



WE ARE COMMUNITY!

21st Century Community Learning Center HANDBOOK FOR FACULTY & STAFF



The Jefferson County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to all individuals and designated youth groups.

Jefferson County Public School District
WWW.JCPSD.NET/WEARECOMMUNITY

Jefferson County Elementary School Site

Purpose 21st Century Community Learning Center Program

The purpose of the program is to establish 21st Century Community Learning Center programs that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. The Jefferson County Elementary School site will provide a range of high-quality services to support student learning and development. The services are provided by licensed and/or paraprofessionals. The project intends to 1) increase the rate and level of achievement; 2) promote character development; and 3) include parental participation in the teaching-learning process.

21st Century Community Learning Center grant supports extended learning programs for the following schools:

PK-4 Site: 430 Hwy 33 Fayette, MS 39069
Jefferson County Elementary School

Goals and Objectives

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1. Improve student achievement
 - 1.1) At least 60% of pre-K participants will demonstrate Kindergarten readiness
 - 1.2) At least 50% of regularly attending Kindergarten students will increase reading proficiency
 - 1.3) At least 50% of regularly attending Kindergarten students will increase math/numbers proficiency
 - 1.4) At least 50% of regularly attending students Grades 1-4 will demonstrate reading and math proficiency
 - 1.5) At least 80% of regularly attending Grade 3 students will perform as Proficient on the Mississippi 3rd grade reading assessment
 - 1.6) 80% of regularly attending students shall participate in learning the Spanish language
 - 1.7) At least two (2) staff members will attend a Science of Reading Training to promote literacy skills
 - 1.8) At least 50% of regularly attending students in Grades 1-4 will demonstrate Math proficiency
2. Foster responsibility and positive behaviors
 - 2.1. At least 80% of regular participants will be absent from school fewer than 8 days

- 2.2. Each project year, at least 6 21st CCLC personnel, parents, and/or community collaborative representatives will complete Tier 1 Positive Behavior Interventions and Supports (PBIS) training
- 2.3. Each project year, at least 90% of parents of regularly attending participants will report improved attitudes and growth in character development
- 2.4. Each project year, at least 80% of classroom teachers will report improved behavior among regularly participating 21st CCLC students
- 2.5. Each project year, at least 80% of classroom teachers will report improved behavior among regular participants
- 2.6. Each project year, 100% of students will take part in at least two enrichment activities to support learning
3. Include parents in the teaching-learning process
 - 3.1. At least 60% of parents of regularly attending students will attend weekly Parent Academies to support learners
 - 3.2. At least 80% of parents of regular participants will attend at least 2 school/community events
 - 3.3. At least three Saturday sessions will meet at local church sites

Advisory Council Members

- Ms. Sharon Chambliss
- Ms. Corrishia Culbert
- Mrs. Jamilia Felton
- Mrs. Lenay Johnson
- Mrs. Sheva Jones
- Mrs. Marvia O'Neal
- Mr. Alford Perryman
- Mrs. Latoyia Smith
- Mr. Anthony Walton

The purpose of the 21st Century Community Learning Center Advisory Council is to provide guidance, support, and community insight to ensure the success and effectiveness of the program. The Advisory Council serves as a collaborative body of stakeholders—including educators, parents, community members, and program staff—who work together to:

- Promote program goals aligned with student academic success and enrichment.
- Offer input on program planning, implementation, and continuous improvement.
- Assist in identifying community resources and partnerships.
- Ensure program activities meet the needs of students and families.
- Monitor program progress and support accountability and sustainability efforts.

By engaging diverse voices and perspectives, the Advisory Council plays a vital role in maintaining a high-quality, inclusive, and impactful after-school program for all students.

Academic Achievement and Measure of Progress

21st CCLC is structured to provide homework help, tutoring, test taking preparation, academic and enrichment opportunities that support MS-CCRS standards. Student progress is assessed by means of grades, behavior, attendance, and test scores. Teachers are expected to complete and submit lesson plans (see Appendix for template) weekly (Thursdays) to ensure instruction and enrichment align with the program and district goals. Homework help must be documented for each student (see Appendix).

Program staff should regularly communicate with the Site Coordinator, who serves as a liaison to day teachers and counselors to help ensure students meet mastery on appropriate academics. Staff is expected to take part in required surveys, attend staff meetings, professional development trainings and attend annual stakeholder meetings.

Attendance Policy (Students)

Regular attendance is a key baseline indicator that allows impact for participating youth to be possible. We must maintain at least 80% attendance with our overall program, therefore attendance is critical. Regular attendance is tracked through state and federal reporting as 30 days or more, 30-59 days, 60-89 days, and 90 plus days. In addition, youth who are non-regular attendees are tracked as having participated for fewer than 30 days.

