



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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2022-2023 Guide for OSTP Afterschool Staff

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Submitted by Out of School Time Programs (OSTP)

Approved by Daisy Hicks, Manager, OSTP

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Introduction

Out of School Time Programs (OSTP) was established in 2008 to ensure that District of Columbia Public Schools (DCPS) students have access to high quality afterschool and summer school programming across the city. Today, OSTP manages afterschool programming at 55 schools. OSTP exists to support the strategic goals of DCPS by providing social and emotional learning in affordable, safe, structured, and engaging academic, wellness, and enrichment programs open to all students in grades pre-kindergarten to 8 to help develop the whole child. DCPS staff and community partners provide this unique opportunity to students beyond the school day. Your work for DCPS students in the afterschool program at your school helps students to make academic gains, learn new skills, and build positive relationships with peers and adults. We thank you for taking on this important role!

Mission

The mission of OSTP is to support the strategic goals of DCPS by providing affordable, safe, structured, and engaging academic, wellness, and enrichment programs open to all children in pre-Kindergarten to grade 8 to develop the whole child. DCPS staff and community partners provide this unique opportunity beyond the school day.

Staff Responsibilities and Resources

Teachers

Afterschool teachers are primarily responsible for providing one hour of instruction and homework support known as Academic Power Hour (APH). OSTP provides the requirements for how the APH will be structured. Typically, teachers are expected to support literacy by either reading aloud to students or allowing students to read independently; reinforce lessons taught during the school day; provide tutoring to students who need small group or one-on-one support and engage students in use of the blended learning software programs that are used during the school day (such as ST Math, Lexia, and I-Ready). OSTP provides Scholastic magazines for grades pre-kindergarten to 8 that can be used for academic enrichment or instruction during the academic power hour. Ask your Afterschool Site Leader (ASL) for supplies needed to implement APH. In SY21-22, OSTP also provided an afterschool library to schools with books aligned to the OSTP Enrichment Curriculum on topics such as character, gratitude, anti-bullying, financial literacy, and health and wellness to name a few. These books should be available to teachers for use in APH.

3:30-4:30 p.m. Academic Power Hour (APH)

3:30-3:50 p.m. Book Club

Teachers, with the support of paraprofessionals, select a book or novel to read aloud and discuss with students for 20 minutes. Students in grades 6 to 8 should read independently.

3:50-4:10 p.m. Structured Support

Teachers, with the support of paraprofessionals, provide 20 minutes of homework assistance and check student projects, reports, and assignments as needed. If students do not have homework assignments, they should complete an extension activity based upon the reading during Book Club. Math resources are available for teachers to use during this time.

4:10-4:30 p.m. Academic Enrichment

This 20-minute block of APH focuses on reinforcing lessons from the school day and afterschool. Structured lessons may also include the use of technology and the outdoors to apply skills learned in the classroom. Math resources are available for teachers to use during this time.

Paraprofessionals

Paraprofessionals working in the afterschool program are primarily responsible for supporting instruction and homework during APH and for directing enrichment activities using the Enrichment Curriculum provided by OSTP. The tour of duty of most paraprofessionals is 2.5 hours per day, from 3:30-6:00 p.m. At schools with an extended school day, the tour of duty will begin after extended day and end at 6:00 p.m. Staff may also engage students in use of the blended learning software programs that are used in the school day (such as ST Math, Lexia, and I-Ready) if students have access to such software during APH. Most importantly, OSTP expects that paraprofessionals will implement the Enrichment Curriculum provided by OSTP that includes afternoon meetings, enrichment lessons, and physical activities. Ask your ASL for supplies needed to implement enrichment activities. Lesson plans should be followed and reviewed by the ASL/Full-Time Coordinator or OSTP Coordinator, depending on the program structure.

Afterschool Site Leaders (ASL)

Afterschool Site Leaders are the primary contact for afterschool programming at the school site. ASLs manage day-to-day operations and maintain daily communication with the Central Office POC, providing updates and reporting any issues/concerns. The tour of duty is Monday through Friday, from 3:30-6:30 pm. The Afterschool Site Leader ensures the daily implementation of APH and the Enrichment Curriculum. ASLs prepare monthly newsletters, collect and maintain secure records of student attendance sheets, parent sign-in/sign-out sheets, and other necessary documentation on site. ASLs support student and staff recruitment efforts, supply inventory and management, and support regular family engagement events to ensure compliance.

