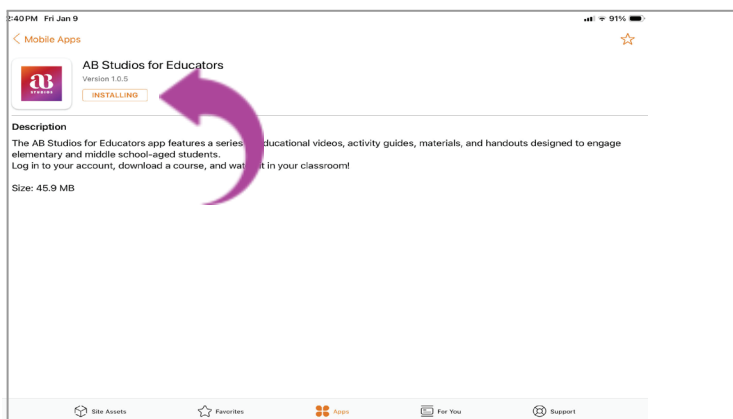
AlphaBEST Hub

2. How to Install Curriculum Apps.

- Open the AlphaBEST Hub app.
- Select “Apps” in the bottom menu.
- Tap “See All” to view available apps.
- Browse the app list for AB Studios.



AB STUDIOS ONBOARDING GUIDE



3. Install the AB Studios Educator's App.

- Select the AB Studios Educator's App.
- Tap "Install".
- Return to the iPad Home screen.

Download one app at a time. Downloading two or more apps simultaneously may prevent the apps from downloading or installing properly.

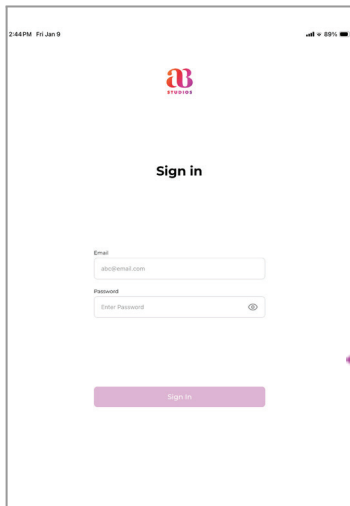
How to Access the AB Studios Educator's App



1. To access the AB Studios app, follow these steps.

- Connect your device to Wi-Fi or ensure the device is receiving a cell signal.
 - Open the AB Studios Educator's App.
-

AB STUDIOS ONBOARDING GUIDE



2. Log in to AB Studios

- Open the AB Studios Educator's App on your device.
- Enter your account email (username) and password.
- Tap "Sign In".

AlphaBEST Education will use the following login credentials:

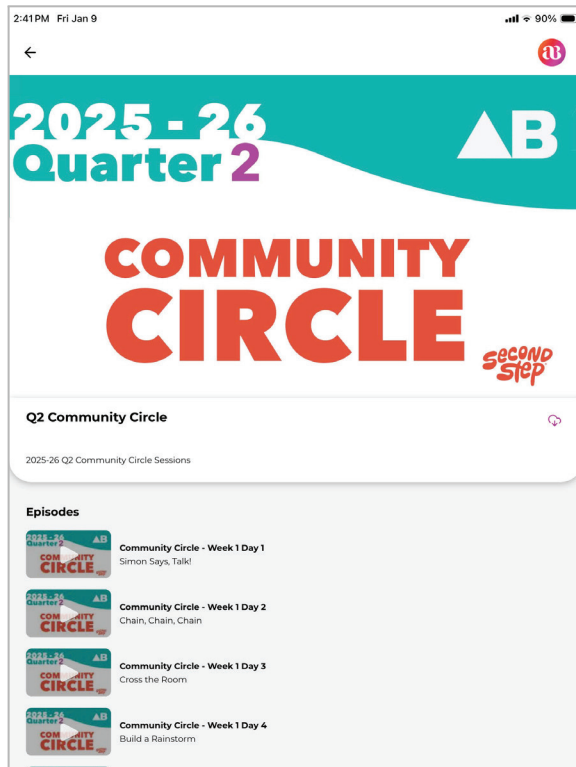
Username: [yoursite_email]@alphabest.org

Password: Alpha2025! (case sensitive)



3. Explore available Courses. Select a course.

AB STUDIOS ONBOARDING GUIDE



4. Download Courses for Offline Viewing (no Wi-Fi)

- To view courses offline (no Wi-Fi). Download one course at a time by tapping the “Download Course” button on the course menu page.

Keep the course menu open and remain connected to Wi-Fi until the download is complete. Avoid closing or leaving this page until the download has finished.

You're now ready to view AB Studios' content offline!

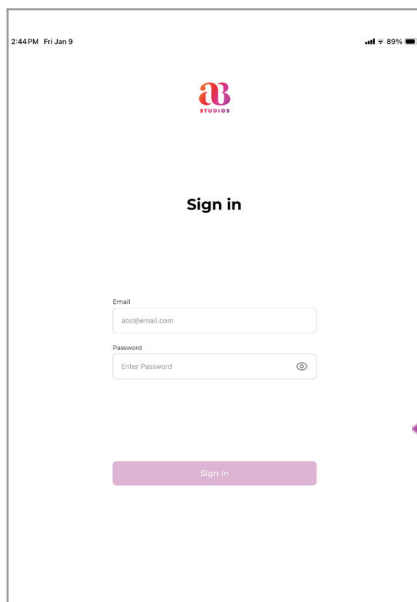
AB STUDIOS ONBOARDING GUIDE

How to Mirror Your iPad Screen to Apple TV



1. Prepare Your Devices

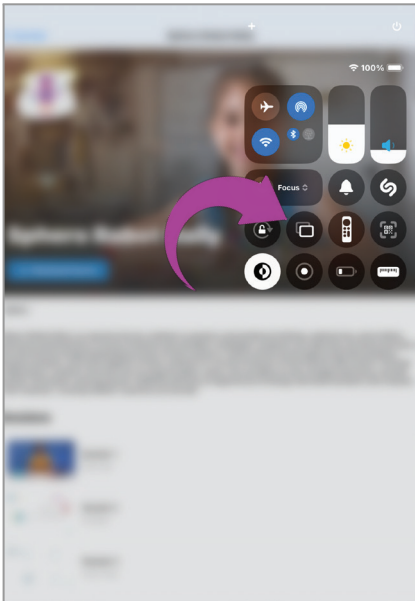
- Ensure your iPad and Apple TV are connected to the same Wi-Fi network or configured for Peer-to-Peer AirPlay (Bluetooth and Wi-Fi enabled on both devices).



2. Log in to AB Studios Educator's App

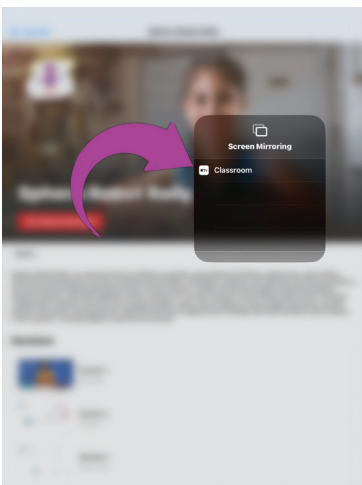
- Open the AB Studios app on your device.
- Enter your account email (username) and password.
- Tap "Sign In".

AB STUDIOS ONBOARDING GUIDE



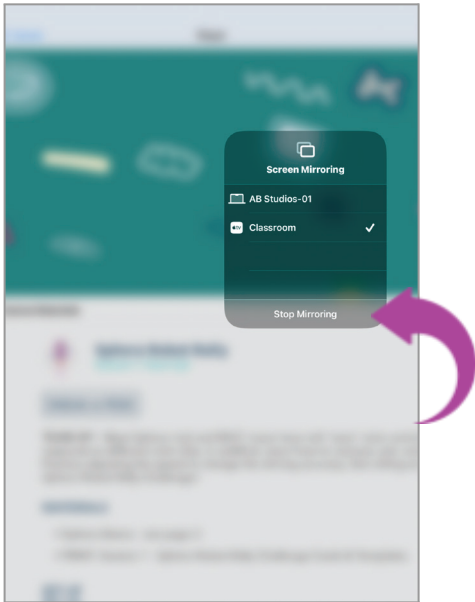
3. Initiate Screen Mirroring.

- Open Control Center on your iPad.
 - Swipe down from the top-right corner (for newer iPads).
 - Swipe up from the bottom edge (for older iPads).
 - Tap Screen Mirroring (two overlapping rectangles icon).
-



4. Select your Apple TV. If prompted, enter the AirPlay code displayed on your TV screen.

AB STUDIOS ONBOARDING GUIDE



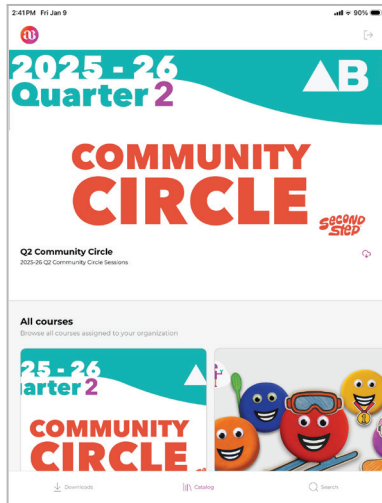
5. Stop Mirroring.

- Return to the Control Center on your iPad.
- Tap Screen Mirroring, then select Stop Mirroring.

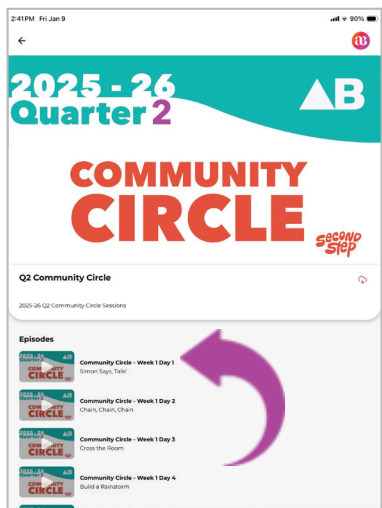
Your screen will now display on your Apple TV-connected display!