The program implements an aggressive attendance policy to reduce absenteeism and to ensure students participate on a regular and consistent basis. The core service of We Are Community! 21st Century Community Learning Center Program is to provide academic achievement and enrichment activities. It is imperative that all students attend at least once a week to remain active in the program and also to receive the full benefits of the program. If a student is absent for three consecutive program days and contact has not been made with the appropriate personnel, the student will be dropped from the rolls. A student on the waiting list will be added in the child's place. Please contact us when you realize your student may have excessive absences due to an unforeseen event.

Excused Absences (*See JCSD Student Handbook page 28-29 for detailed descriptions*):

- Medical (which includes illness or doctor or dental appointments)

- Administrative/School Related
- Court Appearance/Ordered
- Religious holiday or training

Attendance (21st Century Staff)

Staff is expected to attend each day, unless he/she has an excused absence.

- Personal illness
- Serious illness or death in immediate family
- Conditions making attendance impossible or hazardous

You are expected to arrive on time for your shift. Do not sign-in before/after your scheduled work time. Immediately after signing in, you are expected to be with your class or assigned location. Understandably, situations arise that are out of our control. However, everyone must show courtesy and professionalism for fellow staff members and the 21st CCLC program. The following procedures are to be followed regarding employee absence or tardiness:

- If you need to be out for any reason, even in an emergency situation, you are expected to contact your Site Coordinator directly.
- If you use email or text messaging, you are still responsible for your shift until you receive a confirmation from the Site Coordinator.
- Outside of an emergency, a minimum of 1 hour notice is expected for tardiness. A minimum of 1 day written (email) notice is expected for absences.

Attendance Records (Students)

Attendance is to be taken and reported to the Lead Teacher daily. Lead Teachers will record attendance on the provided attendance forms and forward to the Project Coordinator. Should a staff member learn of any reason(s) that a student may be considering leaving the program, report the information to the Project Coordinator. It is vital that attendance is monitored daily and requirements strictly enforced to ensure regular attendance.

Check-Outs/Dismissals (Students)

Each parent/or approved person will need to enter the facility through the main entrance and sign in at the front desk – without exception. The person at the desk will call for the child. Each parent or approved person will sign their child out with the person at the front desk. If someone other than a parent is picking up a child, that

person must be listed on the registration form as an authorized contact/pick-up person. All individuals checking out students will be asked to show a photo ID.

Confidentiality

Staff will not disclose, publish or disseminate any information in any form (electronic, printed, verbal, written, etc.) that is obtained under the provisions of the Family Educational Rights and Privacy Act (FERPA) related to the personal information of the participants at the Community Learning Center without the prior written authorization of the 21st Century Community Learning Center Project Director. Staff will not use, publish or disseminate any information, pictures or work product available for personal use, nor will provide it to a third party for their use. Staff further agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication or dissemination of any materials as stated above. In addition, failure to comply with this policy shall result in suspension or termination from employment and/or access to any and all 21st Century Community Learning Center activities in the future.

Daily Schedule

After-School Scheduling: Mondays, Tuesdays, Wednesdays,		
After-School Scheduling: Mondays, Tuesdays, Wednesdays, Pre-K -4		
3:15 pm	Daily	Greeting, check-in and snack
3:30 pm	Daily	<i>Move to Learn</i>
3:40 pm	Daily	Restroom, water break
3:45 pm	Daily	Homework Help
4:15 pm	Daily	ELA/Math Academic Support (Alternate Days)
5:15 pm	Rotation of Enrichment Activities (Social Emotional Learning/Character Education- Counselor), Mondays-Arts/Crafts OR Music Tuesdays-Foreign Language-Spanish Wednesdays-Hands-on Science	
6:05 pm	Daily	Restroom, water break
6:10 pm	Daily	Wrap-up/Reading Time
6:30 pm	Daily	Dismissal to busses or authorized individual

Discipline and Behavior Management

We are Community 21st Century Learning Community is geared towards improving student behavior through the use of PBIS (Positive Behavior Intervention Support). All personnel will be encouraged to implement positive behavior intervention techniques to

foster a classroom environment that promotes positive behavior. Discipline matters will be referred to the after school counselor and site coordinator as needed. Teachers will also be encouraged to keep a behavior log for all students to monitor and track behavior (see Appendix). Discipline shall be in accordance with rules and policy adopted by the school for the regular school day. The Code of Conduct from the JCSD Student Handbook—including Student Behavior, General Rules, and Student Discipline--shall be followed as outlined in the handbook. Internet safety and security will be monitored during computer lab use. Consequences for internet violations will follow the policies adopted by the respective school. We have zero tolerance for bullying, weapons, drugs, alcohol and fighting.

- Discipline will be referred to the Project Coordinator; as necessary, matters will be referred to the school principal.
- Students with a total of three (3) or more disciplinary referrals will be removed from the program.

General Rules for the Classroom

- Students are to report (on-time) to his or her assigned classes.
- Students are not allowed to yell or talk loudly in the classrooms, cafeteria or restrooms.
- Students are to transition to classes quietly and orderly.
- Students will not be allowed to wear hats, hooded jackets, bandannas or any other head gear in the building.
- Students will enter class prepared with necessary tools for learning such as pencils, pen, notebooks, textbooks etc.
- Students will be responsible for keeping up with personal belongings such as purses, wallets, jackets, etc.

