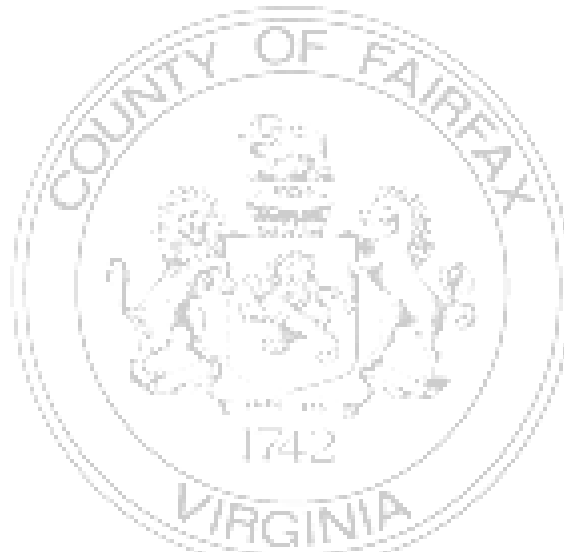




Computer Learning Centers PartnershipSM

COMPUTER LEARNING CENTERS PARTNERSHIPSM

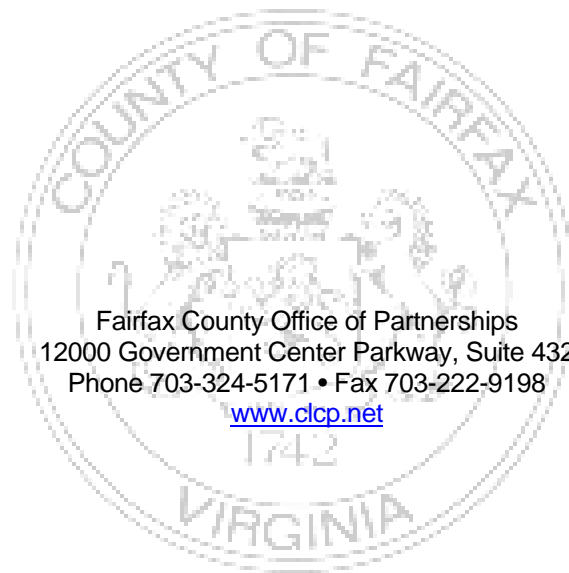
Fairfax County Office of Partnerships



Operations Manual

COMPUTER LEARNING CENTERS PARTNERSHIPSM

Operations Manual



Fairfax County Office of Partnerships
12000 Government Center Parkway, Suite 432
Phone 703-324-5171 • Fax 703-222-9198
www.clcp.net

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Overview of the CLCP

Office of Partnerships

The Fairfax County Office of Partnerships creates and develops public/private partnerships to stimulate positive change in the community and encourage civic involvement and responsibility.

The Office of Partnerships (OOP) brings together representatives and resources from all sectors of the community to address the many challenges faced by underserved families living in Fairfax County. County Government possesses the administrative expertise and credibility that make it uniquely suited to guide such collaborations. This pooling of public and private sector resources has an effectiveness that surpasses government or private institutions acting alone. In a spirit of mutual respect, members of each partnership design responses to community needs in the areas of:

- Health
- Education
- Technology
- Building Community

PARTNERSHIPS

Adopt—A—Family Partnership

Adult Health Partnership

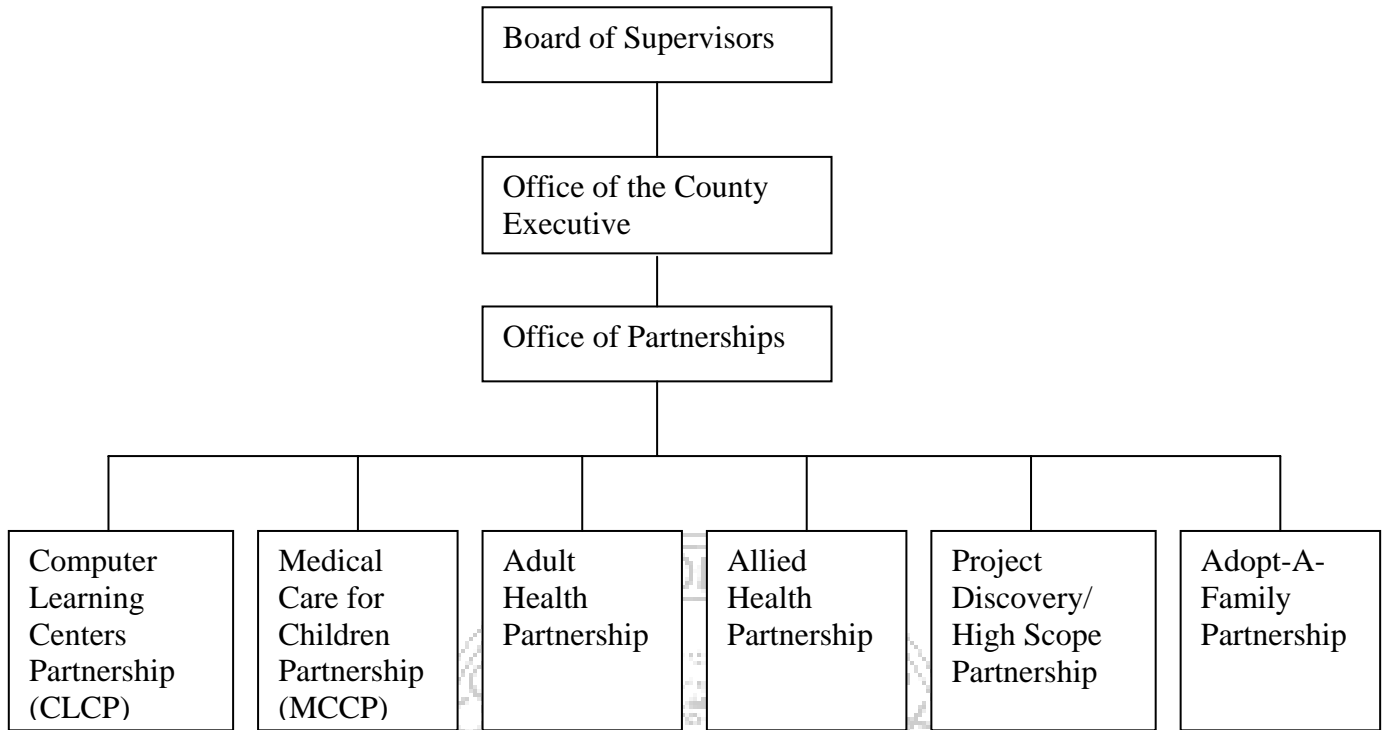
Allied Health Partnership

Computer Learning Centers Partnership

Medical Care for Children Partnership

Project Discovery/High Scope Partnership

Office of Partnerships Organizational Chart



Key Staff

Paulette Armstrong, CLCP Program Manager	703-324-5371
Cell Phone	
Karen Fuentes, CLCP Program Manager	703-324-5176
Cell Phone	
Michael Snider, CLCP IT Manager	703-324-5262
Cell Phone	540-538-2337
CLCP Program Administrator	703-324-5324
CLCP Administrative Assistant	703-324-
Sandra Stiner Lowe, Director, Office of Partnerships	703-324-5171
Office of Partnerships Main Number	703-324-5171
Fax Number	703-222-9198

Computer Learning Centers Partnership

The Mission of the Computer Learning Centers Partnership is to provide technology access and training to assure digital equity and increase overall literacy for underserved children.

The Computer Learning Centers Partnership (CLCP) is a public-private partnership designed to bring together business, education, philanthropic, ecumenical and government resources in Fairfax County, Virginia.

The CLCP program includes technology instruction including the Take Earned Computers Home (TECH) Club component, project-based curriculum that includes Reading is Fundamental (RIF) program and other literacy activities, homework assistance, enrichment activities and field trips, community service projects and a daily healthy snack.

There are currently fourteen (14) CLCP centers located throughout Fairfax County in housing developments, neighborhood centers, schools and neighborhood churches.

The CLCP centers have made technology accessible to approximately 5,000 children and their families since the program began. There are over 1,500 children currently enrolled in the CLCP program.

An Advisory Council representing area business, county government, non-profit organizations, community and civic-based organizations and private citizens guides the progress and development of the CLCP.

The Fairfax County Government CLCP was established in 1995 and is administered by the Fairfax County Office of Partnerships. Fairfax County covers overhead, so every dollar donated goes directly to providing technology access and training for underserved children in Fairfax County.

CLCP has received state and national awards for its innovative programs, including the “Promising Practice in Afterschool Programming” designation for having a program that provides positive outcomes for children and youth, awarded by the Academy of Educational Development’s (AED) Center for Youth Development and Policy Research.

The CLCP is supported by an Advisory Council comprised of community and corporate partners who work to provide in-kind resources, funding and program enrichment for the centers.



Personnel

Pre Employment Requirements

In order to be employed as a Site Director or Work-Study student with the CLCP pre-employment requirements that must be met: position requirements and acceptable reference and background checks.

Background Investigations

(Fairfax County Employee Handbook, January 2003, page 8)

A pre-employment criminal history record is required before any person can be hired for a County position with responsibility for the health, safety, and welfare of the mentally or physically impaired, minors, the elderly, or other persons unable to care for themselves. Disqualifying criminal history information is defined as conviction of crimes, as specified in Fairfax County Code section 3-1-23. The recentness and job-relatedness of the conviction will be considered when determining an applicant's fitness for a particular position.

Non-disclosure can be grounds for immediate termination. Fingerprinting is required of all applicants in order to conduct the criminal background check.

Job Descriptions and Performance Standards

There are written Performance Standards for both Site Director and Work-Study Student positions. They outline the important aspects and responsibilities of each of the positions, and serve as the basis for the evaluation process.