Expectations for All Staff

- Follow current health and safety guidelines that is occurring during the school day.
- Arrive on time and ready to begin working.
- Set aside work from the school day to focus on your afterschool duties.
- Assist with daytime school-to-afterschool transitions.
- Return classrooms and other areas of the school to their orderly condition. Make sure that classrooms are respected and left ready for the next school day.
- Sign your timesheet daily with the hours you actually work and within the specified tour of duty.
- Provide your ASL and principal with advance notice of any absences you can anticipate.
- Notify your ASL and principal as early in the day as possible when you have an unplanned absence. This is important so that staffing can be reconfigured to cover your duties, please do so **by noon**.
- Know that the ASL/Full-Time Coordinator may dismiss staff early if students have gone home and the staff-to-student ratio can be maintained with fewer staff.
- Building consistent relationships with adults is important to youth in out-of-school time programs and OSTP seeks staff that can make a commitment to work for the whole school year; however, if you find that you need to resign from your afterschool position, please notify your principal, ASL/Full-Time Coordinator or OSTP Coordinator. Advance notice is appreciated so that your position can be replaced without leaving a gap in services to the students.
 - When an employee resigns, the resignation notice must be submitted to Employee Services, regardless of the date of the persons last day.
 - Have staff write an email stating: 1. Name and employee ID if known 2. Afterschool location 3. Effective date of resignation.
 - Employees can submit a resignation by emailing: dcpsoffboarding@dc.gov
- Afterschool staff employment may be suspended or terminated by the DCPS Office of Human Resources, Labor Management & Employee Relations due to issues including, but not limited to, the following: corporal punishment; incompetence, including either inability or failure to perform satisfactorily the duties of the position of employment; willful nonperformance or inexcusable neglect of duty; intoxication while on duty; fraud in securing employment or falsification of official records; inexcusable absence without leave; lack of dependability (i.e., time and attendance); and discourteous treatment of the public, supervisor, or other employees (e.g., cursing, yelling, being rude, being disrespectful).

Daily Routines

Start of Daily Programming

Staff punctuality is important so that activities can start and end on time. Each school will determine the best way for students to transition to the afterschool program when the school day ends. This can include a variety of approaches such as:

- Teachers accompanying students to a central location where afterschool staff meets their groups to take them to classrooms;
- Students going directly to supper or snack; or
- Students being dismissed from their school-day classroom to go to their afterschool classrooms where their afterschool teacher and paraprofessional await their arrival.

Make sure you know how your school will manage the start of programming and be at your post on schedule. You should have a weekly, monthly, and/or quarterly program schedule.

Student Attendance

Staff members are expected to take attendance each day. Your ASL/Full-time Coordinator will provide a roster of students in the group. When you take attendance, you only need to mark the students who are **absent** by using the letter “A.” If you also mark students present, please use a check mark (✓). *Program attendance should be returned to the ASL daily. In addition, attendance needs to be completed in Aspen daily. Full-time Coordinators and OSTP Coordinators should collect and review program attendance weekly at minimum.

Activities within the Afterschool Program

The same procedures used in the school day apply to afterschool activities as well. These include: quiet lines in the hallway; student-appointed “line leader” or “door holder”; staff members guiding their groups or following at the end of the line to monitor the students; and other school norms.

Students should not be sent on errands for afterschool staff. Students should be accompanied by an adult at all times, including when students are dismissed for bathroom breaks.

Supper or Snack

At every school, a kitchen staff member is responsible for distribution of the supper or snack and for tracking which students receive the food. Please find out who the individual is at your school. The staff person(s) who bring(s) students to supper or snack are expected to be responsible for their group. As

with use of the classroom, please make sure that students throw their trash away in the proper receptacles and leave the eating area as clean as possible.

Student Dismissal

Adults who arrive to pick up students from the afterschool program are expected to enter the building, present identification to the security officer, and sign their child out of the program each day. The parent or guardian who enrolled the child provided a list of adults who are authorized to pick up their child(ren) in their child(ren)'s afterschool registration form(s). Your ASL/Full-Time Coordinator or OSTP Coordinator has this information for all students in the program at your school. If a parent or guardian needs to update the list, s/he may see the ASL/Full-time coordinator to add or remove people from the list.

- OSTP staff may dismiss students **ONLY** to authorized individuals. The individual should also be listed as an authorized pick-up person in the student's afterschool file.
- If an authorized adult picks up a student directly from a classroom or program activity, that person must sign the student out with an afterschool staff member who can authorize adult's name and time of dismissal.
- Some students may have been given parent/guardian permission to walk home unaccompanied. Please see your ASL/Full-Time Coordinator or OSTP Coordinator for a list of these students and know what time the students are allowed to leave.