General Rules in the Restroom

- Students are to keep the restroom neat and clean.
- Students should use the nearest rest room to their class or activities.
- Students are not allowed to horseplay or display disorderly conduct in the restrooms.
- Students should not write on the walls or stalls of restrooms or cause any destruction to school property.

General Rules in the Cafeteria

- Students are to follow all instructions/directives given by school staff the first time.
- Students are to dispose of all trash on or beneath the table before leaving the cafeteria.
- Students are to eat and socialize using appropriate conduct which includes the absence of loud talking, horseplay, throwing food or milk or any other inappropriate behaviors.
- Students are not allowed to bring in outside food into the cafeteria unless approved by the cafeteria manager.

Eligible Participants

Principals, Site Coordinators, Guidance Counselors and Classroom Teachers will collaborate in determining at-risk students who meet the criteria for the program. Site Coordinators and Teachers will identify students with the greatest need and those with the risk of failing or falling behind will be given first priority to attend the program. Site Coordinators will establish a first and second priority list at each school; these students will be added to the waiting list. Specific demographics groups will be identified at the school level; however, will not be emphasized in any program.

Students in the program at each school must meet specific criteria including at least one of the following:

- Score within the Tier 3 on the district's universal screener
- Be identified as Lowest Performing Student (LPS) on state assessment and/or district's benchmark
- Be at risk of educational disadvantage and failure to circumstances of low income, abuse, neglect or disability
- Be eligible for free/reduced lunch

The services offered to students will not discriminate on the basis of race, ethnicity, religion, or gender.

Enrollment/Registration

The We Are Community! Learning Center is available at no charge to parents. Participation is based on attendance, a positive attitude and good behavior. All sites operate under board approved policies and procedures.

A parent or legal guardian must register his/her child for attendance prior to the student attending the program. A completed and signed registration form must be returned to the school before the a student may begin. Each parent/legal guardian must also sign for a handbook and complete necessary forms including/but not limited to: registration/transportation forms, permission forms, acknowledgment forms and medical authorization forms. All forms will be kept on file at the designated site for each student.

Field Trips

On occasion, 21st CCLC students may participate in field trips following normal school district procedures. Transportation is provided. Site Coordinators coordinate the trips to be approved by the Project Director. All field trips will follow the district's policies and procedures and use the district's field trip requests and permission forms.

Inventory Tracking System

Sites will be provided an inventory of all supplies, equipment, and materials issued. The management of these inventories will be kept on file in the Project Coordinator's office. The data clerk will inventory all technology items at least twice each program session. The Teacher Leaders/Teachers should monitor inventory records and ensure that all assigned items are accounted for; report any damaged, lost or stolen inventory items to the Project Coordinator.

Lesson Plans

Instructional Staff are expected to develop weekly lesson plans (see Appendix for template) at the appropriate instructional level of the class and that help to develop student's cognitive ability and respect for learning. Lesson plans should state the outcome expected and outline the lesson components to be implemented for reaching that outcome. Lesson plans should be submitted to the Site Coordinator and Project Director weekly on Thursdays before the start of the upcoming week.

Nutritional Program

Good nutrition and physical activity are important components of a healthy learning environment. Students will receive nutritious snacks according to the guidelines of the Federal Child Nutrition Program provided by Jefferson County School District Office of Child Nutrition. The JCSD Office of Child Nutrition will maintain records such as snack logs, monthly meal calendars and other records related to the nutritional programs. Copies of these records will be provided monthly to the 21st CCLC Project Director.

Observations/Evaluations

The Program Coordinator will conduct and document classroom observations. Site visits will include (but are not limited to) student engagement, timing of activities, group activities, student behavior, and teacher's attentiveness to classroom activities. Feedback will be provided as necessary to assist with programming goals and objectives. Certified and non-certified tutors will be evaluated by the Project Coordinator. Staff evaluation will include (but not limited to) professionalism, customer service, cooperative attitude, meeting deadlines, and work practices.

Parental Involvement

Parents are required to participate in all sponsored activities/meetings. 21st Century Staff will be required to make and record regular contact with parents. Each teacher/teacher leader will be provided a parent communication log (see Appendix).

Parents are requested to follow security procedures to ensure the safety and protection of all children. Parents should keep the project coordinator/site coordinator informed of any changes in their child's emergency information or other factors concerning the welfare of their child.

Professional Development

Staff is expected to attend employee meetings and required Professional Development. Employee Attendance Policy also pertains to staff meetings and Professional Development as they are also considered part of job duties. Professional Development is established each year based on survey of staff needs. Needs may also be determined by program management. Staff are expected to attend professional development related to successful after school and summer programming. You will be given appropriate notification of professional development opportunities beforehand.