SITE DIRECTOR PERFORMANCE STANDARDS

Performance Element: Program Content

Evaluates, demonstrates and implements the CLCP program content

Standard

- Maintains center and high quality program standards and oversees the total environment
- Provides students with the standard CLCP technology instruction
- Provides developmentally appropriate, theme-related experiences that offer a variety of long and short-term activities for the students
- Contributes new ideas to curriculum development

Performance Element: Relationships

Builds positive relationships with the students

Standard

- Demonstrates and models good communications skills with the staff and students
- Gets to know each student individually
- Respects each student's differences (culture, personality, learning style)
- Understands the influence of own actions
- Listens actively
- Avoids power struggles
- Accepts problem behavior as a challenge, not as an annoyance

Performance Element: Parents/Families

Demonstrates good communication skills and positive interactions with the parents/families

Standard

- Acts in partnership with the parents/families, respecting their goals for their children
- Welcomes and greets parents/families
- Develops positive and professional relationships with the parents/families
- Encourages family involvement and respects their choice for level of involvement

Performance Element: Schools/Community

Demonstrates positive interactions and good communication skills with the school and community representatives, including school staff, citizens, and other County agencies

Standard

- Acts in partnership with school staff, citizens and other County agencies to provide quality programming which helps the students to bridge the technology divide
- Develops positive relationships with the school staff
- Works in conjunction with the school to supplement the technology being presented at the local schools
- Develops positive relationships with the local community: Dept. of Housing, management companies, Community Based Organizations (CBOs), and other County agencies
- Works with the community to advertise the CLCP within the community and to integrate the CLCP with the community

Performance Element: Computer Knowledge and Maintenance

Demonstrates knowledge of computer programs and maintains equipment at site

Standard

- Ability to diagnose, trouble shoot and fix minor hardware/software problems
- Understanding of PCs/Networking
- Notifies the Program Manager when additional maintenance is required

Performance Element: Attendance/Timeliness

Reports to work on time, requests and organizes leave appropriately

Standard

- Is reliable about being on the job
- Follows assigned work hours
- Coordinates Work-Study and personal requests for leave to minimize impact on the program
- Reviews time and attendance reports for accuracy
- Processes required paperwork to return to work in a timely manner

Performance Element: Administrative Tasks

Completes assigned administrative tasks on time and responds to administrative requests efficiently

Standard

- Completes monthly statistical report accurately and on time
- Responds to administrative requests promptly
- Plans required RIF events
- Requests additional supplies/materials well in advance

Performance Element: Teaching

Demonstrates the ability to teach the students the required Program Content

Standard

- Demonstrates an interactive teaching style
- Shows initiative in developing new activities to involve the students in the learning process
- Assures that the students complete required curriculum

Performance Element: Supervision of Work-Study students

Demonstrates good supervision skills

Standard

- Gives clear instructions and holds Work-Study students responsible for tasks
- Is aware of the effect of leadership style on staff
- Promotes and interesting and satisfactory work environment
- Identifies training and development needs of the staff and conducts on-site training or otherwise encourages them to improve their job-related skills
- Problem solves with staff
- Involves the staff in decision-making
- Ensures equal opportunity in the work place, without regard to race, sex, religion, age, national origin, or handicap

WORK-STUDY STUDENT PERFORMANCE STANDARDS

Performance Element: Curriculum/Programming

Is familiar with the CLCP program content and assists in its implementation

Standard

- Is familiar with and assists in the implementation of the standard CLCP curriculum
- Assists the Site Director in providing developmentally appropriate, in-depth, theme-related experiences that provide a variety of long and short-term activities for the students

Performance Element: Relationships

Builds positive relationships with the students

Standard

- Demonstrates good communications skills with the students
- Gets to know each student individually
- Respects each student's differences (culture, personality, learning style)
- Understands the influence of own actions
- Listens actively
- Avoids power struggles
- Accepts problem behavior as a challenge

Performance Element: Computer Knowledge and Maintenance

Is familiar with computers: hardware & software components

Standard

- Has basic knowledge of computer hardware and software components
- Has basic knowledge of Microsoft Office suite
- Has basic knowledge of Internet usage and research methods

Performance Element: Attendance/Timeliness

Reports to work on time, requests and organizes leave appropriately

Standard

- Is reliable
- Follows assigned work hours
- Coordinates requests for leave to minimize impact on the program
- Completes time and attendance report accurately
- Processes Work-Study paperwork in a timely manner

Performance Element: Administrative Tasks

Assists with administrative tasks as assigned

Standard

- Completes log in of center statistic

Evaluations

CLCP Program Managers will work in partnership with CLCP Site Directors throughout the year, providing opportunities for continuous feedback on job performance. A written performance evaluation will be conducted once a year. The evaluation is based on the job performance standards.

A copy of the Evaluation form can be found in Chapter 7.
It can also be accessed on www.clcp.net

Time and Attendance

(See County Code of Conduct)

Submission of bi-weekly time and attendance forms is required of all CLCP staff. There are different forms to be used by Site Directors and Work-Study students. Payroll is due to the Program Managers by close of business the Wednesday before the end of the pay period. These dates are indicated on the Program Calendar.

This official record of the hours being paid by Fairfax County must be completed accurately. **Misrepresentation of an employee's regular schedule is cause for dismissal and legal action.**

It is the responsibility of the Site Director to review Work-Study timesheets and verify their accuracy before submission. The timesheet workbook should be printed, reviewed and signed by all staff prior to submission. The signed copies are to be kept on file at the center.

A copy of the Timesheets & Instructions can be found in Chapter 7.
They can also be accessed on www.clcp.net

Staff Schedule

Site Directors are scheduled to work 56 hours per pay period. The schedule calls for a six-day workweek the first week of the pay period, and a five-day workweek the second week of the pay period. The centers are open five (5) hours per day Tuesday through Friday and four (4) hours on Saturday. Site Directors' schedules include time for administrative work: ½ hour daily (Tuesday through Friday) and 4 hours on the first Monday of each pay period (as indicated on the program calendar).

Work-Study students are scheduled to work a maximum of 15 hours per week. Work-Study students' hours are monitored, and they cannot exceed the number of hours allowed by their grants.

Summer hours and days may change. Staff will be notified in advance of these changes.

CLCP staff are expected to arrive at the centers according to scheduled time, ready to work; and to stay at the center until scheduled departure time. **Site Directors are required to email their arrival and departure times to their Program Manager.**

Site Director Work Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Center Hours	Closed	2 - 7 pm	2 - 7 pm	2 - 7 pm	2 - 7 pm	11 am - 3 pm	
	Planning /Training	1 - 5 pm	1:30 - 2 pm	1:30 - 2 pm	1:30 - 2 pm	1:30 - 2 pm		
	Work Hours	1 - 5 pm	1:30 - 7 pm	1:30 - 7 pm	1:30 - 7 pm	1:30 - 7 pm	11 am - 3 pm	Total/ wk.
	Site Director Hours	4	5.5	5.5	5.5	5.5	4	30
Week 2	Center Hours	Closed	2 - 7 pm	2 - 7 pm	2 - 7 pm	2 - 7 pm	11 am - 3 pm	
	Planning /Training		1:30 - 2 pm	1:30 - 2 pm	1:30 - 2 pm	1:30 - 2 pm		
	Work Hours		1:30 - 7 pm	1:30 - 7 pm	1:30 - 7 pm	1:30 - 7 pm	11 am - 3 pm	Total/ wk.
	Site Director Hours		5.5	5.5	5.5	5.5	4	26

Total Hours/Pay
Period 56

Exempt Limited Term

Fairfax County Procedural Memorandum No. 134 Revised

The Site Director positions are exempt limited term positions. They may be filled for no more than 24 pay periods (336 calendar days). At the end of the term, the employee must be separated for a minimum of 4 weeks. Such positions are established without benefits.

Additional Hours Policy

Occasionally additional hours (above 56 per pay period) will be approved by the Program Managers for Site Directors. Such time would include attending community meetings, meeting

with school staff, and field trips deemed necessary by the Program Managers. Additional hours must be approved in writing in advance of the activity.

Occasional additional hours for Work-Study students must be approved in advance by the Program Managers for field trips and center coverage.

Additional hours that are not preapproved will not be paid.

Overnight Field Trips

When centers participate in overnight field trips, Site Directors may reach 80 hours for the pay period. In this instance, the decision regarding overtime pay or compensatory time will be made by the Director of the Office of Partnerships and will be agreed upon in writing prior to the trip.

Leave Policy

Advance Leave

Occasionally it may be necessary for a Site Director to request time off in advance. Advance leave should be submitted to the Program Manager no less than two weeks in advance so that arrangements for center coverage may be made. The leave request should be submitted electronically on the Leave Request form. Work-Study students should submit their request for time off to the Site Director two weeks in advance. The Site Director is responsible for informing the Program Manager of such requests.

A copy of the Leave Request form can be found in Chapter 7.
It can also be accessed at www.clcp.net

Same Day Leave

Should a staff member need to be off due to illness or unforeseeable situations or emergencies, the staff member is to call the CLCP Administrative office (703-324-5171) and speak with a Program Manager or the CLCP Administrative Assistant directly. **Voice mail messages are not acceptable.** Work-Study students need to contact their Site Director and a Program Manager for a same day leave request.

County Holidays

The CLCP centers are closed for all Fairfax County holidays. CLCP participants should be notified at least one week in advance.

Weather Closing Policy

If Fairfax County Public Schools close early, or are closed for the day, due to weather, the CLCP centers will also be closed. IF the FCPS is on a delayed opening, the CLCP centers will be open

as usual. On Saturdays, if FCPS cancels extra-curricular activities, the CLCP centers will be closed.

In the event of significant, long-term weather related closings, the Program Managers may open the centers over riding this policy. In that case, an Administrative Update would be sent out to all Site Directors notifying them of the change.