School Program Providers (SPPs)

The DCPS Partnerships Office implements a review and approval process for SPPs that provide enrichment and other programming in the afterschool program. More than 170 organizations are authorized to work with DCPS in out-of-school time. SPPs bring a wealth of youth development expertise and passionate staff that are trained to provide instruction in particular activities, and many SPPs have their own funding so that programming is free of charge to students and families. The SPPs working with you at your school are considered true partners in afterschool work. SPPs help OSTP to accomplish the mission of supporting the strategic goals of DCPS and developing the whole child. They are expected to follow the same rules and norms of the afterschool program.

You may be asked to help your SPP staff with their activities. Please ask your ASL/Full-Time Coordinator or Coordinator how you can best support the SPP (if needed). They may need your presence to help manage group activities or may want you to be a role model for the students and to participate along with the students, showing them what to do. **All SPPs working in DCPS afterschool programs should be registered through the DCPS Partnerships Office and all of their staff and volunteers must have a background clearance.**

All students participating in afterschool programming with SPPs must be registered through DCPS' online afterschool application and must also be registered to attend the school where afterschool programming is taking place. The OSTP Afterschool Program is for DCPS students only.

Afterschool Climate

The District of Columbia Municipal Regulations in Title V, Chapter B25 that govern student discipline apply during the afterschool program just as they do during the school day. Please implement the behavior strategies, rules, and expectations of DCPS and your school in the afterschool program. If you experience behavioral issues, you should manage them as you normally do, but you may also bring them to the attention of your ASL/Full-Time Coordinator or OSTP Coordinator to document the behavior and how you handled it. Use the **“Behavior Documentation Form”** (found in the OSTP Resource Guide). All incidents must be documented with this form. Please keep your ASL informed of issues so that parents/guardians can be contacted as needed. The OSTP Resource Guide has other forms that are to be used to communicate with parents/guardians about student behavior issues. Your ASL or Coordinator should prepare those forms and provide them to the parent/guardian. All incidents must be documented with this form.

Serious or unusual incidents must be brought to the attention of the principal and ASL/Full-Time Coordinator or OSTP Coordinator immediately and documented using the **“Incident Report Form”** (found in the OSTP Resource Guide). Such incidents include theft, fighting, damage to property, and other issues.

Follow Chapter 25 for all behavior management needs. Full documentation is provided in the OSTP Resource Guide.

Medical Issues and Injuries

If a student becomes ill or is injured during an afterschool activity, please bring the student to the school nurse if the incident occurs before 4:30 p.m. After 4:30 p.m., OSTP provides a contracted nursing service that can help with administration of medication. **Every afterschool program must have at least one staff member on duty each day who is trained to administer medication.** No matter what time an injury or medical situation occurs, an **“Injury Report Form”** (found in the OSTP Resource Guide) should be completed documenting what happened and how it was treated. In a true emergency, please inform the ASL/Full-time coordinator who will dial 911. Your principal must also be informed of any emergencies.

Positive Youth Development

All afterschool staff are considered youth development workers who foster the mission of OSTP to develop the whole child. Your work helps to accomplish several youth development outcomes including:

- Enhancing students’ feelings of self-worth;
- Creating a culture of belonging and membership;
- Improving students’ physical health through nutrition (supper or snack) and wellness activities;
- Enhancing students’ ability to cope with challenges;
- Improving intellectual ability;
- Enhancing students’ civic and social ability to work with others for the larger good and

- sustain caring friendships; and
- Enhancing students' ability to respect differences among groups and individuals.

Program Quality

During the school year, observers will occasionally visit the afterschool program. They may sit in on your class or activity to see what is happening at your school and how well the program and classes are running. This is not a performance appraisal of your work, but it is used to inform OSTP and funders about exemplary practices as well as areas for improvement. Regular observations will be conducted by Full-Time Coordinators, OSTP Coordinators, Central Office staff, staff from the Office of the State Superintendent of Education, and funders of SPP programs.

OSTP invites afterschool staff feedback by encouraging open discussions and regular meetings among the afterschool leaders and staff in each school, including SPPs. OSTP program managers can also be reached at 202-442-5002.

It is very important for each ASL to be the point of contact for the daily management of programming. The ASL should also complete weekly program observations and have regular discussions regarding program quality and improvements.

All staff should be prepared to attend quarterly (3 per year) OSTP afterschool staff meetings at your school, run either by the ASL/Full-time coordinator or OSTP Coordinator. OSTP will also offer professional development during the year. The OSTP training prior to the start of the school year is considered mandatory.