Program Evaluation

Reports are generated from various sources: Student, parent and staff surveys, interviews, site visits, annual stakeholder meeting/luncheon, Advisory Council meetings, Cayen Data Systems. Utilizing these sources, hard and antidotal data - Evaluation Reports are generated summer, end, and mid –year. Outside Program Evaluators provide program evaluations to the Project Director. The Project Director reviews for accuracy and approves the report. The completed reports are forwarded on to grant staff, principals and stakeholders. A copy is always available in the Program Coordinator's Office, at school open house and orientations or posted on the school websites.

Safety

A minimum of four emergency drills will be conducted each year specific to 21st Century operating hours. Drills are to be taken seriously by staff and students. A first aid kit is on the premises as well as a first aid chart. The district's Emergency Management Plan will be implemented to protect students in the event of disaster, such as fire, tornado, earthquake, floods, etc. During inclement weather days, parents are to follow the student's home school directives for releases in the event of bad weather. 21st Century will not operate on days of school closings including emergencies or school-related closings.

The following basic safety procedures will be followed (please refer to the JCPSD Crisis Management Plan for more details and specific forms)

Safety Quick Guide

Drop, Cover and Hold Tornado Watch:

- a. Program Director and each senior on-site facility person (Primary Commander) will follow commercial television/radio and National Oceanic and Atmospheric Administration (NOAA) weather channels for further updates.
- b. Staff may be given a notice of the watch but no protective actions are required during a watch.

Tornado Warning:

- a. A tornado warning signals that a tornado has been sighted and may be approaching the site. A tornado warning announcement will be made on the public address system (or indicate an alternate method if a public address system is not available).
- b. Procedures
 - All groups outside the building are to return to the facility and go to their designated safety area.
 - Staff shall proceed with all students to the safety areas and remain there with the students until further notice.
 - No student shall be allowed out of his/her designated area unless his/her parent comes to the school and requests that the student be released.
 - Children will only be released to a parent or to an individual designated in writing by the parent. In an emergency, a child may be released to an individual upon verbal approval by the parent if the individual's identity can be verified by a staff person.
 - Proceed to predetermined shelter areas.
 - Students shall crouch on their elbows and knees and face interior walls with their hands over their necks.
 - Students shall remain quiet to wait for instructions.
 - Staff members shall remain alert for students who evidence signs of stress or panic, and when necessary, move such students to an area where they will not influence other students and remain with them until the "all clear" signal is given.
 - The senior on-site facility person (Primary Commander) shall give the "all clear" signal and provide further directions.

Areas to be avoided

- Spaces that are opposite doorways or openings into rooms that have windows in the exterior walls, and areas with large roof spaces.
- Interior locations that contain glass, such as doors, windows, display cases and the like.
- Areas where doors swing. When the storm hits, the doors are likely to swing violently.
- Corridor intersections (stay at least 10 feet away).
- Interior walls involving or adjacent to large areas such as gym walls or all-purpose room walls.

Ground Shaking Procedure:

- a. **DROP down onto your hands and knees** before the earthquake knocks you down. This position protects you from falling but allows you to still move if necessary.
- b. **COVER your head and neck** (and your entire body if possible) under a sturdy table or desk. If there is no shelter nearby, only then should you get down near an interior wall (or next to low-lying furniture that won't fall on you), and cover your head and neck with your arms and hands.
- c. **HOLD ON to your shelter** (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.

Lockdown/Intruders

Lockdown procedures may be implemented in situations involving dangerous intruders or other incidents that may result in harm to persons inside the facility. Local police input should be sought before finalizing the procedures recommended below.

Any staff member can issue a lockdown notification by announcing a warning over the public-address system, by sending a messenger to each room, or by sounding a bell or other pre-arranged signal. The Lead Teacher should then immediately call 911 for assistance and notify the Project Coordinator. **In an active shooter situation (or if one is suspected), staff should immediately follow this lockdown procedure even if an announcement has not been officially made.**

Procedure once a lockdown notification has been given:

- a. Everyone is to stay where they are. (*Note that fleeing from the building **may** be an option if the shooter is not close and a safe route and destination is identified*).
- b. Teachers are to:
 - Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - Lock the door.
 - Barricade the room with desks and chairs to prevent entry.
 - Place students against the wall or in the “safe corner,” so that the intruder cannot see them if he/she looks in the door.
 - Turn out lights and computer monitors.
 - Keep students quiet.
 - DO NOT open the hallway door for anyone once locked down.
- c. Any students in the cafeteria or in a hallway should move to the nearest pre-designated classrooms.

