

A Guide to School and Community Based Organization K – 12 Afterschool Program Partnerships

NYC Department of Education

new york city COMMUNITY SCHOOLS

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Establishing a School & Community Based Organization Afterschool Partnership

A.1 Identifying Your School's Assets and Needs

It is important to assess exactly what services your school needs before you begin your search for a Community Based Organization (CBO). This questionnaire can be a helpful guide in determining what kind of CBO program will best complement your school.

WHAT ARE THE GREATEST CHALLENGES YOUR SCHOOL ENCOUNTERS REGULARLY AND WHAT NEW RESOURCES AND SUPPORTS COULD HELP YOU ADDRESS THOSE CHALLENGES?

- ☐ Attendance Improvement
- ☐ Dropout Prevention
- ☐ Academic Enrichment
- ☐ School Climate
- ☐ Classroom Management
- ☐ Parent Engagement
- ☐ Health and Wellness
- ☐ Conflict Resolution
- ☐ Leadership and Life Skills
- ☐ Guidance

WHO IS YOUR TARGET POPULATION?

- ☐ General Student Body
- ☐ Special Education Students
- ☐ Students in Temporary Housing
- ☐ ELL Students
- ☐ Formerly Incarcerated Youth
- ☐ Parents

WHAT KIND OF PROGRAM WILL BEST SUIT THE NEEDS OF YOUR TARGET AUDIENCE?

- ☐ Teambuilding
- ☐ Arts and Music
- ☐ Recreation
- ☐ College Preparation
- ☐ Youth Leadership
- ☐ Peer Mediation
- ☐ Counseling
- ☐ Violence Prevention
- ☐ Mental Health Services
- ☐ Bullying Prevention
- ☐ Stress Management
- ☐ Gang Prevention and Intervention
- ☐ Building Resiliency
- ☐ Intergenerational Programs

WHEN IN THE SCHOOL YEAR IS BEST FOR PROGRAMMING? WHAT IS THE BEST TIME OF DAY?

- ☐ One-day event
- ☐ Weekend intensive
- ☐ Semester-long programs
- ☐ Year-long programs
- ☐ Morning
- ☐ After school
- ☐ Certain days of the week
- ☐ Summer programs

IS THERE A PARTICULAR AREA IN THE SCHOOL BUILDING YOU WOULD LIKE TO FOCUS PROGRAMMING?

- ☐ Lunchroom
- ☐ Classrooms
- ☐ Auditorium
- ☐ Gymnasium

ARE THERE ANY OTHER THINGS TO CONSIDER?

- ☐ Language needs
- ☐ Campus-wide programming

The Assets and Needs (A&N) Assessment Tool

The A&N Assessment Tool is a resource developed by the Office of Community Schools (OCS) with the field, for the field and can be used by any NYC school to:

- Shine a light on the assets and critical gaps in school communities
- Identify SMART (Specific, Measurable, Attainable, Realistic, Trackable) goals for the school's Comprehensive Education Plan (CEP)

There are four phases of the A&N Assessment Tool:

- Phase One – Review of school-based programs and services
- Phase Two – Mapping services and supports in the community
- Phase Three – Addressing critical gaps and leveraging assets and sharing findings with broader school community
- Phase Four – Using A&N results to create SMART goals for your comprehensive school workplan

For more information, a link to your school's own personal assessment, and ongoing technical support, visit the Office of Community Schools website.

A.2 Finding a Potential CBO Partner

THERE ARE A VARIETY OF APPROACHES TO HELP YOU IDENTIFY THE RIGHT CBO FOR YOUR SCHOOL. SEE A FEW EXAMPLES BELOW:

- DEPARTMENT OF EDUCATION (DOE) – Search student support services by discipline and borough from DOE's Division of Contracts and Purchasing (DCP) on-line catalog.
- DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT (DYCD) – Search by zip code to find an afterschool program and CBOs near your school.
- NYC MAPPING PORTAL – Find community information, neighborhood statistics, as well as DYCD programs and other recreational resources available.
- THE PARTNERSHIP FOR AFTERSCHOOL EDUCATION (PASE) directory.
- Word of Mouth – Speak to your colleagues and other leaders in your area to learn about successful school and CBO partnerships. Talk to parents, students and community members about what organizations with which they are affiliated (this is an especially important strategy with immigrant populations).

A.3 Interviewing a CBO: Guiding Questions

Once your school has identified a CBO with which you are interested in creating a partnership, these guiding questions can help you decide whether this CBO is a good match for your school.

HISTORY OF THE CBO

- How long has the CBO been in existence?
- What is the CBO's history within the community?
- In what areas does the CBO have expertise?
- Does the CBO have references?
- Does the CBO have a history of collaboration with the Department of Education?
- Does the agency have a contract or vendor number with the DOE?
- What is the CBO's mission and how do they see this aligning with the school?
- What gaps does the CBO currently see in the community? How would the CBO work to integrate themselves into the community and address these issues?
- How does the CBO typically work with partners? How would they describe a successful collaboration?

CBO's PROGRAMS

- Is the CBO familiar with your student population?
- How will the CBO incorporate positive youth development, social-emotional learning and youth leadership into their program?
- What type of supervision will the CBO provide?
- Is the time frame for implementation practical and achievable? If not, how long will it take to start up the program?
- How does the CBO deal with program challenges or conflict?
- How does the CBO measure their program's outcomes and use that information for ongoing program planning, improvement and evaluation?

CBO's STAFF

- Is staff in place to provide the requested services?
- What are the qualifications of the staff?
- What training and staff development has the CBO provided for the staff?
- Has there been high turnover within their organization?
- Are all school-based CBO staff eligible and active in the DOE's Personnel Eligibility Tracking System (PETS)?

CBO's ADMINISTRATIVE AND ORGANIZATIONAL CAPACITY

- What is the recruitment and retention strategy for students?
- Can the organization support the program both administratively and fiscally?
- Do the agency's financial statements for the last three years give evidence of a financially stable organization?
- What other services or funding does the CBO have?

- Is the agency capable of maintaining the program without immediate reimbursement?
- If the organization is operating a program in the building for children under 13 years old, does the CBO have a School Age Child Care (SACC) license?

CBO's REQUIREMENTS

- What space requirements, and other needs, does the CBO program require?
- Will the service site be located at the CBO or the school?
- What equipment will be required and where will it be housed?

A.4 Guiding Questions for a New Principal in a School that has an Existing CBO Partnership

New principals in a school often realize they have one or more CBOs providing a variety of services under previously existing contracts or grants. Here are some guiding questions to help familiarize youself with the CBO's services and role:

UNDER WHAT GRANT OR CONTRACT IS THE CBO IN THE SCHOOL?

- How long is the grant/contract?
- What are the grant/contract stipulations?
- Are there other CBOs in the building under the same grant?
- What is the overarching goal of the grant/contract?
- Have you contacted the DOE Division of Contracts and Purchasing to obtain a copy of the contract to ensure scope of services is the same?

WHAT IS THE CBO'S HISTORY IN YOUR SCHOOL?

- Has the CBO been in the school prior to the current grant/contract?
- Exactly how was this school/CBO relationship forged?
- In previous years, what challenges and successes has the CBO had?
- What are some examples, projects, productions or initiatives the CBO has accomplished in your school?
- In previous years, who has been the main point person for the CBO in the school? Was this relationship fruitful?

HOW DO YOU MAINTAIN AND MAXIMIZE THE SCHOOL/CBO PARTNERSHIP?

- What are the CBO's programmatic goals this year?
- What is the CBO's action plan this year?
- What measures of success are in place to monitor the CBO's work?
- How can the CBO help you achieve the initiatives you want to accomplish in the next few years as principal?

HOW CAN YOU, AS THE NEW PRINCIPAL, DEVELOP YOUR OWN RELATIONSHIP WITH THE CBO?

- Be sure to take the time to introduce yourself to the CBO director, manager and staff.
- Periodically visit the CBO's programs.
- Appoint an Assistant Principal (AP) or another staff member the responsibility of coordinating CBOs. Often, CBOs need to have a main point person to contact for inquiries, ideas, updates, etc. This allows the principal to develop more of a supervisory role than a coordinating role.
- Invite the CBO Director or Manager to an Administrative Cabinet or SLT meeting. These meetings should pertain and/or be relevant to enrichment or academic support needed. This will build community and establish the role of the CBO as a "stakeholder."
- In addition to school administration meetings, schedule regular school/CBO meetings.
- Take into account other schools if you are part of a campus to coordinate and leverage any existing resources.

Safety & Logistics

B.1 Extended Use of School Buildings

All programs operating or delivering services in a NYC public school building are required to submit an Extended Use Permit Application to use a school's premises. The permit is required to be completed by each organization wishing to use the school building during extended use time regardless of whether or not the User is the agency designated to pay for space and/or security fees (if applicable).

- On weekdays, during the school year, between the end of the school day and 6:00 p.m., space use is free. The DOE advocates the use of schools to build strong communities. While schools should be open and available to the greatest extent possible, every effort must be taken to keep operating costs down. Therefore, when feasible, we encourage organizations to use the same building on the same day to save opening costs.
- The DOE incurs additional costs for maintenance services for usage of school space after 6:00 p.m. on days when school is in session, and anytime on days when schools would be otherwise closed. Organizations must pay a fee to offset a portion of these additional costs.
- Except as otherwise provided, these fees must be paid by all DOE-sponsored CBOs utilizing space outside the hours of 3:00 - 6:00 p.m. on weekdays during the school year. The fee is applicable to schools managed by both custodial engineers and private contractors.

EXTENDED USE APPLICATION: STEP-BY-STEP PROCESS

1. At least 30 days prior to an event, a CBO must consult with the principal, the principal's designee, or a custodian regarding space required for the program. Please note, the CBO may have funding requirements to be open on holidays and weekends.

2. The custodial engineer should work in collaboration with the CBO to fill out the Extended Use Permit Application and must clearly identify the organization, school, central DOE office or program accountable for the activity being conducted.
3. The CBO should indicate only the rooms that will be used to avoid being billed for more rooms than is necessary. The CBO should also ensure that the section on Special Requests be completed in its entirety. A thorough application will expedite the approval process.
4. The CBO should inform the school when space needs change. The school's designee should make amendments to the Extended Use Application by completing a Change Form.
5. The school's designee must get signatures from the CBO Director, the principal and the custodian on the Extended Use Application.
6. At the end of each month or on the last day of use for each month, the CBO should sign a space sheet which summarizes usage for that month. It is critical that the space sheet includes the actual rooms used for that period.

EXTENDED USE BOROUGH OFFICES

Borough Citywide Office	Extended Use Staff	Districts	Phone Number	Email
Manhattan	Roxanne Fletcher Adriana Carbone Yolanda White	2, 4 5, 6 1, 3	(212) 356-3712 (212) 356-3904 (212) 356-3757	Rfletcher@schools.nyc.gov ACarbone3@schools.nyc.gov YWhite@schools.nyc.gov
Bronx	Ana Soba Raquel Vega Eve Harper Seride Read	7, 9 10 8, 12 11	(718) 741-7053 (718) 741-3594 (718) 741-5128 (718) 741-7080	ASoba@schools.nyc.gov RVega@schools.nyc.gov EHarper3@schools.nyc.gov SRead2@schools.nyc.gov
Brooklyn North	Shaniece Mims Nadine Lindsay Spencer	13, 14, 15, 16, 19, 23, 32	(718) 935-3501 (718) 935-2388	SMims3@schools.nyc.gov NLindsay3@schools.nyc.gov
Brooklyn South	Elizabeth Ali Julia Hayes	18, 20, 31 17, 21, 22	(718) 390-1663 (718) 390-1512	EAli2@schools.nyc.gov JHayes@schools.nyc.gov
Staten Island	Elizabeth Ali	31	(718) 390-1663	EAli2@schools.nyc.gov
Queens North	Danielle Evans Elisa Lloyd	26, 30 24, 25	(718) 391-8173 (718) 391-8185	DEvans16@schools.nyc.gov ELloyd2@schools.nyc.gov
Queens South	Yelena Kramer Abigail Louigene	27, Central 28, 29	(718) 391-8108 (718) 556-5647	YKramer@schools.nyc.gov ALouigene@schools.nyc.gov

If you have questions, contact your Extended Use Borough Office. For more information on the Extended Use of School Buildings, refer to Chancellor's Regulation D-180.

B.2 Afterschool Safety and Emergency Preparedness

SCHOOL SAFETY (SECURITY)

When the school principal and/or head custodian submits the afterschool program's Extended Use Permit Application, the permit application will generate a request with the NYPD School Safety Division for security coverage. This is usually generated at the rate of 1 agent per hundred program attendees. If you have any questions about school security, you may contact your Borough Safety Director.

SCHOOL SAFETY AGENTS (SSA)

- All DOE sponsored activities must have a NYPD SSA present.
- Security costs are those fees associated with using a security agent(s) from the NYPD. As per Section IV of Chancellor's Regulations D-180, contractual costs for security services provided by school safety agents are passed along to the users at all schools. Contractual costs for security services provided by school safety agents generally begin after 4:00 p.m. during the week, excluding holidays and weekends.
- Requests for safety agents are submitted electronically to NYPD School Safety via the extended use permit process. The process generally requires 30 days for managing and assigning agents appropriately.
- In buildings where scanning of visitors is a requirement, users must secure the full complement of agents (typically 4 agents and up depending on the size of the event). Utilizing an alternative safety plan at these scanning designated buildings is not permitted.
- At any stage in the permit process, NYPD SSA or Borough Command can adjust the number of agents that are needed for an activity.

EMERGENCY INFORMATION CENTER (EIC)

If an emergency occurs in a DOE school, after calling 911, contact the Emergency Information Center (EIC) to ensure that proper notifications are made. The EIC is available Monday through Friday from 7:30 a.m. until 10:00 p.m. at (718) 935-3210. For programs operating on Saturdays, a message should be left on the EIC voicemail and a return call will be made to the school on the following business day.

To reach the NYPD/SSD for non-emergency issues, such as coverage after 4:00 p.m. and on weekends, call (718) 730-8696. For all emergencies, please make sure to also notify your SSA/Supervisor, Borough Safety Director and Superintendent.