AB STUDIOS ONBOARDING GUIDE

How to AirPlay a Video to Apple TV

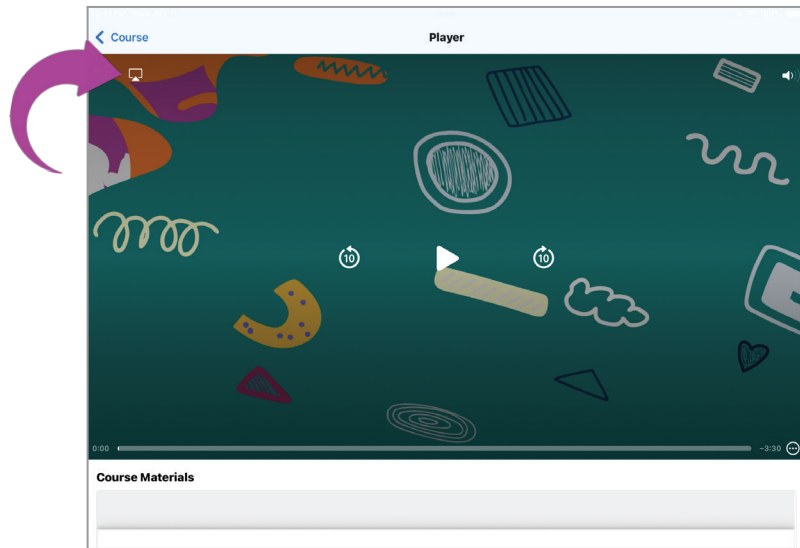


1. Open the AB Studios Educator's App and find your course.
-

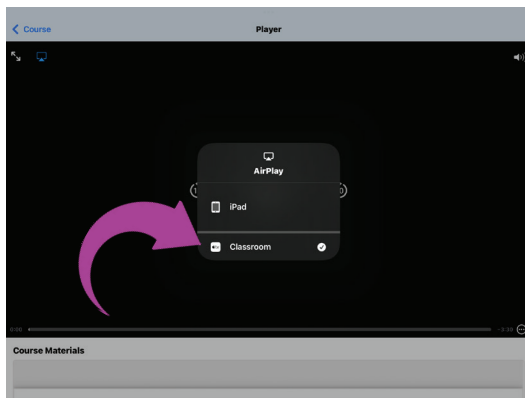


2. Select a Session.
-

AB STUDIOS ONBOARDING GUIDE



3. Start the video. Tap the AirPlay icon in the top-left corner of the video player.



4. Select your Apple TV. If prompted, enter the AirPlay code displayed on your TV screen.

Your video will now display on your Apple TV-connected display!

IT SUPPORT TICKET SUBMISSION GUIDE

ALPHABEST EDUCATION

This guide is designed to help Alphabest Education employees easily submit IT support tickets. Please follow the steps below to ensure your request is processed efficiently.

HOW TO SUBMIT AN IT SUPPORT TICKET:

1. **Access the IT Support Form:** The IT Support Ticket link will be on the homepage of all Staff/SD iPads. A photo to the right shows what the app looks like on the staff iPads.
2. **Fill Out the Form:** Complete all required fields on the form. Provide as much detail as possible about your issue or request. This will help the IT Support team resolve your ticket more quickly.
3. **Submit the Form:** Once you have filled out all the necessary information, click the "Submit" button.
4. **Confirmation:** You will receive a confirmation email or notification that your ticket has been submitted. Keep this confirmation for your records.

Link to Support Ticket: <https://2l4hv.share.hsforms.com/2e0AtpjyEQRKghcpM22pT2g>

TIPS FOR SUBMITTING AN EFFECTIVE IT SUPPORT TICKET:

- ☑ **Be Specific:** Describe the issue in detail. If there are error messages, please include those. Add what you are trying to accomplish. All these details will help our team solve these items quickly.
- ☑ **Screenshots:** If possible, include screenshots of the issue. This can help the IT Support team better understand the problem.
- ☑ **Hardware Information: Serial Numbers are imperative.** This will help us narrow down which device is having an issue. We, as a company, manage thousands of devices. Adding a Serial Number to a support ticket speeds up our process and ultimately the resolution process.
- ☑ **Other Useful information:** If you are asking for a replacement, what address works best to ship to? Include deadlines/dates by which tasks will be needed.

FAQS

Question: *What if I don't know what category to choose for my issue?*

Answer: Select the category that seems most relevant. The IT Support Team will re-categorize it if necessary.

Question: *How long will it take to resolve my ticket?*

Answer: Resolution time varies depending on the issue's complexity. You can check the ticket status or contact IT Support for an update.

Question: *What should I do if I need to update my ticket?*

Answer: Reply to the email from our IT Specialist that you received after submitting your ticket with any updates or additional information.

IPAD CARE GUIDE FOR SITE DIRECTORS

Keeping our iPads happy and healthy is crucial for program continuity, data security, and protecting our investment. This guide will cover how to keep your iPads clean, update their iOS, connect to our MDM, and ensure device security.

1. Keeping our iPads Clean - The Germ Factor

iPads accumulate germs, dirt, and grime quickly, especially since children use them frequently. Regular cleaning helps prevent the spread of illness.

2. Keeping iOS Up to Date

iOS is the operating system that powers iPads and other Apple mobile devices, similar to Windows on a computer. Keeping it updated is essential for:

- ☑ Essential security patches
- ☑ Bug fixes for better performance
- ☑ New features and improvements
- ☑ Compatibility with apps and MDM

How to Update iOS:

- **Connect to Wi-Fi and Power:** Ensure your iPad is connected to a stable Wi-Fi network and plugged into a power source.
- **Update iOS:**
 - ☑ Open the **"Settings"** app.
 - ☑ Navigate to **"General"**.
 - ☑ Select **"Software Update"**.
 - ☑ If an update is available, tap **"Download and Install."** Enter your passcode if prompted.
 - ☑ Read and agree to the terms and conditions.
 - ☑ Wait for the update to complete; your device will restart. Ensure it remains connected to power and Wi-Fi.
- **Verify the Update:**
After the restart, go to **"Settings" > "General" > "About"** to check the iOS version number.

Update Frequency and Responsibility:

Install updates as soon as they are available. Schedule a monthly audit of your iPads to check for necessary updates.

3. MDM: Keeping our iPads Secure - Checking In

MDM (Mobile Device Management) helps us manage and secure our iPads. This includes enrolling devices, configuring settings (Wi-Fi, email), monitoring device status, and deploying apps, enforcing security policies, and managing content.

Why "Check In" iPads?

Checking in iPads ensures the Hub app can connect and stay up to date with current policies and curriculum, and that security measures are installed. It also confirms the iPad is being utilized and is active. This process needs to be done on all SD, Staff, and Student iPads monthly.

IPAD CARE GUIDE FOR SITE DIRECTORS

Steps for Checking In iPads:

1. **Connect to Wi-Fi/Hotspot:** Connect the Student iPad (blue case) to a hotspot or Wi-Fi. Staff iPads can use cellular service or connect to Wi-Fi or a hotspot. Let the iPad stay connected for 1 minute.
2. **Open the Hub App:** Open the Hub app on the iPad.
3. **Sync Device:**
 - ☑ Select "Support" in the bottom right corner of the app.
 - ☑ Select "Sync Device".

You should then see an updated "Last Seen" date, indicating your iPad is synced.

4. iPad Security - Passcodes

Having passcodes on devices is incredibly important for several critical reasons:

- ☑ **Protects Personal and Sensitive Information:** iPads store a vast amount of personal data, including photos, contacts, messages, and financial details. A passcode prevents unauthorized access to this sensitive information.
- ☑ **Secures Confidential Work Data:** Passcodes maintain the confidentiality of sensitive business documents and emails, ensuring compliance with data security policies.
- ☑ **Deters Theft:** A locked device is harder to "reset" and resell, making it a less attractive target and increasing the chances of recovery if lost or stolen.
- ☑ **Compliance and Accountability:** Passcodes are one of the mandatory security requirements in organizational settings.

Passcode Requirements for SD and Staff iPads:

SD and Staff iPads are now protected by passcodes.

- ☑ You will receive a pop-up to set a passcode.
- ☑ You have **1 hour** to complete this task before being forced to add a passcode.
- ☑ When "**Change Now**" is selected, a keyboard will appear to type your chosen passcode.
- ☑ The AlphaBEST IT Team requests you to assign your passcode to the last 4 digits of your site phone number.
- ☑ **Do not write this password (or any other AlphaBEST passwords) down and post it at your site. These passwords should remain secure at all times.**

IPAD CARE GUIDE FOR SITE DIRECTORS

AB Assets:

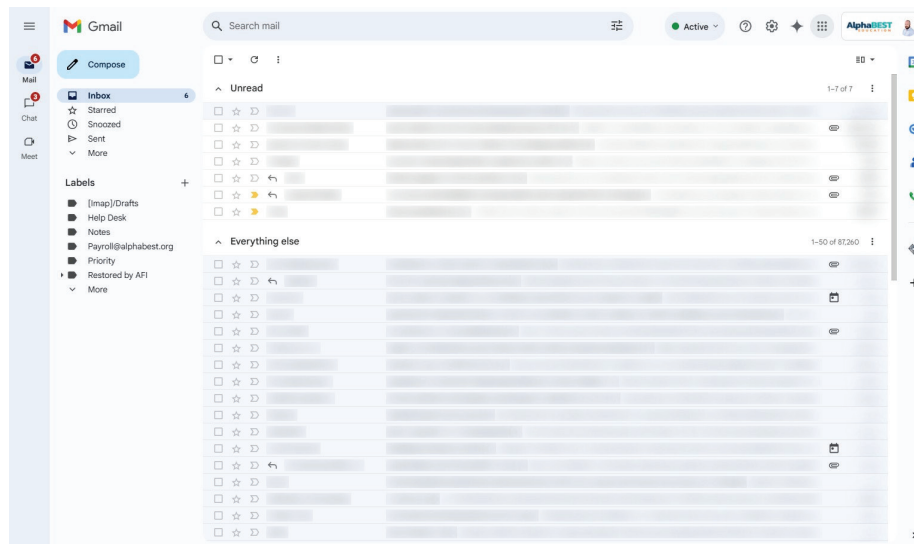
AB Assets is often also called SnipeIT. SnipeIT is the platform we use to track all of our IT devices deployed to a site.

