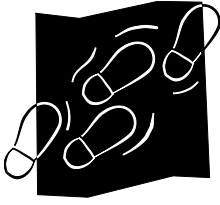


STEP

Senior Citizen Tax Exchange Program
For Ripon School District

Volunteer
Handbook
2018-2019



STEP VOLUNTEER HANDBOOK

Welcome to the Ripon School Districts' Senior Tax Exchange Program (STEP). We are very proud of this program and hope you will enjoy your association with the Ripon Schools involved in this project.

HISTORY

The Senior Tax Exchange Program is a result of a pilot project initiated in the Kaukauna Area School District in the fall of 1995. The first program of its kind in Wisconsin, it allows senior citizens, 62 years of age and older, whose primary residences are in the District and who pay property tax on these residences, to work in their local school.

Because of the success of the Kaukauna project and the positive response they have received from inside and outside the community, the Ripon School District is offering area senior citizens the same opportunity. As in the Kaukauna project, the program will allow senior citizens, 62 years of age and older, whose primary residences are in the Ripon district and who pay property taxes on these residences, to work in the District in exchange for property tax credit. The credit exchange rate is \$5.00 per hour volunteer. Two (but no more than two) eligible residents of the same property may share work to meet the \$425 maximum amount for each primary residence, but combined pay cannot exceed \$425. This \$425 amounts to a maximum of 85 work hours per household.

The philosophy of this program was developed by the Ripon STEP Committee. We believe that the senior citizens in our community have a great deal to offer our young people and that building bridges between the generations is beneficial to children and seniors alike. We also believe that giving seniors a chance to work directly in their local school gives them first-hand knowledge of how schools of today operate and gives them a better knowledge base from which to make informed decisions.

POLICIES AND PROCEDURES

A variety of policies and procedures govern the work of the school districts. To the extent possible and pertinent, they are fully described in this handbook. If questions remain, do not hesitate to contact the program coordinator:

Nancy Bouwkamp
Barlow Park Elementary School
100 Ringstad Drive
Ripon WI 54971
(920) 7481550 ext 1313
Email: bouwkampn@ripon.k12.wi.us

PAYMENT OF STEP WORKERS

The credit rate is \$5.00 per hour for the 2018 - 2019 school year. Compensation will be dispersed via a two-party check made out to the volunteer and appropriate treasurer in January. Volunteers will need to complete a form for the business office that indicates the name and address of their local treasurer. If a volunteer's taxes are paid through a mortgage lender, the volunteer is encouraged to seek a refund from the appropriate treasurer.

The maximum number of hours for which pay can be earned is 85. Volunteers are welcome to exceed the 85 hour maximum, but they can only receive payment for the pre-established number. The hourly rate and maximum hours will be published at the beginning of each budget year.

Questions regarding payment should be directed to:
Jonah Adams
(920) 748-4610

TIME SHEETS/LOG BOOK

Each STEP volunteer is responsible for charting his/her time by signing the time sheet in the STEP Log Book located in the school office. Office personnel will tabulate hourly totals at the end of November and June and send to their site business office. The STEP volunteer can monitor their hours via the logbook during the school year.

EVALUATION

The STEP coordinator will periodically speak with STEP volunteers and job supervisors to evaluate the program, identify job concerns, and identify means of improvement. Please feel free to bring comments and/or suggestions to the attention of your immediate supervisor or STEP coordinator.

TRAINING

All *new* STEP volunteers will participate in a Volunteer Orientation Session to be scheduled before volunteer services begin. Topics covered included:

- School policies and procedures
- Guidelines for working with children
- Instructional tips
- Housekeeping (filling out time sheets, etc.)

SUPERVISION

STEP volunteers are under the immediate supervision of the staff person assigned to work with them. The coordinator is on call to facilitate discussion or problem solve at the request of the volunteer or supervisor.

ROLE OF STEP VOLUNTEERS

STEP volunteers will be assisting in a variety of tasks that support the school. Some will work directly with students; others may perform tasks of a more clerical nature. All service will be performed under the support of regular staff. Because the STEP volunteer functions in a supportive role, any situation requiring professional judgment, such as disciplining a student, should be referred to the appropriate supervisor.

STEP volunteers who work one-on-one or in small groups may also find themselves in situations where children disclose confidential information. If a volunteer is ever suspicious that a child is being neglected or subjected to abuse, likewise, if a child shares confidential/sensitive information that is concerning, please report the conversation to the supervisor/teacher.

CONFIDENTIALITY

STEP volunteers are asked to adhere to the same code of ethics expected of all school personnel. Wisconsin State guidelines require that all student records and personal matters be kept confidential. Volunteers will also be expected to maintain strict confidentiality about the behavior and academic development of students. Volunteers may be exposed to information about family situations, student development or disciplinary problems. This information must always be treated with extreme confidentiality. If ever asked to comment about a particular student or circumstance, the correct response is, "I'm not at liberty to discuss that." Other issues related to school situations, staff and administration should also be regarded as confidential. Our motto is to support each other publicly, while retaining the responsibility to problem solve in private.

REPORTING ACCIDENTS AND INJURIES

All volunteers shall immediately report any accident or injury occurring upon school property to his/her immediate supervisor.

DRILLS FOR EMERGENCIES

Each STEP volunteer will be inserviced on proper emergency drill techniques for the particular building in which he/she is working. The administration at each site will provide this information to each volunteer.

EMERGENCY CLOSINGS

Green Bay area radio and TV stations will relay announcements regarding school closings.

PLACEMENT OF STEP VOLUNTEERS

Every effort will be made to place volunteers at their school of choice and in an assignment of choice. We want to match volunteer interests with student and school needs. At times a perfect match may not be possible, but we will always do whatever we can to honor the volunteer's scheduling and time commitment requests.

REPORTING ILLNESS

If a STEP volunteer is ill or an emergency prevents work as scheduled, he/she should contact his/her direct supervisor/teacher.

PROCEDURES UPON ARRIVAL FOR VOLUNTEER SERVICE

STEP volunteers should enter their designated schools through the main entrance and check in at the school office to sign time sheets (in log book) and secure identification badges. A place will be made available for coats and personal belongings. Coffee is also available. Volunteers will need to sign out in the office after performing their service, as well.

INFECTION CONTROL GUIDELINES

No setting, including a school environment, is totally risk free. Adherence to the following procedures, however, will optimize volunteer and student safety from the transmissions of infectious disease:

- Hand washing before and after working with students
- Using plastic gloves in the presence of blood or any other bodily fluid of another person. (Know where plastic gloves are available)

DATES OF ATTENDANCE

STEP volunteers report for service only on days designated as student attendance days unless otherwise indicated. A current school calendar is available in the school office.

GUIDELINES FOR WORKING WITH STUDENTS

Children grow from specific encouragement and feedback. When giving feedback to a child, consider the following guidelines:

- “I’ll bet you feel very proud of your work on this project.” The focus of encouragement should be on children’s pleasing themselves, rather than on pleasing adults.
- “You’re a good girl”, or “You do a good job.” AVOID these overwhelming phrases. Be specific about what they did a good job in.
- “You have improved in...” Children will usually continue to try if they can see some improvement.
- “We like (enjoy) you, but we don’t like it when you...” It is important to distinguish between the child and the behavior. A child should never think he/she is not liked.
- “You can help me by...” Children want to feel helpful and useful.
- “Give it a try.” Children are afraid to try something new for fear of making a mistake.
- “What can you do differently next time?” Mistakes can teach a child a lot if he/she does not feel embarrassed for having made the mistake.
- “It sounds to me like you think you can’t do it, but I think you can.” Sometimes a child feels that something is too difficult for him/her, and therefore won’t even try it. They need to be reinforced for trying.
- “I’m sure you can do it. Don’t give up.” When a child is trying, but not successful, they need reinforcement.
- “Let’s think this through together.” Adults need to express confidence that children are able to resolve their own conflicts.
- “I can understand how you feel.” Children need empathy, not sympathy.

Words that encourage and stimulate cooperation:

I agree
I see
Exactly
Please
Fine
OK
Great
Oh

That’s right
Thank you
Good idea
Very clever
Excellent
I’ll buy that
I understand
I like that

That’s interesting
How considerate
I’m proud of you
I’m glad
Would you help me
Fine job
I’m happy

Source: UWEX Youth Futures Mentoring Program

WHAT YOUTH ARE LIKE Characteristics of 3-5 Years, Grades 4K and 5K
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PHYSICAL CHARACTERISTICS

- Quite active.
- Most are capable of doing things for themselves.
- Can color within the lines most of the time.
- Most can print capital letters toward the end of this period.
- Repeats activities over and over before mastering occurs.
- Improved use of large muscles, but still inept at some activities using small muscles.
- Learns best if physically active.

MENTAL CHARACTERISTICS

- Likes humor and planning unexpected surprises.
- Perceives everything as real and alive.
- Fears and anxieties are temporary.
- Verbalize their thought and feelings.
- Tells daily experiences.
- Predicts what happens next.
- Learns best if physically active.

EMOTIONAL CHARACTERISTICS

- Emotional responses may be classified as pleasant (smiles & laughter) or unpleasant (anger & fear).
- Gains are made in feelings of security in the absence of adults.
- Feelings are transient and uncontrolled; friend of one minute is fighting enemy of the next.
- Intense frustration may lead to regression to infantile behaviors such as thumb sucking.
- Jealousy and rivalry may develop among peers and siblings in gaining approval.
- Sense of self or self-concept continues to develop and needs strengthening.
- Continues to strive for independence.
- Interests are short and fickle.
- Needs and seeks parental approval.
- Strong desire to please. Helpful and cooperative.
- Strong desire for adult attention and affection.
- Gets upset if changes occur in plans and routines.
- Will say what he/she thinks or feels.

SOCIAL CHARACTERISTICS

- States feelings about self; mad, happy, love.
- Asks for assistance when having difficulty.
- Contributes to adult conversation.
- Imitates adult roles.
- Does simple errands.
- Conforms to adult ideas.
- Understands taking turns. Begins to compete with others.
- Focuses on own work and play. Likes to work in groups of two or three.
- May have a best friend, which may change frequently.
- Able to join in-group discussions.
- Has a need to be first, or be the best. May be bossy.
- May be unkind to others. Extremely sensitive to criticism.

WHAT YOUTH ARE LIKE Characteristics of 6-8 Years, Grades 1, 2, & 3

PHYSICAL CHARACTERISTICS

- Begins to lose baby teeth and acquire permanent ones.
- Muscular coordination and control is uneven and incomplete. Large muscles (e.g. arm and leg) are easier to control than small muscles. Activities involving speed and energy are desired and beneficial.
- Intense activity may bring on temporary exhaustion. Need 10-12 hours of sleep per night.
- Manual dexterity and hand-eye coordination continue to develop.

MENTAL CHARACTERISTICS

- Cannot read and write to any level of sophistication at the beginning stage, but may be quite self-assured in these areas by the end of this stage.
- Basic understanding of numbers is formed.
- Able to form concepts similar to those of an adult, e.g. “dog” becomes an abstract category that includes many shapes, colors, and sizes. Concrete concepts from the preceding age level are grouped into classes (abstract concepts). Almost all-new learning involves the use of language.
- The child acquires the ability to think through former actions and situations.
- The vocabulary may reach 8,000 words by the end of this stage.
- Activity is largely in terms of immediate goals. He/she deals largely in here and now.
- Interest span is short, about 20 minutes. Wants to produce well-made objects and hence the period is often referred to as the “eraser stage.”
- Learns best if physically active while learning.

SOCIAL CHARACTERISTICS

- Peer influence grows during this stage.
- Most have a “best friend” and often an “enemy.”
- Friends are likely to be of the same sex. By the end of the period, activities are likely to be sex separated.
- Unstable gangs and groups begin to appear.
- Concerned about being liked by their peers. Learning to relate to others begins.
- Sensitive to personal criticism. Does not know how to accept failure.
- Tattling may be a common way to attract adult attention or to help verify standards.
- To win, to lead or be first is learned early.
- Child may feel that he must be “love-worthy” at home and respect-worthy” with his peers.

EMOTIONAL CHARACTERISTICS

- Tension may be released through physical activity.
- Common fears such as ghosts, witches, and creatures in dark places and man in the woods are gradually replaced by fears of school, social relationships, and economic security.
- Fear of losing parents is dominant.
- Shyness may present until the child has experienced some success.
- Positive view of self continues to develop with successful experiences.
- Distinguishes people into in-groups and out-groups but does not discriminate in terms of race and social standing unless adults intercede.
- Experimental and exploratory behavior should be regarded as part of development inner control (conscience is being formed.)

WHAT YOUTH ARE LIKE Characteristics of 9-11 Years, Grades 4, 5 & 6
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PHYSICAL CHARACTERISTICS

- Quite active, with boundless energy.
- Small muscles develop rapidly during this period making enjoyable such activities as hammering, playing musical instruments and other physical activities requiring small muscles.
- Range of height and weight widens. Boys weigh from about 60-90 lbs. And girls 55-90 lbs. Height varies from about 50-60 inches.

MENTAL CHARACTERISTICS

- Reading becomes an individual experience and can generate new ideas.
- A need to know and understand the “why” of things.
- Personal evaluation is possible.
- Learning by doing is important.
- Interests often change rapidly, jumping from one thing to another.
- Usually do best when work is laid out in small pieces.
- Admire and imitate older boys and girls.
- Begin to understand abstract ideas.
- A need for self-expression and self-directed activities to develop intellectual skills.
- Concept of right and wrong continues to develop. Ready to face consequences of their decisions if their mistakes are not too serious.

EMOTIONAL CHARACTERISTICS

- Strong need to feel accepted and worthwhile.
- Are easily motivated, eager to try something new.
- Want to feel competent.
- Independence is growing – can become disobedient, rebellious.

SOCIAL CHARACTERISTICS

- Friends are important.
- Like group activity.
- Like to be with members of own sex.
- Sibling rivalry is common.
- Discusses and evaluates others – develops a concept of “fair” or “unfair” as related to the actions of others.

Source: UW-Extension Cooperative Extension Youth Futures Mentoring Program.

WHAT YOUTH ARE LIKE Characteristics of 12-14 Years, Grades 7, 8, & 9
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PHYSICAL CHARACTERISTICS

- A growth spurt may lead to poor physical coordination until the youth is able to handle increased size and length of arms and legs.
- Skin disorders (acne) are common.
- Most girls are physically mature; menstruation begins, hips and breast develop. Girls are generally about one to two years ahead of boys in physical maturity.
- Boys develop secondary sex characteristics – shoulders broaden, chest deepens and voice may deepen. Most boys will reach physical maturity.
- Physical characteristics and body structure influence behavior.
- Girls are often taller and proportionally heavier than boys during this period.
- Distinguishing physical features such as large feet, ears or nose may be a source of worry.

MENTAL CHARACTERISTICS

- Growing capacity to reason and think abstractly, although manipulation of concrete things is often enjoyed.
- Persistence shown on tasks in which success is desired. Avoidance or escape from tasks beyond their ability is common.
- If complex ideas and relationships are too difficult by the end of this stage, the reason is probably lack of experience, not capacity.
- Youth are ready to take more responsibility in planning and evaluating their own work.
- Individual problem-solving experiences rather than adult-directed activities are enjoyed.
- Capacity to plan and organize their own social, recreational and organizational activities.
- Can discuss current events, politics, international affairs and social issues with some help and background information.
- Vocabulary may be equal to the adult. However, reading interests are different.
- The ability to memorize may tempt adults to supply facts rather than to teach them to think.
- Problem-solving can be developed to the point of creative solutions.

SOCIAL CHARACTERISTICS

- Early maturing boys may find themselves thrust into positions of leadership, athletics and a status among peers.
- Participation in youth organizations begins to decline.
- Dating progression is the non-date social gathering, double dates, single dates and going steady.
- A feeling of dependence on the rules and regulations specified by parents continues through adolescence (even though protests are often strong.)
- Some groups develop codes of behavior in direct conflict with adults' codes.
- Acquiring skills in social relations including peers and adults.
- Peer group pressure begins to mount, first from the same sex and later from the opposite sex.
- "Crushes" are common. Interest in the opposite sex is often shown in contrary behavior – pushing, hair pulling, etc.
- Enjoy doing things valued by peer group that lead to personal satisfaction through success and self-improvement.

EMOTIONAL CHARACTERISTICS

- Worry and/or shame associated with body development may be present.
- A lack of information about sex may cause adolescents to be uneasy and experimental.
- Feelings related to sex are intense as contrasted to the more casual feelings of the previous period.
- A strong emotional attachment to an older youth or an adult may be evident.
- Keen interest in their own bodies especially sex and sex processes.