INCIDENT REPORTING

CBOs must report all criminal incidents which occur during the operation of their programs to the NYPD. CBOs must immediately notify the principal and School Safety Agent of all health, safety and medical incidents, including criminal and non-criminal incidents, which occur during the operation of their programs. In addition, within 24 hours of the incident, the CBO must complete and submit the User Incident Reporting Form to the principal. CBOs are also required to submit an incident report to their funding agency and licensing agency.

The principal must input the information about the incident into the DOE's Online Occurrence Reporting System (OORS) and/or via incidentreports@dycd.nyc.gov. Minor occurrences need not be reported: for example, incidents typical of childhood or otherwise minor (e.g., a scraped knee).

Providers must report any incident which potentially impacts the health, safety, or well-being of an individual, property, etc. Examples of incidents that must be reported include:

- Bodily injury (e.g. a broken ankle, torn ACL, or serious laceration), threats to an individual's well-being, self-abusive behavior, property damage, shootings, and fires.
- All school day and afterschool staff are mandated reporters: In cases of actual or suspected child abuse or maltreatment by a parent or person legally responsible for a child, including incidents that may be sexual in nature, and occurrences involving inappropriate personal boundaries, communications, touching, and photos; this must be reported as such incidents to the: New York Statewide Central Register of Child Abuse and Maltreatment ("SCR").
- Incidents for which Emergency Medical Services or Police are called, and Incidents which may be of media interest.
- Lapses in the supervision of school-aged children.

Records must be maintained of all Incident Reports and a record of actions taken to address Incidents. Such records are subject to review and audit. Records must be maintained for at least 7 years.

Where an incident involves a DOE staff member and/or a student, the principal and the CBO must determine what follow up action is required. If the incident is a criminal incident involving a DOE staff member, the principal must notify the Office of the Special Commissioner of Investigation. The DOE and CBO should work together to ensure that the parent of any student involved in an incident is immediately notified. The DOE and CBO should work together to determine when parents of students in the program should be notified of incidents which occur during the operation of the CBOs program. Such notification must be effectuated in a manner that protects student confidentiality.

GENERAL RESPONSE PROTOCOLS

The General Response Protocol (GRP) has been designed (in collaboration with the "i love U guys" Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.





Lockdown (Soft/Hard) –Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. Hard lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity.

All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders "Attention: We are now in soft/ hard lockdown. Take proper action" (Repeated twice over the PA system)

Students are trained to:
1. Move out of sight and maintain silence

Teachers are trained to:
1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
3. Wait for First Responders to open door or the "All Clear" message "The Lockdown has been lifted" followed by specific directions.
4. Take attendance and account for missing students by contacting main office

Evacuate – The fire alarm system is the initial alert for staff and students to initiate. an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation.

Announcements will begin with "Attention" and be followed with specific directions. (Repeated twice over the PA system).

Students are trained to:
- Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. Students in physical education attire WILL NOT return to the locker room. Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:
1. Grab evacuation folder (with attendance sheet and Assembly cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. Always listed for additional directions.
3. Take attendance and account for students
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.

Shelter-In – "Attention. This is a shelter-in. Secure the exit doors." (Repeated twice over the PA system).

Students are trained to:
1. Remain inside of the building
2. Conduct business as usual
3. Respond to specific staff directions

Teachers are trained to:
1. Increase situational awareness
2. Conduct business as usual
3. The Shelter- In directive will remain in effect until hearing the "All Clear"
4. message "The Shelter- In has been lifted" followed by specific directions.

BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments

B.3 DOE Fingerprint-Supported Security Clearance Review / Personnel Eligibility Tracking System (PETS)

PERSONAL ELIGIBILITY TRACKING SYSTEM (PETS)

By New York State law, contract, and related Chancellor's Regulations, the DOE is required to conduct fingerprint-supported background investigations on all DOE employees and vendor employees.

The Personnel Eligibility Tracking System (PETS) is a web-based application that enables the DOE to electronically track and share basic information regarding the eligibility status of vendor employees who work under various combinations of vendors, contracts, programs and work sites.

All CBO employees who come in direct contact with students or have access to confidential student data must undergo a required DOE security clearance review. You are responsible for confirming that CBO employees working in your afterschool program are Active and Eligible in PETS prior to working with DOE students. CBOs have an ongoing responsibility to ensure staff is Active and Eligible prior to working with students, update rosters when staff changes and remove staff when notified that an individual's eligibility status has changed.

CBOs can email PETS@schools.nyc.gov to obtain access to PETS. Individual schools will not receive access to PETS. For more information, refer to the PETS User Guide and visit the DOE Infohub.

B.4 School Age Child Care (SACC) Registration

Department of Health and Mental Hygeine (DOHMH) SACC Summary
(Part 414) School-Age Child Care

Office of Children and Family Services (OCFS) – SACC Regulations
Contact: NYC Regional Office of Child Care Services (212) 383-1415 | - 4718 | - 1788 | - 1709

Please refer to the OCFS website for the most up to date regulations.

DEPARTMENT OF HEALTH (DOH) LICENSING PROCEDURES

The State regulations governing childcare centers require that all afterschool programs serving children under the age of 13 obtain a School Age Child Care (SACC) license. Section 413.2 of the child care regulations defines school age child care program as a program or facility which is not a residence in which child day care is provided to an enrolled group of seven or more children under 13 years of age during the school year before and/or after the period such children are ordinarily in school. If a program provides services with mixed age groups including high school students but have 7 or more children 13 years or younger, they will need to also apply.

WHAT QUALIFIES AS A SACC PROGRAM?

If a program meets all of the criteria listed below, it is a SACC program. If it fails to meet even one of the criteria below, it is not a SACC program:

- The care must be provided on a regular scheduled basis.
- The program must be a multiple purpose program.
- The program is located at a non-residence.
- The program must serve an enrolled group of children.
- The program operates only during non-school hours (i.e., before and/or afterschool, during school lunch periods, on school holidays, and/or during summer vacations).
- The program cannot have young children who are not yet school-age; the program may serve only school-age children. School-age children includes: (1) those enrolled in school, including kindergarten or a higher grade; and (2) those at least six years of age. A program caring for younger children may be required to be licensed with OCFS as a child day care center. (See policy 16-2: Enrollment of Prekindergarten Children in School-Age Child Care Programs).

Enrollment and program purposes are the two criteria that are the most common source of inquiry to OCFS. Further explanation of each is provided on the OCFS website.

A valid registration must be obtained from OCFS prior to the operation of any SACC program.

Brand new providers will need to complete an Online Orientation for SACC Programs on the OCFS website and request an application at the end of the training. The e-application will arrive via email within 24 hours of the request. Submit the completed application through Facility Application Management System (FAMS). All programs applying for a new registration must submit all required documents within 90 days after receipt of application, therefore it is encouraged to start the application process at least 3 months in advance of the start of the program. DOHMH will contact the applicant and/or provide updates on the application through the process.

Existing providers must submit their SACC renewal application 60 days before it expires. OCFS sends renewal applications to the program and they must be submitted to DOH. Additionally, DOH must be notified when there is a change in director or program. For an increase in student capacity, please contact the appropriate NYCDOH borough office before your organization serves additional students.

