

Iowa City Community School District
INTERAGENCY AGREEMENT

This Agreement is made by and between the Iowa City Community School District (hereafter “ICCSA” or “District”), 1725 N. Dodge Street, Iowa City, Iowa, 52245, and (hereafter “Partner Organization”), further identified below.

Name:

Address:

City, State, Zip:

Phone:

Pursuant to this Agreement, Partner Organization shall provide a Before/After School Program (“BASP”) for the District. The parties agree that this Agreement will be performed in accordance with the following conditions:

GENERAL CONDITIONS

Expected Outcome: All students will have access to a safe and enriching out-of-school program which will assist them to be successful in school and productive members of the community. The BASPs will align their program goals to be similar or compatible with goals and objectives of the District.

Scope of Work and Schedule: Partner Organization shall provide before and after school and summer programming at the following District school building(s):

- I. The District Building Administrators or Their Designee will Carry Out the Following Activities to Support the Partnership:**
 - A. Communication**
 1. Meet every other month with the BASP Director.
 2. Publish in student handbooks, parent newsletters, staff communications, and other publications a notice that the District has an agreement with _____ to provide before and after school and summer programming on- site.
 3. Communicate changes in district policies and practices, which will have an impact on the operation of the program (e.g. changes in attendance areas, bell schedule, etc.), to the BASP Director.
 4. Ensure that the program space is reserved in the District’s facilities use data base.

B. Provision of Space

1. Provide and maintain dedicated space within the schools.

Dedicated space are to meet Iowa Department of Human Services (“DHS”) licensing requirements. DHS citations regarding space issues, if any, are to be addressed by the building administrator or their designee. This agreement serves as the facilities use approval for the partner organization.

2. A notice of at least two weeks shall be given to the Director if dedicated space is not available during program hours. The Director needs adequate time to make adjustments so that the program can continue to legally operate.

C. Collaboration

1. Include BASP Directors in building professional development opportunities as appropriate (i.e. PBIS, behavior de-escalation, ALICE training).
2. Refer students and families to the program.

II. District Administration at the Educational Services Center (ESC) will Carry Out the Following Activities to Support the Partnership:

A. Provide Professional Development

1. Cultural competency training annually to the BASP Director.
2. Relevant district policies, including confidentiality, to ensure compliance with Family Educational Rights and Privacy Act (“FERPA”), annually to BASP Director.
3. Facilitate three meetings a year with BASP Directors to support best practice and exchange information.

B. Administrative Support

1. Process background checks for volunteers.
2. Include BASP staff in communication to families regarding late start, early release, and school cancelations.
3. Manage Community Education funding (when approved by the Community Education District-wide Advisory Council) for BASPs.
4. Work to develop additional resources for families to access before and after school and summer programming.
5. Maintain and update program information and links on the District website.
6. Manage Interagency Agreement.
7. Partner Organization will have “mission partner status” with North America Central School Bus, which allows the partner organization the district rate for field trip buses.

III. Partner Organization Will Carry Out the Following:

A. Management

1. Will provide before and after school and summer programming as agreed upon by the parties. Hours of operation and program schedule, including non-school days, will be posted on the program's web-site and communicated with the building administrator.
2. Employ a Director, who is to be assigned to the program to handle all operational matters.
3. Secure and maintain a license from DHS to provide before and after school and summer care and comply with all DHS licensing regulations.
4. Coordinate all staffing, supplies, student enrollments, and other aspects of the BASP operations. Operational expenses are the sole responsibility of the Partner Organization.
5. By December 1st, conduct and make accessible a self-assessment of the standards of care as are adopted by the District Community Education District-wide Advisory Council (see attachment A) and discuss findings with board members, the building administrator, other BASP Directors, and District administration.
6. Comply with guidelines established by the United States Department of Agriculture (USDA) regarding healthy snacks.
7. Follow District wait list guidelines.
8. By October 1st of each year, each BASP Director will submit to the District's Chief Financial Officer the documents listed below. These may be transmitted as digital files using a single one with the three files attached or paper copy. Please provide the name of the organization and contact information for the person sending this documentation.
 - The most recent Fiscal Year-End financial statement for each program site using the district template. (See attachment C.)
 - A policy current copy of the Partner Organization's certificate of insurance. If the policy expires during the agreement period, please provide an updated certificate at that time.

B. Communication and Collaboration

1. The Director will collaborate with the building administrator on the schedule and hours of operation.
2. The Director will meet every other month with the building administrator or their designee.
3. The Director will consult with the building administrator prior to a student's long-term suspension or expulsion.
4. The Director will participate in cultural competency and PBIS training annually.
5. The Director will participate in training annually on relevant district policies, including confidentiality, to ensure compliance with FERPA.