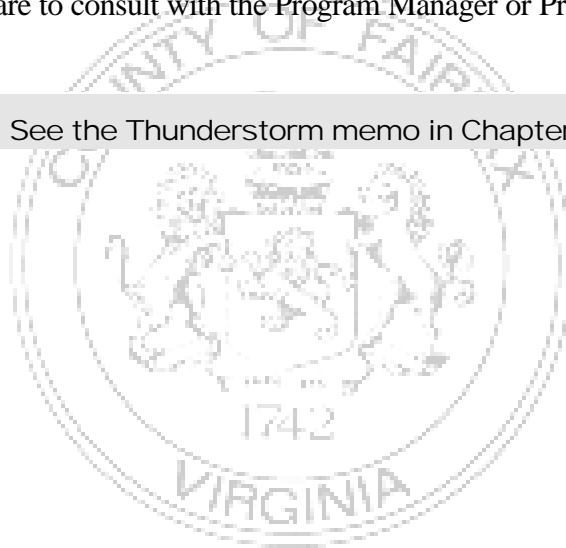
Make-up hours for Site Directors may be arranged in consultation with the OOP when appropriate.

Emergency Closing Policy

In the event of severe weather or other emergency situations, the centers will follow guidance for Fairfax County services.

In the event of localized severe weather (thunderstorms or electrical storms) or localized power outages, Site Directors are to consult with the Program Manager or Program Administrator about closing the center.

See the Thunderstorm memo in Chapter 7.



Program Components

The key components that comprise the CLCP Program are: Technology Instruction, Enrichment Activities & Field Trips, TECH Club, Literacy & Reading Is Fundamental, Homework Assistance, Community Service, Private Independent School Partnership and Healthy Snacks. The CLCPs enjoy a very diverse population. Site Directors are to promote the richness of the diverse cultures of the center participants, and are to encourage an international perspective and cultural understanding within the context of center instruction.

Site Directors are responsible for assuring that all components are implemented in the centers.

Technology Instruction

The primary component of the CLCP Program is technology instruction and includes:

- Computer basics
- Microsoft Office Suite
- Keyboarding
- Critical thinking skills software
- Desktop publishing
- Animation
- Web page design
- Hardware upgrading and troubleshooting
- Video Production
- Digital Photography/Photojournalism

Enrichment Activities

The enrichment activities for the CLCP include program content themes, field trips and special visitors. As a team, Site Directors and Program Managers develop and incorporate monthly

themes into the lessons to reflect a wide range of topics related to the Virginia Standards of Learning (SOLs), and to support the learning that is taking place in school classrooms. Enrichment activities, such as field trips and special visitors, related to the monthly theme or one of the other component areas, broaden the students' perspective of the world.

Field Trips

Field trips for the students in the CLCP centers enrich and support the curriculum. Program Managers plan the field trips for the CLCP sites. In most cases trips are planned for all CLCPs to participate. **Site Directors do not have the authority to plan or cancel field trips without consultation with and approval by the Program Managers.** If an issue arises regarding a field trip, it needs to be discussed with the Program Manager.

Site Directors receive a copy of the Bus Voucher for each field trip. The Program Managers prepare the Field Trip Permission Forms and distribute them to the centers. Site Directors print and distribute the Field Trip Permission forms and use the Field Trip Checklist to prepare for each trip to ensure a safe and enjoyable experience. **Site Directors must submit a Field Trip Report form within a week of the trip.**

Occasionally a trip is planned which is offered to limited sites due to the nature of the activity or because it is sponsored by a center's adopting corporation.

A copy of the Field Trip Report form can be found in Chapter 7.
It can also be accessed at www.clcp.net

FCPS Transportation Offices

The following contact phone numbers are for the Fairfax County Public School Transportation offices. They are contacted only if the bus is more than 10 minutes late in arriving for a planned field trip.

Area 1 Transportation 703-329-3600 Cathy Millan
Serves: Hybla Valley, Lorton, Murraygate, Mt. Vernon Woods, Sacramento and West Ford

Area 2 Transportation 703-658-5800 Cindy Langford
Serves: Chantilly Mews, Culmore, Kingsley, Yorkville

Area 3 Transportation 703-204-4050 Sandy Campanero
Serves: Cedar Ridge, Herndon, Stonegate, West Glade

TECH Club

The TECH Club is comprised of two parts: the "build-your-own computer" component for children 12-18 years of age, and the Volunteer Rebuild program that provides computers for children under 11. The "build-your-own computer" component, a one week course, is conducted by a qualified instructor on an annual basis at each center. Upon completion of the course, the

student is given the computer that he or she built, as well as an Internet account. These accounts are content limited for the protection of the students. In 2000, a partnership was established with Booz Allen Hamilton and the Fairfax County Fire Fighters. Booz Allen Hamilton trains fire fighters in A+ Certification, and they in turn volunteer time doing computer repairs and upgrades for students too young to participate in the TECH Club. The Volunteer Rebuild Program has expanded and now includes volunteers from several churches and corporations who also help to rebuild the computers.

Site Directors are responsible for keeping an updated list of children who have completed the required technology content and are eligible to participate in the “build-your-own computer” component or to receive rebuilt computers.

TECH Club Eligibility Requirements can be found in Chapter 7.

Literacy and Reading is Fundamental (RIF)

The CLCP participates in the Reading is Fundamental program. Each center hosts three events and participates in a countywide event. The program provides the students in the CLCP centers with books of their own, and encourages reading. Each center holds or participates in a minimum of three RIF events (book distributions) each year. The book distributions include reading events, creation of posters for the National RIF poster contest, and motivational activities which vary from center to center. Children use various software and graphics programs to write a story or to create and present a report on books they read. Others create posters with clip art, mazes and puzzles using clues from their favorite books or write letters to their favorite character.

RIF is a federally funded grant program. The RIF Book Distributions are important events. They aren't just about giving away free books, but about inspiring readers. Find out more at the RIF website. **Site Directors submit a RIF Report and Book Distribution List to the Program Managers within a week of the event.**

The University of Virginia (UVA) has joined in partnership with the CLCP program to increase literacy and reading comprehension among the CLCP students. UVA professors provide workshops for the Site Directors and site consultation to enhance the methodologies of teaching with multiple modalities and to address literacy and multi-cultural learning challenges.

A copy of the RIF Report and Distribution list can be found in Chapter 7.
It can also be accessed at www.clcp.net

Homework Assistance

Each CLCP center has an established homework area where students may work on homework and receive assistance when they are not on the computers. This area includes 1 or 2 computers designated for students to use for Internet research related to their homework assignments.

Service learning students from George Mason University and volunteers monitor the homework centers and assist the students with their homework.

During the 2003-2004 school year, CLCP has received a grant from Freddie Mac to support the Homework Assistance component. The program will be hiring paid tutors to work in the Homework Center twice a week to assist the children with their assignments and monitor the children as they complete their homework.

Community Service Component

Community service through the CLCP provides students with opportunities to serve their community, and develop their sense of belonging within the community. Another community service program is the Hats Project which is provided in conjunction with Glories Happy Hats for critically ill children. **All centers participate in several nationally recognized service days:**

- Make-A-Difference Day in October
- Valentines for Veterans in February
- National Youth Service Day in April

Site Directors are required to submit a report and photos of each event to the Program Manager within a week. In addition, Site Directors support the students' interest in community service by encouraging participation in other neighborhood community service projects. When a new project is identified, planning is done in conjunction with the Program Manager.

The Community Service Report form can be found in Chapter 7.
It can also be accessed at www.clcp.net

Private Independent School Partnership

The CLCP partners with the Northern Virginia Diversity Coalition, a group of 14 independent private schools, to offer CLCP participants an alternative to public school through scholarship opportunities. In addition, the CLCPs provide an opportunity for the Independent School students to perform community service projects in the centers.

The program supports identification of children in the CLCP who could benefit from a smaller classroom environment. Site Directors should notify the Program Managers of children who fit this profile.

Healthy Snacks

Supplies of snacks are delivered to the centers on a monthly basis by volunteers. Snacks include a variety of items; to be served twice during the month. The number of snacks provided is based on average attendance. Snacks are offered at the center between 3 and 3:30 PM.



Program Operations

Registration

Registration Form and Database

Individuals must register prior to attending CLCP classes; the registration must be completed and signed by a parent or guardian. Serious liability issues could arise when non-registered students are present at a CLCP site.

The CLCP registration form is available in English and Spanish. **It contains a media release statement.** Signed registration forms must be kept in a file at the center.

Enrolling families will be given a Parent Handbook and brochures and/or information on the other OOP partnerships. The Medical Care for Children Partnership provides comprehensive and emergency medical and dental care for income eligible children through age 18 years. The holiday Adopt-a-Family matches families in need with donors from throughout the County. Project Discovery encourages and facilitates secondary level students to become the first in their family to attend college. Allied Health is a sponsorship program for adults whose career goals include college training in one of a variety of medical support services.

Registration information is also entered into a database, which is updated each time the CLCP student attends classes or activities at the center. **The on-line registration system is purged each year during the first week of July deleting any student who has not been active since June 30th of the previous year.** Names deleted from the Registration database are kept in a central file for historical record.

Site Directors will make every effort to contact students who have been absent from the center for a month. The purpose of the follow up contact is to determine the reason that the student has not attended and to encourage return of the student to the program.

The Registration database is updated daily and is used to generate weekly statistics. Site Directors are responsible for overseeing mandatory daily updates of the database. Weekly statistics are due to the OOP each Tuesday for the preceding week.

Copies of the Registration forms and Weekly Stats submission form can be found in Chapter 7. It can also be accessed at www.clcp.net

Outreach

Site Directors are responsible for conducting ongoing outreach in the community their site serves. They work in collaboration with CLCP Program Managers and OOP staff to develop effective community building activities to showcase the center and what it offers children in the community. Through planned activities and outreach, the CLCP functions as a vital, active part of the neighborhood. Site Directors develop an Outreach Plan each year that is submitted on the “Outreach Plan” form. Program Managers work with the Site Directors to ensure implementation of the plan.

Site Directors and Program Managers act as liaisons to the schools and the property managers in the communities where CLCP centers are located. It is the responsibility of the Site Director, in conjunction with the CLCP Program Managers, to meet with appropriate elementary, middle and high school personnel. Site Directors are responsible for maintaining good relationships with parents, community based organizations, and property managers in the community. Quarterly meetings are scheduled by the Site Directors with property or facility management and the Program Manager to review the CLCP calendars and list of special activities. It is the responsibility of the Site Director to notify the Program Manager of any additionally scheduled community events. Site Directors are encouraged to have the CLCP participate in Community Events such as Community or Neighborhood Days in consultation with the Program Manager. **Site Directors are also responsible for submitting a Community Event Report to document event participation within one week after the event.**

A copy of the Community Event Report form can be found in Chapter 7.
It can also be accessed at www.clcp.net

Working with Partners

Site Directors, as employees of the Office of Partnerships/CLCP Program, are representatives of the OOP and Fairfax County, and viewed as such by residents and members of the communities they serve. When working with the children, families, community members and OOP/CLCP partners, professional behavior must be upheld. Site Directors may not obligate the CLCP, the OOP, or Fairfax County to events or activities without the express written consent of their Program Manager or the Director of the OOP.

Public Relations and Marketing

In order to ensure consistent branding for all CLCP centers, marketing materials will be created and distributed from the Office of Partnerships office. However, if there is an occasion where you must create printed materials to represent a CLCP center for any reason, it is imperative that the following guidelines are adhered to:

- Logos, including Fairfax County, Office of Partnerships and Computer Learning Centers Partnership logos may be used after obtaining written permission from the CLCP Program Managers
- The final version of any printed material must be sent to the Program Managers and the Marketing and Public Relations Manager for approval before it can be printed and/or distributed
- Once permission is granted to use logos and your printed material is approved, the current logos will be inserted before the document is returned to you for printing.

Media Requests

Requests for media coverage must be authorized by the OOP Director through the OOP Public Relations Manager in conjunction with the Director. The Public Relations Manager, in most cases, will be present for media events. The OOP has media protocols to guide all of its programs. **Site Directors have the responsibility of ensuring that all students have a signed registration form on file which contains a media release.**

Center Responsibilities

Site Directors have numerous daily responsibilities which are outlined in various sections of this manual. A daily checklist of these responsibilities ensures that they are completed.

A copy of the Daily Checklist can be found in Chapter 7.

Site Directors have responsibility for program operations at the center, including:

- curriculum instruction
- supervision of Work-Study students, service learning students and volunteers
- positive interactions with children
- wall display of computer basics
- registration system up-to-date
- time sheets completed on a daily basis
- attractive displays of children's projects

The Program Managers conduct periodic reviews of the CLCP centers using the Site Visit Form.

A copy of the Site Visit form can be found in Chapter 7.

Petty Cash Guidelines

Each center has an annual allotment for the purchase of enrichment supplies and Reading Is Fundamental (RIF) event supplies. Spending the allotment requires the following be done:

- Plan the enrichment activity or RIF event
- Determine the supplies needed
- Request approval from the Program Manager
 - Indicate the date of the activity or event
 - List of all the items required and suggested vendor
- The Program Manager will approve or deny requests
- Funds can only be expended with approval
- **Personal items are not to included on the receipt**
- The receipt and record-keeping sheet must be brought to the next Site Director meeting
- The Program Manager will verify that it is an approved purchase, and complete the paperwork for reimbursement.

Communication

Non-emergency communication between the Site Directors and Program Managers is conducted by e-mail. Copies of these communications must be maintained in a specified notebook at the centers for follow-up discussions, and for review by Work-Study students, substitutes, and volunteers. When an e-mail arrives in the center's mailbox labeled "Administrative Update", it is to be printed and placed in the Administrative Updates & Memos notebook.

Site Directors may call to speak to the Program Manager directly or to leave a phone mail message. If the matter requires immediate attention, Site Directors should page the Program Manager and leave a number or a text message. **Emergency leave requests are never be left on phone mail:** a Program Manager or the Program Operations Administrator must be contacted directly.

Center Management

Site Directors are responsible for discipline and classroom management. Most inappropriate behavior can be remedied with a meeting with parents or a short suspension. **A student is never to be expelled from the center by the Site Director without consultation with the Program Manager and Program Administrator.**

Rules of Conduct

Each center has a prominently displayed laminated sign that details the CLCP rules of conduct.

The rules should be discussed and demonstrated regularly with the students so they understand and remember what is expected of them. This is especially important before a field trip. The rules are designed for everyone, and everyone is expected to follow them.

A copy of the Rules of Conduct can be found in Chapter 7.
It can be accessed at www.clcp.net

Center Management Techniques

It is essential that desirable behavior be continually reinforced. Suggested methods of reinforcing positive behavior patterns are:

1. **Consistency.** Individuals will test the boundaries of stated rules. It is important that ALL staff members enforce established rules consistently and fairly to ensure effectiveness
2. **Role Modeling.** Staff are the models of good behavior. Showing respect and demonstrating good listening skills when others are speaking will encourage the same behavior from the students.
3. **Physical Environment.** Site Directors make sure that the physical environment is structured with clearly communicated boundaries.
4. **Planned Ignoring.** Someone who is "acting out" may be seeking attention, even negative attention. Therefore, through "planned ignoring" the individual will often tire of the behavior since attention needs are not being met.
5. **Re-evaluation.** If maintaining discipline becomes difficult, re-evaluation is in order.

Is the physical environment contributing to the confusion?

Is the activity too easy or too difficult?

Did the child want to be removed because of fear of failure?

6. **Provide Positive Reinforcement.** Positive reinforcement is used when students exhibit appropriate behavior or when individuals follow the rules. Reinforcers (attention, affection, approval) and verbal praise, are generally enough to encourage appropriate behaviors.

Negative reinforcement (taking a privilege away from a student due to negative behavior) should not be used under any circumstances.

Classroom Management

When inappropriate behavior disrupts, or is in any way dangerous to staff or students, the following measures are taken:

First time: The student is asked to stop the behavior, and the staff member discusses positive alternative behavior

Second time: Should the student continue the inappropriate behavior, the individual is asked to remove him/herself from the activity and to rejoin the activity when calm

Third time: When a student displays on-going inappropriate behavior, a meeting should be held with the parents to discuss the behavioral issues. The Site Director will discuss the issues with the Program Manager who will provide a written deposition to the parents

Fourth time: If the inappropriate behavior continues beyond the meeting with the parent, suspension from the program may be appropriate.

Physical restraints of any kind or touching in a disciplinary manner are strictly prohibited.

Internet Monitoring

Policy for E-Mail

Children in the CLCP have Internet access for the purpose of instruction as indicated in the Program Content. Children 12-18 have personal email accounts assigned to them after one month of attendance and demonstrated ability to use the Internet. Children 11 and younger do not have personal email accounts at the center.

Accounts are rescinded for children who are absent from the center for three months.

All children who earn a computer to take home, or build a computer through the TECH Club, will be given an individual email account. If they already have an account through the center, they will use this same account.

Children have a designated period of time after lessons are completed to practice email skills.

All centers utilize the software program We-Blocker as a blanket monitoring security system. Site Directors are not to disable the We-Blocker software under any circumstances. **Failure to comply with this policy is grounds for dismissal.** Site Directors may add sites to the We-Blocker “allowed” list after having reviewed the site for appropriate content. If We-Blocker is preventing access to the Internet, the Site Director should place a trouble call with the IT Manager.

Procedures for monitoring the Internet

Internet or web-based activities involving students are monitored by Internet filtering software with a Work-Study student or Site Director acting as backup. **If such monitoring is not possible, the Internet is not to be used for any reason.**

A Sign-In Sheet is to be filled in each day, by the Work-Study student or Site Director that is monitoring the room. This form, with each entry initialed by the Site Director, is submitted with the monthly statistics.

A copy of the Internet Monitoring form can be found in Chapter 7.
It can be accessed at www.clcp.net

Guidelines for Development of Websites

Center Websites

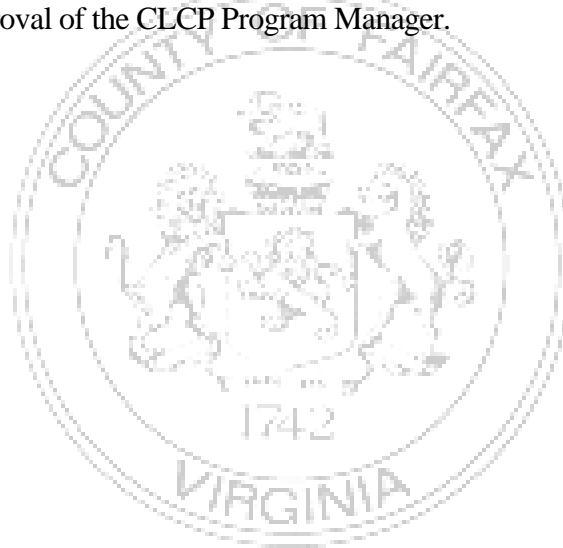
The Office of Partnerships maintains a website (<http://www.clcp.net>) through a private partner. For reasons of security, website content developed at the centers is not to be placed on public servers, under any circumstances, without the express approval of the CLCP Program Manager. Approval is based, in part, on the following guidelines:

1. Pictures of individual students are not to be published. Group pictures are permissible when those photographed are not identified by name.
2. When students' names are used, only the first names are permitted, and only when not used in conjunction with a picture of the student.
3. Under no circumstances is a student to be identified by both picture and name. Predators can easily use this information to harm a child.

Violation of these rules jeopardizes student and employee safety, and may result in termination of the offending employee, or the student's expulsion from the program.

Teaching Web Development

Site Directors may train students in Web Site Development Technology; however, website content developed at the centers is not placed on public servers under any circumstances, without the express written approval of the CLCP Program Manager.



Health and Safety

Emergency Procedures

- A copy of Procedures for Responding to an Emergency should be posted by the telephone.
- Call 911 if the emergency requires treatment beyond first aid

Quick Tips For Handling an Emergency:

- ✓ Stay Calm!
- ✓ Check the area for potential hazards or danger.
- ✓ Call 911 and explain situation in detail.
- ✓ Provide appropriate care: CPR or First Aid
- ✓ Notify parent/guardian and your supervisor.
- Emergencies that may warrant a call to 911:
 - allergic reaction
 - head injury
 - student/staff having a seizure
 - unconscious student or staff
 - detection of a fire
 - Emergencies are not limited to this list. There may be other instances that 911 should be called.
- When an emergency situation arises staff is to check the scene for any other potential hazards or dangers.
- When there is a question of whether or not an incident warrants “emergency status,” the Program Manager is to be contacted. It is always better to call 911 than to let a situation get worse by not calling 911.

- If the emergency involves a student in the program, the Site Director will provide the student's registration form to the paramedics or police
- The staff member with knowledge of the student and the incident will stay with the student and provide appropriate First Aid, CPR or support as necessary until emergency response personnel arrive.
- Other available staff members will take the rest of the group to an area that is safe and controlled. Staff should be prepared to begin an activity that will calm the students down and focus on something other than the incident.
- The Site Director or designated staff member will call the parents/guardians immediately and provide them with complete information on the incident and actions taken. If the student has been taken to a hospital, they are to be informed of the hospital's location, the estimated time of arrival and the staff person's name on-site.

Follow-Up

- The staff directly involved with the incident will complete an incident report and Injury/Illness form, and fax or deliver it to the office within 48 hours (fax to the Fairfax County OOP in care of the Program Manager at 703-222-9198)
- The Site Director will contact the parent/guardian within 24 hours to check on the condition of the student.

A copy of Procedures for Responding to an Emergency can be found in Chapter 7

Medication

Staff at the CLCP centers are not to distribute any medication to the children. CLCP Staff are not authorized to administer any medication, prescription or over-the-counter, to any student.

If Staff members are taking medication, they must keep such medication in an area which is locked and inaccessible to students

First Aid

Site Directors receive First Aid and CPR training on an on-going basis. First aid certification must be updated every two years: CPR training must be updated annually. When first aid is provided to a student, it is to be recorded in the Red Child Injury/Illness Log (see Child Injury/Illness Log section). Each CLCP center has a first aid kit. It is each Site Director's responsibility to maintain the minimum list of supplies in the kit.

The First Aid Kit Supply List can be found in Chapter 7

Child Injury/Illness Log

This log is kept on the Site Director's Desk and used to record any first aid provided for students of the CLCP center. It is important that the form be completed thoroughly and correctly soon

after the first aid is performed. If the injury will require further medical treatment by a doctor or dentist, a copy of the log must be faxed to the Program Managers within 24 hours.

A copy of the Child Injury/Illness Log can be found in Chapter 7.
It can also be accessed at www.clcp.net

Universal Precautions

When providing first aid for injury or illness, follow these Universal Precautions.

- Hand Washing
 - Use liquid soap
 - Rub hands together for one minute
 - Wash two or three inches above wrist
 - Rinse well
 - Dry with disposable towels, keeping hands elevated while drying
 - Use a disposable towel to turn off water
- Latex Gloves
 - Slip each hand into a clean glove, pulling it snugly over the fingers to assure a good fit. Pull glove over the wrist as far as it will go
 - Remove gloves by turning the glove inside out as it is pulled over the hand. During the removal of the second glove, avoid touching the outer surface by slipping the fingers of the ungloved hand under the glove and pull it inside out as it is pulled over the hand
 - Dispose of gloves in lined trash can
- Colds, Coughs, Runny Nose, Drooling
 - When providing assistance, put on gloves before wiping nose
 - Have child use tissue to cover nose, mouth and/or wipe face
 - Dispose of tissue and gloves immediately in lined trash can
- Bleeding, including nose bleeds
 - Put on gloves
 - If appropriate (such as an abrasion), wash injury with soap and water
 - Cover bleeding area with disposable gauze pads or apply bandage
 - Apply firm pressure to nostril or bleeding area
 - Place ice on bridge of nose and back of neck for nose bleed
 - Dispose of gauze, tissues and gloves in lined trash can
 - Notify parent
- Vomiting, Diarrhea
 - Put on gloves
 - Direct child to toilet or lined trash can
 - Direct other children away from immediate area
 - If needed, assist child in cleaning self with disposable towels, and with redressing

- When child has recovered, call parent while child rests
- Clean clothing and environment (see Cleaning Procedure below)
- Dispose of gloves and towels in lined trash can

- Direct skin contact with blood or body fluids from another person
 - Put on gloves
 - Immediately wash skin vigorously with soap and water

- Blood or body fluids in contact with clothing
 - Put on gloves
 - Remove clothing
 - Rinse clothing in water and place in plastic bag tying securely
 - Rinse sink with disinfectant solution
 - Dispose of bagged gloves in lined trash can

Fire Drills

Site Directors should identify all possible fire exit routes and establish a designated meeting place outside the center for participants to gather in the event of an emergency. A diagram of the center should indicate the fire exit route and be posted by the door(s). Site Directors should ensure that Work-Study students, volunteers and students are aware of the fire exit map and meeting place. **Fire drills are to be held quarterly at all sites.** During a fire drill, assigned staff will be responsible for gathering the daily sign-in sheet so that students can be accounted for once they have reached the gathering place.

Job Related Injury or Illness

Accidents and injuries occur, even under safe conditions. Site Directors must report any job-related injury, no matter how minor, or illness immediately to the Program Manager. Affected staff must complete the “Employee Notice of Job-Related Injury/Illness Form” and turn it in to the Program Manager within 24 hours after an injury. The County maintains a list of Authorized Physicians and State law requires that you choose a physician from this list if injured on the job. A copy of this list is provided for each center. The Medical Status Report form is to be completed by the physician. The injured person must seek medical care and have the authorized physician complete a “Medical Status Report” for each visit. This report must be turned in to the Program Manager within 24 hours.

The injured individual may not change doctors without written approval from the Risk Management Division of the Department of Finance. The appropriate form for requesting a second opinion or change of physician is available from supervisors. If emergency treatment is necessary, an emergency care facility from the authorized list or the nearest hospital emergency facility may be used. Claims for reimbursement of medical expenses for on-the-job injuries are sent to the Program Manager. Questions about any claim should be directed to the Risk Management Division.

Limited Term Employees are covered by Worker’s Compensation; however, they are not eligible for paid Injury Leave.

Copies of the Job Related Injury or Illness paperwork
can be accessed at www.clcp.net

Suspected Child Abuse

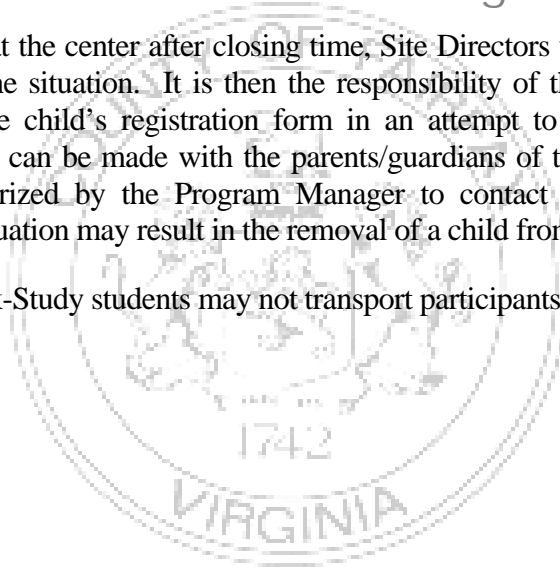
If child abuse is suspected, it is the Site Director's responsibility to report the suspected abuse to the Fairfax County Child Protective Services Hotline at 703-324-7400. Be discreet and discuss the issue with a Program Manager or the Program Administrator before calling Child Protective Services. Prior to a formal reporting of possible child abuse, ascertain that the child has been placed at risk or is in an abusive situation.

A copy of Indicators of Physical Abuse and Neglect can be found in
Chapter 7

Children Left at the Center after Closing

When a child remains at the center after closing time, Site Directors will immediately notify the Program Manager of the situation. It is then the responsibility of the Site Director to call the contact numbers on the child's registration form in an attempt to notify the parent/s of the situation. If no contact can be made with the parents/guardians of the child by 8 PM, the Site Director will be authorized by the Program Manager to contact Child Protective Services. Reoccurrence of this situation may result in the removal of a child from the program.

Site Directors and Work-Study students may not transport participants in their private vehicles.



Physical Environment

Site Maintenance

Site Directors are responsible for the physical maintenance of the CLCP center. This includes:

- opening and securing the center
- maintaining equipment
- ensuring center is organized and orderly
- ensuring all equipment is working or reported for repair
- assuring that the center is cleaned on schedule
- daily cleaning of all surfaces (tables, keyboards, white boards, counters, glasstops)
- notifying the Program Managers of unexpected issues (such as roof leaks, water seepage)
- notifying the Program Managers of needed repairs to paint, carpeting, furniture

Security and Safety

Visitors to CLCP

These procedures are for assuring the safety of the children in the centers by managing the use and visitation of the CLCP centers. A CLCP center is defined as any site utilized by the CLCP, and includes locations used for CLCP sponsored activities.

The CLCP is scheduled to operate 5 hours per day, Tuesday through Friday, and 4 hours per day on Saturdays. **During this time, the CLCP is solely for the use of CLCP staff, volunteers and registered participants.**

Anyone who seeks information or asks to visit any CLCP site during operational hours, except employees of the Office of Partnerships, CLCP students and parents, must first secure consent from the Program Administrator or the Director of the Office of Partnerships. Site Directors will not allow entrance to any unauthorized persons and have the responsibility for directing them to the OOP for further information/authorization. Program Managers will notify the Site Director(s) prior to a guest visiting a site and, in most circumstances, OOP staff will escort such visitors. “Unauthorized persons” refers to those individuals who are not OOP staff, volunteers or CLCP students and parents.

Reporting a Serious Incident

To ensure the protection of CLCP students and employees, all serious and unusual incidents must be reported to the Program Manager verbally as soon as possible and, in writing, the same day of the incident. All incidents involving personal injury and CLCP property damage must be reported to the Program Manager so that safety and/or legal measures may be applied as necessary. Serious incidents or altercations between students should be reported. The emergency involvement of police and/or fire and rescue officials at a CLCP site is to be considered a serious or unusual circumstance and must be reported to the Program Manager.

A *serious or unusual incident* is any incident that occurs at a site, or in connection with a CLCP activity, that may be classified into the following categories and may include but not be limited to:

- a) Any incident resulting in death or serious injury of any person at a CLCP site or while conducting CLCP business or during transportation of CLCP students
- b) Threats of explosive devices or weapons on CLCP sites
- c) Fire
- d) A request for emergency medical assistance
- e) Serious property damage that results in disruption of the CLCP operations.
- f) Substantial or critical malfunction of essential equipment, facilities, and/or services
- g) Abuse or assault (physical/sexual) of any person
- h) Abuse of any person that is based on sexual harassment, race, religion, or ethnic background (i.e. hate/violence incidents)

When a serious incident threatens the health, safety, or security of students or staff, the Site Director or designee should dial 911, then immediately contact the CLCP program manager.

A copy of the Incident Report form can be found in Chapter 7.
It can also be accessed at www.clcp.net

Equipment

The CLCP's inventory form is used to record all supplies, software and equipment in each center. Site Directors are responsible to safeguard all equipment at their site, and to report damages or theft **immediately** to the Program Manager via e-mail or telephone. It is also their responsibility to report malfunctioning equipment and other technological issues, using a Service Request form.

A copy of the Service Request form can be found in Chapter 7.
It can be accessed at www.clcp.net

Attachments



Evaluation Form

Computer Learning Center Partnerships SITE DIRECTOR EVALUATION

Name _____

SSN _____

Report period: From ____/____/____

To ____/____/____

PERFORMANCE ELEMENTS

1. Evaluates, demonstrates and implements the CLCP program content

_____ Satisfactory -- Met requirements of performance element

_____ Superior -- Met and somewhat surpassed requirements of performance element

_____ Exceptional -- Met and greatly surpassed requirements of performance element

_____ Unsatisfactory -- Did not meet the requirements

_____ Not Applicable

Comments: _____

2. Builds positive relationships with the participants.

_____ Satisfactory -- Met requirements of performance element

_____ Superior -- Met and somewhat surpassed requirements of performance element

_____ Exceptional -- Met and greatly surpassed requirements of performance element

_____ Unsatisfactory -- Did not meet the requirements

_____ Not Applicable

Comments: _____

3. Demonstrates good communication and positive interactions with the parents/families.

_____ Satisfactory -- Met requirements of performance element

_____ Superior -- Met and somewhat surpassed requirements of performance element

_____ Exceptional -- Met and greatly surpassed requirements of performance element

_____ Unsatisfactory -- Did not meet the requirements

_____ Not Applicable

Comments: _____

4. Demonstrates positive interactions and good communication skills with the school and community representatives, including school staff, citizens, and other County agencies.

_____ Satisfactory -- Met requirements of performance element

_____ Superior -- Met and somewhat surpassed requirements of performance element

_____ Exceptional -- Met and greatly surpassed requirements of performance element

_____ Unsatisfactory -- Did not meet the requirements

_____ Not Applicable

Comments: _____

5. Demonstrates knowledge of computer programs and maintains equipment at the site.

_____ Satisfactory -- Met requirements of performance element

_____ Superior -- Met and somewhat surpassed requirements of performance element

_____ Exceptional -- Met and greatly surpassed requirements of performance element

_____ Unsatisfactory -- Did not meet the requirements

_____ Not Applicable

Comments: _____

6. Reports to work on time, requests and organizes leave appropriately.

- Satisfactory -- Met requirements of performance element
- Superior -- Met and somewhat surpassed requirements of performance element
- Exceptional -- Met and greatly surpassed requirements of performance element
- Unsatisfactory -- Did not meet the requirements
- Not Applicable

Comments:

7. Completes assigned administrative tasks on time. Responds to administrative requests efficiently.

- Satisfactory -- Met requirements of performance element
- Superior -- Met and somewhat surpassed requirements of performance element
- Exceptional -- Met and greatly surpassed requirements of performance element
- Unsatisfactory - Did not meet the requirements
- Not Applicable

Comments:

8. Demonstrates the ability to teach the participants the required Program Content.

- Satisfactory -- Met requirements of performance element
- Superior -- Met and somewhat surpassed requirements of performance element
- Exceptional -- Met and greatly surpassed requirements of performance element
- Unsatisfactory -- Did not meet the requirements
- Not Applicable

Comments:

9. Demonstrates good supervision skills.

- Satisfactory -- Met requirements of performance element
- Superior -- Met and somewhat surpassed requirements of performance element
- Exceptional -- Met and greatly surpassed requirements of performance element
- Unsatisfactory -- Did not meet the requirements
- Not Applicable

Comments:

SIGNATURES FROM SUPERVISOR and EMPLOYEE

SUPERVISOR: I certify this report represents my best judgment and has been discussed with the employee.

Signature Title Date

Signature Title Date
EMPLOYEE: I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate my agreement.

Signature Title Date

Timesheet Instructions

Attached is a sample timesheet workbook. A few notes on use by the centers:

1. The Site Director should rename the tabs at the bottom of the workbook to the actual names of the individuals. (Right-Click on a tab and select "Rename").
2. Provision was made for one Site Director and up to 3 Work-Study Students. Delete sheets not needed (Right-Click on tab and select "Delete".)
3. Additional sheets may be added by clicking on one of the WSS tabs, then:
Right-click on the last WSS tab,
Select "Move or Copy...",
Select "(Move to end)" and check the "Create a Copy" box.
Click "OK". A duplicate sheet will be created at the end tab. (Rename it to the person being reported.)
4. The WSS worksheets were modified to provide for scheduled time and date entries. If a WSS is late or missing days, annotate deviations from his/her schedule in the "Remarks" block on the time sheet.
5. To conform to payroll data entry requirements, the timesheets now display time in tenths of hours. Time worked should be reported accordingly, in 6-minute increments.
6. A new feature was added to identify a revised timesheet. Click on Line #4 and type in "REVISED (1)". If a second revision is necessary, use "REVISED(2)", etc. Be sure to type the date of the original timesheet in the space provided on line 7.
7. Site directors should use a standardized file name for submitted workbooks. The file name should read as: **CLCP_Timesheets_SN_11-15-02**
Where **SN** = Site Name abbreviation:
CR - Cedar Ridge
CM - Chantilly Mews
CU - Culmore
HR - Herndon
HV - Hybla Valley
KC - Kingsley
MV - Mt. Vernon Woods
MG - Murragate
SA - Sacramento
SG - Stonegate
WF - West Ford
WG - West Glade
YV - Yorkville
8. The date should be the ending date of the pay period being reported as mm-dd-yy. Do not use single-digits such as 4-7-02. Use 04-07-02, instead. This will assure that files displayed in our folders are sequential.
9. If a revised workbook is submitted, end the file name with "_R1", "_R2", etc. For example: **CLCP_Timesheets_CR_11-15-02_R1**

Timesheets

b-Waaddy Timesheet - Site Director Page 1 of 2

Fairfax County Office of Partnerships
Computer Learning Centers Partnership

Employee Name: (Type Name of Site Director here) Ending Date: 11/16/02 (Type Center Name here)

Normal Hours (Tue-Fri): 12:00 - 7 PM Payroll Correction: _____ Center: _____
 Normal Hours (Sat /): 10 AM - 2 PM Original Timesheet Date: _____ Department: _____

Week One Dates	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Total for This Week
	**/12/02	**/13/02	**/14/02	**/15/02	**/16/02	**/17/02	**/18/02	**/19/02
Ther. Instr.	0.5			0.5	0.5	0.5	0.5	2.5
Instruction	2.5	RDO		4.5	5.0	5.0	5.0	22.0
Admin/Other			4.0	0.5				4.5
Total Hrs US	4.0	0.0	4.0	6.6	6.6	6.6	6.6	30.0

Week Two Dates	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Total for This Week
	**/20/02	**/21/02	**/22/02	**/23/02	**/24/02	**/25/02	**/26/02	**/27/02
Ther. Instr.	0.5			0.5	0.5	0.5	0.5	2.5
Instruction	2.5	RDO	RDO	5.0	4.0	5.0	5.0	22.5
Admin/Other					0.5			0.5
Total Hrs US	4.0	0.0	0.0	6.6	6.0	6.6	6.6	26.6

Total Hours Worked in Period: **66.6**

I certify that the information contained herein is complete and accurate to the best of my knowledge.

(BDC Name in parenthesis)
 Employee Signature: _____ Date: 11/16/02 Approval: _____

Remarks: See Supplemental Report of Activities below (Page 2)
 S.S.P. (Type Bodial Bounty number of BDC) _____ Note: Data in shaded areas will be automatically entered.

SUPPLEMENTAL REPORT OF ACTIVITIES		(Type Name of Site Director here)	(Type Date Ending **/15/02)	(Page 2 of 2)
DATE	DATE	ACTIVITIES ACCOMPLISHED OR PLANNED		Hours Charged
Sat	**/02/02	(Type activities here for each day in the pay period. See sample entries below.)		4.0
Sun	**/03/02	RUG (Regular Day Off)		0.0
Mon	**/04/02	2 004 00 175 - Attended Site Director meeting at Gov. Center.		4.0
Tue	**/05/02	2 304 00 175 - At Kingaley CLC1. (Trained and sent Waaddy Stabs.		3.5
Wed	**/06/02	2 304 00 175 - At Kingaley CLC1.		3.5
Thu	**/07/02	2 304 00 175 - At Kingaley CLC1.		3.5
Fri	**/08/02	2 304 00 175 - At Kingaley CLC1.		3.5
Sat	**/09/02	2 0 0041-2 00 175 - At Kingaley CLC1.		4.0
Sun	**/10/02	RUG		0.0
Mon	**/11/02	RUG		0.0
Tue	**/12/02	2 304 00 175 - At Kingaley CLC1. (Trained and sent Waaddy Stabs.		3.5
Wed	**/13/02	2 304 00 175 - At Kingaley CLC1. Arrived late due to car trouble. (Trained and sent Timesheets.		3.0
Thu	**/14/02	1 Planned 2 304 00 175 - At Kingaley CLC1.		3.5
Fri	**/15/02	1 Planned 2 304 00 175 - At Kingaley CLC1.		3.5
TOTAL HOURS CHARGED				53.5

CLC TIMESHEET (C45-FCCL 11646)

Leave Request Form

Leave Request Form

Name:

Site: Cedar Ridge

Date Submitted:

I am requesting the following date/s off:

Date Received:

Approved Disapproved

Substitute assigned:

Arrangements for keys:

Thunderstorm Memo

Memorandum

To: CLCPS Site Directors
CC: Janice Schiff, Paulette Armstrong, Karen Fuentes
From: Michael Snider, IT Manager
Date: 8/22/2003
Re: Thunderstorms and Computer Equipment

Procedures for determining when to turn off the Center computers during Thunderstorm Activity

As we all know, lightning strikes can damage electronic equipment beyond repair. Effective immediately, the following guidelines should be used when thunderstorm activity occurs in your area:

If you're just hearing a low rumble in the distance, continue normal operations.

If you can see the lightning, or the flashes from lightning, secure all electronic equipment, and **unplug it from the wall**. Merely turning the equipment off doesn't offer any protection. You should also move the plugs at least a couple of feet from the outlets. If the lightning strike is strong enough, electricity can arc from the socket to the cable doing as much damage as if the equipment were still plugged in. Be aware that telephone lines conduct electricity as well. Equipment that is unplugged from the electrical outlet, but still attached to a phone line can still be damaged by lightning strikes. Unplug any phone lines from the wall, and move the cable away from the jack.

Questions regarding these procedures should be directed to Michael Snider, Paulette Armstrong, or Karen Fuentes.

Field Trip Checklist

Field Trip Checklist

Two weeks ahead

- Post flyer
- Print and distribute permission forms
- Recruit adult volunteers

Two days before

- Develop list of participants based on returned permission forms
- Notify management office/community center of departure and return times/location of field trip

Day of trip

- Print list of participants
- Prepare backpack/bag with list, signed permission forms, first aid kit
- Post sign on door indicating where trip is and when you will return

Loading the bus

- Check off participants
- Do a head count
- Get the bus driver's name and the bus number

At field trip location

- Designate meeting place and time with the driver and all adult chaperones
- Conduct head counts every 15-30 minutes

Loading the bus for return

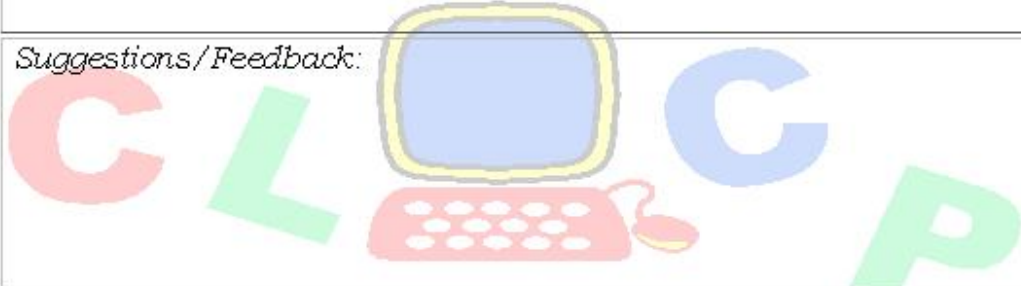
- Check off participants
- Do a head count

Upon return to the center

- Do a final head count as the participants get off the bus (Children fall asleep on the bus)
- Sign the FCPS transportation voucher
- Thank the bus driver
- Complete the Field Trip Report form and submit to the Program Manager within a week

Field Trip Report Form

Field Trip Report

<i>Date:</i>	<i>Time:</i>	<i>CLCP Site: Cedar Ridge</i>
<i>Destination:</i>		
<i>Activities:</i>		
<i>Suggestions/Feedback:</i>		
		
<i>Transportation:</i> <input type="checkbox"/> <i>Bus arrived on time</i> <i>Comments:</i>		
<i>Number of Participants:</i>	<i>Number of Staff:</i>	
<i>Number of Parent/Other Volunteers:</i>		
<input type="checkbox"/> <i>Reviewed by Program Manager</i>		<i>Date:</i>

TECH Club Eligibility Requirements

TECH Club Requirements

Requirements for: Recipients of Rebuilt Computers (ages 11 and younger) Students in the Build-Your-Own-Computer (BYOC) class (ages 12 –18)

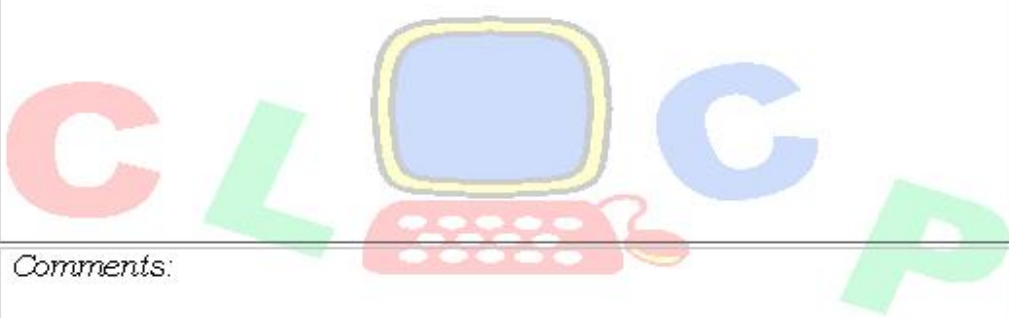
1. The student must be registered at a CLCP center for a minimum of 2 months.
2. The student must regularly attend classes and have been present at the CLCP at least 2 days per week during the preceding 2 months. Consideration should be given to the student not being able to attend due to illness, vacation trips, etc.
3. The student must have completed Computer Basics, Internet Navigation, keyboarding courses and be able to demonstrate proper use of a computer. A score of 80 percent or better in the Post-Assessment test is highly recommended.
5. The student and a parent/guardian of the student must sign and return the CLCP Parent Agreement specifying that:
 - the computer may not be sold or given away
 - the parent agrees to monitor all Internet activity
 - if no longer needed, the computer will be returned to the CLCP for redistribution
6. The student must not have access to a computer at his or her home.

Additional Requirements for BYOC class eligibility

1. Students recommended and scheduled to attend a BYOC class must agree to be available for the entire period of the class, usually 5 consecutive days of 4 hours per day. If the student is unable to attend every class session, he or she will not be enrolled. Also, missing a day of classes, once enrolled, will be grounds for expulsion from the class.
2. If a student was previously given a TECH Club computer and now wishes and is recommended to attend a BYOC class, he or she must return the previously granted computer to the CLCP for redistribution prior to being allowed into the BYOC class.

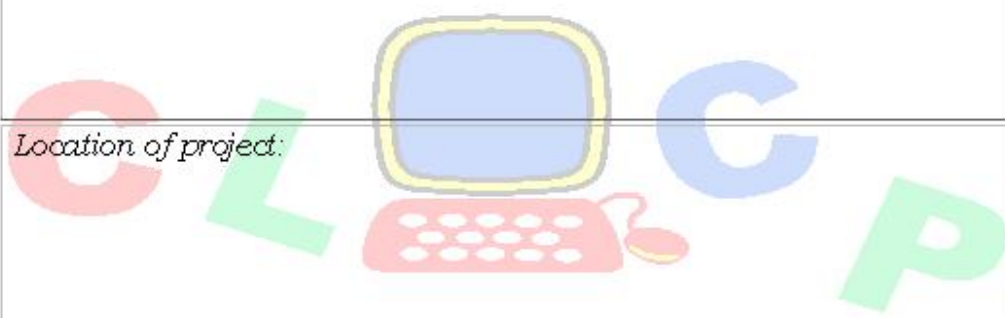
RIF Report Form

Reading is Fundamental Report

<i>Date:</i>	<i>CLCP Site: Cedar Ridge</i>
<i>Motivational Activities:</i>	
<i>Description of event:</i>	
	
<i>Comments:</i>	
<input type="checkbox"/> <i>Utilized RIF Website</i>	
<i>Number of Participants:</i>	
<i>Number of Parent/ Other Volunteers:</i>	
<input type="checkbox"/> <i>RIF Book Distribution Report attached</i>	
<input type="checkbox"/> <i>Reviewed by Program Manager</i>	<i>Date:</i>

Community Service Report Form

Community Service Project Report

<i>Date:</i>	<i>CLCP Site: Cedar Ridge</i>
<i>Description of project:</i>	
	
<i>Location of project:</i>	
<input type="checkbox"/> <i>Child initiated project</i>	
<input type="checkbox"/> <i>Will require on-going or follow-up activities</i>	
<i>Other participants:</i>	
<i>Number of Participants:</i>	
<i>Number of Parent/Other Volunteers:</i>	
<input type="checkbox"/> <i>Reviewed by Program Manager</i>	<i>Date:</i>

Registration Form



First Name:		Last Name:	
Address:		City, State, Zip Code:	
Home Phone:		Nickname:	
Language spoken at home:		Birth Date:	
Name of School:	Grade in Fall:	<input type="radio"/> Male <input type="radio"/> Female	Age:
Allergies/Medical Concerns:		Do you have computer at home? Yes ___ No ___ Do you have Internet access? Yes ___ No ___	
Mother's Name:		Father's Name:	
Mother's Work Number:		Father's Work Number:	
Emergency Contact:		Phone Number:	
Doctor's name and phone number:		Health Insurance Co. and Policy No.:	
<p>I authorize Fairfax County to obtain immediate medical care if any emergency occurs when I cannot be located immediately.</p> <p>I agree that the Fairfax County Office of Partnerships, through its Computer Learning Centers Partnership (CLCP) Center staff, may communicate with Fairfax County Public Schools staff regarding my child's performance records and progress.</p> <p>I give permission to Fairfax County, through its Office of Partnerships, to allow quotes and/or images of my minor child to be used by the media, to include radio, newspaper and television, in reporting on programs sponsored by the Office of Partnerships.</p> <p>I agree that Fairfax County, the Board of Supervisors of Fairfax County and the members thereof, the Fairfax County Office of Partnerships and its CLCP Centers, and the officers, agents, employees and volunteers of the said Fairfax County, Board of Supervisors, Office of Partnerships, and CLCP Centers, in their official and in their individual capacities, shall have no liability for and are hereby expressly released and discharged from any and all liability for any loss, injury or damages to persons or property that may be sustained by reason of my child's participation in any and all activities sponsored by Fairfax County, the Office of Partnerships, or the CLCP Centers, while the strict liability is based in contract, tort (including negligence), strict liability or otherwise.</p>			
Signature of Parent/Guardian		Date	

Weekly Statistics

Weekly Stats

Center: _____

	Date	Total Attendance by Age Group				Total All
		AGE (5-7)	AGE (8-10)	AGE (11-13)	AGE (14-18)	
Monday	05/23/03					0
Tuesday	05/24/03					0
Wednesday	05/25/03					0
Thursday	05/26/03					0
Friday	05/27/03					0
Totals		0	0	0	0	0

This week's Outreach Activities:

Unusual Circumstances, Field Trips, Community Events:

Community Event Form

Community Event Report

<i>Date:</i>	<i>CLCP Site: Cedar Ridge</i>
<i>Description of event:</i>	
<i>Location of event:</i>	
<i>Other participants:</i>	
<input type="checkbox"/> <i>TECH Club Computer given</i>	<i>Recipient:</i>
<i>Number of Participants:</i>	
<i>Number of Parent/ Other Volunteers:</i>	
<input type="checkbox"/> <i>Reviewed by Program Manager</i>	<i>Date:</i>


Daily Checklist

Daily Checklist

- o Check the center for break-in, damage or theft
- o Boot the Administrative CPU
- o E-mail your Program Manager of arrival
- o Prepare Daily Sign-in sheets
- o Prepare for the day's classes
- o Instruct Work Study Students and Volunteers as to their responsibilities for the day
- o Class instruction
- o Distribute snack
- o Check to ensure that registration database has been updated (Check the date)
- o Check to ensure that the center is organized and ready for the next day
- o Follow up calls made to students not attending in past 4 weeks
- o E-mail your Program Manager of departure time
- o Ensure that the center is secured before leaving

Site Visit Form

CLCP Site Visit

<i>Date:</i>	<i>Time:</i>	<i>Staff:</i>	<i>Work Study:</i>	<i>Volunteers</i>
<i># of Students</i>	<i># of Classes:</i>			
<i>Classes:</i>				
<i>Interactions:</i>				
				
<i>Staff Involvement</i>				
<i>Feedback:</i>				



Computer Learning Centers Partnership

Center Rules



Be respectful of others



Be responsible



Be kind



Seek the Site Director's permission before downloading or using e-mail



Keep the computers safe



Eat and drink in the designated place

Procedures for Responding to an Emergency

Procedures for Responding to an Emergency (Fire/Rescue/Police)

CLCP Site: _____

Address: _____

Phone Number: _____

**Call Fire/Rescue/Police – 911, or Poison Control 202-625-3333.
Be prepared to give information:**

- Location (street address, location within building)
- Nature of emergency (injury, illness, fire, etc.)
- Nearest available call back phone number

Injury/Illness of participant

- Provide immediate and proper attention to the injured party
- Call parent/emergency contact, and explain situation

Fire

- Evacuate participants and staff immediately if alarm bell rings
- Close windows, doors, turn out lights, and take sign in sheet
- Feel door for heat before opening: keep body low to the floor if caught in smoke
- Lead participants outside to designated area and keep together
- Check sign in sheet, report missing participants to the Fire Department

Police

- Ensure the safety of all participants
- Assess the situation and work with police when they arrive

After the situation is settled, contact the CLCP Manager to report the incident and file an incident report within 24 hours.

First Aid Kit Supply List

FIRST AID KITS

Item	Description
	Scissors/bandage (1)
	Pads/2x2"/sterile/gauze
	Tape/surgical (1" x 10 yds – 1 roll)
	Band-Aids (3/4" x 1")
	Triangular bandages
	Disposable Latex gloves
	Antiseptic towelettes
	Tweezers
	Cotton tip applicators
	First Aid Handouts



Child Injury/Illness Log

CLCP Record of Injury/Illness

Participant Name:	
<input type="radio"/> Female <input type="radio"/> Male	Date of Birth:
Address:	
Date of Incident:	Time:
Type of injury/illness:	
Staff present:	Witnesses:
Description of First Aid Treatment	
Administered by:	
Further Medical Care	
Time parent notified:	Taken by parent to:
By whom:	<input type="radio"/> Physician
	<input type="radio"/> Dentist
EMS Called	Taken to hospital
Time:	<input type="radio"/> by parent
By whom:	<input type="radio"/> by EMS
	Name of Hospital:
Report completed by:	CLCP Site: Date:

To be completed and left in First Aid Log.

If further medical treatment is required, a copy of this form must be returned in to the CLCP Manager within 24 hours.

Indicators of Physical Abuse and Neglect

Indicators of Physical Abuse and Neglect

A combination or pattern of indicators should alert you to the possibility of physical abuse and neglect.

PHYSICAL INDICATORS OF ABUSE

Questionable Bruises and Welts:

- ✓ on face, lips, mouth
- ✓ on torso, back, buttocks, thighs
- ✓ in various stages of healing
- ✓ clustered, forming regular patterns
- ✓ reflecting shape of article used to inflict (electric cord, belt buckle)
- ✓ on several different surface areas
- ✓ regularly appear after absence, weekend, or vacation
- ✓ human bite marks

Questionable Burns:

- ✓ cigar, cigarette burns, especially on soles, palms back, or buttocks
- ✓ immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia)
- ✓ patterned like electric burner, iron, etc.
- ✓ rope burns on arms, legs, neck, or torso

Questionable Fractures:

- ✓ to skull, nose, facial structure
- ✓ in various stages of healing
- ✓ multiple or spiral fractures

Questionable Lacerations or Abrasions

- ✓ to mouth, lips, gums, eyes
- ✓ to external genitalia

CHILD BEHAVIORAL INDICATORS

- ✓ uncomfortable with physical contact
- ✓ wary of adult contact
- ✓ apprehensive when other children cry
- ✓ behavioral extremes:
 - o aggressiveness, or
 - o withdrawal
- ✓ frightened of parents
- ✓ afraid to go home
- ✓ reports injury by parents
- ✓ complains of soreness or moves uncomfortably
- ✓ wears clothes inappropriate to weather to cover body
- ✓ reluctance to change clothes (attempt to hide injuries, bruises, etc.)

PHYSICAL INDICATORS OF NEGLECT

- ✓ consistent hunger, poor hygiene, inappropriate dress
- ✓ consistent lack of supervision, especially in dangerous activities or long periods
- ✓ unattended physical problems or medical needs
- ✓ abandonment

CHILD BEHAVIORAL INDICATORS

- ✓ Begging, stealing food
- ✓ Extended stays at school (early arrival and late departure)
- ✓ Constant fatigue, listlessness, or falling asleep in class
- ✓ States there is no caretaker
- ✓ Frequently absent or tardy

Taken from:

Assistance for Child Care Providers in Recognizing and Reporting Child Abuse and Neglect. Commonwealth of Virginia, Department of Social Services, Child Protective Services, Reprinted 1994.

Incident Report

Incident Report		
<i>Submitted by:</i>	<i>Site:</i> Cedar Ridge	<i>Date:</i>
<i>Describe incident:</i>		
<i>Action taken by you:</i>		
<i>Resolution:</i>		
<i>Recommendation for future:</i>		
<input type="checkbox"/> <i>Reviewed by Program Manager</i>	<i>Date:</i>	<i>Comments:</i>
<input type="checkbox"/> <i>Reviewed by Program Operations Administrator</i>		
<input type="checkbox"/> <i>Reviewed by Director</i>		
<i>Follow up Action from OOP:</i>		

Service Request Form

CLCP Service Request for TECH Club Equipment		
This section to be completed by the Site Director		
Service request number:	Date submitted:	Priority (high/med./low):
Name of the student returning equipment:		Center:
Scope statement/Description of problem:		
Serial Number on Equipment:		
This section to be completed by the IT Manager		
Assigned to: Michael Snider		Date received:
Skills needed:		
Estimated effort hours, cost, and duration:		
Comments:		
This section to be completed by the Technician		
Date completed:	Technician Signature:	
Resolution:		
Actual effort hours, cost, and duration:		
Approval section		
Site Director approval that work has been successfully completed:		DATE:

