



**Clay Afterschool Program (CAP)
STAFF HANDBOOK**

2021 – 2022

Serving:

Grant #1:

Clay Elementary, H.E. White Elementary,
and Clay Middle

Grant #2:

Big Otter Elementary, Lizemore
Elementary, and Clay High

Funding for this 21st Century Community Learning Center is provided wholly or in part by a grant from the United States Department of Education under the Elementary and Secondary Education Act, Title IV Part B, with grant administration carried out by the West Virginia Department of Education.

Afterschool Program Staff Handbook

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Afterschool Staff Handbook

Welcome to the **Clay Afterschool Program**! I am pleased that you will be working with us in this important endeavor. This handbook contains information pertaining to your work with the Afterschool Program. Please read it carefully and keep it, as you are responsible for the information it contains.

Purpose of this Handbook

This Afterschool Program Staff Handbook is intended to provide information important to you as a staff member in the Clay County Schools Afterschool Program. Throughout the year, additional resources may be provided for you. Please keep the handbook in a convenient location and refer to it often. You are expected to understand and work in accordance with the policies contained in this handbook. Please review this information. You are responsible for knowing this information. This handbook is subject to change due changes in federal or State guidelines or in response to identified needs of the program.

Important Phone Numbers

*If there is an emergency requiring immediate attention by the fire department, law enforcement, or an ambulance, call 911. Make sure you know the street address of the school you are calling from. Please call parents and tell them what is happening and where to meet their student, if applicable (at the hospital, for example).

Emergency Number for all centers 911

Big Otter Elementary School

59 Ossia-O'Brien Road
Duck, WV 25063
Phone: (304) 286-3111
Principal: Anthony Boggs
Site Coordinator:
Teresa Drake

Clay Elementary School

219 Church Street
Clay, WV 25043
Phone: (304) 587-4276
Principal: Michelle Paxton
Site Coordinator:
Kathi Linkinoggor
Jesse Stephenson

H.E. White Elementary School

501 Bomont Road
Bomont, WV 25030
Phone: (304) 548-7101
Principal: Jamela Krajeski
Site Coordinator:
Tina Hall
Jamela Krajeski

Lizemore Elementary School

100 Lizemore Lions Road
Lizemores, WV 25125
Phone: (304) 587-4823
Principal: Britni Ramsey
Site Coordinator:
Rebekah Holcomb

Clay Middle School

419 Church Street
Clay, WV 25043
Phone: (304) 587-2343
Principal: Leslie Goe
Site Coordinators:
Pat Black
Michelle Hamrick

Clay High School

1 Panther Drive
Clay, WV 25043
Phone: (304) 587-4226
Principal: Crystal Gibson
Site Coordinator:
Luella Dancy

Clay County Schools
21st CCLC Grant Director
Michelle Samples
Clay County Board of Education
285 Church Street
Clay, WV 25043
Phone: 304-587-4266
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21st CCLC Goals

Clay Elementary, H.E. White Elementary, and Clay County Middle

Goal #1: To increase academic achievement in reading among regular participants on an annual basis.

- *Objective 1.1. At least 65% of all participants in Grades K-6 will increase their reading scores by 2.0 Normal Curve Equivalents (NCEs) or more from pre-test (fall) to post-test (spring) on the STAR Reading Assessment each school year.*
- *Objective 1.2. Regularly participating students in grades K-6 will read, on average, at least 65 Accelerated Reader (AR) books each school year.*
- *Objective 1.3. At least 50% of students who participate in the program at least 30 days will maintain or increase their reading grades from fall to spring each school year.*
- *Objective 1.4. At least 45% of regular participants will increase their reading proficiency by the end of each school year from the previous year, as measured by the state assessment.*

Goal #2: To increase academic achievement in math among regular participants on an annual basis.

- *Objective 2.1. At least 50% of regular participants will increase their math scores from pre-test (fall) to post-test (spring) each school year, as measured by Hands-on Standards and Do the Math assessments.*
- *Objective 2.2. At least 50% of regularly participating students will maintain or increase their math grades from fall to spring.*
- *Objective 2.3. At least 30% of regular participants will increase their proficiency in math by the end of the school year from the previous school year, as measured by the state assessment.*

Goal #3: To increase school engagement among regular participants.

- *Objective 3.1. At least 75% of regular participants will demonstrate improvement in school engagement through homework completion, class participation, and attendance, as indicated by teacher surveys.*

Goal#4: To empower families of participating students to increase their engagement in their children's education and development.

