

**Welcome,  
New Community School Partners!**

**School DBN:**

**Lead CBO Partner:**

| <b>Your Community School<br/>Support Team</b> | <b>Name</b> | <b>Email</b> |
|-----------------------------------------------|-------------|--------------|
| <b>OCS Program Manager</b>                    |             |              |
| <b>OCS Operations Manager</b>                 |             |              |
| <b>OCS Director of School Support</b>         |             |              |
| <b>OSH School Mental Health Manager</b>       |             |              |

\*OCS = Office of Community Schools

\*\*OSH = Office of School Health

## New Community School Onboarding Guide

Thank you for joining this critical work, and for your commitment to helping students & families thrive in your school communities. The Office of Community Schools (OCS) is here to support you and your team every step of the way. This guide includes key information, resources, and action steps to orient you to the Community School strategy and set you up for success in the months ahead. Please reach out to your OCS Program Manager, your main liaison and first point of contact for Community Schools, if you have any questions.

### Overview

This guide will walk you through the key steps you need to get started in the first few months as a new community school. These steps are divided into three Getting Started sections: **Staffing, Collaborative Practices and Planning Programs**.

This guide is accompanied by the [Master Planning Spreadsheet](#), a comprehensive and detailed planning tool that integrates guidance, timelines, links to useful resources—all in one place. This tool was especially designed for Community School Directors (CSDs), to collect the necessary information and plan a full year of implementation working collaboratively with principals and the school community.

### Online Learning Courses

Through a partnership with **Change Up Learning**, a library of self-paced workshops is available to you. The library includes a set of courses designed specifically for NYC community schools. These courses are for both school leadership and CBOs, unless otherwise indicated. The library also includes courses on additional topics such as trauma-informed practice, behavior management and restorative justice. Each community school can set up two accounts on the online platform. **Activate your account using [this link](#).**

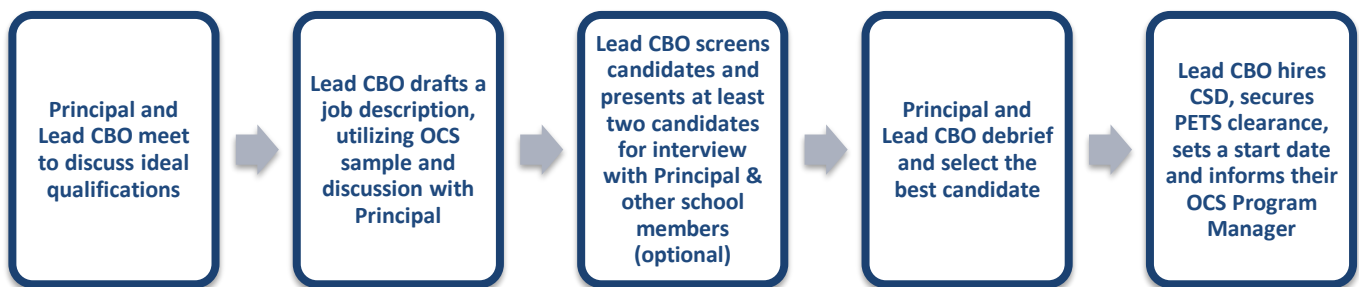
| 30 Days                                                                                                                                                                                                                                  | 60 Days                                                                                                                                                                                                                                                                                                            | 90 Days                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <a href="#">Community Schools 101</a></li> <li>• <a href="#">Collaborative Leadership + Practices</a></li> <li>• <a href="#">Conducting an Effective Assets and Needs Assessment</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Expanded Learning Time Opportunities</a></li> <li>• <a href="#">Introduction to Every Student, Every Day: Attendance Practices</a></li> <li>• <a href="#">Family Empowerment</a></li> <li>• <a href="#">Wellness + Integrated Student Supports</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Alignment – Part 1: Collaboration and Partnerships</a></li> <li>• <a href="#">Alignment – Part 2: Social Emotional Learning</a></li> <li>• <a href="#">Alignment – Part 3: Academics</a> - highly recommended for CBOs</li> <li>• <a href="#">Alignment – Part 4: Curriculum + Lesson Plans</a> - highly recommended for CBOs</li> </ul> |

For the **extended course** library, please visit <https://changeuplearning.com/courses/>.