6. Partner Organization will secure from all parents a signed release of information to exchange information with the District regarding the students in the program (see attachment D).
7. Provide a list of staff to the building administrator of all Partner Organization staff and update as new staff are hired. Program staff will wear identification to identify themselves as BASP staff.
8. By October 1st of each year, provide the Youth and Family Development Coordinator with the total number of staff employed in the program and group demographic information: race, ethnicity and gender.
9. By October 1st of each year, provide to building administrator and the Youth and Family Development Coordinator a list of the Partner Organization's board members and contact information.
10. By October 1st of each year, provide the Youth and Family Development Coordinator with the number of the individuals serving on the Partner Organization's board and their demographic information: race, ethnicity and gender.
11. Maintain a program website which includes the Partner Organization's parent handbook, non-discrimination policies, grievance procedures, DHS complaint contact information, and contact information for the Partner Organization's Board President.

C. Accessibility

1. Establish a process for priority enrollment to serve students in need, (e.g. homelessness, foster care, etc.) determined by a district-approved formula. Additional slots beyond the formula will be determined at the building level with the involvement of the Youth and Development Coordinator, Building Administrator, and BASP Director. The formula for priority enrollments will be reviewed annually.
2. Pursuant to the Americans with Disabilities Act (ADA), a child with disability is entitled to an equal opportunity to participate in before and after school programs. BASPs will make all reasonable accommodations in policies, practices, or procedures to accommodate children with disabilities, unless accommodations would pose an undue burden or fundamentally alter the nature of the program. If a BASP program is unable to provide accommodations for a child with a disability, a meeting must be scheduled with the building principal, or their designee, and the District's Director of Equity before a decision is made to ensure demonstration of an undue burden or a fundamental alteration to the program has been met.
3. Collaborate with the District on grant applications and/or other resource development activities to increase accessibility of the program.
4. Refer families to potential sources of funding for the program, either through State Child Care Assistance, Community Education funding (when approved by the Community Education District-wide Advisory Council), or other grants.
5. Assist parents in the application process for State Child Care Assistance.
6. Waive school-year registration and activity fees for families on free and reduced lunch (which can be disclosed to Partner Organization by the

family).

7. By October 1st of each year, provide to the Youth and Family Development Coordinator a report with the number of students served in the program, demographic information: race, ethnicity, gender, disability, and the number of students receiving State Child Care Assistance, Community Education funding (when approved by the Community Education District-wide Advisory Council), or other grants.
8. Significantly reduce summer activity and other auxiliary fees to accommodate barriers to participation for families on free and reduced lunch (which can be disclosed to the Partner Organization by the family.) Build transportation and field trip fees into the program's tuition.
9. By October 1st of each year, provide to the Youth and Family Development Coordinator, a report of the demographic information for the students denied, suspended, or expelled from the program for the previous year.
10. A student previously denied, suspended, or expelled from the program will be considered for re-entry on an annual basis.

D. Compliance with District Policies, Federal, State and Local Laws

1. The Partner Organization agrees to follow all applicable District policies, including administrative guidelines 104 and 908 (see attachments D and E).
2. The Partner Organization shall comply with applicable federal, state, and local laws and regulations. The Partner Organization warrants that in the performance of this Agreement, it will comply with all applicable Federal, State and Local laws, regulations, and ordinances.
3. The Partner Organization agrees to follow ICCSD COVID 19 guidelines (see attachment F.)

IV. Allowable Costs and Payment

- A. Partner Organization shall be responsible for providing the services described in this Agreement to students of the District whose families desire such services from Partner Organization. The Partner Organization may establish a fee for the cost of participation. The fee will be established based on staffing costs and other expenses.
- B. Payment of fees established for participation in the BASP shall be the responsibility of the families. The District shall make no financial payments to Partner Organization in connection with the services provided under this Agreement and the Partner Organization shall make no claim against the District for any such payments unless the District and Partner Organization have agreed to blend a district-sponsored program or funding has been approved through the Community Education application process. The partner Organization will invoice the district monthly for approved funding.
- C. The Partner Organization will make all reasonable efforts to make the BASP accessible for all families. The Partner Organization will access State Child

Care Assistance, Community Education funding (when approved by the Community Education District-wide Advisory Council), grant funding or other funding to support families who have limited ability to pay.

- D. As per Administrative Guideline 908, Community Use of School District Buildings and Grounds, no charge will be assessed to the Partner Organization if programming is of benefit to the school district either through instruction and/or financial contributions and the goals and objectives of the Partner Organization align with the goals and objectives of the District.

V. Background Checks

- A. The Partner Organization shall be responsible for conducting background checks on all employees, contractors, and other paid personnel provided by Partner Organization under this Agreement. The background checks will be conducted in accordance with DHS licensing regulations, and will include criminal records screening through the Iowa Department of Criminal Investigation, DHS's child abuse registry, and the Iowa Sex Offender Registry.
- B. All volunteers shall be required by Partner Organization to participate in the District's background check process. Partner Organization shall complete and submit the District background check form for each volunteer to District in accordance with the timelines set by the District. The background checks will be conducted by the District in accordance with its usual procedures and standards for volunteers.
- C. Partner Organization agrees that violation of the requirements regarding background checks can result in immediate termination of this Agreement by the District following review of the violation by the District with Partner Organization.