AB Assets is the platform on which both on-site devices and employee-issued devices are visible. This is available from both the iPads and from a web browser using either the site email or your employee email.

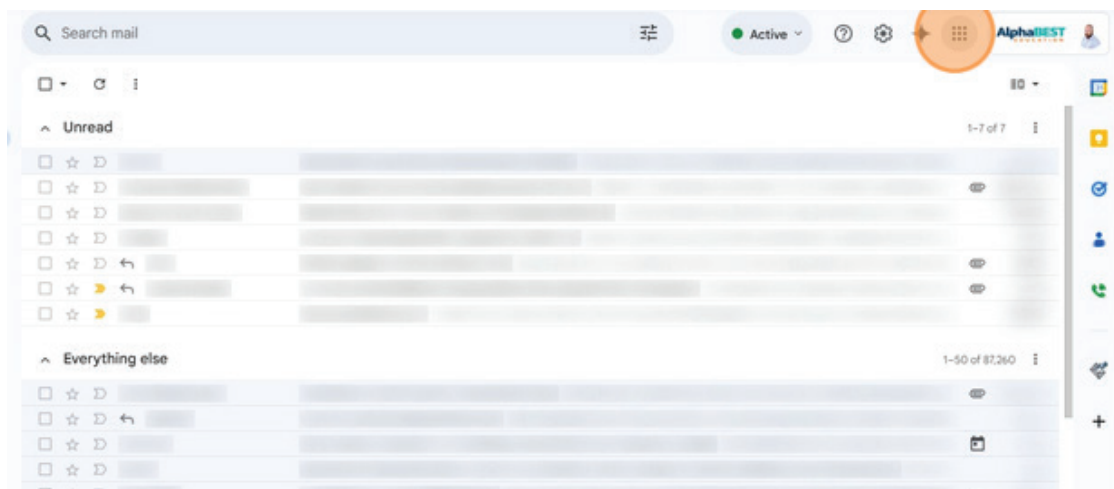
How to Access AB Assets / SnipeIT:

To view assets on an iPad, open the AB Assets app. If you are not logged into the site email, you will be prompted to do so.

1. Navigate to Gmail and log in.

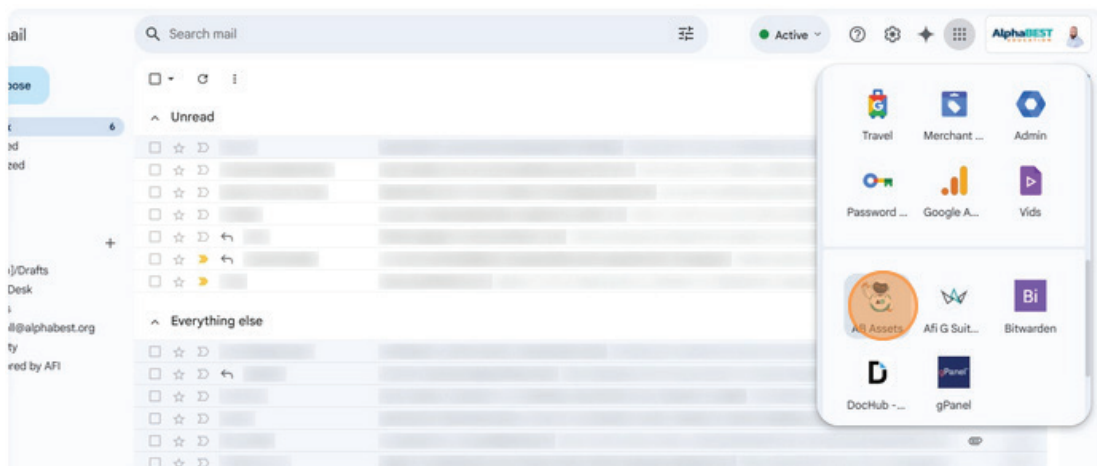


2. Click the 9 dots in the top right corner

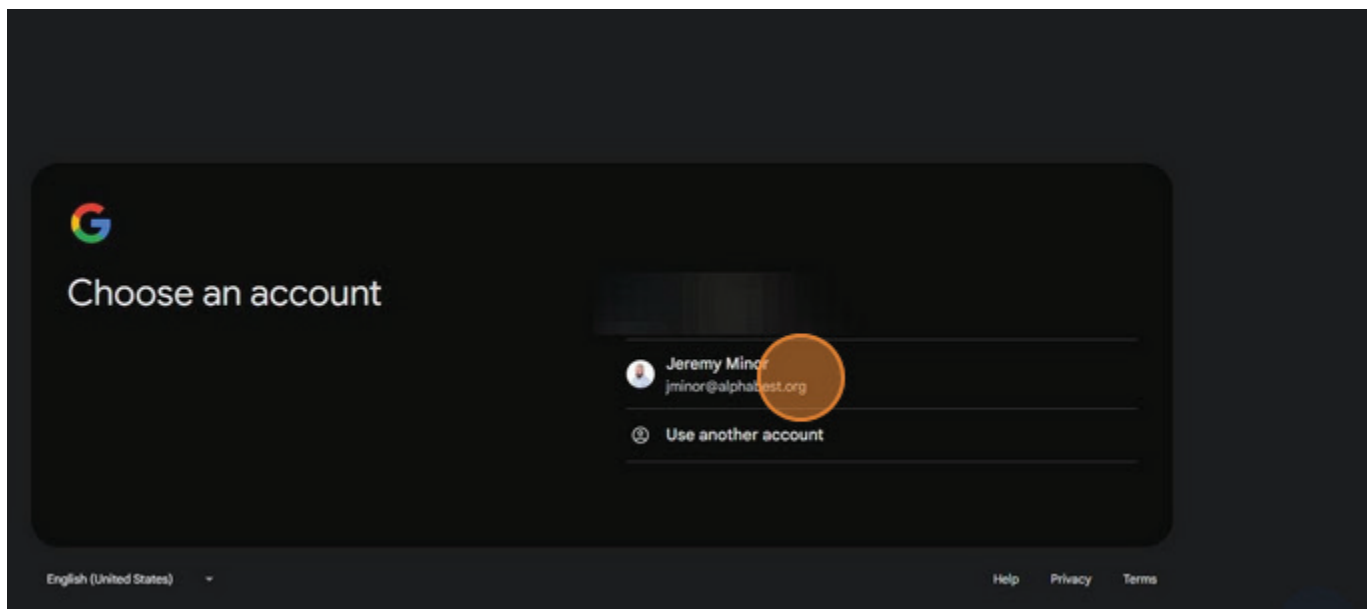


IPAD CARE GUIDE FOR SITE DIRECTORS

3. Scroll down and click on AB Assets (Alphie icon).



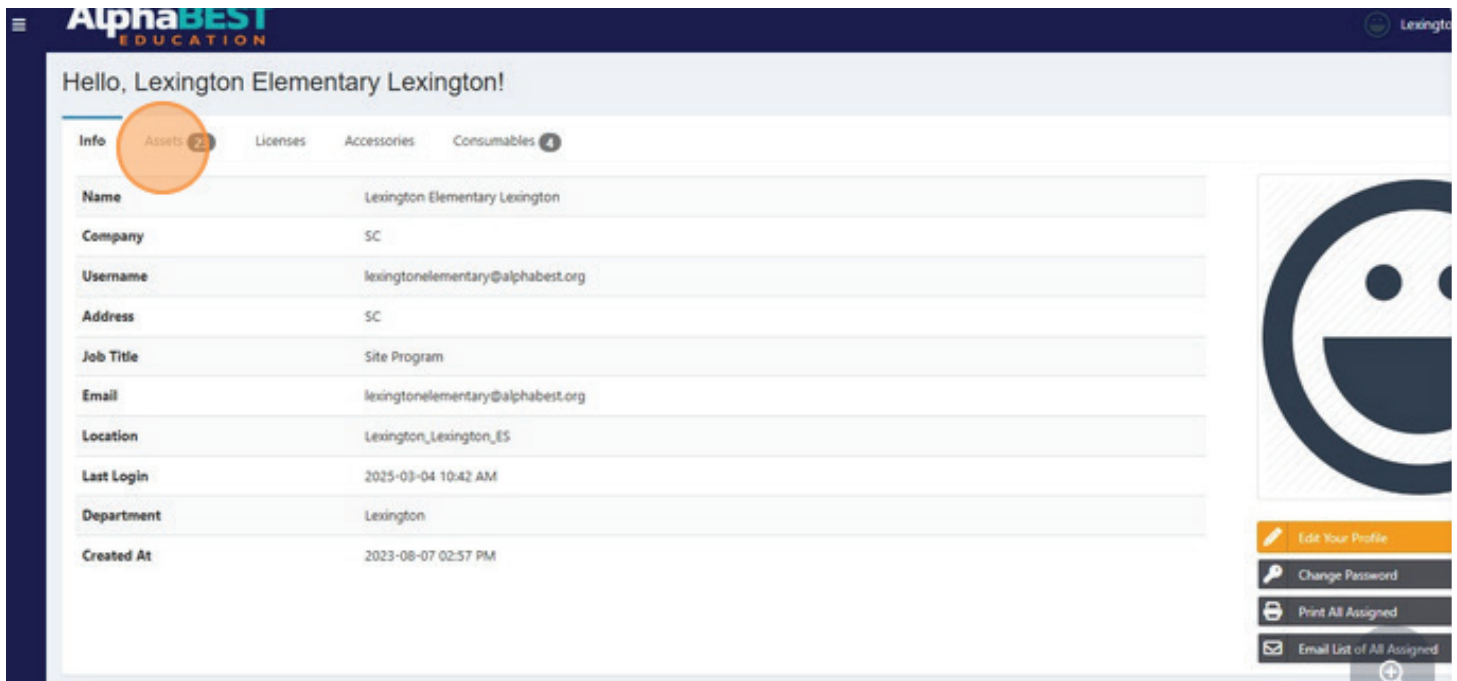
4. If prompted, click on your account.