- d. If students and staff are outside the school building, they should relocate to a pre-designated safe location off-campus. If this is not possible, they should stop, drop and remain still until further notice is given.
- e. If staff and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
- f. Students and staff in the library should remain in the library unless evacuation is a safe alternative. A teacher should lock the doors, turn out the lights and have students relocate to a safe area.
- g. Never open doors during a lockdown, even in the event of a fire alarm unless you see smoke. A fire alarm may be a ploy to harm more people.
- h. Stay in safe areas until directed to move or evacuate and escorted by law enforcement officers or the primary commander.
- i. Defending your students is a last option if you and your students are in imminent danger of harm. (The Program Director in conjunction with local law enforcement personnel should define specific defense strategies that are permissible.)

Security

All building entries will remain locked. Only authorized personnel will be allowed to enter the sites. The Jefferson County Sheriff's Office along with the Fayette Police Department will provide routine monitoring. Staff is required to report any incidents that threaten program security immediately to the director and the local authorities.

Student Achievement and Measure of Progress

21st CCLC is structured to provide homework help, tutoring, test taking preparation, academic and enrichment opportunities that support MS-CCRS standards. Student progress is assessed by means of grades, behavior, attendance, and test scores. Program staff should regularly communicate with the Site Coordinator, who serves as a liaison to day teachers and counselors to help ensure students meet mastery on appropriate academics. Staff is expected to take part in required surveys, attend staff meetings, and attend annual stakeholder meetings.

Teacher/Student Ratio Charts

Class sizes are limited to the following:

Grades Pre-K-4 1:10

If the ratio is higher, contact the Project Coordinator immediately. Students are NOT to be left alone at any time.

Terms of Employment

Staffing for each school site is done on a year-by-year basis. Employees are expected to follow the policies and procedures set forth by the Jefferson County School District (See JCSD Employee Handbook). Employment is considered temporary/intermittent. Employment is not a part of your regular day job if already employed by the school system. ALL persons working within the program understand that employment is not guaranteed each year. The positions are funded with money the district receives from the 21stCCLC Community Learning Center grant and flows from the U.S. Department of Education to the MS Department of Education. Employment within JCSD We Are Community! 21stCCLC afterschool program is subject to the following:

1. Available 21st CCLC grant funding.
2. Available 21st CCLC afterschool staffing vacancies.
3. Student enrollment within the 21st CCLC program; and
4. Satisfactory job performance from previous employment within the 21st CCLC program
5. Variations in program design and schedule

Transportation/Dismissal

Transportation is provided to participating students as needed. Local school buses will be utilized, and drivers will be employed to provide safe transportation for children to return home. Transportation forms must be completed and signed by each participant. The Site Coordinator and Project Director will work with drivers to develop seating charts (see Appendix) for students who ride the bus.

Dismissal and release of students:

1. Pick up may only be made by authorized parties. Parents must specify on the applicant who will be authorized for student pickup/checkout.
2. On the application, parents must also specify if the student will be carpool or a bus rider.

3. If a student is picked up early/checked out from 21st Century, the parent/guardian must come to the office to sign them out and walk with them to the vehicle.
4. Transportation changes (bus changes or car rider to bus or bus to car rider) may only be submitted in writing.
5. Parents must notify the 21st CCLC teacher if they will be late; parents must not be on time for pick-up; failure to pick up students on time for two or more instances may result in the student's removal from the program.

If a child is not picked up by 6:30 pm (for elementary schools) and the school has not received a phone call to notify that the parent will be late, 21st CCLC will attempt to contact the parents. If the parents cannot be reached, the emergency contacts/authorized parties for check out will be tried. In the event the emergency contacts are unavailable, please contact the Project Coordinator.

Weekly Progress Monitoring Policy

Purpose

The purpose of weekly progress monitoring is to systematically track student growth and ensure targeted instruction for identified Focus/Remediation standards. This process allows educators to make data-driven instructional decisions that support student success during academic tutorial time.

Expectations

Assessment Development:

- Teachers will develop weekly assessments aligned to the identified Focus/Remediation standards based on data analysis.
- These assessments should be designed to measure student mastery of the targeted skills.

Data Collection & Recording:

- Teachers will administer the weekly assessments and record each student's percentage in the designated Google Sheet for Progress Monitoring.
- Data should be entered by the end of each week to maintain consistency and accuracy in tracking progress.

Instructional Adjustments:

- Teachers should use the collected data to adjust instruction, provide targeted interventions, and differentiate learning opportunities.
- Students demonstrating continued difficulty should receive additional support through small-group instruction, re-teaching, or personalized interventions.

Accountability:

- Weekly progress monitoring is a non-negotiable directive as outlined by the superintendent.
- Administrators will review data entries and provide feedback to ensure fidelity in implementation.

Support & Collaboration:

- Teachers are encouraged to collaborate in their grade-level or content teams to share effective strategies for improving student mastery.
- If assistance is needed in developing assessments or interpreting data, teachers should reach out to instructional leaders or administration.

Conclusion

Weekly progress monitoring is an essential practice to ensure that students receive the support they need to achieve academic success. By consistently assessing, tracking, and responding to student data, we strengthen our instructional impact and improve learning outcomes.