APPLICATIONS SUBMISSION

The following criteria must be met before a SACC Registration will be issued:

- The CBO program director and all staff must be fingerprinted by DOHMH.
- A Certificate of Occupancy from New York City Department of Buildings must be submitted (for programs that operate in a DOE school building this is not required).
- A State Central Registry for Child Abuse and Maltreatment and Staff Exclusion List (SEL) from the New York State Justice Center must be submitted for each staff member so that they can be cleared for working with children.
- The Bureau of Childcare must inspect the childcare site before a registration is issued.

NEW YORK CITY DEPARTMENT OF HEALTH (NYCDOH) BOROUGH OFFICES

Bronx	(347) 854-1971 or (347) 854-1972
Brooklyn	(718) 222-6399 or (718) 222-6390
Manhattan & Staten Island	(646) 632-6305
Queens	(718) 480-2263 or (718) 553-3981

If you have questions, contact your NYCDOH Borough Office.

ADDITIONAL NOTES

- When a SACC license is issued, DOHMH will conduct regular building inspections as needed.
- The most common reason CBOs fail the inspection is: Failure to have all SACC documents available during an inspection; all documents must be on site. Please assist CBOs in having their Evacuation Plan, Shelter in Place plan, Food Stock, Diagram and Floor Plan.

SACC DOCUMENTS TO BE MAINTAINED ON SITE

CBO Site Directors are required to maintain a variety of reporting documents, according to DOHMH. Below is a list of procedures that must be implemented and maintained on site:

1. Individual files on each staff member, including: a copy of the resume, State Central Register, references, job description, application, health forms (includind physical and TB test upon hiring), criminal history review, a comprehensive background clearance check through New York State (which includes Fingerprinting and State Central Registry, among additional checks), proof of training requirements, etc.
2. Required inspection reports and local approvals.
3. Emergency Evacuation Information - Written plan for the evacuation of children. This plan should be posted and accessible to staff.
4. Emergency Evacuation Diagram Guide - This plan should be posted in every classroom.
5. Emergency telephone numbers for the fire department, local police department, poison control center and ambulance service.
6. Certificate of Fitness - Issued by the Fire Department of New York (FDNY).
7. Fire Drill Log - The fire drill must be conducted on a regular basis and reviewed with the staff.
8. Inside Floor Plan - The floor plan can be obtained from the school custodian.
9. Program Manual, Parent Policy Manual, and Administration Manual:
    - Daily Schedule
    - Lesson Plans
    - Standards and Policy
    - Copy of DOHMH regulations and checklist
    - Orientation
    - Training Schedule and record that staff have received training.

10. Individual file on every child including medical forms, immunization records, emergency numbers and registration forms.
11. Complete First Aid Kit - All child care programs must have at least one staff person who holds a valid certification in cardiopulmonary resuscitation (CPR) and first aid on the premises of the program during the program's operating hours.
12. An operable flashlight with spare batteries.

SACC VIOLATIONS

Violations must be addressed within 30 days of an inspection. The DOE staff below will notify the agency that either a work order has been submitted or that a lead abatement has been conducted on the area.

A copy of the site inspection form must be mailed to:
Sheila Wilkins, School Facility Associate Project Manager
New York City Department of Education
44-36 Vernon Blvd.
LIC, NY 11101

If CBOs do not comply with the SACC license regulations, they will have their license revoked and the afterschool program will not be permitted to operate.

B.5 Afterschool Meals

The Office of School Food provides food service to afterschool programs when requested by a principal or CBO. Every child who participates in an afterschool program is provided a snack or supper, upon request. Snack consists of two items, which includes fresh fruit or honey graham crackers and juice or milk. Supper consists of five items, including a protein, bread, fruit, vegetable, and milk. It is mandatory that students take all five food components for the supper program and two for the snack programs. There will be no substitutions made to the menus. To qualify for hot supper, your program must serve at least 75 students on a daily basis. Cold supper is prepared for programs serving between 50 and 75 students daily.

SACC-REGISTERED PROGRAMS ONLY

In order to receive snack or supper for your program, CBOs must complete an application with the Office of School Food, Special Programs Department every year. It is recommended that the application is submitted at least 2 weeks prior to the program start date and follow these steps:

1. Access the Special Program Application on the School Food Website
2. Complete the CBO Tutorial
3. Complete the online meals application
4. Special Programs will email a confirmation to the CBO representative and School Principal

Your SACC registration must have the appropriate capacity to meet your meals request. For example, if your SACC registration only allows for your program to serve 150 school-age children, you may only request up to 150 meals per program day. Please contact the appropriate NYC Department of Health (DOH) borough office if your organization needs to apply for a registration capacity increase.

PROGRAMS OPERATING WITHOUT A SACC REGISTRATION

School administrators must place meal requests on behalf of their CBO partner. Meals should be requested through the School Food website through the Special Program System.

Important notes:

- CBOs must have a current unexpired SACC license to apply for snacks/meals which will be uploaded with the application process
- In order to submit an application for hot meals, the program must have a minimum of 75 students
- CBOs that don't have a username will need to take a survey about their program
- For district grants, the school enters the snack order

To place a new snack order:

- The CBO Site Coordinator or a designee must enter the application for afterschool meals online.
- If your school does not appear in the drop-down menu, please contact Special Programs at (718) 707-4320.

SATURDAY AND HOLIDAY MEALS

If a school hosts an activity on a Saturday or holiday, students are eligible to receive a morning snack and/or lunch, depending on the time and length of the activity. Speak to your school administration to see which services are available.

To apply for afterschool meals and view the Holiday Meal request Schedule, visit the School Food website. New applications open mid to late August. If you have questions, call (718) 707-4320 or email SF-SpecialPrograms@schools.nyc.gov.

FUNDING & OPERATIONS

C.1 Funding Streams that Support Afterschool Services

CBO afterschool services can be funded by a variety of city, state, federal, private or foundation grants. Listed below are the large-scale city, state, and federal funding streams that provide CBO services in schools. Please note that this is not an exhaustive list of all the funding streams available and that the requirements mentioned are subject to change.

COMPASS (COMPREHENSIVE AFTERSCHOOL SYSTEM), SONYC (SCHOOL'S 0UT NYC), COMPASS HIGH AND COMPASS EXPLORE

The Department of Youth and Community Development's (DYCD) COMPASS initiative is the largest municipally funded afterschool initiative in the nation, providing a mix of academic, recreational and cultural activities for young people after school, during holidays and in the summer in more than 800 New York City schools. Programs are also offered at community centers, settlement houses, religious centers, libraries and Parks Department facilities. COMPASS programs serve young people enrolled in grades K – 12.

BEACON

The Department of Youth and Community Development (DYCD) administers Beacon programs that provide youth with appropriately structured youth development activities in the hours following the school day. Located in 91 schools across the City, the Beacon programs establish opportunities for empowerment and skill building, development of sound character and positive social norms, and integration of family, school and community supports. Principals and other school personnel work closely with the community-based organizations that manage the individual Beacons to provide a variety of services to New York City school children including sports and recreation, educational enrichment, academic support, and family involvement activities.