## Getting Started: Staffing

### Task #1: Hire a Community School Director

Principals and leadership from the lead community-based organization (CBO) meet to discuss hiring a community school director (CSD), a full-time staff member hired through the lead CBO. The CSD works closely with school leadership to strategize, coordinate and integrate community school services and programs according to the four core evidence-based features of the community school strategy. The CSD is supervised by a CBO supervisor, whose role is typically compensated partially from the community school budget.



#### Resources for Hiring a CSD:

You may utilize the language or adapt it to your needs.

- **Sample CSD job description**: Language that you can use in drafting your job description
- **CSD Leadership Competencies**: List of key competencies CSDs need in their role, and the discrete skills for each competency
- **CSD Role Description**: Description of the multi-faceted role of a CSD aligned to each core feature

### Task #2: Principal Requests a DOE Account for CSD

Through Galaxy, principals request a DOE Account (via PNOB) for the CSD so that the CSD may obtain access to important platforms such as DOE Insight. Having access to Insight will allow for the CSD to use student-level data to plan student interventions and services. **Principals can visit this [InfoHub site](#) and follow instructions under “Request a CSD Account” to initiate the process.**

In addition to the e-Confidentiality Agreement that the CSD signs when the principal takes steps in Galaxy, the CSD must also sign the below forms (see instructions in the documents for where to send the completed forms):

- [Student Profile Access Form](#)
- [Mayoral Directive](#)

### Task #3: Principal and Lead CBO Discuss Other Potential Staffing Needs

After a thorough exploration of school needs and the programs/services to meet those needs, the principal and lead CBO discuss any additional full-time or part-time staffing that help ensure the success of those programs/services. The principal does not have to interview candidates for these positions, but may elect to do

so. Examples of staffing outside of the CSD include: Social Worker, Family Engagement Manager, Assistant CSD, Enrichment Coordinator, Success Mentors, etc.

## Getting Started: Collaborative Practices

### Task #1: Institute regular, check-in meetings between Principal and Lead CBO

Set a schedule for standing check-in meetings on a weekly basis to share updates, review progress, discuss challenges and plan new initiatives. These meetings often include the CBO supervisor, the staff member from the lead CBO who supervises the CSD. This [CSD and Principal Responsibilities](#) document outlines key individual and shared responsibilities that support a successful community school partnership.

Utilize this **CSD and Principal Communication Planning Form** to draft a personalized plan:

|                                                                                 | Principal | Community School Director |
|---------------------------------------------------------------------------------|-----------|---------------------------|
| Phone Number/Cell Phone Number                                                  |           |                           |
| Email                                                                           |           |                           |
| Preferred mode of communication<br><i>Phone, email, in-person? Time of day?</i> |           |                           |
| Ongoing Check in Meetings<br><i>Day and Time</i>                                |           |                           |
| Community School Team/Advisory Board Meetings<br><i>Day and Time</i>            |           |                           |
| Emergency Contact Protocol & Information                                        |           |                           |

### Task #2: Form a Community School Team (CST)

The Community School Team is a cross-stakeholder team tasked with bringing to fruition the community school vision and monitor progress toward goals. This team includes the principal, CSD, school staff (e.g. teachers and parent coordinator), other CBO staff (includes other CBO partners serving the school), students and families. CSTs convene monthly. Some schools choose to add a CST meeting section to the School Leadership Team meetings. However the school and lead CBO chooses to conduct the CST meetings, there should be sufficient time dedicated to discussing community school programs and progress. **Record your CST members in the [Master Planning Spreadsheet, Tab 4](#).**

### Task #3: Complete the Assets & Needs Assessment

The NYCDOE Assets & Needs Assessment helps schools to identify resources to leverage to meet student and family needs, support collaboration with community partners and other stakeholders, and develop goals for the school's Comprehensive Education Plan (CEP).