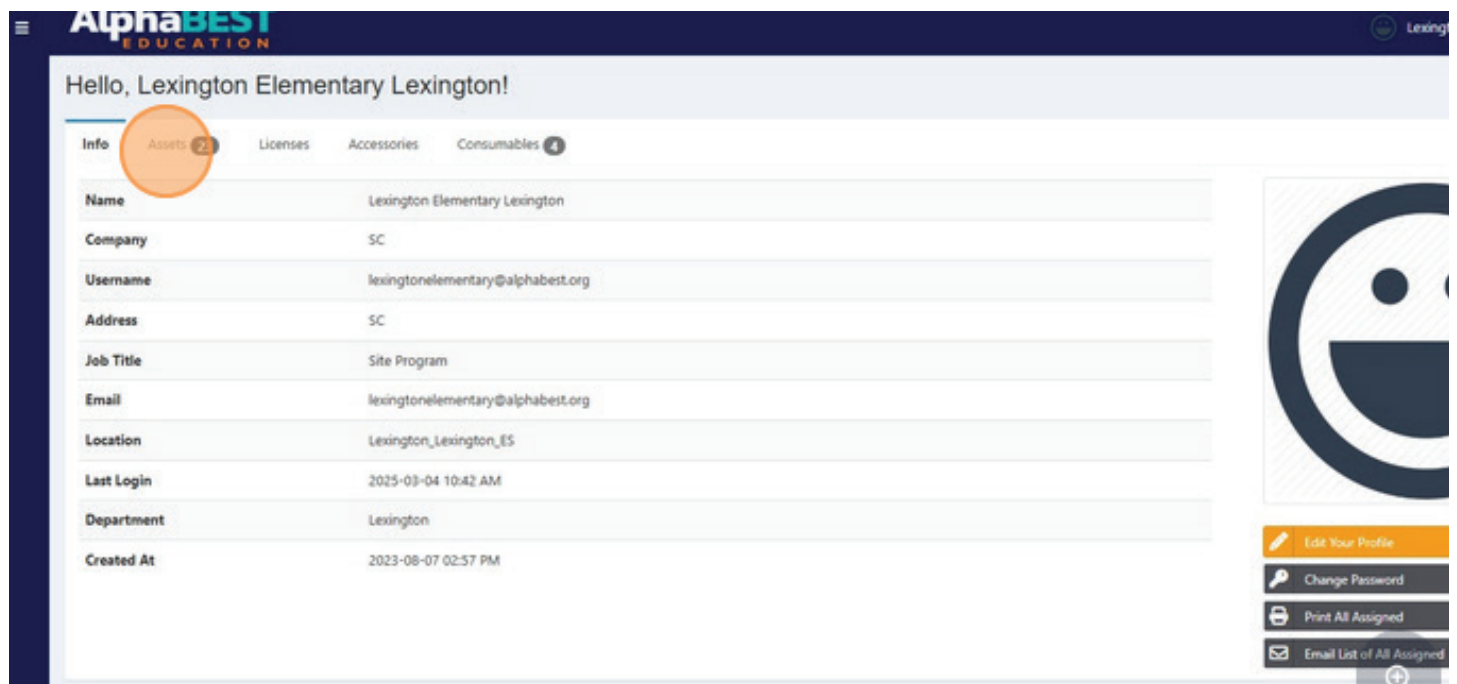
Accessing Assets on AB Assets / SnipeIT

1. Navigate to AB Assets / SnipeIT (assets.alphabest.org)
2. Click "Assets". The next screen will show you all devices assigned to you or your site.

IPAD CARE GUIDE FOR SITE DIRECTORS



3. Click "Accessories". This page will show items such as chargers and HDMI cords assigned to you or your location.



You may have some licenses assigned to you as well. This will show licenses such as Adobe, Grammarly (coming soon), JotForm, etc. as assigned.

ACTIVE SUPERVISION GUIDE

Active supervision is a key component of ensuring child safety in all before and after-school programs. This training module is designed to reinforce staff understanding of supervision expectations and best practices, aligned with Licensing Minimum Standards. Supervising children in the bathroom, gym, and playground presents unique challenges and requires extra vigilance. These are common places where supervision issues occur. This training guide outlines how to maintain active supervision in these areas and includes realistic scenarios for discussion.

Objectives:

- ✓ Define **Active Supervision**.
- ✓ Identify the 6 Strategies of Active Supervision: Positioning, Scanning, Listening, Anticipating, Engaging, Counting.
- ✓ Explain what active supervision looks like in bathrooms, gyms, and playgrounds.
- ✓ Use effective strategies to maintain sight, sound, and awareness of all children.
- ✓ Respond to supervision challenges in these high-risk areas.
- ✓ Identify and avoid common supervision mistakes.

What is Active Supervision?

- ✓ Maintain sight and sound of all children at all times.
- ✓ They are positioned to see and respond to children's needs.
- ✓ Continuously scan the environment.
- ✓ Stay engaged with children, not distracted.
- ✓ Perform regular face-to-name checks.

Best Practices

1. **Positioning:** Place yourself where you can see the entire area.
2. **Zoning:** Assign staff to cover specific areas or groups of children.
3. **Listening:** Always listening to the kids, especially when things get too quiet.
4. **Face-to-Name Checks:** Conduct headcounts during:
 - ✓ Arrival
 - ✓ Transitions (indoor to outdoor, bathroom breaks, etc.)
 - ✓ Every 30 minutes
5. **Engagement:** Actively interact with children and redirect unsafe behaviors while maintaining a supervisory role. Engagement does not include participating in games or physical activities.
6. **Documentation:** Record supervision logs and any incidents promptly.

Bathroom Supervision

GUIDELINES:

- ✓ Limit bathroom to 1 child at a time.
- ✓ Never allow children to go alone.
- ✓ Position yourself just outside the bathroom with the door slightly open (if appropriate).
- ✓ Face-to-name check upon arrival and when leaving.
- ✓ Pay attention to timing and follow up if a child takes too long. Best Practices:
- ✓ Maintain communication with the staff supervising the main group.
- ✓ Never enter a stall unless there is an emergency.

ACTIVE SUPERVISION GUIDE

Gym Supervision

GUIDELINES:

- ✓ Spread staff out to cover all corners of the gym.
- ✓ Maintain visual and auditory contact at all times.
- ✓ Avoid clustering staff together.
- ✓ Monitor play equipment and activities for safety.

Best Practices:

- ✓ Divide the gym into zones and assign a staff member to each.
- ✓ Use proactive language and redirection to guide safe play.
- ✓ Intervene immediately if behavior escalates or a child is injured.
- ✓ Games should be led by staff members. Limit free play in the gym.

Playground Supervision

GUIDELINES:

- ✓ Actively walk the area—do not sit or group together.
- ✓ Stay alert and rotate positions as children move.
- ✓ Pay close attention to blind spots (e.g., slides, behind equipment).
- ✓ Count children every 15–30 minutes or during any transitions.

Best Practices:

- ✓ Use a signal to gather children if needed.
- ✓ Review safety rules with children regularly.
- ✓ Immediately report hazards or broken equipment.

If you're not actively watching the children, you're not actively supervising.

Red Flags

- ✓ Children wandering unsupervised.
- ✓ Staff distracted by phones or conversations.
- ✓ Delayed response to injuries or conflicts. Be proactive versus reactive.
- ✓ Missing or incorrect headcounts.

Tips for Success

- ✓ Keep moving—don't sit or turn your back.
- ✓ Do frequent face-to-name headcounts.
- ✓ Always know where each child is and what they're doing.
- ✓ Plan transitions ahead of time.
- ✓ Speak up when you see lapses in supervision.

Key Reminders

- ✓ Supervision is about presence, awareness, and proactive engagement.
- ✓ Position yourself with intention.
- ✓ Communicate with your team.
- ✓ Use tools like headcounts, walkie-talkies, and visual scans.

FACE-TO-NAME CHECKS GUIDE

Face-to-name checks are a critical component of active supervision and are required to maintain proper child-to-staff ratios. This guide will help staff understand the importance of conducting face-to-name checks, how to conduct them correctly, and when to perform them to ensure child safety and compliance with licensing standards.

Objectives:

- ☑ Define face-to-name checks and explain their importance.
- ☑ Identify when face-to-name checks must be completed.
- ☑ Demonstrate proper techniques for conducting face-to-name checks.
- ☑ Recognize common mistakes and how to avoid them.

What Is a Face-to-Name Check?

A face-to-name check is the process of physically and visually verifying that each child present is accounted for by:

- ☑ Looking at the child's face
 - ☑ Matching them with their name and photo on a current roster or attendance sheet.
- This process ensures that all children are supervised and that no child is left behind or unaccounted for.