- ***Objective 4.1. At least 50% of surveyed parents/families will self-report working on homework with their children at least on a monthly basis each school year.***
- ***Objective 4.2. At least 50% of surveyed parents will self-report feeling confident in their ability to support their child's education at home each school year.***
- ***Objective 4.3. At least 50% of participants in each skill-building family engagement workshop will increase their knowledge in the topic presented from pre- to post-test.***

****According to federal guidelines, regularly participating students are those who attend the program at least 30 days.***

21st CCLC Goals

Big Otter Elementary, Lizemore Elementary, and Clay County High

Goal #1: To increase academic achievement in reading among regular participants on an annual basis.

- *Objective 1.1. By May 2018 at least 50% of students who participate in the program for at least 30 days will maintain or increase their reading grades from fall to spring.*
- *Objective 1.2. By May 2018 at least 45% of regular participants will be proficient in reading, as measured by the WVGSA.*
- *Objective 1.3. By May 2018 at least 65% of participants in grades K-5 will increase their reading scores by 2.0 Normal Curve Equivalent (NCEs) or more from pre- to post-test on the STAR Reading Assessment by the end of the school year.*
- *Objective 1.4. By May 2018 regularly participating students in Grades K-5 will read, on average, at least 65 Accelerated Reader books during the school year.*
- *Objective 1.5. By May 2018 at least 45% of regular participants in Grades 9-12 will be proficient in reading as measured by the WVGSA.*

Goal #2: To increase academic achievement in math among regular participants on an annual basis.

- *Objective 2.1. By May 2018 at least 50% of students who attend the program for at least 30 days will increase their math grades from the fall to the spring semester.*
- *Objective 2.2. By October 2018 at least 30% of regular participants will be performing at grade level (proficient) in math, as measured by the WVGSA.*
- *Objective 2.3. By May 2018 at least 50% of participants in grades K-5 will increase their math scores by a minimum of 5% by the end of the school year, as measured by the assessments with our math curricula, Scholastic's Hands-On Standards (for kindergarten students) or Do the Math (for students in 1-5).*
- *Objective 2.4. By May 2018 at least 45% of regular participants in grades 9-12 will be proficient in math, as measured by the WVGSA.*

Goal #3: Families of participating students will be empowered to increase their engagement in their children's education and development.

- *Objective 3.1. By May 2018, at least 50% of surveyed parents/families will self-report working on homework with their child(ren) at least on a monthly basis.*
- *Objective 3.2. By May 2018 at least 50% of surveyed parents/families will self-report feeling confident in their ability to support their child's education at home.*
- *Objective 3.3. By May 2018 at least 50% of participants in each skill-building family engagement workshop will increase their knowledge in the topic presented from pre-to post-test.*

Goal #4: Through character education, youth development, and enrichment activities, regular participants will increase school engagement.

- *Objective 4.1. At least 75% of regular participants will demonstrate improvement in homework completion and class participation by the end of the year, as measured by teacher surveys.*
- *Objective 4.2. At least 75% of regular participants will demonstrate an improvement in behavior by the end of the year, as measured by teacher surveys and school disciplinary records.*
- *Objective 4.3. Teachers and staff will report an increase in attendance for parent-teacher conferences and family events, as measured by teacher surveys.*
- *Objective 4.4. At least 50% of respondents to the annual parent/caregiver survey will self-report an increase in school involvement.*

**According to federal guidelines, regularly participating students are those who attend the program at least 30 days.*

History and Funding

The Clay Afterschool Program (CAP) is funded through a combination of federal and State grants and county funds. The program is for all students in Kindergarten through twelfth grade in Clay County and is committed to fostering an enriching, community-based experience for students with support from parents, community members, and local agencies.

Daily Schedule

CAP begins when school is dismissed for the day, at approximately 3:15 P.M. ***It is critical that you are ready to start the program before students come for the program.*** The program ends at approximately 6:00 – 6:30 P.M. The schedules vary from site to site. In general, each day includes time for supper, homework, academic support in language arts and mathematics, exercise, and enrichment.

When there is a scheduled early dismissal, there will be **no** afterschool program on that day. For instance, when school is dismissed early for inclement weather, CAP **will not** be held on that day. There may be times when schools meet for the entire day, but inclement weather is reported for the evening, and CAP may need to be cancelled. If this occurs, schools will be notified as early as possible in order to let students and families know.