VI. Insurance

- A. The Partner Organization shall carry, at all times, and maintain in full force and effect, at its sole expense, General Liability, Professional Liability, and Sexual & Physical Abuse Liability insurance in the minimum amount of one million dollars (\$1,000,000) per occurrence, and the aggregate of two million dollars (\$2,000,000).
- B. The Partner Organization shall carry Workers Compensation insurance on its employees in amounts required by law. All such insurance shall be carried with an insurance company with an A.M. Best rating or A- or higher.
- C. The District shall be named as an additional insured on the General Liability policy. The Partner Organization shall provide proof of insurance of General Liability and Workers Compensation policies annually. Proof of insurance is to be sent to the District by October 1st of each year and upon renewal of the Partner Organization's insurance policy.

VII. Confidentiality

- A. The Partner Agency will secure a Consent to Release and Exchange of Information (Attachment D) and to supply the Partner Organization with confidential information concerning the District and its students only as needed for the reasonable operation of the program and only to the extent permitted by applicable law.
- B. The Partner Organization and the District agree to treat as confidential all information provided by and relating to any of its students. The Partner Organization and the District shall use the confidential information solely for the purposes called for under this Agreement and shall ensure that no individual, other than those who have the need for said information in the performance of job duties called for under this Agreement, shall have access to said information.
- C. The Partner Organization and the District agree not to disclose or share said information with any other individual or organization, including, but not limited to, other staff or board members at Partner Organization not associated with the specific BASP, unless an appropriate release of information has been signed by the student's parent or legal guardian.
- D. The Partner Organization and the District agree to comply with all applicable confidentiality laws relating to this Agreement, including, but not limited to, FERPA, 20 USC 1232g and corresponding regulations at 34 CFR Part 99.
- E. The Partner Organization and the District agree that violation of this provision can result in immediate termination of this Agreement following review of the violation by both parties, and/or that the District, at its sole discretion, may require the Partner Organization immediately reassign any Partner Organization employee that violates this section to an assignment/position that is not associated with the District.

VIII. Indemnification

- A. The Partner Organization shall defend, indemnify, save, and hold harmless the District, and its directors, officers, employees, and agents, from and against any and all claims, liabilities, court awards, judgments, damages, losses, costs, expenses, and attorney's fees incurred as a result of any acts or omissions of the Partner Organization in the performance of this Agreement, except to the extent resulting from negligent acts or omissions on the part of the District.
- B. All insurance policies covering the Partner Organization's BASP shall include the District as an additional insured and shall include a Governmental Immunities Endorsement which does not waive any of the defenses of governmental immunity available to the District under Section 670.4 of the Code of Iowa, as it now exists and as it may be amended from time to time.

IX. Status of Parties

- A. Nothing in this Agreement is intended to create, or will be deemed or construed to create, any relationship between the parties other than that of independent entities contracting with each other solely for the purpose of effecting the provisions of this Agreement. No joint venture, partnership, employment, or organization relationship exists between the District and Partner Organization as a result of this Agreement, and neither party, nor any of their respective agents, employees, subcontractors, or representatives, will be construed to be the agent, employee, subcontractor, or representative of the other. Neither party has the authority to create any obligations for the other, or to bind the other to any representation, statement, or document.
- B. The Partner Organization shall in all instances be considered the employer of the personnel providing the services under this Agreement and shall be responsible for all obligations in connection with this employer-employee relationship, including but not limited to payment of wages and benefits, and the provision of requisite insurance, including, but not limited to, workers' compensation insurance.

X. Entire Agreement; Severability

This Agreement constitutes a complete understanding of the parties with respect to the subject matter herein and supersedes, replaces and merges all prior understandings, promises, representations, and agreements, written or oral, relating thereto. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid or unenforceable, then such provision shall be modified to the extent necessary to be valid and enforceable, and all other provisions of this Agreement shall remain in full force and effect.

XI. Notice

Any notice required or permitted by this Agreement will be deemed to be delivered, and thus effective, when personally received, or received by United States Mail, postage prepaid, certified mail return receipt requested, or receipt is refused, addressed to the party at the addresses set forth on the first page of this Agreement, with attention to the Youth and Family Development Coordinator at the District and at Partner Organization.

XII. State Law and Jurisdiction

To the extent not pre-empted by federal law, this Agreement shall be construed in all respects under the laws of the State of Iowa. The parties agree that any litigation arising between them related to this Agreement shall be initiated and maintained in Johnson County, Iowa.

XIII. Assignability

The Partner Organization's obligations under this Agreement may not be assigned, or delegated, or transferred in any manner, without the express written consent of the District.

XIV. Miscellaneous

The parties hereto have executed this Agreement as of the dates shown next to their signatures below. The Partner Organization and the District acknowledge that each of them has carefully read this Agreement, that each of them has had the opportunity to consult an attorney and/or certified public accountant to have any questions concerning this Agreement explained to them, and that each of them understands its final and binding effect, that the only promises made to the Partner Organization and the District to sign this Agreement are those stated in this Agreement and that the Partner Organization and the District are each signing this Agreement voluntarily.

XV. Term

The term of this Agreement shall be for the period commencing September 22, 2020 and continuing until termination as follows. Either party may terminate this Agreement at any time by providing the other party with at least ninety (90) days' prior written notification of termination. It is the intent of the parties that the BASP shall be continued for subsequent school years unless and until terminated by either party.