Volunteers

The after-school program welcomes volunteers to support and enhance student learning, enrichment activities, and program operations. This policy outlines the expectations, requirements, and procedures for volunteers to ensure a safe, productive, and positive environment for all participants.

Eligibility & Requirements

To become a volunteer, individuals must:

- Be at least 18 years old (unless otherwise approved).
- Complete a volunteer application and provide relevant references.
- Pass a background check (if volunteering more than 10-20 hours total or on a weekly basis).
- Attend a volunteer orientation and training session before starting.
- Agree to follow all program policies and child safety guidelines.

Roles & Responsibilities

Volunteers may assist with:

- Homework help & tutoring
- Supervising activities (arts, sports, STEM, etc.)
- Mentoring and providing social-emotional support
- Assisting program staff with logistics and setup
- Helping with special events

Volunteers must:

- Arrive on time and sign in and out at the designated area.

- Follow the guidance of staff and respect all program rules.
- Maintain professional conduct and appropriate interactions with students.
- Report any concerns about student well-being to the program coordinator.
- Not discipline students; all behavior issues should be referred to staff.

PLEASE NOTE: VOLUNTEERS WILL NOT BE LEFT UNSUPERVISED WITH STUDENTS UNDER ANY CIRCUMSTANCES.

Job Descriptions and Organizational Chart

Project Director Reports to: Superintendent of Education	
Qualifications	Essential Job Functions
<ul style="list-style-type: none"> Individuals must be certified in administration with demonstrated ability to supervise and work collaboratively with project staff, project collaborators, parents, and at-risk student participants; must have experience overseeing budgets/revisions; data collection and evaluation of programs; development of instructional programs; evaluation and supervision of teachers 	<ul style="list-style-type: none"> Project management to supervise personnel Coordinate identification of target students, their recruitment, and enrollment Plan curriculum and scheduling Review project goals and objectives to ensure success of the program Work with project partners, advisory committee, external evaluator, and the greater community Ensure communication between and among project staff and regular school faculty. Oversee program to ensure its success Work with external evaluators to provide necessary points of data and documentation Oversee discipline and forward appropriate disciplinary matters to building principals Identify and ensure appropriate professional development takes place among staff Coordinate parental involvement activities with the assistance of the teacher leaders Distribute and utilize needs assessments and surveys to adjust the program as needed. Collaborate with district human resources personnel to assist with completion of necessary forms and documentation to process payroll

Certified Teachers Leaders/Site Coordinators Reports to: Project Coordinator	
Qualifications	Essential Job Functions
Individuals must be certified teachers with demonstrated ability to work collaboratively with project staff, project collaborators, parents, and at-risk student participants; welcoming interpersonal skills; demonstrated ability to identify high-interest, useful topics for parent training, and work collaboratively to coach parents; organizational skills to enable accurate and complete records of student and parent attendance and participation.	<ul style="list-style-type: none"> • Serve as point of contact and liaison between all other staff and the project coordinator • Coordinate activities, • Identify volunteers and plan for field trips/speakers according to the days' programming • Provide individual and/or group instruction • Contact parents in the event of emergencies/late-pick ups • Collect and record daily student/staff attendance • Forward pertinent information and documents to the data clerk/project coordinator as indicated • Participate in assigned professional development activities • Complete necessary forms, surveys, and documents to ensure the success of the program • Supervise students and contact parents for minor disciplinary infractions; forward all major or habitual discipline matters to Teacher Leaders • Monitor inventory records and ensure that all assigned items are accounted for; report any damaged, lost or stolen inventory items to the Project Coordinator • Other duties may be assigned by the Project Coordinator
Teachers/Instructional Facilitators Reports to: Teacher Leaders/Site Coordinators	
Qualifications	Essential Job Functions
Certified teachers or individuals with a Bachelors' Degree; successful and documented instructional experience working with at-risk students and families; ability to relate and communicate effectively with 21 st CCLC staff, project collaborators, parents, JCSD personnel, and others.	<ul style="list-style-type: none"> • Provide individual and/or group instruction • Facilitate learning games, recreation, and other enrichment activities • Forward required documents to the grade level Teacher Leader • Communicate with parents/guardians • Supervise students and forward all discipline matters to Teacher Leaders • Participate in assigned professional development activities • Complete necessary forms, surveys, and documents to ensure the success of the program • Monitor inventory records and ensure that all assigned items are accounted for; report any damaged, lost or stolen inventory items to the Project Coordinator Other duties may be assigned by the Project Coordinator