#### Instructions:

- Download and/or print the [Assets & Needs Assessment](#) and [request an online link](#) to the assessment.
- Convene your CST and complete the assessment.
- Submit the online assessment to receive your school's Assets and Needs Assessment Site Report ([sample report HERE](#)).
- Share the results of the report with your school community at various events. Use the results to develop and/or enhance programs and services.

### Task #4: Introduce the Lead CBO and staff to the school community

At schoolwide events (e.g. Back-to-School, summer PD, orientations) for school staff, teachers and families, plan to introduce the lead CBO team and what it means to be a community school. Utilize any of the following prepared material to aid in your presentations.

#### Resources:

- **Community Schools Overview Deck:** PowerPoint overview of OCS and NYC Community Schools strategy
- **Community Schools Playbook:** A comprehensive guide published by the Partnership for the Future of Learning. Talking points are available on pp. 74-77.
- **Infographic:** A downloadable PDF of an infographic describing the four pillars (or core features) of Community Schools.
- **Core Features Template:** Create an individualized display of how your school is operationalizing the core features of Community Schools. Download a copy.

## Getting Started: Planning Programs

### Task #1: Start the Strategic Planning Process

Community schools address out-of-school barriers to student learning through a portfolio of programs and services that are tailored to the specific needs of the school community. They put systems in place and utilize data to ensure that services are targeted to the students who need them the most. Lead CBOs ensure seamless coordination of multiple partners and alignment of services to the school day.

School leadership and the lead CBO can use [Tab 8 of the Master Planning Spreadsheet](#) to discuss and develop goals, define programs/services and methods for measuring impact, within each community school core feature or service area. It will be useful to have handy a copy of the school's CEP goals and report from the Assets & Needs Assessment. You may also use these "[Conversation Starters](#)" (organized by the core features) to facilitate your discussion.

In addition, the following resources are available:

- **Mental Health Work Plan**. Each community school is required to complete a Mental Health Work Plan. Your School Mental Health Manager (see cover page for contact information) is available to support you in developing a work plan.
- **Every Student, Every Day (ESED) Guide**. ESED is the City’s strategy to increase attendance and combat chronic absenteeism. This guide shows you how to build a Success Mentoring program, build attendance teams and run effective meetings, and other resources for reducing chronic absenteeism.
- **Dual Capacity Building Framework for Family-School Partnerships**: Dr. Karen Mapp’s framework for “designing family engagement initiatives that build capacity among educators and families to partner with one another around student success” (from linked website).

Once you have identified your school’s programs, events and services, populate [Tab 10: Events](#), [Tab 11: Programs](#) and [Tab 12: Weekly Program Schedule](#).

## Task #2: Develop a Budget Plan through Collaborative Planning Meetings

When schools and CBOs strategically organize resources and share leadership, supportive services are integrated into the fabric of the schools. School and CBO resources – both financial and human capital - should be aligned so that robust programming, classes, activities, and support are strategically delivered to increase opportunities for students so that all students can achieve and thrive.

**The following budget planning guidance applies to stimulus-funded community schools. If your partnership has a different source of funding, please contact your OCS Program Manager to discuss allowable expenses and restrictions.**

### Key Steps:

- Schedule at least one **Collaborative Planning Meeting** (between principal/school leadership and lead CBO) to discuss the budget in detail. Schools and lead CBOs are required to hold three Collaborative Planning Meetings over the course of a year to assess the impact of services and inform budget decisions. Make sure to **invite the OCS Program Manager and School Mental Health Manager** to these meetings.
- Review the budget amount allocated to the lead CBO for the school year.
- Get acquainted with the OCS **FY23 Fiscal and Operations Manual**. This manual provides detailed guidelines, allowed expenditures, thresholds, etc. Key pages:
  - Page 3 – Thresholds for various line items
  - Pages 7-8 – Collaborative planning meeting sample agendas and context
  - Pages 10-20 – Description of allowable expenses by line item
- Conduct the Collaborative Planning Meeting.
  - The lead CBO develops a meeting agenda ([sample agenda HERE](#)), collects the meeting sign-in sheet and records meeting minutes.
  - The lead CBO completes this **Budget Detail Spreadsheet** after the meeting and obtains the principal’s signature on the budget summary page (directions in the Fiscal Manual pp. 40-41).