Attendance

It is important that we know who attends CAP each day. Aside from the requirement of keeping and reporting attendance, we need to know who is present at the program since we are responsible for the students who attend the program. Attendance will be taken at the beginning of each day. If a parent arrives early to pick up a student, please make sure that they sign them out using the appropriate form (See Appendix). CAP is accountable for children after attendance is taken and until they are signed out. Accurate attendance records are a crucial part of the data we must track.

Supper

A nutritious evening meal or supper will be served every day during the CAP. These meals are prepared by the school cooks who are paid by county funds and the afterschool program. The meals are prepared according to the USDA guidelines. Each child must take at least 3 of the food items and 1 cup of vegetables or ½ cup vegetables and ½ cup fruits in order for the meal to be reimbursable. If a child has an allergy to a food item, the cooks will have the order from the doctor on file and will prepare something else for that child. While no child should at any time be forced or coerced into eating a food they do not wish to eat, encouragement to eat what is provided is certainly appropriate.

Staff members are responsible for recording the number of students eating on the appropriate form. We need to report this information to the food services department so Clay County can be properly reimbursed for the meals prepared.

Meal time provides an opportunity to talk with students in a relaxed setting. Staff members should sit at the table with students whenever possible and talk with students. This time and staff attention provides an opportunity for students to learn about making appropriate conversation and about table manners.

The USDA is an equal opportunity provider, employer, and lender.

Afterschool Activities

Homework Time/Tutoring

Children need to have time every day to work on their homework during CAP. We strongly encourage communication regarding student's educational needs between CAP staff, regular day teachers, and parents. Forms have been developed for ensuring these communications (See Appendix). CAP staff will be available if students need help with their homework, but parents will maintain full responsibility for ensuring accuracy and completeness of all assignments. Students who do not have homework will have the opportunity to complete other academic activities during homework time (i.e., read, practice spelling words, etc.).

In order for homework time to be used effectively, it must be consistently a part of afterschool schedule. Students are responsible for bringing their homework with them. Due to the structure of the CAP schedule, time cannot be spent tracking down student work. At the elementary level, staff members should consider keeping copies of spelling lists from all teachers who have students attending the program.

If students need help during homework time, please provide help if you are comfortable with the subject matter. There is nothing wrong with not knowing everything, but we do not want to mislead students or teach them incorrectly. By working together, each grade group should have staff members that are comfortable with most homework areas. Teachers may offer support, examples, and model for students; however, students need to do their own homework.

Academic Time

Elementary

In meeting the guidelines of the 21st Century grant, we have formed a partnership with Save the Children. This partnership allows us to provide structured, engaging instruction for students in the areas of literacy and mathematics. Through the partner portal made available by Save the Children, teachers in these areas have access to a variety of lessons. Students will spend 60 minutes in literacy instruction and 30 minutes in math instruction each of the four days of CAP. In addition to mathematics, science, technology, and arts activities will be offered at least once per week.

Secondary

Students at the middle and high school levels will have available four evenings of support in all subject areas. Additionally, students will receive support in completing projects/assignments in other subject areas.

Healthy Choices -- Physical Activity

The Healthy Choices curriculum is also offered as part of the Save the Children partnership. Using the research-based Coordinated Approach to Child Health (CATCH) curricula developed by the University of Texas School of Public Health, the Healthy Choices program encompasses physical activity and nutrition education. At the elementary level, students will engage in moderate-to-vigorous activity that will include a warm-up activity, a cool-down activity, and at least two non-competitive, non-elimination games and activities. At the secondary level, students will focus on lifetime sport activities—physical activities they can enjoy all throughout their lives.

Each month, the Healthy Choices teacher will focus on a nutrition theme to help students understand the major concepts of nutrition. These concepts include learning about the MyPlate food groups; understanding the benefits of each food group; learning about portions and preparation; and making positive food and lifestyle choices.

Children need to feel safe in CAP, and these feelings of safety must extend to recreational activities. Whenever students are engaged in physical activity, they should be well supervised to ensure their safety and well-being. Awareness and close proximity of the teacher is essential for keeping students safe.

Enrichment

One of the main purposes of CAP is to enhance and extend the learning that goes on during the school day. Enrichment opportunities may be provided by school staff, parents and community members, and/or guests from other agencies. At the secondary level, enrichment will also involve career exploration. The emphasis will be on hands-on learning and having fun while learning in unconventional ways.

Activity Logs

Teachers will maintain weekly Activity Logs for each week they teach. Completed logs are to be turned in weekly to Site Coordinators. A blank log and a sample log may be found in the Appendix.