Program Assistants Reports to: Teacher Leaders/Grade Level Coordinators and Teachers/Instructional Facilitators	
Qualifications	Essential Job Functions
High-school graduate required; dependability and interpersonal skills a must; interest in the goals and purposes of 21 st CCLC; ability to work with students, staff, family members, and community collaborators; JCSD employment or experience not required, residence in the area near the project site a plus	<ul style="list-style-type: none"> • Provide instructional and other assistance as needed • Assist with small group instruction • Assist with facilitating learning games, recreation, and other enrichment activities • Other duties may be assigned by the Project Coordinator
Project Data Clerk and Clerical Support Person Reports to: Project Coordinator	
Qualifications	Essential Job Functions
Candidate must preferably have an Associate Degree; high school completion is required. Requisite skills include organizational skills; communication skills; experience with range of software applications, and ability to use data and reporting software.	<ul style="list-style-type: none"> • Maintenance of project records including attendance, achievement data, staff hours, parent participation, permission slips, public notices • Inputs data into the data input system as assigned by the project coordinator • Maintains advisory committee agendas and minutes, etc. • Assists with clerical or other project tasks under the supervision of the Project Coordinator • Other duties may be assigned by the Project Coordinator
Bus Drivers Reports to: Transportation Director	
Qualifications	Essential Job Functions
Current JCSD bus driver, with requisite qualifications, licensing, etc.	<ul style="list-style-type: none"> • Safely transport students from school and project sites and on field trips <p>Additional responsibilities may be assigned by the district's transportation director</p>

Please contact the Program Coordinator regarding questions or concerns regarding the We Are Community! 21st Century Community Learning Center Grant.

Alma Rankin
arankin@jcpsd.net
601-786-7153

Appendix



We Are Community!
21st Century Community Learning Center
Adrian Hammitte, Ph.D., Superintendent
Alma R. Jones, Ed.S., Project Coordinator



Employee Name: _____
Work Site: _____

Position: _____
Pay Period: _____

**TEACHERS ARE REQUIRED TO AFFIX CORRESPONDING LESSON PLANS TO
TIMESHEETS TO ENSURE ACCURACY OF PERSONNEL ACTIVITY REPORTS.**

DAY	DATE	TIME IN	TIME OUT	TOTAL HOURS	ACTIVITY LOG
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Total Hours					

**I certify that the hours worked as shown above are a true account of actual hours
worked and the hours are correct.**

EMPLOYEE'S SIGNATURE: _____ **DATE:** _____

SUPERVISOR'S SIGNATURE: _____ **DATE:** _____



We Are Community!

21st Century Community Learning Center

STUDENT REGISTRATION FORM



Student Information

Name: (First) _____ (Middle) _____ (Last) _____

Grade: _____ School Building: _____ Homeroom _____

Teacher: _____

Date of Birth: _____ Age: ____ Primary Language _____ Limited English: __Yes__ No

Gender (select one):	Race	
<input type="checkbox"/> Female	<input type="checkbox"/> American Indian and Alaska Native	<input type="checkbox"/> Native Hawaiian and Other Pacific Islander
<input type="checkbox"/> Male	<input type="checkbox"/> Asian	<input type="checkbox"/> White
<input type="checkbox"/> Transgender	<input type="checkbox"/> Black or African American	<input type="checkbox"/> Other _____

Mailing Address Street: _____

City: _____ State: _____ Zip Code: _____

Parent/Guardian Information

Name _____ Cell Phone _____

Home Phone _____ Work Phone _____

Email Address _____

Resides with? __Yes__ No Emergency Contact? __Yes__ No

Parent/Guardian 2 Information (if applicable)

Name _____ Cell Phone _____

Home Phone _____ Work Phone _____

Email Address _____

Resides with? __Yes__ No Emergency Contact? __Yes__ No

How will your child get home from the program?

(Select one)

- ☐ Parent/Guardian Pick-Up
- ☐ After School Bus # _____

Person(s) authorized to pick up child besides parent/guardian(s)

Name Contact

Phone Number

1. _____

2. _____

3. _____

Signature of Parent/Guardian

Date

The Jefferson County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to all individuals and designated youth groups.



We Are Community! 21st Century Community Learning Center



Release/Authorization to Publish

I hereby give We Are Community! full, unrestricted rights to publish, distribute electronically and/or use any still or motion pictures, of me or my child for use in editorial content, art, advertising, trade and any other lawful purpose. I understand my likeness may be used in advertising and /or promotions. I hereby release and hold harmless the above named, its successors, employees, agents, and assigns from any liability or claims of damage whatsoever in connection with said used of my likeness. I waive any right to inspect and approve final use of materials covered hereunder. I have read and understand this Release and certify that the information provided is true and accurate.

- ☐ I give permission to use my child's photos/videos in the manners described above.
- ☐ I DO NOT give permission to use my child's photos/videos in the manners described

Student's Name: _____ Grade: _____

Parent or Guardian's Signature: _____ Date: _____



We Are Community! 21st Century Community Learning Center



Student's Name (please print):

First _____ Middle _____ Last _____

Person to be contacted in case of emergency:

Name _____ Relationship _____

Phone _____

Alternate person to be contacted in emergency:

Name _____ Relationship _____

Phone _____

Please list below any health-related condition the director of the program should know about your child. (Reporting such conditions will not prevent your child from participating and will be kept confidential.)