When to Conduct Face-to-Face Checks

- ☑ At arrival and dismissal
- ☑ During transitions (e.g., indoor to outdoor, snack to activity)
- ☑ Every 30 minutes during program hours
- ☑ Before and after bathroom breaks
- ☑ During emergency drills or actual emergencies

Steps for Conducting a Face-to-Name Check

1. Have a current roster or attendance sheet with photos (if available).
2. Call each child by name and make eye contact.
3. Visually confirm the child is present and safe.
4. Mark attendance or check off the child on your roster.
5. If a child is missing, immediately notify your Site Director and follow the missing child protocol.

Best Practices

- ☑ Keep your roster updated and in your possession at all times.
- ☑ Use a calm, focused approach—don't rush.
- ☑ Verbally interact with children while checking names to confirm presence.
- ☑ Avoid distractions like phones or side conversations during checks.
- ☑ Work as a team and verify with coworkers if unsure.

Red Flags to Avoid

- ☑ Skipping checks because you "know" the kids
- ☑ A headcount is not a face-to-name check. Always match names to faces.
- ☑ Delayed response when a child goes missing

HANDWASHING + HYGIENE GUIDE

Handwashing is a fundamental practice in maintaining a healthy environment within child care settings. Proper hand hygiene prevents the spread of germs and illnesses, ensuring the safety and well-being of both children and staff. This guide provides structured protocols and best practices for effective handwashing routines.

Objectives:

- ✓ Understand the importance of hand hygiene in preventing disease transmission.
- ✓ Learn the correct handwashing techniques as per health guidelines.
- ✓ Identify critical times when handwashing is necessary.
- ✓ Implement strategies to teach and reinforce handwashing habits among children.
- ✓ Ensure compliance with Texas Minimum Standards for hygiene practices.

Why Handwashing Matters

- ✓ **Disease Prevention:** Regular handwashing reduces the spread of communicable diseases such as colds, flu, and gastrointestinal infections.
- ✓ **Compliance:** Adhering to hand hygiene protocols meets the requirements set by the Texas Health and Human Services Commission.
- ✓ **Role Modeling:** Staff demonstrating proper hand hygiene sets a positive example for children.
- ✓ **Safety:** Minimizes the risk of outbreaks within the facility, ensuring a safe environment for all.

Staff and Children Should Wash Hands:

- ✓ Upon arrival at the facility.
- ✓ Before and after eating or handling food.
- ✓ After using the restroom.
- ✓ After outdoor play or handling shared equipment.
- ✓ After contact with bodily fluids (e.g., nose blowing, coughing).
- ✓ After handling pets or animals.
- ✓ Before and after administering first aid.
- ✓ Whenever hands are visibly dirty.

Proper Handwashing Technique

1. Wet hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather hands by rubbing them together with the soap, covering all surfaces, including backs of hands, between fingers, and under nails.
3. Scrub hands for at least 20 seconds. (Tip: Hum the “Happy Birthday” song twice.)
4. Rinse hands well under clean, running water.
5. Dry hands using a clean towel or an air dryer.

NOTE: *If soap and water are unavailable, use a hand sanitizer with at least 60% alcohol. However, handwashing with soap and water is preferred, especially when hands are visibly dirty.*

HANDWASHING + HYGIENE GUIDE

Teaching Children Handwashing

- ☑ Demonstrate the steps of proper handwashing.
- ☑ **Use Visual Aids:** Posters and songs can make learning fun and memorable.
- ☑ Supervise younger children to ensure they follow the steps correctly.
- ☑ Incorporate handwashing into the daily routine to establish the habit.



Best Practices

- ☑ Maintain accessible handwashing stations with necessary supplies.
- ☑ Regularly check and restock soap, paper towels, and hand sanitizer.
- ☑ Encourage a culture of hygiene through positive reinforcement.
- ☑ Conduct periodic training sessions for staff on hygiene protocols.

Red Flags to Avoid

- ☑ Inadequate supervision during children's handwashing.
- ☑ Running out of essential supplies like soap or paper towels.
- ☑ Allowing children to skip handwashing after critical activities.
- ☑ Staff not adhering to hand hygiene protocols themselves.

SNACK SAFETY & PROTOCOLS GUIDE

Snack time is more than a break to eat—it's a critical time for maintaining child safety, health, supervision, and compliance with licensing regulations. This training guide will support staff in creating a safe, allergy-aware, and well-managed snack environment for school-age children.

Objectives

- ☑ Understand why snack time is a high-risk moment requiring strict supervision.
- ☑ Follow step-by-step snack protocols that meet health and licensing standards.
- ☑ Prevent cross-contamination and allergen exposure.
- ☑ Maintain proper child supervision, ratios, and face-to-name checks.
- ☑ Promote positive hygiene and food safety practices.

Why Snack Safety Matters

- ☑ Food allergies can lead to life-threatening reactions.
- ☑ Cross-contamination of allergens must be prevented.
- ☑ Snack time often involves group movement and gathering, increasing risks of choking, distraction, or child wandering.
- ☑ Licensing standards require staff to know each child's allergies and follow posted protocols.

STEP-BY-STEP: SNACK SAFETY PROCEDURES:

1. Prepare Before Snack Time

- ☑ Wash hands and wash and sanitize tables.
- ☑ Review the posted allergy list and food allergy emergency plans.
- ☑ Ensure snacks are safe for all children (no sharing food).
- ☑ Set up snack materials in advance (cups, napkins, utensils).

2. Conduct a Face-to-Name Check

- ☑ Use your roster to verify attendance before serving snacks.
- ☑ Match each child's face to their name and allergy information.

3. Serve Snacks Safely

- ☑ Ensure each child receives only the snack designated for them.
- ☑ Monitor children actively while they eat.
- ☑ Discourage food sharing or trading.
- ☑ Children should remain seated while eating or drinking. Now walking around.

SNACK SAFETY & PROTOCOLS GUIDE

4. Sanitize and Dispose Properly

- ✓ Have children throw away trash or place reusable items in the designated bin.
- ✓ Sanitize tables and wash hands again after snack.
- ✓ Document any incidents (choking, allergic reaction, injuries).

Best Practices

- ✓ Review allergy plans daily.
- ✓ Sit with children during snack to model behavior and supervision.
- ✓ Use gloves or utensils when handling food.
- ✓ Keep EpiPens and allergy action plans accessible.
- ✓ Use walkie-talkies to call for help in an emergency.

Red Flags to Avoid

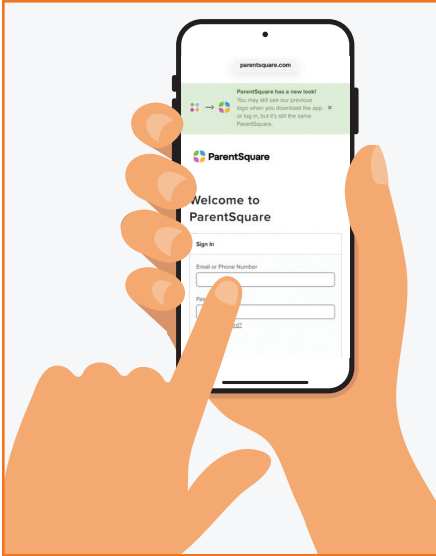
- ✓ Serving food without reviewing the allergy list.
- ✓ Leaving food unattended or children unsupervised.
- ✓ Letting children trade or share food.
- ✓ Skipping face-to-name checks during snack.
- ✓ Not washing hands before or after snack.

Stay Alert. Stay Safe. Snack Smart!



PARENTSQUARE GUIDE

ParentSquare + Parent Communication:



Logging In

- ☑ Log in using your AlphaBEST site email address. If you do not know your password or want to change/reset it, click “Forgot Password?” ParentSquare will email you a link to reset your password.

TIP *If you don’t want to remember another password, use the “Continue with Google” function.*

ParentSquare Troubleshooting

- ☑ Kangarootime and ParentSquare sync daily, so all active parents in KT are automatically imported/exported to’ ParentSquare. All parents are automatically enrolled in ParentSquare messages. Even if they don’t download the ParentSquare app, they will still receive notifications via text and email.

For questions and account help, please email parentsquare@alphabest.org.

Parent Communication Expectations

- ☑ Parent communication is **not** optional.

Editable templates for monthly (school year) and weekly (summer) newsletters are available in the Employee Knowledge Base.

Each week, send the Beginning of Week Expedition Intros and End of Week Expedition Questions using the “New Post” button in ParentSquare and selecting “More Rich”  and “Use Template”  to select the Expedition Templates needed.

STUDENT INJURY RESPONSE FLOW CHART

What level of injury?

Level 1:

Superficial injury needing **basic first aid only** (e.g. papercut, small scratch, bump, minor nosebleed with no head impact).

First aid response (Bandaid)

Notify Parent/Guardian = Call or Text. Do not wait until pickup

Complete Injury Report in JotForm (on staff iPad).

Level 2:

Injury from a fall or impact that causes visible bruising, swelling, or a minor cut. Child is alert and stable with **no emergency symptoms**.

First aid response (Bandaid)

Was this a head injury?

Yes

Complete Concussion Checklist

No

Notify parent/guardian ASAP + Area Manager

Complete Injury Report in JotForm (on the staff iPad).

Did the student end up going to Urgent Care/ER for injuries?

Yes

Notify AlphaBEST Licensing Team.

No

Monitor students until parent/guardian pick up.

Level 3:

Serious injury requiring **immediate medical attention** (e.g. broken bone, deep cut, seizure, loss of consciousness, head injury with symptoms).

Call 911 immediately

Administer emergency first aid.

Notify parent/guardian, Area Manager, and school personnel if on site.

After EMS transport, start the Injury Report in JotForm (on staff iPad).

Notify AlphaBEST Licensing Team.

Next Day: Follow up with the family to check on student.