Linking Regular Day with Afterschool/Communicating with Parents

In order for afterschool learning to truly translate to academic success for students, there must be communication between regular day teachers and afterschool staff. In the Appendix of this handbook, you will find a sample form which allows regular day and afterschool staff to communicate regarding the academic needs of students. Also included is a progress monitoring form, which can be shared with parents throughout the term of the afterschool program (Elementary only).

Student Sign-Out

Parents/Guardians list people who have permission to pick up their son or daughter on forms returned to each school during the beginning of the year. It is important the site coordinator(s) for each school have access to this information, as he/she will be responsible for supervising sign-outs of students from CAP.

If the site coordinator does not recognize the person who comes to pick up a student, he/she should please ask to see photo identification (such as a driver's license) and ensure the person is listed on the student's approved pick-up list. No student may be released to someone not on the approved emergency contact list.

Eligibility

Any child in Kindergarten through twelfth grade who attends school in Clay County is eligible to attend CAP. However, before a child attends CAP, the parent/guardian will need to return a permission form to the school. Site coordinators are responsible for maintaining all permission forms and providing copies of the forms to the Grant Director. Afterschool staff are to be made aware of any behavioral plans, accommodations, and/or modifications designated for students attending the program who receive special education services.

Discipline

The rules for behavior during the Afterschool Program are the same as those for the regular school day. By having the same rules both during the school day and during the afterschool program, children will know how they are expected to behave and these rules will be reinforced.

The Afterschool Program follows the West Virginia Student Code of Conduct: In order for every student to have the opportunity to reach his/her potential, every student in the public schools of West Virginia shall: 1. Attend school faithfully, complete all assignments on time, and work to his/her full potential 2. Behave in a manner that does not disrupt classroom learning or the operation of the school 3. Obey teachers, principals, and others in authority 4. Refrain from any intimidating, aggressive, or threatening behavior toward fellow students, teachers, or other school staff 5. Refrain from the possession or use of any weapons, illegal drugs, alcohol, or tobacco products

Because CAP is different from the regular school day, there may be some additional rules that need to be made, enforced, and followed. Students are much more likely to follow rules they understand and that they helped decide upon. At the beginning of the year, students and staff members should discuss appropriate behavior and list any rules specific to the program in words the students can understand. Reminding students of the rules often will help students remember how to behave appropriately.

The Safe School Policy will be followed at all times. The severity of a student's behavior may dictate he/she be removed from the program.

In order to maintain a safe and fun environment, CAP staff will work closely with parents and students to ensure proper behavior. However, if a problem-behavior persists, a discipline referral will be made. In the event of inappropriate behavior, parents may receive a phone call or note from the Site Coordinator. Consequences for repeated misbehavior are as follows:

1st Referral: Conference with the child, Site Coordinator, and referring staff member

2nd Referral: Conference with child, parent, Site Coordinator, and referring staff member

3rd Referral: Student may be asked to not participate in the afterschool program for a specified amount of time.

Student Illness

If a student is absent from school due to illness, he/she may not attend CAP that day. In general, a student must have attended school during the school day to attend the Afterschool Program. If a student

becomes ill or is injured during the afterschool program, their parents need to be contacted and asked to come and pick up their student. If a parent cannot be reached and the student is in need of urgent medical attention, staff will contact emergency medical services (911) and parents/guardians. CAP requires that each student have emergency contact information on file before they attend the program. In addition to listing contact information for parents or guardians, this form asks for information on other people who may be contacted in an emergency situation when the parents or guardians are not available.

Medication

As a rule, CAP staff cannot administer medication to students. Staff may only dispense medication if they have had the applicable in-service training from the school nurse. If a situation arises in a classroom, please see the site coordinator, so he/she may speak with the school nurse or secretary if they are available or telephone the parents and explain that afterschool staff are not able to give medication.

Child Abuse Reporting

All staff members of CAP are mandatory reporters of child abuse. We are required by law to report suspected abuse to the West Virginia Department of Health and Human Resources.

Emergency/Crisis Preparedness

Please review the information for your particular school regarding emergency/crisis preparedness and be ready to enact those same procedures during afterschool.

Three (3) fire drills are required to be held and documented during CAP. One drill must occur within the first month of the program. "Code Red" drills must be held two (2) times during the Clay Afterschool Program. Copies of the fire drill form and the Code Red drill forms can be found in the Appendix.