21ST CENTURY COMMUNITY LEARNING CENTERS (21CCLC)

The 21st CCLC program supports the creation of community learning centers that provide academic enrichment and youth development opportunities for children, workshops for parents, and professional development for school staff during school and non-school hours. This federally-funded program provides children with a broad range of enriching activities that complement their regular academic programs, including tutoring, robotics, theater, science labs, fine arts, soccer, and dance. The program helps students meet state and local standards in core academic subjects, such as reading and math, and offers literacy and other educational services to the families of participating children.

EXTENDED SCHOOL DAY / SCHOOL VIOLENCE PREVENTION (ESD/SVP)

The primary purpose of the ESD/SVP grant is to provide students in high-need school districts with enrichment and youth development activities through extended school day and/or school violence prevention programming. ESD/SVP also aids the improvement of school climate to support teaching and learning. Grantees consist of community school districts, alternative schools, and CBOs.

ADVANTAGE AFTERSCHOOL

Advantage Afterschool Programs is a State funding stream operated by a community based organization in partnership with a school. The program is designed to: improve the social, emotional and academic competencies of school-age children; reduce negative youth behaviors such as violence and crime, tobacco, alcohol and substance abuse, disengagement from school, school suspension, and truancy and health-compromising behaviors; reduce the threat of violence in schools; prevent and reduce the incidence of teen pregnancies; and to provide parents with a safe after school environment for their children.

EMPIRE STATE AFTERSCHOOL PROGRAM (ESAP)

The New York State Office of Children and Family Services (OCFS) Empire State Afterschool Program grant supports schools in the Bronx and Brooklyn with the development and expansion of quality afterschool programs. Activities reflect a balanced schedule of academic support, including tutoring and homework help, social/emotional learning, physical activity/wellness, and prevention services.

C.2 CBO Purchasing Process & Guidelines

If your afterschool program is not grant funded, you will need to procure CBO afterschool services using other funding sources from the school budget.

PROCURING SERVICES FROM A CONTRACTED CBO/VENTDOR: STEP-BY-STEP PROCESS

1. Identify school need.
2. Identify applicable vendor(s).
    - If a vendor is contracted by the DOE, you must first determine if the services they are providing conform to the scope of services outlined in their contract.
    - If a vendor does not have a contract with the DOE, please refer to the purchasing guidelines and thresholds on the following page.
3. CBO submits a work order to the school, which identifies the scope of services to be delivered for review.
    - If a vendor is contracted by the DOE, the school should cross-check the work order to ensure types of services, price of services, hours per unit and student/instructor ratio are in line with the Multiple Task Award Contract (MTAC).
    - If a vendor does not have a contract with the DOE, ensure the vendor submits an hourly rate in addition to the unit cost. Ensure the hourly rate is appropriate for the service.
4. School will create a purchase order (in FAMIS Portal) based on an approved work order. Please refer to guidelines stated on the following page.
5. FAMIS will send an electronic order to the vendor.
6. CBO can begin providing services after personnel have security clearance.
7. Once services are rendered, the CBO can then submit an invoice to the school and Office of Payable Operations (see page 17 for more details on invoicing). CBOs should invoice no less than every 30 days after services are rendered.
8. The Division of Financial Operations authorizes payment and funds are released to the vendor, less any applicable discounts.

ADDITIONAL NOTES

- It is strongly encouraged that you use contracted vendors when purchasing services from external organizations.
- Schools should not allow CBOs to start activities until a purchase order is created.

- Principal or authorized designee certifies delivery of services in FAMIS Portal. This step is necessary to ensure Accounts Payable can process CBO invoices for payment.

C.3 CBO Invoicing Process

The Division of Financial Operations (DFO) Accounts Payable group is responsible for processing payments. However, a critical step that schools must complete in order for payments to be processed is certifying the satisfactory delivery of services in FAMIS. Once certification has been entered in FAMIS, please advise your CBOs to forward invoices to the address that appears on their purchase order. All invoices go to the following address:

Division of Financial Operation Office of Payable Operations
65 Court St. 15th floor (Room number varies)
Brooklyn, NY 11201

INFORMATION CBOS SHOULD INCLUDE ON INVOICE

- Original purchase order number
- Vendor number
- Vendor name
- Vendor address
- Itemized cost of services (should reflect purchase order)
- Items delivered
- Invoice number (this must be a unique number, and not previously used for previous invoices)

WHEN VENDORS CAN EXPECT PAYMENT

Payment should be processed within 30 days of receipt of the invoice (as long as the school certified delivery of services in FAMIS). If a vendor is part of the City's Electronic Funds Transfer (EFT) program, they will receive payment via direct deposit; otherwise, a check will be generated and mailed to the vendor by the City. However, there is no guarantee that payment will be made in this timeframe.

Payment inquiries should be addressed to the Vendor Hotline or Office of Payable Operations at (718) 935-2850.

ADDITIONAL NOTES

- Schools must certify the receipt of services in FAMIS portal.
- Vendors may elect to participate in the department's E-Commerce Program. This program offers electronic submission of purchase orders and invoices, expediting the ordering and payment process; and web access to track purchase orders and payment.

For further guidance, please contact the Finance Service Center, clientservices@schools.nyc.gov or (718) 935-5000.

Planning and Relationship Building

D.1 Key Afterschool Program Stakeholders

The more people in your school community that are aware of the program, the more effective the program will be. It is critical that all key stakeholders are communicating in order to ensure the program runs smoothly.

- **Assistant Principals** – Often a principal selects a designee as a CBO Liaison to coordinate all CBOs in the building. This is an excellent practice that allows for a leader in the school to be accessible should challenges arise, as well as general coordination of program activities, space and logistics.
- **Custodians** – They help to coordinate space and ensure classrooms are clean and accessible.
- **Safety Security Agents** – Their knowledge of the program will help welcome CBO staff into the school and help maintain a safe space for students.
- **Guidance Counselors & Substance Abuse Prevention and Intervention Specialists (SAPIS)** – Often, Guidance Counselors and SAPIS can refer students to a particular program.
- **Parent Coordinators and COSAs (Coordinator of Student Activities)** – They will also help to identify students and families who may be interested in certain programs.
- **Teachers** – They can play a strong role in helping to promote and raise awareness of the program.
- **Secretaries** – Often, CBO staff check in with secretaries upon entering the building. They are also instrumental in processing invoices and necessary paperwork.
- **School Aides/Paraprofessionals** – They can play a key role in assisting the administration with the activities provided by the CBO partner.
- **Parents/Families** – Parents and families are important partners to engage for the effectiveness and sustainability of an afterschool program. Creating workshops specifically designed for parents, hosting family nights, and including them in culminating events are great ways to build connections and increase family and community empowerment.
- **Students** – Youth participation and engagement is the driving force of any afterschool program. Therefore, it is crucial to amplify student voice and design the program around their needs and interests. Consider using surveys, focus groups, and other mechanisms to routinely collect student feedback and adapt your programming accordingly.