For any questions about the Injury Report + Process, please contact Trevor Combs at tcombs@alphabest.org

ALPHABEST BATHROOM SAFETY POLICY

PURPOSE: This policy prioritizes the safety of students and staff while adhering to state and AlphaBEST requirements for bathroom supervision. This policy is mandatory and must be followed by all staff to ensure consistency and compliance.

GENERAL GUIDELINES FOR TAKING SCHOOL-AGE STUDENTS TO THE BATHROOM:

- ☑ **Carry Walkie-Talkies:** All staff escorting students to the bathroom must have a walkie-talkie for quick communication.
- ☑ **Staff Positioning:** Staff should position themselves with their backs to the bathroom door, allowing them to monitor sounds while ensuring student privacy. Staff should actively supervise by facing students waiting in line and staying attentive to the restroom entrance, without directly observing students inside.
- ☑ **Student Entry Protocol:**
 - Students should enter restroom stalls one at a time to minimize crowding and maintain privacy.
 - In restrooms with multiple sinks or designated handwashing areas, additional students may enter for handwashing, provided a staff member remains posted immediately outside the restroom and maintains active supervision at all times.
- ☑ **Checking In and Out:** Staff must maintain a check-in/check-out system (e.g., log or verbal confirmation) to track which students are in the bathroom at all times.
- ☑ **Bathroom Rules Review:** Bathroom rules must be reviewed daily during the walk to the restroom or at Community Circle time to reinforce expectations (see Tab 3 for student rules).
- ☑ **Transition Activities:** On-site team members should engage students in games or activities (e.g., trivia or “I Spy”) while they wait.
- ☑ **Emergency Situations:** In case of an emergency or if a student requires assistance, staff must follow the school’s designated protocol. All staff must carry a walkie-talkie for communication.

OPPOSITE-GENDER SUPERVISION:

Staff supervising students of the opposite gender must:

- ☑ Maintain privacy by positioning themselves outside the restroom entrance.
- ☑ Use a walkie-talkies to request same-gender staff if entry is required.
- ☑ If same-gender staff are unavailable, clearly announce their presence before entering in an emergency.
- ☑ Ensure another staff member is present when possible for support and transparency.

ALPHABEST BATHROOM SAFETY POLICY

SCHOOL BATHROOM GUIDELINES FOR LARGE GROUPS (35+ STUDENTS):

- ☑ **Grade-Based Grouping:** Divide students into smaller groups by grade while maintaining proper staff-to-child ratios.
 - ☑ **All Groups or Individual Use:**
 - Students may use the restroom one at a time with supervision.
 - Larger groups may be escorted when necessary, provided ratios are maintained, and students enter one at a time.
 - Never send a child to the restroom alone.
 - ☑ **Line Management:** Students waiting must line up against the wall near the restroom and be engaged with activities or games.
 - ☑ **Supervision:** A staff member must remain with waiting students to ensure appropriate behavior and maintain required ratios.
-

ADDITIONAL REQUIREMENTS FOR PREK STUDENTS:

- ☑ **Staff Proximity and Support:** Staff must remain close to the bathroom door and provide additional assistance due to age and developmental needs.
 - ☑ **One-at-a-Time Rule:** PreK students must enter one at a time. Do not allow PreK students in the restroom with older children.
 - ☑ **Hygiene and Independence:** Staff should remind students of hygiene steps (e.g., handwashing) while encouraging independence.
-

EMERGENCY PROTOCOLS

- ☑ **Unresponsive Child:** Follow all licensing and school district guidelines in addition to the steps below.

Immediate Response:

- Call for assistance using the walkie-talkies.
- Attempt to get the child's attention by calling their name or knocking.

Entering the Bathroom:

- If there is no response, ensure another staff member is present or on the way.
- Announce your actions clearly before entering.
- Assess the child's condition while minimizing privacy intrusion.

ALPHABEST BATHROOM SAFETY POLICY

☑ **Assessing the Situation:**

- If unresponsive but breathing:
 - › Contact emergency services.
 - › Follow standard first aid procedures.
 - › Notify the Site Director and parent/guardian.
- If not breathing:
 - › Administer CPR/first aid.
 - › Call 911 immediately.

☑ **Documentation:**

- Complete an incident report with detailed information
- Submit to the Site Director and notify the Area Manager

☑ **Non-Medical Emergencies**

- If a student refuses to exit the bathroom:
- Calmly encourage the student to leave
- Notify another staff member
- Escalate to the Site Director if needed
- Inappropriate Interactions:
- Intervene immediately
- Notify the Site Director
- Follow incident reporting procedures

☑ **Accommodations for Disabilities:**

Staff must:

- Provide appropriate support for students with physical, developmental, or emotional needs
- Modify supervision as needed to ensure safety and compliance
- Maintain communication with families regarding accommodations

☑ **Training Requirements:**

All staff must complete training on this policy and emergency procedures, including:

- Interactive scenarios to reinforce guidelines
- Ongoing refresher training to maintain compliance

By implementing these guidelines, AlphaBEST ensures a safe, organized, and supportive environment during bathroom breaks. Adjustments will be made as needed to comply with state and AlphaBEST standards.

ALPHABEST BATHROOM SAFETY POLICY

Summer Addendum to AlphaBEST Bathroom & Supervision Policy

PURPOSE:

To ensure student privacy, safety, and compliance with local licensing requirements when students participate in water activities during summer programming and need to change clothes at camp.

Policy Overview:

AlphaBEST prioritizes student safety and dignity during all aspects of care, including changing for water play. During summer programming, children may arrive already dressed in water attire. In the event students need to change clothes at camp (e.g., before or after water play), the following procedures must be followed:

Changing Guidelines:

- ☑ **One Student at a Time:**
 - Students must change one at a time in a designated bathroom or private changing space. At no point should more than one student be in a changing space (bathroom stall or private room) simultaneously.
- ☑ **Supervision & Escorting:**
 - Staff must escort students or groups to and from the restroom.
 - Staff must supervise the hallway or waiting area outside the restroom to ensure safety, manage transitions, and maintain visibility.
 - Staff must not enter the restroom with children unless there is an emergency and proper supervision protocol is followed.
- ☑ **Preparation & Communication:**
 - Parents should be encouraged to send students to camp already dressed for water play whenever possible.
 - Clear guidance around water day expectations and swimwear should be shared with families at the start of camp and repeated weekly via email or by using the parent communication platform.
- ☑ **Facility Use & Environment**
 - Bathrooms must be used as the designated changing space. Staff should ensure:
 - Stalls have functioning locks and offer privacy.
 - Restrooms are clean and monitored between group use.
 - Any communal spaces (e.g., locker rooms) are not used unless they can be supervised and accessed by one student at a time.

Licensing & District Requirements:

- ☑ All summer water activities and related changing procedures must comply with:
- ☑ State and local licensing regulations
- ☑ School district facility use policies
- ☑ Health and safety requirements (e.g., no standing water pools where prohibited)

Field Trips:

- ☑ Staff should plan ahead to reduce the need for changing off-site unless necessary.

ACCOMMODATIONS PROCESS

Accommodations Process

Step 1: The Area Manager or Site Director will complete an Accommodations Ticket.

Step 2: ACT Team will triage the ticket based on severity of behaviors and needs.

Step 3: If process moves forward, ACT Team will send necessary forms to parent/guardian. A link will be sent to on-site team/Area Manager to book a meeting to discuss child's strengths and challenges in program.

Step 4: Within 48 hours of receiving this link, on-site team/Area Manager will schedule a date and time for meeting. This process may take up to two weeks to complete, depending on severity and ACT workload.

Step 5: The ACT Team will monitor that the required documents are being received.

Parent does not respond

Follow up with Area Manager after 3 days of no response

If there is no response within 3 days that Area Manager reaches out, ACT Team will email outlining options.

If required documents or decline of accommodations are not provided within 7 days, pause in care may be implemented

Parent responds and chooses accommodations

Step 6: After all steps are completed, an accommodations plan will be created and emailed to the Area Manager along with resources. This will be used for implementation with on-site staff.

ACT Team will follow up to do check-ins during the two-week trial period. Based on response, the plan may be adjusted.

Step 7: Plan will be monitored with tracking and incident reports. If challenging behaviors continue, another Accommodations Ticket should be completed to make adjustments to the plan.

Parent responds and does not want accommodations

Follow Parent Handbook regarding behavior.

ACCOMMODATIONS PROCESS

When do we implement the AlphaBEST accommodation process?

If there is concern with a child's behavior. This can be based on behavior, development, or a disability.

What should on-site staff be doing to help the accommodation process?

Once a plan is created implement the strategies recommended. As you are doing this be sure you are documenting all incidents that occur using the student reporting form. Student reporting form Without completing digital documentation and showing parents are aware of situations the ACT Team may not be able to move forward when behaviors persist.

When should a Pause In Care be implemented due to behavior?

A PIC should only be implemented after an ACT Team member is made aware of the situation and the process has been started.

What should I do if my site has created and implemented a plan for a child?

Please email accommodations@alphabest.org with the plan and documentation so that this can be converted onto the organizational forms. This will also allow for tracking of all students who are on and receiving supports. You will see accommodations notes in our student management system under internal notes.

If I am not sure about what to do or the process what should I do?

Email accommodations@alphabest.org and ask for clarification.



AlphaBEST
EDUCATION

Student Behavior Support

Empowering Site Directors for Program Excellence

KEY WORDS

Knowing key words is important for team members because it helps establish a common understanding and promotes effective communication within the team.

CREATING CONNECTED COMMUNITIES:

AlphaBEST tiered system of support for all students, including those with disabilities and behavioral needs.

REASONABLE ACCOMMODATIONS:

Changes to the program space, materials, activities, routine, practices, staffing, requirements, or expectations so that students can access the environment, participate in activities, and communicate effectively.

