



LIGHTS ***On***
IN LANDER

**Staff Handbook
School Year 2010-2011**

Table of Contents

MISSION	2
GOALS.....	2
REGISTRATION PROCEDURES	3
PROGRAM ACTIVITIES & TIMES.....	3
RATES & BILLING	3
BILLING PROCEDURES	4
STUDENT RELEASE & PICK UP	4
DISCIPLINE POLICY	4
PASSIVE PARENTAL CONSENT FORM.....	6
LIGHTS ON IN LANDER CONTACTS	6
DISTRIBUTION OF INFORMATION.....	6
STAFFING & JOB DESCRIPTIONS	6
Administrative Assistant to Program Director	6
Center/Building Facilitator	7
Center Tutors.....	7
Specialty Instructors	8
COMMUNICATION & MANAGEMENT PROCEDURES.....	8
TRANSPORTATION	11
PROFESSIONAL DEVELOPMENT AND CONFERENCES	11



Lights On in Lander

Policies and Procedures

2010-2011

MISSION

Offering expanded learning opportunities that facilitate academic excellence and positive youth development in a safe and structured environment for all students and their families.

Lights On in Lander afterschool program is a 21st Center Community Learning Center grant funded through the U.S. Department of Education and the State of Wyoming. Lights On in Lander is a Fremont County School District #1 school-based program and serves as a expanded services program designed to provide quality extended day programming to students in Grades K-12. Since 2001, Lights On in Lander has been a strong support service for academic and youth development.

The Lights On in Lander afterschool program provides a safe, comfortable, supervised environment for learning and enjoyment. The program serves the school and the community population by promoting individual self-esteem and providing quality educational, recreational, and social programs for children in kindergarten through eighth grades. Well-trained staffs interact positively with the children and accommodate the needs of all participants. The program offers age-specific and mixed-group programming, cultural sensitivity, and mutual respect between the children and staff. Parent and Legal Guardian involvement is welcomed and encouraged.

GOALS

- To expand and extend school-based learning opportunities which will increase the rate of success for students in FCSD #1 in meeting state and district standards in core academic subjects particularly in language arts and math.
- To increase collaboration among schools and community-based organizations and to enhance academic success for students.
- To increase the number of children who will have adult supervision in a safe, drug free environment during after school hours to promote healthy lifestyle choices.
- To empower parents and custodial grandparents and increase their involvement and the community in education process.

REGISTRATION PROCEDURES

To register, an application must be filled out and submitted. All children in grades K through 12 are accepted to Lights On in Lander throughout the community. It is mandatory that each student attending Lights On in Lander have a registration on file. Registrations may either be obtained by visiting www.landerlightson.org, or through the Lights On in Lander monthly packet, which is distributed at each Elementary School in Lander. This form should be returned to any Lights On facilitator, or to the Lights On Modular at 626 Washington St., Lander, WY 82520. Specialty classes are also offered at Starrett Junior High and Lander Valley High School. For more information on these programs, please contact the Lights On Main Office.

PROGRAM ACTIVITIES & TIMES

Lights On in Lander provides a balance of recreational and educational experiences. Lights On feels that it is important for parents to know what types of activities their children are participating in and welcome visits. The following schedule is a typical day for each elementary school, throughout the school year. Enrichment activities vary slightly to accommodate the size of the student enrollment and grade level, enrichment activities will also change throughout the year to provide variety.

Early Bird Tutoring: 7:00 – 8:00am, Monday thru Friday

Snack & Sign-In: 3:00 – 3:15pm, Monday, Tuesday, Thursday (Wednesday: 2:20 – 2:35pm)

Power Hour: 3:15 – 4:15pm, Monday, Tuesday, Thursday (Wednesday: 2:35 – 4:15pm)
Power Hour includes; homework help, tutoring in reading & math, AR reading time, computer

Enrichment Classes: 4:15 – 5:30 pm, Monday thru Thursday (Friday: 3:00-5:00pm)
Enrichment classes vary each month, examples of classes include: wool working, cooking, computer games, sewing, SPARK sports, and Speed Stacks. Students are bussed to the Enrichment Host School (rotates on a monthly basis).

RATES & BILLING

Early Bird and Power Hour Tutoring are free of charge to all participants. There is a small fee for Enrichment Activities. We charge Standard Fees and Reduced Fees for those who qualify through the Federal Lunch Program. Payment is made on a monthly basis; bills will be mailed to each family at the end of each session. Tuition is payable by either cash or check made payable to Lights On. There is no charge for Enrichment on Fridays. Students who have been referred to Power Hour by a teacher can attend Enrichment activities free of charge.

Enrichment Fees	
Standard Fees	\$3.00/day
Reduced Fees	\$.50/day

Please call for a confidential arrangement plan, if necessary. NO CHLID IS DENIED SERVICE FOR FINANCIAL REASONS. Please call Linda Barton or Kathryn Primrose for details at 332.4240 or email at lbarton@landerschools.org or kprimrose@landerschools.org

BILLING PROCEDURES

- Billing will be based on the amount of days that the child is in attendance at Enrichment. Billing will be done by the Lights On Office after Enrichment rotates every month.
- On or about the second Friday of each month, Lights On in Lander will send a bill to families with an outstanding bill. Each payment is due at the first of each month.
- Since the program bases its tuition fees on actual costs, tuition is instrumental in the quality of the program.

STUDENT RELEASE & PICK UP

Students are dismissed from Lights On at 5:30pm. Pick up will be at each individual school, as students will always be bussed back to their school from the host school to be picked up at 5:30pm. Alternate arrangements can be made in advance through the Lights On office, or with another Lights On employee. There are also busses that can drop off students at Wind River Elementary, Wind River High School, Alco parking lot, Game and Fish parking lot or at the Hudson City Park, when specified on the student registration. Parents are expected to be there to pick up children at 5:30pm, and parents that are continually late will be subject to discontinued services.

There is an option of a late pick-up between 5:30pm and 6:00pm. This option must be checked on the student's registration form, otherwise staff will not be present. Late pick-up is only available at the Enrichment Host school.

DISCIPLINE POLICY

After meeting and training with Aaron Stabel during the 2008-2009 school year, it was decided that precision commands were going to be directly targeted as an intervention to increase compliance and motivate appropriate student behavior. Precision commands will be used in conjunction with existing incentive systems, specifically Lights On Bucks.

Lights On Rules

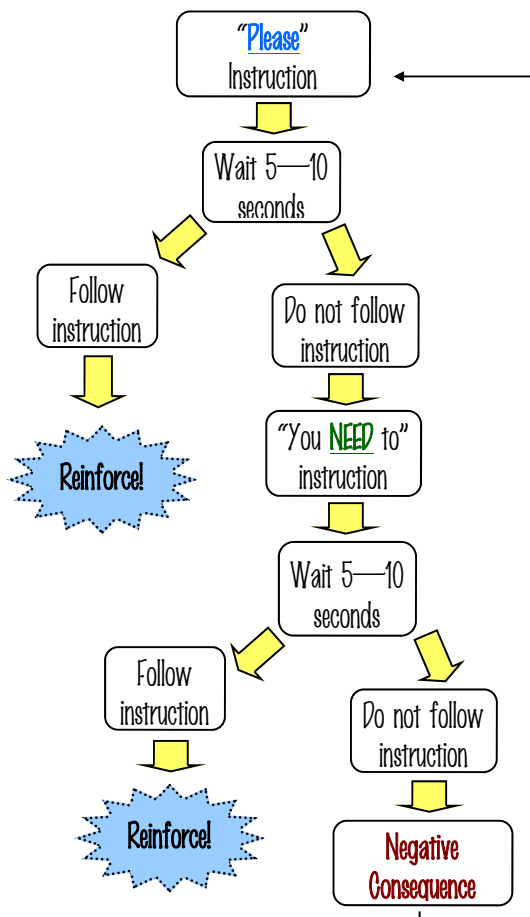
Staff from all three sites decided on 4 rules that will be consistent and enforced at all sites. These rules hang prominently in each center and are recited early and often so students understand the importance of these rules. These rules are the basis to positive behavior supports and need to be enforced! They are:

1. Do what your teacher asks immediately.
2. Sit in your seat unless you have permission to leave it.
3. Keep hands, feet and objects to yourself.
4. Only use and touch Lights On materials and supplies

Precision Commands (Teacher Instructions)

Precision commands are the method in which the staff will provide reinforcements for positive behaviors (compliance, on-task behaviors, task completion, and positive social behaviors, etc) and negative consequences for negative behaviors. Posters illustrating the teacher instructions are

posted at every site and every staff member will receive a pocket sized-card for your personal reference. Precision commands emphasize *asking a student to do something* as opposed to *telling them not to do something*. For example, you would say, “Johnny, would you please come over here and sit down.” Not, “Johnny, don’t touch that book!” The process is illustrated below:



- Remember to use the student’s name during each command (i.e. “Johnny, please __.” Or “Johnny, you need to __.”)
- Be sure to wait the full 5-10 seconds for the student to respond (this may feel like an eternity, but it may be needed for some students to really take in all that you’re asking).
- The entire process may have to be repeated several times until a student complies, but it is important to remain consistent and keep at it!

Positive and Negative Consequences (What If? Chart)

- With each repeated positive or negative behavior, staff proceeds down the “What If?” chart accordingly.
- Reinforcement guidelines are included on the backside of your teacher instruction card, as well as the Negative Consequences. Posters are also displayed at each center.
- The negative consequence side of the intervention should **not** be the primary focus of Lights On. Severe negative behaviors such as aggression, bolting, and severe property destruction may need to be written up and referred to the building administrators.
- If you feel a student has behaved especially well, you may reward them with extra Lights On Bucks. It is advised to do so more privately than in front of their peers like other rewards.

Unacceptable Behaviors

- Weapons – possession of weapons or other dangerous or harmful items.
- Intimidation/Threats - Use of threatening language and/or bullying tactics directed at school personnel or students.
- Harassment – Inappropriate words, or actions towards others, and/or gender put-downs.
- Assault – unprovoked physical attack directed at school personnel or other students.
- Drug or Substance Abuse – possession or use of any illegal drug or substances including tobacco products.
- Vandalism – causing damage to or destroying school and/or private property. The student(s) involvement may be required to reimburse the district for the repair or replacement of the property and may be subject to legal action.
- Truancy – being absent from school or leaving school grounds without parent’s and/or the school’s permission.

PASSIVE PARENTAL CONSENT FORM

This form can be signed by a parent/guardian and turned back into the Lights On Modular if parents **DO NOT WISH** to have their child's teacher complete a confidential report on that child to determine the progress he/she makes in school work while attending Lights On. It can also be obtained at www.landerlightson.org

LIGHTS ON IN LANDER CONTACTS

Lights On in Lander Center Facilitators

- North Elementary Val Whetham 332-5943 (school)
430-0761 (cell)
- South Elementary Kelly Davey 332-6690 ex 32 (school)
- West Elementary Sheri Essen 332-6967 (school)
307-830-0697 (cell)

Lights On in Lander Administrative Office

- Program Director – Linda Barton – 332-4240 or 349-1427
- Administrative Assistant – Kathryn Primrose – 332-4240

DISTRIBUTION OF INFORMATION

Advocacy

Pursuant to the goals and objectives of the 21st Century Community Learning Centers and Lights On in Lander, advocating for continued funding of afterschool programs at the state and federal levels is an important component of the duties and responsibilities of the Program Director.

While lobbying is prohibited, the continued education of our policy makers is not only encouraged, but promoted by advocacy organizations such as: The Wyoming Afterschool Alliance; The National Afterschool Association; Promising Practices in Afterschool; National Institute on Out-of-School Time; Afterschool for All Project 2010; National Center for Community Education.

Upon receipt of important and time-sensitive information, the Program Director will send out messages to the parents and community via email, press releases, presentations and op-eds as indicated by the nature of the information. This is an important function of the director's job as it is critical to maintain funding sources and develop resources and support for sustainability.

STAFFING & JOB DESCRIPTIONS

Administrative Assistant to Program Director

Office Support Duties – Coordinating office services; oversee records/reports; copying, faxing, filing; compose, edit & proof information/documents, and gathering & compiling information for reports. Public & media relations. Assist in organizing events, bus transportation, and public

contact. Maintain filing of all hard data, student registrations, invoices, statements, course attendance and monthly information.

Each of the Centers in Lights On in Lander has an assigned staff that includes a building facilitator. These positions require some level of experience and expertise in educational learning opportunities and management skills. The following positions are described below:

Center/Building Facilitator

This position is a management role that encompasses the facilitation of the afterschool program at a center level. The role of the facilitator is to see to it that each building operates effectively with regard to registration, attendance, staffing and any other duties that are necessary to ensure the success of the overall program. Each facilitator is responsible to the Lights On District Coordinator as it pertains to their building and the program requirements. The following is a list of those responsibilities and their timeline:

- Fax or copy registrations to Lights On office.
- Any monies collected to be given to Lights On office for payment of fees.
- Assign any overflow students to other classes as needed from list of choices
- Provide coverage for Lights On staff when absent.
- Dismiss any tutor/assistants that are not needed that day (both adults and students).
- Provide district and building policy discipline when necessary.
- Turn in all Enrichment and Power Hour attendance sheets for each class at the end of each week to the Lights On office.
- Collect, review and initial time sheets from your building staff at the end of each month and turn in to Lights On office for payroll. Facilitator is responsible for ensuring the hours depicted on the timesheets reflect actual hours worked.
- Take charge of “other hire” tutors coming to help by ensuring that they:
- Distribute to and collect attendance sheets from each teacher and turn the sheets in to the facilitators daily for enrichment.
- Are distributed amongst the classes evenly, that they interact with the students and assist the teachers
- Return the classroom to its original order
- Maintain appropriate student behavior

Please be advised that based on the hours of operation, each facilitator should work no more than 3 hours per day under normal circumstances. We have calculated that this amount of time should be adequate to perform these duties in a timely manner. These hours may be adjusted to accommodate events that are unavoidable and/or are conducted on behalf of the welfare of the child(ren).

Center Tutors

The job includes working and assisting with children K-6 at North, West, and South Elementary Schools in the following areas:

Tutor children during “Power Hour” with homework, math, reading, as assigned by each building facilitator.

Supervise children during transitions between Power Hour, enrichment and going home including buses, hallways, snack time and other duties as assigned.

Assist and help the teacher/facilitator with attendance, monitoring behavior and general duties during enrichment hour classes.

Assist in cleaning up activities at the end of the day and return all supplies and materials to prepare for the next day's activities as directed.

Be prepared to go where needed per building facilitator's instructions. This person is your immediate supervisor.

It is the tutor's responsibility to ask if anyone needs help and assist where needed.

Be kind to students. Report any problems immediately to center facilitator.

Hours assigned are not guaranteed. Employment is on an "as needed" basis. Keep track of your hours on timesheets provided and turn in to your supervisor by the 13th of each month.

If you have any concerns or questions, first communicate with the center facilitator, who is your immediate supervisor. If initial attempts to communicate with the building facilitator are unsuccessful, contact the Lights On office for discussion with the Lights On Coordinator.

Specialty Instructors

Lights On in Lander continuously pursues the implementation of high quality enrichment activities. To that end, the program offers classes that align with its goals to enhance the educational experience of children beyond the school day. Cooking, wool working, yoga and other specialties are integrated on a weekly basis. Instructors can be referred or recommended by staff or members of the community. This is a paid position, and Specialty Instructors must follow these requirements:

- Must complete an employment application, W-4 and I-9 as per FCSD #1 employment policy.
- Complete fingerprint requirements as set forth by FCSD #1 policy for all staff.
- Follow all rules of the Lights On in Lander program.
- Report directly to the Program Coordinator.
- Complete and submit timesheets as required.
- Supplies can be reimbursed. All purchases must be approved in advance of payment or purchase.

COMMUNICATION & MANAGEMENT PROCEDURES

The operation of an afterschool program is complicated in a variety of areas, not the least of which is the ability to communicate with a part-time staff. In general, afterschool staffers have other full or part-time jobs, which limits important phone communication in "real-time", as well as structured staff meeting times. Quality programs require these two components in order to operate effectively. The following procedures have been implemented to provide adequate communication between and among staff at all levels:

- Daily email communication as a means to determine individual building needs, ask or answer questions pertaining to staff etcetera.
- Use email to transmit documents, drafts of packets and any other information that requires feedback from staff.
- Attendance folder on the network server that is accessible to designated staff to document and keep attendance records for reporting purposes.

- Frequent on-site visits by program director to each center for one-on-one visits with staff, children, parents and guests.
- Staff meetings as needed on “closed” days to discuss processes, implement new programs and/or discuss specific issues.
- Informal staff meetings during Enrichment with staff to discuss immediate needs.
- In-person meetings with principals to discuss status, policies and procedures, issues.

Job Performance Expectations

Center tutor duties include working and assisting with children K-6 at North, South and West Elementary Centers. The Rules, Policies and Procedures portion of this document also applies to summer staff.

- ✓ Tutor children during “Power Hour” one-on-one with their homework, reading or other subjects **as assigned** by each building.
- ✓ Supervise children during transitions between Power Hour, Enrichment and going home including busses, hallways, snack time and other duties as assigned.
- ✓ Assist and help the teacher/facilitator with attendance, monitoring behavior as set forth in the behavior rubrics, and general duties.
- ✓ Assist in cleaning up activities, return all supplies & materials for next day’s activities as directed.
- ✓ Follow the Site coordinator and/or Program Director’s directives at all times. Under no circumstances are center/program decisions to be made without first consulting with the site coordinator and/or Program Director.

Rules, Policies, and Procedures

Introductory Period

- The *introductory period* shall be considered part of the tutor/assistant employment process. Official appointment of a person to a tutor or assistant position with Lights On in Lander will occur after successful completion of an *introductory period*. The *introductory period* allows program management to evaluate the tutor’s ability to perform duties, responsibilities, skills and other related requirements of the position.
- The *introductory period* will be for 30 working days. This initial employment status will allow time to evaluate job performance and program suitability. During this time, the new hire will shadow a site coordinator veteran employees for 1-2 weeks before they are assigned to a center.
- Tutor salaries are based on program experience and district credentials.

Center Procedures

- **The hours that you have been assigned are not guaranteed.** You are employed on an “as needed” basis contingent upon current registration and funding. The Program Director reserves the right to change job location (center) and/or assigned work hours based on the needs of the program. Keep track of your hours on timesheets provided and turn into your supervisor by the 13th of each month. Wages are paid based on time worked at the center. Time worked without prior approval from the Program Director will not be authorized for payment.

- It is required that all staff check in upon arrival at the school “center” and sign in on daily sign-in sheet at the beginning of each shift.
- Daily job assignments are determined and assigned daily by your site coordinator. This person is your immediate supervisor. Because consistency is critical, assignments will remain fixed if possible.
- It is your responsibility to ask if anyone needs help and assist where needed.
- **Refer to and utilize the Lights On Precision Command Standards AT ALL TIMES.** At no time are tutors and/or aides to make unilateral decisions as it relates to student behavior issues. If the employee is unable to determine how to follow the process, immediately refer to the site coordinator.
- **Respect and be courteous to all students.** Report any severe problems immediately to supervisor. It is not your responsibility to handle these types of behavior problems. Raised voices, yelling or threatening punishment or other harsh behaviors towards students, including time-outs **will not be tolerated and is subject to dismissal.**
- At no time are tutors or site coordinators allowed to provide counseling to any Lights On student. The goal of the Lights On program is to provide academic and enrichment opportunities for children in a safe and structured environment. If there is a concern for a child’s well-being, it should be referred to the site coordinator who will then contact the school social worker. Confidentiality shall be maintained at all times.
- If a student needs to call a parent/guardian for any reason, a staff member must make the phone call and talk to the parent/guardian. Phone numbers for all participants are kept on file by the site coordinator.
- Transporting Lights On students in private vehicles is forbidden. At no time can a student ride in an employee’s vehicle.
- If assigned for enrichment duties, at program’s end make sure the classroom is restored to its original order, check bathrooms and take any items that have been left to the Lost & Found. If you tutor at a Center different from the Enrichment Host Center, you must leave Power Hour 15 minutes early to prepare for Enrichment.
- Be sure the Lights On office has a copy of your work schedule so we know what days you have committed to the Lights On Program.
- You must notify the Lights On office by 10:00 am at 332-4240 if you are not going to report for work that day so that a replacement can be assigned to work in your spot.
- Staff dress code is business casual. Staff members are expected to wear clean, school appropriate clothes. No t-shirts, baggy, holey, or ultra low-rise pants. Shorts and jeans are allowed, as long as they are pressed (free of wrinkles), but sweat/workout pants are not, unless you are teaching a Sport Enrichment Class. Shirts should not expose midriffs or excessive amounts of cleavage. District policy will also be followed regarding inappropriate messaging on any clothes (no alcohol, tobacco, religious or age-inappropriate logos of any kind).

Conflict Resolution Procedure

- All employee concerns should be communicated with site coordinator as the initial step. If there is no satisfactory conclusion, then the employee should contact the Lights On office for discussion with the Program Director.
- Please consider this job as any other. If the rules and regulations as set forth above are not followed accordingly, first you will be given appropriate counseling and opportunities to improve in the form of a timeline. Should this prove unsuccessful, we reserve the right to dismiss you from the Lights On in Lander Program.

TRANSPORTATION

- Afterschool transportation is offered through the program to transport children between their home schools and “centers” for enrichment classes.
- Children are bussed back to home schools at 5:30 pm if desired.
- Out of town locations to ALCO, Game and Fish, Hudson City Park, Ethete Blue Sky Hall, Wind River Elementary and Wind River High School are available to children who live in these locations at the end of the day.
- Summer Program includes transportation for field trips and drop-off to the same out of town locations at the end of the day.

PROFESSIONAL DEVELOPMENT and CONFERENCES

The operation of an afterschool program requires the integration of multidisciplinary activities that do not look like the school day, but can link and expand the curriculum by presenting it differently. Further, activities must fit into narrow timeslots and be presented in a format that suits a varying and inconsistent student attendee population.

With this in mind, it is required that the Program Director spend time researching and reviewing best practices from industry specialists, along with any promising best practices that may be evolving. It is therefore necessary to have the financial capability to provide continual staff involvement and improvement in the development of quality programming in order to keep pace with research-based strategies. Setting funding aside in the annual budget is imperative so that staff can participate in professional development opportunities that will assist them in appropriately implementing innovative activities.

To that end, industry led conferences can be very meaningful as a resource in learning what is new from an industry perspective. Spending time with other afterschool practitioners and experts offers the opportunity to meet and hear others speak on pertinent topics in a controlled setting specifically designed for learning, exploring and discussions. The important conferences are:

- ◆ Foundations, Inc. *Beyond School Hours* – Held each February.
- ◆ 21st Century Community Learning Centers *Annual Summer Institute*
- ◆ National Afterschool Association – *Annual Conference*

Other conferences will be advertised each year. Attendance is contingent upon available funds and timing.