Afterschool Staff Responsibilities

All Afterschool Staff (Daily)

All staff members are expected to report to the site's designated afterschool areas on time every day the program is held and as special events are scheduled. Staff members are to dress business casual or as related to the activity. Staff will act as role models and mentors for students, volunteers, school day staff, parents, and community.

Site Coordinator (Daily)

1. Supervise daily operations at the site (be the first to arrive and the last to leave).
2. Schedule substitutes in absence of regularly scheduled employees when needed. In the event no substitute can be found, the Site Coordinator may have to fill in for absent employee.
3. Collaborate with site staff, regular day teachers, school staff, and district personnel.
4. Ensure fidelity to the afterschool schedule.
5. Monitor the site as the program is taking place.
6. Ensure site safety, closely monitoring site entrance once regular day staff have left for the day.
7. Monitor student sign-outs, using appropriate documentation (See Appendix).
8. Plan and execute afterschool fire drills three times per year.
9. Provide support to teachers in the classroom when needed
10. Utilize technology to maintain records for afterschool program.

11. Identify and collect numbers for any other groups utilizing the school facility for afterschool activities (i.e., Boy Scouts, Girl Scouts, etc.).

Site Coordinator (Monthly/Weekly)

1. Collect and turn in all employee time sheets and Activity Logs. Please review all forms for accuracy, legibility, and completeness.
2. Develop and maintain a substitute teacher list.
3. Monitor instructors' lessons and discuss with Program Director.
4. Promote the program through informing local media of afterschool events and activities.
5. Keep accurate records of all volunteers recruited.
6. Coordinate Volunteer schedules.
7. Maintain regular contact with school day staff and parents—at least monthly ideally weekly. Document meetings with regular day staff.
8. Work with afterschool staff to plan and implement Family Night programs (6).
9. Submit all reports to Director and ensure attendance is up to date.

Instructors (Daily)

1. Perform daily duties as listed in schedule.
2. Assist the site coordinator with informing local media of program events and activities.
3. Keep track of student attendance, activities, and additional records.
4. Identify opportunities for service learning, community projects, enrichment and Project Based Learning.
5. Disseminate registration information for the program to students, parents, teachers, and community members.
6. Keep accurate records of partner contributions.
7. Implement a daily activities/lesson plan. Focus on teaching content standards in a fun, engaging, and hands-on way. Use information provided by classroom teachers to assist you in developing plans. Utilize curricular materials provided to you.
8. Plan activities to meet the grant goals and objectives.
9. Collaborate with regular education teachers to align instruction to help meet student needs by communicating on a regular documented basis.
10. Follow discipline procedures for the school.
11. Take time to create and prepare meaningful lessons. Use various teaching techniques.

Instructors (Monthly/Weekly)

1. Submit correct and complete time sheet to the site coordinator per CCS schedule.
2. Communicate with regular day teachers and site coordinator about student progress or needs. Please document communication.
3. Identify and recruit students based upon needs for participation in CAP.
4. Attend staff meetings and trainings as required.
5. Communicate with parents about student progress.
6. Work with the Site Coordinator to plan and implement Family Night programs (6).
7. Duties as assigned by Site Coordinator.

Walkthroughs/Evaluations of Afterschool Staff

Throughout the afterschool program, the Director will provide feedback to staff (Site Coordinators and Teachers) via electronic walkthroughs (See Appendix). Evaluations of afterschool staff (teachers and Site Coordinators) will be conducted at the conclusion of the program by the Director.

Time Sheets

A special time sheet has been created for afterschool staff (See Appendix). Time sheets should be turned in to the school Site Coordinator for his/her signature. Afterschool staff time sheets are due on the same dates as regular time sheets. Site Coordinators verify time sheets are correct by reviewing and signing them. After signature, the time sheets are to be provided to the Director for signature. Staff can only be paid for sanctioned afterschool activities (regular afterschool, family nights). Unless an academic component is provided during an activity (i.e., homework help), it cannot be counted as an afterschool activity.

Purchase Requests

A special purchase order form has been created for afterschool to designate use of 21st CCLC funds (See Appendix). Items purchased must be for use during the afterschool program. When deciding to make purchases, staff should please consider items with sustainability that students/teachers will be able to reuse. Also, staff should take into consideration the federal guidelines for allowable and non-allowable expenses (See Appendix). Purchase requests must be signed by the school principal and turned into the Site Coordinator. Site Coordinators should review purchase requests and send these to the Director for approval and signature.

APPENDIX