Allergies/food (explain) _____

Allergic to any drug(s) (explain) _____

Diabetes _____

Heart Condition _____

Epilepsy _____

Convulsions _____

Emotional Upsets _____

Asthma _____

Other Conditions? _____

List below any medication being taken now (including aspirin): Circle any medications that your child will be bringing to the program.

1. _____
2. _____
3. _____
4. _____

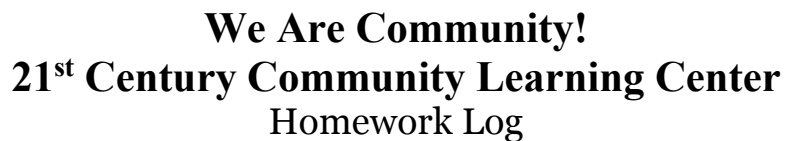
Are there any activities in which the child should not participate?

Are there any physical restrictions?

I, being a person authorized by law to give such permission, do hereby give my permission for emergency medical treatment to be given to the student listed on this form. I understand that all reasonable attempts will be made to contact me as soon as possible after the condition necessitating treatment arises, and, if unable to reach me, all reasonable attempts to contact the alternate listed above will be made. I understand that all reasonable precautions will be taken for safety at all times. I further release 21ST Century Community Learning Centers and all persons associated with this organization from any liability associated with any accident, injury or disease to the person who is the subject of this form.

Signature of Parent/Guardian

Date

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We Are Community

**NITA M. LOWEY 21ST CENTURY COMMUNITY
LEARNING CENTER**

**DR. ADRIAN HAMMITTE, SUPERINTENDENT
DR. ALMA RANKIN, PROJECT DIRECTOR
DR. LATANYA HERRINGTON, SITE COORDINATOR**

Communication Log

Teacher:					
Date	Time	Student's Name	Parent's Name	Method of Communication	Notes
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
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				<input type="checkbox"/> Email <input type="checkbox"/> Phone	
				<input type="checkbox"/> Email <input type="checkbox"/> Phone	



We Are Community
**NITA M. LOWEY 21ST CENTURY COMMUNITY
 LEARNING CENTER**
 DR. ADRIAN HAMMITTE, SUPERINTENDENT
 DR. ALMA RANKIN, PROJECT DIRECTOR
 DR. LATANYA HERRINGTON, SITE COORDINATOR

Daily Lesson Plan

Teacher:		Week of:	
Subject:		Grade:	
<i>(Academic Tutorial)</i>	Academic Standards:	Learning Target:	Resources/Materials:
Activities: I Do: We Do: You Do:			
<i>Enrichment Activity (See Schedule for Assignment)</i>	Learning Targets:	Resources/Materials:	
Activities:			

Week of _____  STEAM: Ready for College & Career 21st CCLC Afterschool Program	Grade _____			Teacher _____					
	Homework Help			Academic Tutorial			Enrichment		
	Number of Minutes:			Number of Minutes:			Monday: _____ # Mins _____ Tuesday: _____ # Mins _____ Wednesday: _____ # Mins _____		
	Student	MON	TUE	WED	MON	TUE	WED	MON	TUE
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									

School Bus Seating Chart



Driver:

I

1		26	
2		27	
3		28	
4		29	
5		30	
6		31	
7		32	
8		33	
9		34	
10		35	
11		36	
12		37	
13		38	
14		39	
15		40	
16		41	
17		42	
18		43	
19		44	
20		45	
21		46	
22		47	
23		48	
24		49	
25		50	



Student Behavior Log

Student Name: _____				
Date & Time	Location	Behavior	Outcome	Parents Contacted
				Y or N
				Y or N
				Y or N
				Y or N
				Y or N
				Y or N

After School Progress Monitoring

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A1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
2		1st Grade ELA		02/19/25	02/26/25	03/05/25	03/19/25	03/26/25	04/02/25	04/09/25	04/16/25	04/23/25	04/30/25	05/07/25	05/14/25
3		CLASS NAME		Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)	Standard(s)
4		Ashley Clark													
6															
7		Student 1													
8		Student 2													
9		Student 3													
10		Student 4													
11		Student 5													
12		Student 6													
13		Student 7													
14		Student 8													
15		Student 9													
16		Student 10													
17		Student 11													
18		Student 12													
19		Student 13													
20		Student 14													
21		Student 15													
22		Student 16													
23		Student 17													

1st Grade ELA 1st Grade Math 2nd Grade ELA 2nd Grade Math 3rd Grade ELA 3rd Grade Math 4th Grade ELA 4th



DR. ADRIAN HAMMITTE, SUPERINTENDENT
DR. ALMA RANKIN, PROJECT DIRECTOR
DR. LATANYA HERRINGTON, SITE COORDINATOR

After School Teacher: _____

Grade: _____ Subject: _____ Nine (9) Weeks Period: _____

[illegible]

***EXCELLING-E**

BASIC-B

PROFICIENT- P**NEEDS IMPROVEMENT-NI**