SECOND STEP:

Lesson plans to help students build social-emotional skills to thrive in school and life.

ACCOMMODATIONS COLLABORATION TEAM (ACT):

A multi-disciplinary team of AlphaBEST leaders who assist Site Directors, Area Managers, and Regional Directors in conducting case-by-case assessments to determine reasonable accommodations.

KIDS INCLUDED TOGETHER (KIT):

A contracted partner for AlphaBEST staff to access online training.

THEN AND NOW

As we move away from our previous PBIS system, it is important for staff to understand the WHY behind the changes. Answer any questions.

THEN

- Sites would give small toys, stickers, etc. to students who were showing exemplary behavior.
- Rewards and consequences were typically given to the same students every time.
- STARS pledge was recited at sites to create community

NOW

- Focus more on how good behavior and community make a student FEEL and use activities (like an extra 5 min. of recess) to stay motivated
- Positive peer pressure helps students understand the importance of looking out for each other and doing something for the greater good
- Schools are moving away from giving rewards based on updated research of effectiveness

On the next page, you will go into more detail about why our previous PBIS system was not the best practice and how we are moving into the future.

WHY WE'VE CHANGED

PROBLEM	EXPLANATION
Dependency on Rewards	Students may become reliant on receiving rewards to maintain positive behaviors, making it challenging to sustain these behaviors without continuous incentives.
Undermining Internal Motivation	Tangible rewards can signal that a behavior is not inherently valuable or enjoyable, reducing students' natural interest in the activity.
Equity Issues	Tangible rewards can create feelings of unfairness or jealousy among students, fostering a competitive rather than a collaborative environment.
Focus on the Rewards, Not the Behavior	Emphasizing rewards over the behavior itself can prevent students from understanding the true importance of positive actions.
Behavior Extinction	Desired behaviors may be extinguished if tangible rewards are inconsistently given, undermining the goal of establishing long-term positive behaviors.
Inappropriate Reward Choices	Tangible rewards might not be meaningful to all students, leading to disengagement or resentment. Older students don't "buy in" to the rewards.
SOLUTION	EXPLANATION
Verbal Praise and Recognition	Positive reinforcement through verbal praise can effectively boost self-esteem and reinforce positive behavior.
Positive Reinforcement Through Actions	Offering extra responsibilities, privileges, or choices as rewards can be more meaningful and support intrinsic motivation.
Creating a Positive Classroom Environment	A classroom culture that naturally promotes positive behavior through respect, clear expectations, and supportive relationships leads to more sustainable positive behaviors.
Fostering Intrinsic Motivation	Helping students understand the value and benefits of positive behavior and encouraging self-reflection can build intrinsic motivation.

LOGGING INTO THE LEARNING HUB

QUICK REFERENCE GUIDE

Upon hire, you will receive a brief email with instructions on how to log in to our Learning Management System, the Learning Hub.

To get started, follow the step-by-step instructions outlined below.

Step-by-Step: Instructions

STEP 1. LOGIN SCREEN

- ✓ **AB Learning Hub** or learning.alphabest.org

STEP 2. ENTER YOUR CREDENTIALS

- ✓ **Username:** Enter email associated with your ADP account
- ✓ **Password:** Welcome23!

STEP 3: UPDATE YOUR PASSWORD

- ✓ Click on the User Menu, then click the pencil icon (My Profile)
- ✓ Under My Profile, click "Change Password."
- ✓ Enter your old password and your new password.
- ✓ Click "Change Password."

STEP 4: VIEW YOUR ASSIGNED TRAINING

- ✓ After logging in, you'll be on the **Homepage**.
- ✓ Scroll down to see your assigned courses.
- ✓ Complete all required training courses before their deadlines.

Need Learning Hub Support?

To get help with the Learning Hub, contact: learningops@alphabest.org

Key Reminder:

We ask all team members to fully complete each assigned course. **Please spend at least 50% of the recommended course time engaging with the material.** Courses completed too quickly may be reassigned to ensure full understanding and proper credit. Taking the time to engage fully reflects our commitment to children, families, and one another, and ensures we consistently deliver the AlphaBEST standard of safety, quality, and care.

Happy Learning, we are glad you are here!

You may also scan the QR code to watch a short tutorial that walks you through the platform.



AB PULSE - SITE SUCCESS GUIDE

AB Pulse

Your Door to All Things AlphaBEST

AlphaBEST news, tools, resources, and growth opportunities—all in one place.

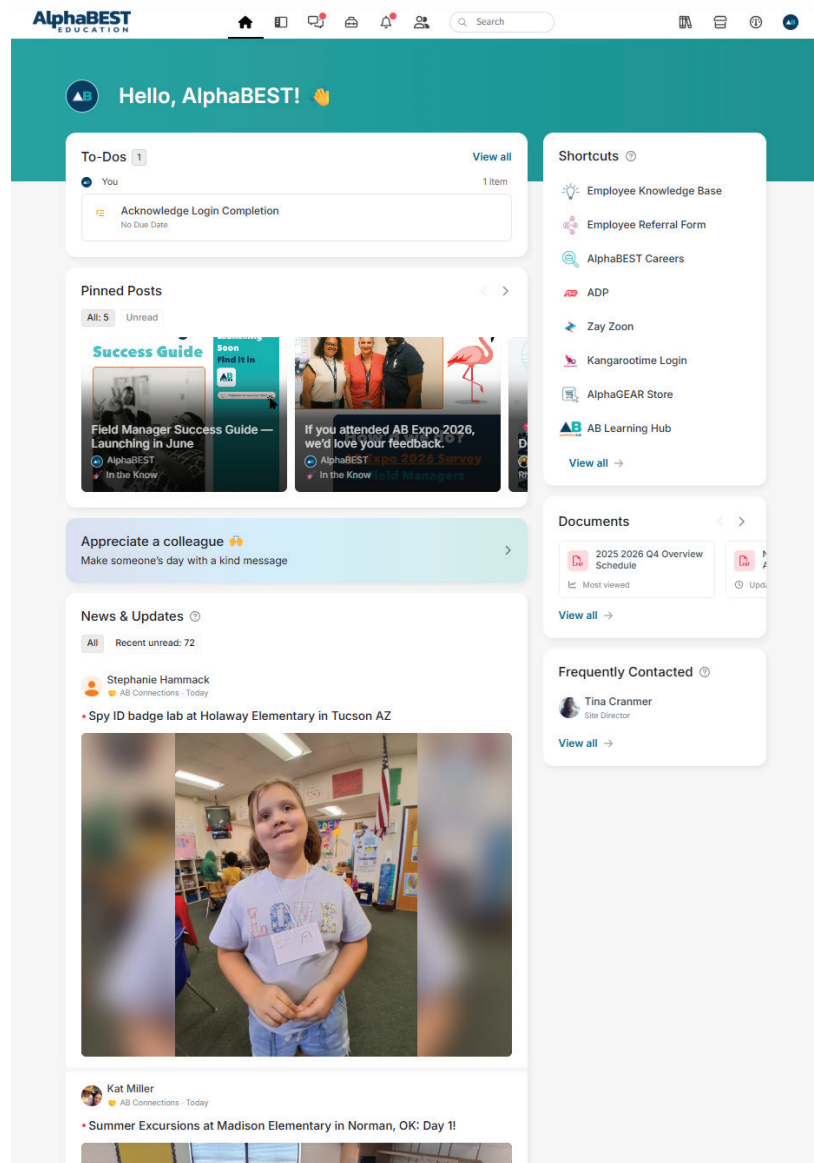


AB Pulse is AlphaBEST's **employee-centered mobile app**, designed to help you stay informed, connected, and supported wherever you are.

Whether you're looking for **company news, support resources, recognition, training, career opportunities**, or everyday tools, AB Pulse helps you find what you need in one convenient place.

AB PULSE - SITE SUCCESS GUIDE

With AB Pulse, you can access...



Company News & Updates

Stay informed with important announcements, leadership messages, and company-wide communications.

Career Growth & Opportunities

Learn about programs like AB Ascend, Level Up, Community Leaders, internal job opportunities, and professional development resources designed to help you grow your career.

Community & Connection

Celebrate team wins, recognize colleagues, and connect with employees across AlphaBEST.

AB PULSE - SITE SUCCESS GUIDE

Resources & Support

Access policies, training materials, guides, forms, and support resources when you need them.

Access Information

Personal Devices: Download the AB Pulse app on your personal smartphone or tablet.

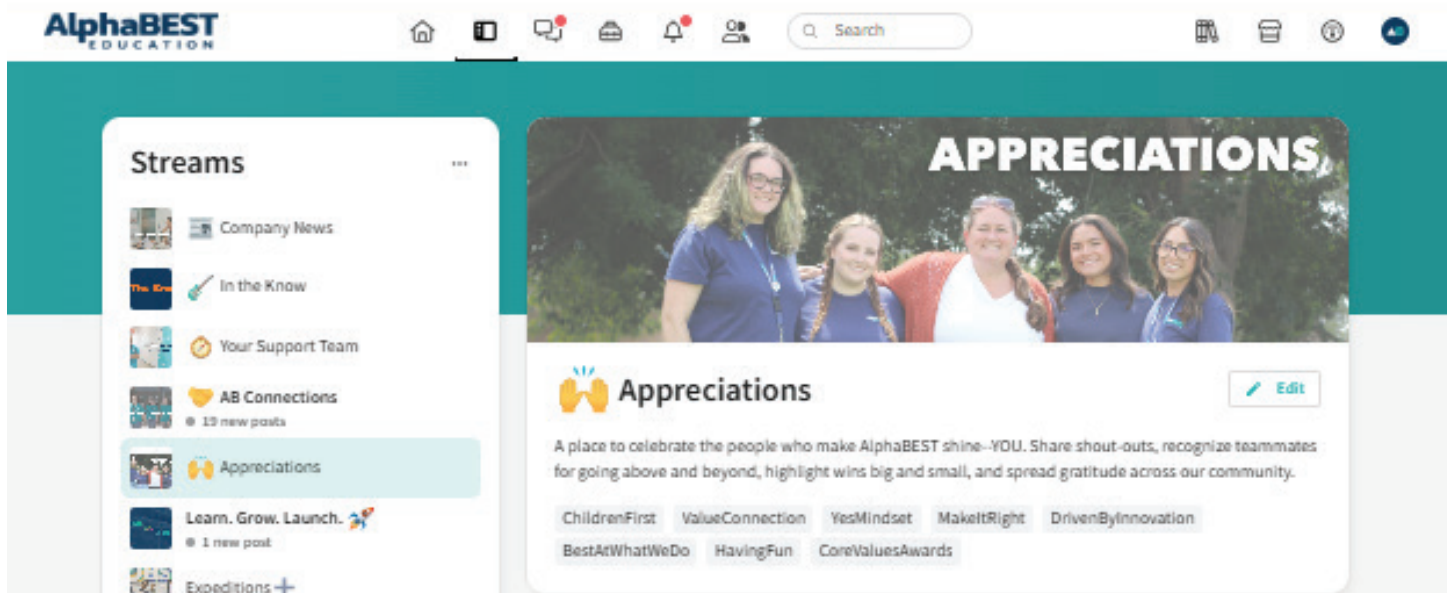
Site Devices: For security reasons, the mobile app is not available on site-issued devices. Access AB Pulse through the web browser instead.

A note for New Hires & Managers:

All new hires should receive onboarding instructions within 24 hours of being hired and completing their initial ADP login, which is required to gain access to AB Pulse.

Find Your Community

AB Pulse includes different types of spaces designed to help you stay informed and connected.



About Streams

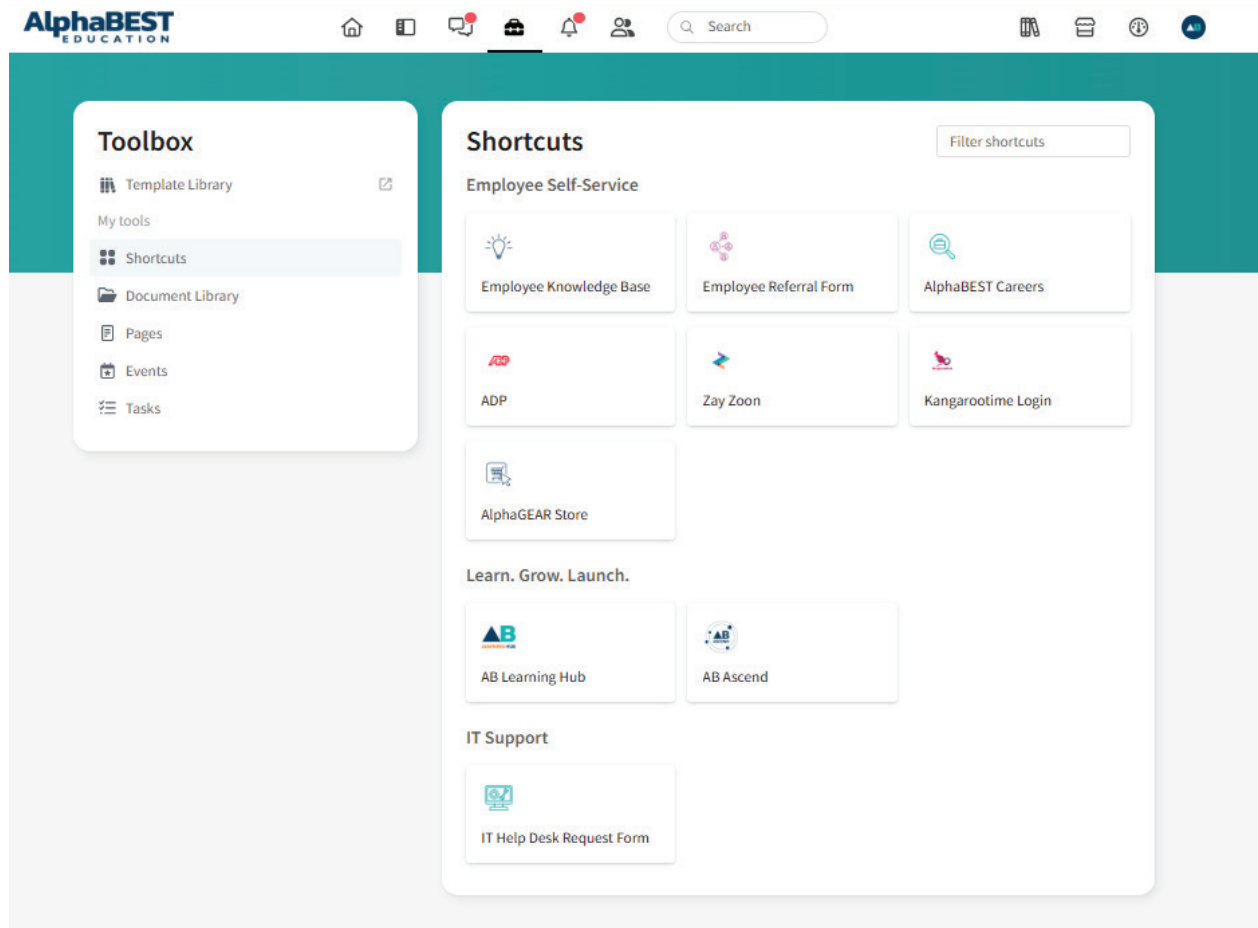
Some streams work like digital bulletin boards, providing important updates, announcements, reminders, and company news.

Other streams function more like community groups where employees can share ideas, celebrate successes, ask questions, and connect with teammates.

AB PULSE - SITE SUCCESS GUIDE

Quick Access with Shortcuts

Need something fast? Use **Shortcuts** to access frequently used tools and resources.



Download AB Pulse today or access the Website.

Apple:



Android:



Website:



LABOR MANAGEMENT GUIDELINES

Managing labor costs at the site level is critical because labor is AlphaBEST's largest expense.

Along with student enrollment, labor has a huge impact on your program's financial health. When a site manages staffing carefully, aligning schedules with actual student attendance, you help protect resources that can be reinvested in our programs and our team members. Labor management encourages accountability and operational discipline, ensuring that sites remain both high-quality and financially stable. AlphaBEST expects Site Directors and the Operations leadership team to deliver both at each site and as an organization.

Ways to manage labor at your site:

SITE DIRECTOR LABOR COST CHECKLIST

- ☑ **Ensure** that child safety is always the top priority.
- ☑ **Maintain** compliance with staff-to-student ratios while avoiding overstaffing.
- ☑ **Review** the following each day:
 - Daily student attendance
 - Number of staff
 - Actual need based on ratios, do not just follow the schedule.
- ☑ **Build** staff schedules to match program demand, including peak times and low-attendance periods. Set up a rotation for team members to leave early as the programs wind down each day, as students leave the program.
- ☑ **Communicate** call-outs and coverage needs quickly to avoid last-minute labor or compliance issues.
- ☑ **Compare** scheduled hours to actual hours worked and address variances right away. Adjust schedules early in the week to limit unnecessary labor costs.
- ☑ **Partner** with leadership regularly to review labor performance and identify opportunities for improvement.

CORE VALUES:



ALPHABEST EMPLOYEE KNOWLEDGE BASE:

A COMPREHENSIVE RESOURCE FOR STAFF

Our Hubspot Knowledge Base is a centralized, self-service library designed specifically for AlphaBEST staff. Think of it as your go-to digital encyclopedia for all things related to your work here! With over 300 articles, it's a valuable resource for finding answers to common questions and accessing important information quickly and efficiently.

What you'll find in the Knowledge Base:

Our extensive collection of articles covers a wide range of topics, including:

- ☑ **IT Support:** Troubleshooting common tech issues, software guides, and IT policies.
- ☑ **Human Resources (HR):** Information on benefits, company policies, leave requests, and more.
- ☑ **SMS/Kangarootime:** Guides and articles on how to accomplish tasks within the Kangarootime System
- ☑ **Safety:** Guidelines, procedures, and resources to ensure a safe working environment.
- ☑ **Curriculum:** Educational resources, program details, and curriculum development guides.
- ☑ And many other great resources to support you in your role!

This wealth of information is available 24/7, empowering you to search and find the answers you need whenever you need them, without having to wait for a response from a team member.

Direct Links to Support Tickets:

In addition to being a rich information hub, the AlphaBest Employee Knowledge Base also provides **direct links to our Support Ticket Forms**. This means that if you can't find the answer you're looking for in an article, or if you need to report an issue, you can easily submit a support ticket directly from within the Knowledge Base. This streamlined process ensures your request gets to the right team quickly.

ALPHABEST EMPLOYEE KNOWLEDGE BASE:

How to Access the Employee Knowledge Base:

Accessing the Knowledge Base is a simple, secure process designed to ensure only authorized staff members can view the content.

1. The Invitation Email:

Your login access is sent directly to your email address. This invitation link will be sent to the email address you have registered in **ADP**. Please ensure your email address in ADP is up-to-date to receive this important invitation.

2. Creating Your Password:

Once you receive the invitation email, click on the provided link. This link will direct you to a page where you can create your unique password for the Knowledge Base. Choose a strong, secure password that you'll remember.

3. Logging In:

After setting your password, you can access the Employee Knowledge Base at any time by visiting the following **URL: [Help.alphabest.org/employee](https://help.alphabest.org/employee)**

You will use the email address you registered in ADP and the password you created to log in.

If you have any issues accessing your invitation email or logging in, please reach out to your HR department or IT support for assistance.



NOTES:

