



LIGHTS **On**
IN LANDER

STAFF
Policies & Procedures

2008-2009

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Lights On in Lander

Policies and Procedures

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STATEMENT OF PURPOSE

“Lights On in Lander is an afterschool program dedicated to keeping kids safe, helping working families and inspiring kids to learn.”

Lights On in Lander afterschool program is a 21st Century Community Learning Center grant-funded through the U.S. Department of Education and State of Wyoming. A “school-based” program, Lights On in Lander is approved and supported by Fremont County School District #1 as a supplemental services program designed to provide quality extended day programming to all children in Grades K-8. Launched in 2001, Lights On in Lander has not only evolved into a solid and stable afterschool program, but also as a viable academic and social intervention tool.

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. Specialty classes are also offered at Starrett Junior High and Lander Valley High School. This form should be returned to any Lights On facilitator, or to the Lights On Modular at 626 Washington St., Lander, WY 82520.

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.

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

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

Enrichment Classes: 4:15 – 5:30 pm, Monday, Tuesday, Thursday (Wednesday: 3:45 – 5:30 pm)

Friday's: 3:00-5:00

Enrichment classes vary each month but some examples are; wool working, cooking, computer games, sewing, SPARK sports, and Speed Stacks

RATES & BILLING

Lights On POWER HOUR is free, however enrichment classes have a nominal cost. The enrichment tuition rate is estimated at *\$3.00/ day. Payment is made on a monthly basis. Tuition is payable by either cash or check made payable to Lights On. There is no charge for Enrichment on Fridays.

Enrichment Tuition/ Month/ Student

Days p/wk	1	2	3	4
Cost p/mo	\$12.00	\$24.00	\$36.00	\$48.00

*Free & Reduced Enrichment Tuition

Days p/Wk	1	2	3	4
Cost p/mo	\$2.00	\$3.00	\$4.00	\$5.00

*Financial Assistance: Students qualifying under Fremont County School District #1 *Free & Reduced Lunch Program* will qualify for a reduced tuition fee. SCHOLARSHIPS ARE AVAILABLE. Contact Linda Barton @ 332-4240 for specific information.

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. Payment with registration is preferred.
- 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 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.

DISCIPLINE POLICY

Students who attend lights on are expected to have good behavior. The Lights On in Lander staff will also follow the same steps that FCSD #1 follows during school hours. A student may first receive a warning, with an option of a principal meeting or parent contact. Lights On employees will follow a chain of command to allow proper consequences for misbehavior.

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
- South Elementary – Kelly Davey – 332-6690 extension 32
- West Elementary – Kelly Davis/Rhiann Layton – 332-6690 or 332-6967

Lights On in Lander Administrative Office

- Program Director – Linda Barton – 332-4240 or 349-1427
- Administrative Assistant – Kristi Jones – 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.

Webmaster Duties – Maintain and update www.landerlightson.org Ensure all data on website is current and correct. Upload monthly packet information. Update monthly electronic registration form via www.formsite.com Email parents when monthly registration is available. Design electronic registration forms for summer program or special activities and update links to website. Design custom electronic surveys and compile results for statistical analysis.

QuickBooks – Accounting: Enter all customers [parents & students] Create new “products” based on dates or courses. Create an invoice for each student registration. Enter all payments, credits or adjustments to accounts. Perform monthly billing. Maintain current accounts and follow-up on delinquent.

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:

Date stamp or manually date students’ registration forms upon receipt.

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 month 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:

Get the attendance sheets from each teacher and turn the sheets in to the facilitators daily.

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 Tutor

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.

ADVISORY BOARD

As required by the 21st Century Community Learning Center guidelines, Lights On in Lander has a highly structured collaboration relationship with a variety of educational and community organizations that have not only become partners, but also a strong advisory board. The following organizations and individuals serve on the advisory board:

Safe and Drug Free Schools Coordinator	Christy James - Coordinator	Fremont County School District #1
Classroom Instructor	Jeanne Konicek	FCSD #1/ Teacher
Department of Family Services	Karla Kolarich - Administrator	DFS – Child Care Subsidy Program
School Administrator	Dennis Oman & Bill Alley Leslie Voxland - Principals	North, South & West Schools Fremont County School District #1

Law Enforcement	Randy Lutterman	Lander Police Department
Faith/Spiritual Community	Tim Sersen - Minister	Lander Ministerial Association
Parent(s)	Kelly Ward, Tammy Dexter, Vanessa Miller	
Workforce	Lori Retel	Workforce Services - Lander
Child Care/ Development:	CEO	KIDZ, Inc.
Business	Rob Clarke – Owner /Board Chairman	Rob Clarke Realty & Grandparent
Health Care	Theresa Nirider/Clara Blair	Dept. of Public Health/Kid Care Coord.
Substance Abuse	Carolyn Longwalker	Tobacco Coalition

WORKING PARTNERS

Fremont County School District #1	Dept. of Public Health
Big Brothers Big Sisters	Lander Police Department
Lander Children’s Museum	Even Start
Injury Prevention Resources	U.S. Forest Service
Lander Prevention Initiative	Wyoming Game and Fish
Tobacco Coalition	Bureau of Land Management

CONTRIBUTIONS

Lights On in Lander is not limited to receiving funding only from government entities. In addition to charging program fees, the program actively seeks contributions from businesses, private parties and foundations. In the past, funds have been received from:

- | | |
|----------------|-------------------------------|
| Fremont Toyota | P.E.O. Sisterhood |
| Parents | Taylor Foundation of Colorado |
| State Farm | |
| Kiwanis Club | |

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

All persons who are hired to work for Lights On in Lander will be treated as a professional. With that come a set of job expectations. All staff will comply with the following procedures and information as set forth:

- ❖ **In case of illness or emergency**, all staff is required to advise the Lights On office by **9:00 am** in the morning of your shift.
- ❖ **All staff will come appropriately dressed for work each day of their shift.** This means clean, pressed casual but professional clothes. **REMEMBER:** You are role models for the children.
- ❖ **Punctuality** is required and is an expectation for all staff.
- ❖ Professional development trainings will be required.
- ❖ **ALL STAFF** will follow the Lights ON Behavior Rubrics as set forth. Any issues that are not addressed in the rubrics must be refereed to your site coordinator. 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 rubric, immediately refer to the site coordinator.
- ❖ **Attendance** at all staff meetings is required.
- ❖ **Transporting** Lights On students in private vehicles is forbidden. At no time can a student ride in a Lights On employee’s vehicle.
- ❖ **Be sure** that Lights On has a copy of your work schedule so we know what days you have committed to the Lights On Program.
- ❖ **At no time** are tutors or site coordinators allowed to provide counseling to any Lights On students. The goal of the Lights On Program is to provide academic and enrichment opportunities in a safe and structured environment. If there is concern for a child’s well being, it should be referred to the site coordinator, who will then contact the school social worker. Confidentiality should be maintained at all times.
- ❖ **Be kind to students.** Report any problems immediately to your supervisor. It is not your responsibility to handle behavior problems. Yelling, threatening, punishment or harsh behaviors towards students will not be tolerated. Students are to feel safe and welcome at all times.

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 Hudson City Park and 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.

BUDGET and REPORTS

A major part of operating a 21st Century Community Learning Center grant is the management of its budget. The budget is determined by the original grant proposal and request, which is submitted based on the proposed program designed from the needs of the school district. Funded through the U.S. Department of Education via the State of Wyoming, proposals are granted directly from the state. This grant is five years in duration, renewable annually based on performance and proper fiscal management.

Budget

Fiscal management is of prime importance. Understanding cost strategies is essential because the needs of the program can and do change. Further, the parameters of the grant budget and goals are

very specific and must be managed within that framework. However, when program needs change such as: increased student attendance, this initiates a series of additional increased expenses, all of which can be unexpected and immediate, particularly in the area of staffing. It is essential to keep current and “real-time” records as a way of tracking and understanding need vs. costs. In addition, because the school district (fiscal agent) works on a reimbursement policy, there is a delay in posting bills and payments. This further emphasizes the need for day-to-day office record keeping.

Reports

The State of Wyoming determines criteria for reporting. Each location acts as a “Center”. Currently, Lights On in Lander operates four centers: North Elementary; South Elementary; West Elementary; and Starrett Junior High School. Each center has a center ID # assigned by the state, and information must be maintained on each of them on a daily basis as follows:

1. Attendance (to determine regular attendee level of 30 days or more)*
2. Disadvantaged Status
3. Special Education
4. Limited English Proficient
5. Gender, Age, Grade, Ethnicity
6. Adult Participation

Determining “regular attendee” status is critical, as that is the standard used to evaluate student performance. This is the measure all of the other demographics stem from in assessing whether the program is effective in increasing academic performance.

The State of Wyoming requires Quarterly Reports based on the calendar year. However, the program operates on the school year, thus causing skewed and belated results. In addition, there is the Annual Performance Review done online through Learning Point Associates. The State provides a login and password to each grantee, and requires that all data on each center be input as a baseline for future reporting.

Updates

This document is a work in progress or a “living document”. The most important elements to this organization are continued funding and policy changes as dictated by the state or federal governments. When any of these or other contingencies occurs, this document will be updated to meet those needs and standards.