D.2 Collaborative Planning Process

In order for schools and CBOs to work together effectively, it is important to plan collaboratively. The CBO, Principal and school partners should review all school data, programming, and funding and based on that, make data-driven decisions to ensure alignment of resources to meet student needs. These meetings should take place at least three times a year.

THE KEY RESULTS FOR COLLABORATIVE PLANNING ARE:

- The school and CBO resources – both financial and human capital – are equitably allocated to ensure equitable outcomes for students.
- Robust programming, classes, activities, and supports are strategically delivered to increase opportunities for students and drive toward the school's comprehensive goals.

The following tool will support you in running efficient and effective collaborative planning meetings. You may adapt this template to meet your needs.

SAMPLE COLLABORATIVE PLANNING MEETING AGENDA

School Name/DBN:

Meeting Date & Time:

Meeting Facilitator:

Attendees:

School Staff (Principal, Teachers, Admin Staff), CBO Staff (CBO Program Director/Coordinator, Multi-Site Supervisor), Other CBO partners in the school

MEETING RESULTS:

1. Understand the program requirements and expectations to meet funding compliance (if applicable).
2. Understand school plans and expectations at the beginning of the year (i.e. classroom space, other CBO partnerships/collaboration, and professional development opportunities).
3. Align the program design and enrichments to meet the students' needs and implement assessment tools to survey youth to gather feedback on program offerings.
4. Develop family/community outreach plan to increase parent/guardian engagement.

PREP WORK:

1. Review afterschool program expectations and deliverables
2. Review school goals for the year.

	Check-in	
(5 mins)	Task: Team check-in Result: Ensure team is present in meeting	
	Understand Program Requirements and Alignment with School Vision	**Resources**
(10 mins)	Task: CBO staff and school staff present and review program requirements Result: Team understands program expectations and requirements for programming	Any RFP or grant applications
(10 mins)	Task: Review and discuss school goals for FY Result: Understand principal's vision for the school • Essential Question: How does programming intentionally align with school-based outcomes?	School goals and improvement plan
(35 mins)	Task: All partners discuss activities/dosage and intended outcomes Result: Align programming with school vision • Essential Question 1: How are we using data to inform our practices? How are we tying participant day school and afterschool attendance to program design? • Essential Question 2: What changes need to be made to improve alignment between the program and school vision?	Previous SY program data Completed Quality Self-Assessment elements
(10 mins)	Task: Review operational logistics Result: Identify next steps around permits, background checks, etc…	Compliance requirements
(15 mins)	Task: Create recruitment and marketing plan Result: Assess student interest and needs and understand the parent/outreach and family engagement plan • Essential Question: What is the recruitment and retention strategy to enroll participants into school/CBO programs?	
	Next Steps	**Resources**
(5 mins)	Task: Complete meeting action commitments Result: Team understands next steps and their roles. Next follow-up meeting scheduled.	Meeting action commitments

Meeting Action Commitments	Responsible Person	Timeline

D.3 School & CBO Planning Check-Lists

Sample Planning Checklist

HAVE YOU WORKED WITH YOUR CBOS TO TAKE CARE OF THE FOLLOWING LOGISTICS TO WORK IN YOUR SCHOOL?

- ☐ Funding and Procurement
- ☐ Extended Use Permit
- ☐ School Meals (if applicable)
- ☐ SACC License (if applicable)
- ☐ Safety and Emergency Plans
- ☐ DOE Fingerprint Security Clearance Review (required for all CBO staff working at the school)

THE PRINCIPAL SHOULD WORK WITH THE CBO, TO MAKE SURE ALL THE TASKS BELOW ARE DISCUSSED AND ASSIGNED ACCORDINGLY:

- ☐ Decide on types of activities offered
- ☐ Secure space for activities
- ☐ Securing required building permit
- ☐ Coordinate use of classrooms with teachers whose classrooms will be used
- ☐ Ensure all SACC License stipulations are met (if applicable)
- ☐ Hire and supervise any additional staff (site coordinators, nurse, etc.)
- ☐ Communicate with parents about program content
- ☐ Work cooperatively with potential research and evaluation components of a program
- ☐ Student Recruitment
- ☐ Provide Meals
- ☐ Track student attendance and enrollment
- ☐ Ensure respectful treatment and cleanliness of school property
- ☐ Assess needs during holidays
- ☐ Provide necessary supplies and materials for programs
- ☐ Ensure a safe storage space for supplies and materials
- ☐ Handle discipline issues that arise in programs
- ☐ Inform appropriate staff of any planned construction or renovation that will impact program space
- ☐ Coordinate the Afterschool Building Response Team and review the School Safety Plan with the CBOS
- ☐ Review and share protocol (General Response, Missing Student Protocols, Door Alarm System) for emergencies and/or incident reporting
- ☐ Schedule follow up meetings to assess progress
- ☐ Other

D.4 School Partnership Agreement

A School Partnership Agreement is a written agreement between a school and CBO detailing the operational responsibilities of both parties. The document is a commitment to working collaboratively to promote effective implementation of the program services and achievement of program goals. It should reflect the common vision of the school and CBO based on joint discussions. The School Partnership Agreement should be reviewed and duly signed on an annual basis. Although most programs have a designated School Partnership Agreement template, please find a sample below.

Sample School Partnership Agreement

SCHOOL INFORMATION

School Name / DBN	
School Contact	
School Contact Information	

PROVIDER INFORMATION

Organization Name	
Organization Contact	
Organization Contact Information	

I. RESPONSIBILITIES OF THE SCHOOL

1. The School agrees to provide adequate dedicated space and access to resources such as the school library, computer lab, gymnasium, and other areas essential for effective implementation of program activities, including space for program administration. The school will also supply and secure adequate and accessible storage space for files, materials, and equipment and provide office space equipped with a key, a telephone land line, and T1 line or comparable internet service. The chart below lists the rooms that will be dedicated for use by the program, together with identifying room numbers and availability.

Type of Space	Description of Space	Days & Times Available

2. The School will ensure that school building meets DOHMH standards and is in compliance with School Age Child Care (SACC) regulations, when applicable. Upon notification from COMPASS provider or DOHMH, DOE assumes responsibilities for any facility issues that may arise.

3. The School agrees to inform and consult with the Provider within one month (or reasonable promptness) about School closing, changes in schedule, changes in space allocation, and events. This includes established school dismissal times and any changes to these times to ensure safe and proper transition of the students to the afterschool program.
4. The School will encourage its own students to participate in the program, in particular, those performing below grade level and at risk of not being promoted. The School agrees that the Provider may also recruit students enrolled in other schools.
5. The School agrees to allow the Provider to participate as a community representative on the School Leadership Team, and the School Safety Committee and (Building Council if applicable) to ensure communication is aligned.
6. The School should ensure that the CBO is introduced to relevant parties (i.e. school custodial engineer, safety agents, etc.).

II. RESPONSIBILITIES OF THE PROVIDER

1. The Provider agrees to adhere to school rules and protocols regarding the use of school space and resources. This includes ensuring the respectful treatment of school property, keeping spaces used by the program clean, and restoring classroom set-up after daily program activities.
2. The Provider will communicate with and provide information to the School about the program through scheduled meetings, emails, and other agreed upon correspondence methods between the Provider Program Director and the Principal. This includes the following:

    - Share annual workscope which includes programmatic, staffing, and activity schedule information with the principal.
    - Notify the school of any program schedule changes and major on site personnel changes.
    - Collaboratively determine the holidays the program will operate when school is not in session.
    - Work to provide appropriate notification to parents in a timely fashion.

3. The Provider will establish and provide the School with a list of program participants, procedures for participants' arrival and dismissal from the program, including a well-supervised dismissal location, the use of sign-in sheets or other appropriate attendance method for program participants and staff.
4. The Provider will establish and provide the School with procedures for monitoring and patrolling all program areas including stairwells and exit doors to ensure participants are being supervised and are always safe during program operation hours.
5. The Provider will develop a protocol for emergency notification to parents and/or guardians.
6. The Provider agrees to comply with all applicable federal, New York State, and City rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents. The Provider agrees to comply with all DOE and New York State requirements concerning screening for program staff and volunteers including background checks and fingerprinting.

III. JOINT RESPONSIBILITIES OF THE PROVIDER AND SCHOOL

1. The Provider and the School will work together to align program activities with school priorities based on the common vision worked out prior to signing the School Partnership Agreement.
2. The Provider and the School agree to convene regular meetings between program staff and school personnel, including teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to ensure that the program is implemented in accordance with the common vision agreed by the parties.
3. Establish procedures for reporting incidents and accidents in compliance with all federal, New York State ("State") and City rules regarding reports of incidents or accidents. This includes but is not limited to ensuring that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, food, sports-related health exams, insurance, medical, and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to the standards of DOE and DOHMH.
4. Agree upon a process for replacing property damaged or destroyed by either school or CBO Providers staff or participants.

IV. ADDITIONAL POINTS OF AGREEMENT (OPTIONAL)

1. Are there any additional points that the provider and the school would like to add? Yes / No
2. If "Yes," describe the additional point(s) in 1,200 characters (approximately 200 words) or less below. If applicable, please add any additional page(s) to this document that details agreements between the school and CBO provider not defined in this document.

AGREED TO and ACCEPTED BY:

PROVIDER:	SCHOOL:
_____	_____
Signature	Signature
_____	_____
Print Name	Print Name
_____	_____
Title	Title
_____	_____
Date	Date

D.5 Working With Multiple CBOs in the School

Schools often have more than one CBO in their school providing a variety of services. It can be challenging to coordinate more than one program provided by external organizations, particularly if they are offering a similar service or building space is limited. It is important to plan with your CBOs to ensure effective and efficient delivery of services and strong partnerships.

IMPORTANT STEPS WHEN WORKING WITH MULTIPLE CBOS

- Convene all CBO Program Coordinators to establish expectations, articulate the school's vision, foster partnerships and ensure they are not duplicating services on the same days. The first of these meetings should happen during the start of the school year.
- Designate a leader in your school to be the CBO Liaison. By assigning a qualified staff member in your school, such as an AP, you are helping to provide an accessible and authoritative person who will be able to assist CBOs in establishing a strong partnership with the school.
- Help each CBO identify target student populations. Ensure that CBOs offer an array of services to meet the diverse needs of students. By helping each CBO identify and recruit students for their programs, you or your designee is preventing a potential conflict amongst CBOs.
- Coordinate campus CBO services if your school is part of a larger school campus.
- Consider the possibility of inviting your CBOs to sit on the School Leadership Team.
- Consider scheduling regular school/CBO meetings.

SAMPLE TRACKER FOR MULTIPLE CBOS

The following tool will assist principals and school staff in keeping track of multiple CBOs in the building. After completing the form, distribute copies to school staff.

CBO Name	CBO & School Point Person Contact Info	CBO Program & Service	Program Start & End Date	Days & Times	Rooms

BEST PRACTICES

E.1 Effective Partnership Principals

SETTING A CLEAR VISION AND GOALS

The school and CBO should discuss the vision and goals they hope to accomplish from the collaboration. The school and CBO should share a common vision in which to carry out their goals and objectives. These goals can be shared and recorded at the initial meeting and assessed and reviewed as the partnership progresses.

MAINTAINING A FORMAL SYSTEM OF OPEN COMMUNICATION

There should be on-going communication between the community partner and the school. Dialogue among the principal, school administration, and teachers within the school and the site coordinator and/or CBO director will allow all parties to express and share upcoming events, concerns, and agendas. Regular meetings should be scheduled and planned in advance. In addition, the CBO and Principal should be accessible to each other whenever necessary.

RECOGNIZING AND RESPECTING DIFFERENCES

It is crucial that the initial meeting addresses the importance of recognizing that the school and CBO will have different philosophies, roles, and relationships to children and the community at large. Both the school and the CBO will have their own approach, language and beliefs that are equally valuable and should be addressed in the beginning. A process to establish common ground is crucial.

MUTUAL COMMITMENT

It is imperative that the CBO and school have a mutual understanding of the partnership and the ways in which the collaboration benefits both parties. A strong partnership will integrate the CBO into the school community, which will encourage programming that reflects students' needs and interests.

DATA-DRIVEN DECISION MAKING AND EVALUATION OF PROGRAM PROGRESS AND EFFECTIVENESS

Schools and CBOs should be clear on targets and metrics for grant requirements. Furthermore, it is imperative that services are continuously monitored and intentional decisions are made. This helps schools and CBOs maintain focus on their goals, improve effectiveness and accountability, ensure parent and participant satisfaction and identify changes for improvement.

CLEARLY DEFINED PROTOCOL FOR TROUBLESHOOTING

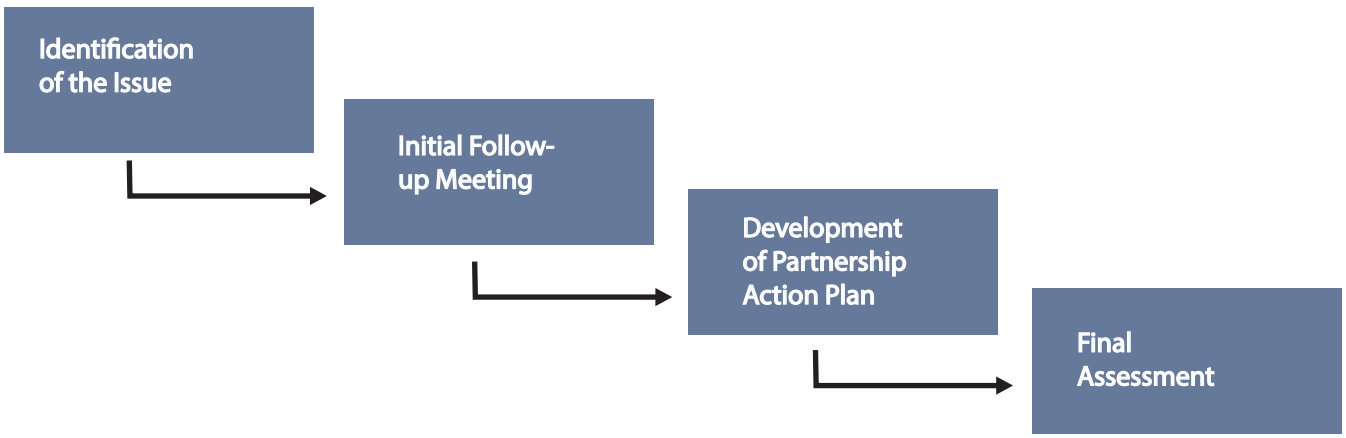
It is important that there is a clear protocol to follow in the event that issues arise. Regularly scheduled meetings designed to assess program quality and address challenges is one way to ensure programs are working effectively.

E.2 Strategies for Open Communication

Schools	CBOs
• Organize an orientation of the school and introduce CBO staff members to school staff. • Distribute written policies and procedures to CBOs (i.e. Discipline Code, Expectations for student behavior). • The CBO should review the school's Comprehensive Education Plan (CEP) related to afterschool and CBO partnership. • Notify CBO of important dates and school closings, including planned construction and renovation or other events that could affect program space. • Provide CBO staff opportunities to participate in school trainings, School Leadership Team, and other meetings. • Share Emergency Preparedness Protocols and transition plans between school day and afterschool.	• Provide school with CBO's annual report, brochures, and mission statements. • Ask for time to meet one-on-one with key school personnel and teachers to introduce your CBO's staff and explain how you hope to support the school. • Connect CBO's resources to the school. • Leave classrooms in their original condition; leave classroom teacher a note so they know whom to contact with concerns. • Email program updates to principal or designee regularly; leave updates in teachers' mailboxes. • Notify the school if CBO staff will be late. • CBO must participate in the school's After School Building Response Team (BRT) and become familiar with safety and emergency protocols.

E.3 Partnership Protocols

Schools and CBOs should make concerted efforts to communicate regularly and engage in active problem solving on an ongoing basis. However, when these efforts have not been fruitful, the protocol for addressing ongoing and unresolved partnership challenges, is as follows:



1) IDENTIFICATION OF ISSUE

- Principal and/or CBO identify issues.
- Facilitate a meeting with key stakeholders and a preliminary plan is agreed upon to address any identified issues.

2) INITIAL FOLLOW-UP MEETING

- Re-visit the issue two weeks after the initial meeting to observe progress made.
- If progress has not been made, escalate to District Superintendent and CBO Executive Director to further analyze the situation.

3) SECOND FOLLOW-UP MEETING: DEVELOPMENT OF PARTNERSHIP ACTION PLAN

- If improvement continues to lag, develop a Partnership Action Plan.
- Partnership Action Plan includes clearly articulated description of challenges, action items, deadlines, stakeholder responsibilities, and consequences.

4) THIRD FOLLOW-UP MEETING: FINAL ASSESSMENT

- If significant improvements aligned with the action items have not been made within the timeframe set forth in the Partnership Action Plan, other options for resolution include: re-assignment of staff or terminating or transferring the contract or partnership. In order to fully exhaust options and avoid disruptions of service, this solution should be implemented as a last resort.

E.4 Afterschool Program Evaluation

NEW YORK STATE NETWORK FOR YOUTH SUCCESS QUALITY SELF-ASSESSMENT TOOL

Clear quality standards and ongoing program assessment are central to building effective and sustainable afterschool programs. Improving afterschool program quality begins with a commitment on the part of practitioners to examine their programs with a critical eye. Moreover, improving program quality is an ongoing process. Self-assessment provides an important opportunity for programs to identify strengths and weaknesses.

The Quality Self-Assessment (QSA) Tool can be used in concert with other formal and informal evaluation methods, such as youth, parent and staff meetings, youth and parent focus groups, and external monitoring and evaluation.

For access to the Quality Self-Assessment (QSA) Tool and more information on the process, visit the Network for Youth Success website.

SERVING SPECIAL POPULATIONS

F.1 Students with Special Needs

Programs must ensure equitable access to meet the needs of special populations (e.g., students with disabilities, English language learners). Programs must disseminate information about the center to the community in a manner that is understandable and accessible. In order to be more inclusive, programs can use the supplemental services and assistive technology available to students receiving special education services during the regular school day to accommodate these children.

We encourage you to conduct targeted outreach to students with special needs in your school. There may be perceived challenges associated with serving students with disabilities; however, if you engage these students and their families in a dialogue, you may find that you can serve special needs students with minor accommodations. In addition, there may be funds available through your school or district to pay for transportation and paraprofessionals so that your afterschool program can better serve students with disabilities. To be eligible, students must currently receive these services in the day school.

While all children benefit from high quality afterschool programs, afterschool gives children with special needs the chance to experience meaningful and authentic belonging. Beyond the benefits of providing learning and enrichment activities, afterschool offers children with special needs the chance to engage with their peers in a way often not possible during the regular school day. Afterschool provides a safe haven where children with special needs can learn, play and succeed side-by-side with children of all abilities.

Kids Included Together (KIT) is an excellent resource for information on including students with special needs. For more information, visit the KIT website.

Extended Use Permits and Afterschool Programming Updates

G.1 Afterschool Extended Use Guidance and Updates

For the 2020-21 school year, DOE programs, schools, and external organizations will have to self-fund the permit costs for the extended use of school buildings for activities that take place before 7:00 a.m. and after 3:00 p.m., from Monday through Friday; note that there are limited exceptions - Centrally-funded and Centrally-managed afterschool programs (including DYCD-funded COMPASS, SONYC, Beacon, and DOE-funded programs supported by the Office of Community Schools).

In addition, the rates for the extended use of school buildings will be increasing this school year based on increased cleaning costs. DOE programs, schools, and external organizations that have not paid extended-use fees in the past will be required to do so this school year due to the need to reallocate the extended-use budget for additional cleaning needs. There will be limited weekend activities allowed in school buildings for stand-alone events (such as standardized tests, etc.), but not for ongoing weekend program activities. Please note that:

- Afterschool activities are allowed so long as schools and external organizations can self-fund the necessary permit costs, with the exception of the DYCD nd other Centrally-funded program referenced above.
- Schools (and campuses) must limit afterschool programming for the 2020-21 school year; any programming in the particular school during extended hours must be limited to serving students who are enrolled in and were physically present in that school.
- To help support childcare needs, all DYCD-funded afterschool programs are scheduled to reopen no later than September 28 and operate Monday through Friday, serving ccohorts of students who attend that school in-person on a given day, until 6:00 p.m.
- All afterschool activities must adhere to the guidelines and recommendations set for school opening, including all health and safety guidelines.
- Schools with instructional programming that extends past 3:00 p.m. will be granted waivers to proceed with their instructional day. This includes District 79 Evening Programs that would normally operate until 9:00 p.m. in years past, but will consolidate evening programming to 6:00 p.m., or provide virtual programming for any classes that would have operated past 6:00 p.m.
- Multi-session schools will also be provided a waiver to operate their schedule but are also recommended to end programming by 6:00 p.m.
- Charter schools that operate extended school days will also be granted permission to proceed with instructional hours past 3:00 p.m., but no later than 6:00 p.m.

For more information, see the afterschool and extended use policy on the InfoHub. For questions on extended use permits, contact your BCO director of operations; for questions on DYCD afterschool programming, email afterschool@schools.nyc.gov.

http://communityschools.nyc/