- Send the meeting agenda and minutes, sign-in sheet, completed budget detail spreadsheet and budget summary page signed by the principal via e-mail to your OCS Program Manager for review and pre-approval (prior to submission in HHS Accelerator).
- OCS will notify the lead CBO when they are invited to upload the budget with all of these supporting documents into HHS Accelerator.

### Notes on Expenditures:

All expenditures should result from collaborative planning, be aligned with one or more of the core features and address student and family needs specific to your school community based on an assessment such as the Assets and Needs Assessment.

- Consider the personnel budget for the CSD and other staff from the lead CBO.
- Maximize the services that the lead CBO can provide directly to the school through their staff.
- Identify any subcontractors that can provide the necessary services and programs to the school. The lead CBO will need to ensure these service providers are approved in PASSPort and complete the subcontractor agreement (see [p.4 of the Fiscal and Operations Manual](#)).

### Examples of Budget Utilization by Community School Core Features\*

\*These are just examples to help inform your planning process. The specific budget plan requires review and approval by the OCS Program Manager.

| Expanded Learning Time                                                                                                                                                                                                                                                                                                      | Wellness & Integrated Student Supports                                                                                                                                                     | Family & Community Engagement                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Lead CBO and other providers who can deliver: <ul style="list-style-type: none"> <li>● Arts/music, sports, recreation, enrichment programs before or after school</li> <li>● Classroom push-in supports for academic learning</li> <li>● Lunchtime clubs, recess activities</li> <li>● Service learning projects</li> </ul> | Initiatives in: <ul style="list-style-type: none"> <li>● Physical health</li> <li>● Mental health</li> <li>● Social and emotional learning (SEL)</li> <li>● Restorative justice</li> </ul> | Providers who can provide one or a series of special workshops or parent leadership programs                |
| Supplies and equipment to support the above activities (e.g. instruments, science equipment, computers, media equipment)                                                                                                                                                                                                    | Staff from the lead CBO or other providers who can deliver mental health services (e.g. individual and group counseling, training for school staff, provide referrals)                     | Communication software for family outreach (e.g. messaging system) or additional printed outreach materials |
| Admission fees and transportation for trips (e.g. Broadway shows, museums, college visits)                                                                                                                                                                                                                                  | Student and staff retreats focused on SEL themes                                                                                                                                           | Home library sets                                                                                           |
| Apparel for school trips (to help ensure safety)                                                                                                                                                                                                                                                                            | Incentives for students to promote good attendance or supplies for student store (rewards)                                                                                                 | Classes and activities for families to increase overall engagement with the school                          |

| Expanded Learning Time                                              | Wellness & Integrated Student Supports                                                       | Family & Community Engagement                              |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Furnishing a special room for students such as a science lab        | Furnishing a wellness space or room                                                          | Food for family events, breakfast with the principal, etc. |
| Food and snacks for ELT activities                                  | Uniforms or supplies for students in temporary housing or other students with specific needs | Furnishing a family center or space                        |
| Student stipends (e.g. for internships or peer leadership programs) | Hygiene products                                                                             | Activities to boost parent-teacher engagement              |

### Task #3: Monitor Progress and Continue Planning

Monitor programs/initiatives and continue your planning process. Refer back to [Tab 8 of the Master Planning Spreadsheet](#) to check in on the progress toward your goals. Utilize [Tab 9 of the Master Planning Spreadsheet](#) to view what a yearly cycle (July-June) looks like for a Community School; this tab will help you plan along a timeline that incorporates key deliverables and milestones.