XVI. Counterparts: Binding

This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute the same instrument. This Agreement is binding upon and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Approved and Agreed:

District:

Contractor:

By: _____
(Signature)

By: _____
(Signature)

Building Principal (*Printed Name*):

Board President (*Printed Name*):

Date:

Date:

By: _____
(Signature)

Shawn Eyestone

Board President

Date:

LIST OF ATTACHMENTS:

- A. ICCSD Standards of Care
- B. Year-end Financial Statement Template
- C. Release and Exchange of Information
- D. District Administrative Guideline 104
- E. District Administrative Guideline 908
- F. District Guidelines for Covid 19



IOWA CITY
COMMUNITY
SCHOOL DISTRICT

Child-Centered : Future-Focused

ICCSA STANDARDS FOR OUT-OF-SCHOOL TIME PROGRAMS

Adapted from the Iowa Afterschool Alliance Standards

Positive Human Relationships - Caring relationships and interactions between youth and adults, youth and their peers, program staff and co-workers, and between program staff and family members.

Staff relates to all youth in positive and respectful ways; staff is dedicated to having fun and being involved; staff model personal interest in youth; allow for one-to-one time with all youth; staff connects in ways that support youths' feelings and ideas and speaks to children in a positive and respectful tone.

Examples:

- Greet students and parents daily.
- Be engaged with the group.
- Encourage youth to develop new relationships.
- Encourage all youth to reach their full potential.

Staff encourages youth to interact positively with peers, families, community, school, and program staff; youth demonstrate good conflict resolution skills; staff and youth develop a plan for policies for behavior; staff seeks input from youth in order to determine both the cause and solution of conflicts and negative behavior; staff use positive techniques to guide the behavior of youth.

Examples:

- Model expectations and leadership.
- Listen and be genuinely concerned.
- Encourage appropriate interactions in small and large groups.
- Bring in positive partners/mentors to the program.

Staff responds appropriately to the individual needs of youth; staff work to accommodate youths' needs through meetings with parents, teachers, and youth; program builds upon youths' individual strengths; staff interact with youth to help them learn; staff support children's success in learning.

Examples:

- Have clear and concise goals and objectives for everyone involved.

Staff provides opportunities for meaningful engagement of participants' family members; staff and families interact with each other in positive ways; staff provides regular communication and support services for parents; staff use arrival and departure as information-sharing time with parents.

Examples:

- Have positive and respectful interaction.
- Be inviting and show an open demeanor to families.

Staff is patient, fair, and listens to youth and each other; show respect for all staff and youth and model positive relationships

Examples:

- Redirect students in a respectful tone.

Program maintains safe and appropriate ratios: Adult to youth ratio is between 1:10 and 1:15 for youth ages six and older; adult to youth ratio is between 1:8 and 1:12 for youth under age six.

Staff encourages children and youth to make choices and to become more responsible.

Staff is sensitive to the culture and language of youth and families; staff model inclusion/equity values in their work; program environment is affirming/inclusive of many identification groups....

...

Appropriate Indoor and Outdoor Environment - Healthy, clean, safe, nurturing and accessible space for indoor and outdoor activities; attractive and welcoming furnishings; written emergency procedures; appropriate space, supplies and furnishings to support the program's activities and youths' needs.

Program Director works with building administrator so that there are a variety of indoor spaces which meets the needs of youth. The environment is suitable for all offered activities; adequate materials and supplies are available; wide variety of books, games and art supplies; indoor space allows children and youth to take initiative and explore their interests

- Square footage of indoor space is 35 sq. ft. per student.
- Program provides soft spaces such as carpeting/carpet squares, or soft chairs or large pillows.
- Activity choices such as games, toys, books are displayed and accessible during program time.
- Quiet space for homework help / academic support, reflection and quiet conversations.

The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative; the outdoor play is clean, safe, and hazard-free; access to outdoor program space is supervised during program hours.

- Access to a playground and open space area each day
- BASP boundaries are established on the playground so that all children are in view of staff at all times.

Program staff provides an environment that protects and enhances the health and development of children and youth; safe, healthy, and nurturing environment; environment supports mutual respect, rapport, and fairness; the physical safety and security of children and youth are protected; during hours of operation, an adult oversees exiting and entering of members and visitors; ensures entering safe program space.

- Meets fire code.
- Emergency procedures are visibly posted.
- Safe storage requirements of chemicals.
- At no time will a program operate with just one staff; a minimum of two staff will be present.
- Fire, tornado and intruder drills done regularly.

The temperature is comfortable and the space has adequate ventilation and noise and light levels.

- If deficiencies are found, program will work with school district to explore modifications to the space.

Regular safety checks (indoors and outdoors) of equipment conducted; daily upkeep of all routine care furnishings; indoor and outdoor equipment meet safety standards and are inspected, modified, and documented.

- Program will receive a copy of custodial or physical plant inspection logs or develop and conduct own inspections.

Written emergency procedures are readily accessible by staff.

- Emergency procedures are posted in the program space on the wall or bulletin board.
- Program will maintain a communication system between program spaces such as walkie-talkies or cell phones.

At least one complete first aid kit and fire extinguisher is accessible and visible from program space.

- First aid kits will be available in indoor and outdoor spaces.

Program space is safe and clean.

- Surfaces used for play and eating are properly sanitized before start of program each day and before eating on surfaces.
- Program can expect to receive any joint-use spaces in reasonable clean condition and will return at the end of each program day to the same state of cleanliness.

Program space is physically accessible to youth/staff/families with disabilities or other options are explored in collaboration with the district.

Effective Programming - Purposeful, well-planned, age-appropriate and balanced academic and enrichment programming schedules and activities that reflect the program’s mission and promote the development (physical, social, emotional, and cognitive) of all children and youth.

Youth can choose from a wide variety of activities including free time; learning opportunities are available for youth to belong and form friendships, and to develop personal responsibility and self-direction.

Examples/important components to include:

- Leadership,
- Problem-solving and teaching behavior expectations (PBIS),
- Healthy lifestyles,
- Providing skill development opportunities.

Staff provide a menu of academic options including: homework assistance, academics, and enrichment programming.

The daily schedule is flexible and offers a favorable social and emotional climate, physical security, independence, stimulation and youth centered / age appropriate activities which represent a variety of cultures and meets the needs of all youth.

Staff has all materials and supplies ready to begin all activities; there are sufficient materials to support program activities; activities planned with enough materials and staff members are prepared to lead activities.

Program provides and serves healthy foods and drinks that meet the nutritional needs of youth.

- Nutritional, cultural and dietary needs are accommodated.
- Parents have the option of supplying their own food.
- CACFP / “Credible Foods” guidelines are followed.
- “My Plate” poster is displayed.

Participants experience and learn about diversity. Examples include:

- Opportunities for children to share their culture,
- Language clubs,
- Guest speakers,
- Books and materials represent the population our district serves.

Program provides opportunities where participants’ work can be showcased; youth contributions and accomplishments are acknowledged. Examples include:

- Bulletin boards,
- Videos,
- Photos posted,
- Websites updated,
- Family nights/ performances,
- Newsletter.

Opportunities to learn through experiential learning (do-reflect-apply) and real world contexts are available; use strategies to engage students in activities.

- Form student committees for program decision-making.

Established schedules are known to staff, participants, and families; complete program schedules are posted prior to the beginning of the program cycle and are kept up-to-date.

Programming is based on best practices derived from child and youth development research.

- Offer centers activities that are relatable for youth.

Staff and youth learn to recognize and challenge stereotypes, biases, and discrimination. Activities introduce youth to groups with different backgrounds and experiences than their own.

Strong Partnerships - Partnerships built with youth, families, and varied community partners to address the school community needs.

A plan for family and community involvement is developed, activated, reviewed, updated, and supported; program involves families and community in program events and decision-making, planning, and implementing roles.

Program provides families with information about community and school resources to meet their needs; staff communicates with family about youth experiences and activities. Examples include:

- Connect families to school resources, such as Student and Family Advocates;
- Connect families to information about community programs and activities.

...

Program builds partnerships as part of sustainability efforts with youth, families, municipal government, businesses, organizations, and institutions for strengthened funding, expanded volunteering, increased program quality, broadened resources and materials, and visible advocacy for the program. Examples include:

- Develop mentorships and/or invite guest speakers from community that can assist with program clubs / enrichment activities.

Program provides opportunities for literacy and educational experiences for families and participants; program strengthens family/youth relationships and communication. Examples include:

- Mentor programs with high school students,
- Have library or book clubs,
- Program newsletters or zines / student newsletters.

Youth are involved in the community through planning and participating in service learning projects; links are built between youth and community. Examples include:

- Fundraising for charities/organizations,
- Other community services projects.

Program information is regularly communicated (across language groups) with families, community partners, and schools to coordinate support and opportunities for youth; staff, families, and schools share information to encourage and support the development of youth. Examples include:

- Monthly newsletters/calendars,
- Varied correspondence to inform families of events,
- Access to school resources when possible,
- School, district and program web pages.

Program collaborates with the mission and vision of local schools to support program development.

Examples include:

- Build strong relationships with building administrators and building staff,
- Invite building principal to program board meetings,
- Communicate with building staff about program activities,
- Have open communication with building custodial staff,
- Coordinate staff development activities with those of school and community partners.

Program collaborates with other afterschool programs. Examples include

- Collaborate and use resources from other BASP and district programs.

Programs are tailored to address community and/or neighborhood needs.

Program stakeholders, partners, and staff communicate program's vision, purpose, and goals in many settings across the community, using multiple means.

Effective Administration - Sound fiscal infrastructure; program activities are aligned with school standards; program policies and procedures are understood by program staff, youth, and parents.

Program develops a fiscal infrastructure and management system that includes an approved budget, periodic review of budget, and appropriate tracking of expenses and record keeping.

Program considers afterschool opportunities as added enrichment and learning time that complements the school day. Establish strong links to the school day---behavior expectations are connected to afterschool program and learning opportunities in the program are connected to, but different from school day.

Program employs strategies for program improvement and staff development that are based on regular assessment of youth outcomes, staff performance, and/or program quality. (i.e. parent survey, staff evaluations)

Program policies and procedures are available to, and responsive to, the needs of children, youth and families in the school community.

- The fee structure allows for any family to participate in the program. Programs will access child care assistance, and/or scholarships, and/or a sliding fee scale so that programs are accessible to ALL families based on program capacity.
- Programs will collaborate with the ICCSD to provide families with options for early release days for heat, no school days, and summer.
- Programs will have waiting list policies which are fair and inclusive.
- Handbooks clearly communicating policies and procedures will be provided to program parents, posted on the web-sites and accessible when requested by the public.

Staff (paid, volunteer, and substitute) receive appropriate support and communication opportunities to make program effective and efficient and to share new professional ideas.

- Program Director holds staff meetings on a regular basis and employs other creative forms of communication, including use of technology, when regular staff meetings are challenging to schedule.
- Program Director will participate in quarterly meetings with other BASP Directors to share ideas and resources.

Program policies and procedures and schedules are in place to protect the safety and health of the children and procedures are in place to ensure that staff, youth, and parents understand expectations.

- Parents will receive an enrollment agreement which outlines program policies and procedures. Parents will return a signed copy, stating that they have read and understand the terms of the agreement.
- Youth will be taught expectations for behavior in the program.

Program develops and manages effective arrival and dismissal procedures with staff and families; clearly defined, written/posted organization policies on how to enter and exit the building.

Program recruits and screens staff, substitutes and volunteers. All staff (paid, volunteer, and substitute) have passed a background check.

Staff is given an orientation to the job before working with children and youth. Program Directors will complete the new employee checklist with new staff. (See attached.) The Program Director will provide new staff with a manual and will ask staff for a signed statement that they have read and understand the policies and procedures detailed in the manual.

Program will maintain files with complete and current enrollment and registration documents for all participants including emergency information for each participant.

Program will conduct all required fire and safety drills; emergency plans are easily accessible and rehearsed.

Program develops a long-term plan for sustaining the afterschool program; involves participants, families, staff and board members in long-term decision making and planning.

Program has an effective marketing strategy that publicizes the program and its achievements within the school and broader community.

Effective Staffing and Professional Development - Diverse, educated, and well-trained program staff and volunteers; staff and volunteers regularly assessed regarding job performance and job satisfaction.

Program board of directors will participate in board development activities, including an orientation.

Program board of directors will supervise the Director and will develop and implement the vision, mission and goals of the program as defined in the organization's by-laws.

Program staff (director = overall direction of the program; site supervisor = daily operations of the program; support staff = supervision and guidance of youth in the program under the direction of the director or site supervisor.)

Program support staff have training in child and youth development, planning activities, community outreach, service learning, group guidance, and/or working with families: a majority of support staff have one or more years of experience.

Program provides professional development opportunities related to diversity and equity. Staff learns to recognize and challenge stereotypes, biases, and discrimination through professional development resources available through the district. Concepts will be incorporated into programming with youth. Examples may include:

- Cultural competency staff development,
- Steps to Respect curriculum.

Program staff (director and site supervisor) is trained in CPR, first aid, universal precautions, and mandatory child abuse reporter training; updated listing of staff that is CPR and first aid certified is readily accessible.

Program includes benefits and wages comparable to area market wages and pays staff for planning time (developing and preparing activities) and for administrative tasks.

Program director assesses job performance and satisfaction among support staff and volunteers and makes improvements where necessary; program director gives feedback and is a role model to improve staff performance; support staff can request guidance from program director.

Program director has a degree in child or youth development, education, recreation or related field, and has a minimum of two years of relevant job experience.

Program has an assistant director or a second in charge for when the director is not onsite.

Program staff is knowledgeable about youths' different learning styles and special needs and are able to make adaptations accordingly.

Youth Development Principles and Practices - Youth development principles and practices integrated into programming; program provides opportunities for youth voice, choice and decision-making.

Youth have opportunities to explore, program plan, and make choices based on their skills and interests; members are empowered with freedom/latitude to plan their time and pursue interests; youth have multiple opportunities to make plans for projects and activities. Examples include:

- Make sure that all youth interests are being met in multiple ways, encompassing all cultures, races, and interests.

Youth development principles are infused into programming; youth have opportunities to partner with adults; staff share ownership of most activities with youth, providing guidance and facilitation; participants are involved in program planning and development; program views youth as individuals with strengths and skills; staff support youth as partners.

Program affords participants opportunities to express their ideas, concerns, and opinions; youth voice and ownership of program is encouraged; youth voice is respected/valued. Examples include:

- Fully incorporate the youth to have a voice regarding the rules and expectations, and what activities will be available.

- Allow youth the freedom to express feelings (good and bad), concerns, ask questions to ensure that they feel safe and comfortable at all times.

Program activities enable participants to develop life skills, a sense of belonging, resiliency, and self-esteem. Examples include:

- Use outside resources or district resources on bullying, problem-solving, health/wellness;
- Staff model and teach cultural sensitivity;
- PBIS (Positive Behavioral Intervention and Supports.)

Outcome Measurement - Measurable program and participant outcomes for ongoing program planning, improvement, and evaluation; user-friendly evaluation/measurement tools.

Plans for participant and program evaluation include gathering both qualitative and quantitative data; includes formal and informal feedback from stakeholders (youth, parents, teachers, staff, advisory council etc.) in program evaluation; youths' interests, needs and satisfaction with program is regularly assessed.

Program has measurable program goals and objectives that are aligned with the program vision, mission and identified needs; short and long term goals defined with all program partners.

- Uses objective data to measure participants' progress towards goals and creates an internal method for assessing student engagement levels. (i.e. student, parent, school staff surveys.)
- Evaluates for continuous improvement, identifying additional resources, and assessing program effectiveness.

Program makes evaluation summaries available to program community and to the ICCSD Community Education District-wide Advisory Council (CEDAC.)

Program participates in the ICCSD review and recognition systems based on the standards of care.

Fiscal Management - Program administration manages diversified funding streams; program budget monitored regularly.

Budget mirrors vision, mission and goals.

Funding is diversified as needed and sustainable to operate within budget.

Program seeks financial support from parents, businesses, government agencies, private foundations, individuals, or other available resources as needed.

Program updates and monitors budget on regular basis.

Program Director and the board of directors understand policy issues and funding streams.

Advocacy - Constituency building activities occur intentionally and effectively to increase capacity for continued support and growth.

Program coordinates with the Johnson County Out-of-School Initiative to increase awareness of public and policymakers focus on the need for a continuum of services that support youth learning outside of school time; increases public awareness of needs of school-age programs; advocates for school-aged programs as part of children's and youth's learning.

Evidence of program quality is used to build the case for the necessity of afterschool as part of a larger field building effort. (i.e. Lights on Afterschool, School web-sites, local press)

ATTACHMENT B			
Program Name:			
Agency Fiscal Year (please check one)	July- June		
	January-December		
	Other:		
Year-End Budget Report			
Fiscal Year 2019			
REVENUE		Budget Amount	-
Tuition		-	
Child Care Assistance		-	
Other		-	
Carry Over Prior Year		-	
Total Reveune		-	
OPERATING EXPENSES			
<i>Staff Salaries</i>			
Director		-	
Assistant Director		-	
Direct Service Staff		-	
Other		-	
Staff Benefits		-	
Total Personnel		-	
Supplies		-	
Fees		-	
Travel / Transportation		-	
Postage		-	
Contracted Services		-	
Equipment		-	
Other		-	
Total Operating Expenses		-	
TOTAL EXPENDITURES		-	
Net Income (Loss)		-	

Consent to Release and Exchange of Information

A copy of this form is considered as valid as the original. The Contact Person will send copies of this form to all individuals/agencies listed below. Individuals/agencies listed are responsible for providing requested information.

We want to protect student and family confidentiality, while complying with both state and federal law, including but not limited to the Privacy Act of 1974, specifically the Family Educational Rights and Privacy Act (FERPA.) By signing this form, you are giving permission to the individual(s)/organization(s)/agency(ies) listed below to share information which would otherwise be confidential.

◆ Child/Student _____ Birth date _____
(Legal Last Name) (First) (MI) (Mo Day Yr)

I give permission for the parties named below to release and receive written and verbal information regarding the above named child/student for the purpose of the release and exchange of educational records and program information to coordinate after school activities with the school day.

◆ I understand that I may revoke permission by giving written notice to each party named below. I understand

(Contact Person)

(Position/Agency) (Phone #)
can direct me to the shared information upon request.

◆ The following agencies and organizations will collaborate with one another in planning, coordinating, and delivering services to students receiving services under the program, _____ being administered by the Iowa City Community School District. Therefore, this form permits the use, disclosure and redisclosure of confidential information for the purpose stated above and delivery of said services.

I understand that state and federal law prohibits persons that receive mental health, alcohol or drug abuse, and educational records from redisclosing those records without permission. I also understand that not every organization that may receive a record is required to follow federal HIPAA rules governing the use and disclosure of protected health information. [HIPAA is a federal law intended to protect confidentiality of health care information.]

I HEREBY GIVE PERMISSION TO THE PERSON(S), AGENCY(IES), AND ORGANIZATION(S) THAT RECEIVE RECORDS PURSUANT TO THIS AUTHORIZATION TO RELEASE AND REDISCLOSE THAT RECORD AND THE INFORMATION IN THAT RECORD TO OTHER PERSONS, ORGANIZATIONS, OR AGENCIES LISTED HEREIN FOR THE PURPOSES OUTLINED ABOVE, BUT FOR NO OTHER PURPOSE WHATSOEVER.

1.	Name of Individual and/or Position and Agency	Phone
	Address: _____	
	Info to share: _____	
2.	Name of Individual and/or Position and Agency	Phone
	Address: _____	
	Info to share: _____	

3.	Name of Individual and/or Position and Agency	Phone
	Address: _____	
	Info to share: _____	
4.	Name of Individual and/or Position and Agency	Phone
	Address: _____	
	Info to share: _____	

◆ I understand that this permission and release is valid for one year following its execution, and that this permission and release will **expire one year from today's date**. I understand that this permission and release may be revoked. I understand that if this permission is revoked, it may not be possible to continue to participate in certain programs. I will be informed of that possibility if I wish to revoke this permission. I also understand that records disclosed before this permission is revoked may not be retrieved. Any person, agency, or organization that relied on this permission may continue to use records and protected information as needed to complete work that began prior to the revocation of this permission.

Signature _____ Date: _____
Parent/Legal Guardian

Signature _____ Date: _____
Student

SPECIFIC AUTHORIZATION FOR RELEASE OF INFORMATION PROTECTED BY STATE OR FEDERAL LAW:
 My signature authorizes release of all information relating to (check appropriate boxes):

Mental Health/Psychological
 Substance Abuse
 HIV Status/AIDS related testing
 Other (specify) _____

◆ Signature _____ ◆ Signature _____
Parent/Legal Guardian Date Student Date

◆ Witness _____ Date: _____
Name of Individual and/or Position and Agency

ADMINISTRATIVE GUIDELINE

EQUAL EDUCATIONAL OPPORTUNITY POLICY AND MULTICULTURAL
AND GENDER APPROACHES TO THE EDUCATIONAL PROGRAM

The District and the Board will not discriminate In its educational programs and/or activities on the basis of race, color, national origin, gender, sexual orientation, gender Identity, socioeconomic status, disability, religion, creed, age {except for permitting/prohibiting students to engage in certain activities), marital status, or genetic information. Further, the District and the Board affirm the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

The District and the Board shall encourage and engage in multicultural approaches to the educational program, which shall include approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background; and which shall include the contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities.

The District and the Board shall encourage and engage in gender fair approaches to the educational program, which shall include approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society; shall reflect the wide variety of roles open to both women and men; and shall provide equal opportunity to both sexes.

The District and the Board will require all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries or grievances related to this policy may be directed to the Director of Equity, 1725 N. Dodge St. Iowa City, IA 52245; to the Director of the Iowa Civil Rights Commission, 400 East 14th Street, Des Moines, IA 50319-1004, 1-800-457-4416; to the Office for Civil Rights Chicago Office, United States Department of Education, 233 N. Michigan Ave., Suite 240, Chicago, IL 60601, (312) 886-2359 {voice}, (312) 886-1807 {fax}, or to the Equal Employment Opportunity Commission Chicago Office, 500 W. Madison Street, Suite 2000, Chicago, IL 60661, 1-800-669-4000. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146.

Revised: September 17, 2013

ADMINISTRATIVE GUIDELINE

COMMUNITY USE OF SCHOOL DISTRICT BUILDINGS AND GROUNDS

School district buildings and grounds are community buildings and grounds and their use as such will be encouraged.

Although the use of district buildings and grounds is encouraged, any group or community use of district property must be scheduled so that activities do not conflict with the district's curricular, co-curricular, or extra-curricular programs, with consideration given to the conservation of energy and minimization of cost. For outdoor buildings and grounds, special consideration will be given to groups holding special events or tournaments. However, school property is not intended to be used for long-term programs and is not intended to serve as a business location for profit-making enterprises. Thus, cultural, educational, civic, religious, or recreational groups are eligible to use school buildings.

First priority for facility use will always be given to school system programs, school functions, and school organizations, including student organizations. Regardless of reservation, if an unforeseen school district activity arises, reservations by outside groups may be bumped. Assuming school facilities are not needed or required for school system programs, school functions, or school organizations, including student organizations, priority in the use of school district buildings and grounds and the fee structure charged for the use of said school property shall be divided into the following user categories.

- I. Non-Profit School Partner- Non-Profit School Partners benefit school district programs through financial and/or instructional contributions. Non- Profit School Partners include:
 - a. Other governmental or municipal agencies, supported by tax funds of the community, including but not limited to the City of Iowa City Parks and Recreation Department, City of Coralville Parks and Recreation Department, Kirkwood Community College, and the University of Iowa as well as non-profits with a current 28E agreements.
 - b. Student groups, which shall be student sponsored and student administered, or as otherwise defined by the Equal Access Act, or other groups assured access by the Equal Access Act.
 - c. Other school-related groups, which are organizations formed to support the school in some manner (such as PTA/PTO, booster clubs, UAY, teachers and principals organizations, etc.), or non-profit youth-servicing groups that meet the following criteria:
 - i. their goals and objectives are similar to or compatible with the goals and objectives of the District;
 - ii. their meetings occur at the end of the school day or at such other times that no additional costs are incurred by the school;

- iii. the activity to be conducted in the school facility does not generate revenue that is given to or shared with a for-profit entity or entities;
 - iv. all of the participants are residents or students of the Iowa City Community School District.
 - d. Groups using district buildings and grounds for community or neighborhood meetings such as neighborhood association meetings or neighborhood informational meetings. Groups using district buildings and grounds in this manner qualify as Non-Profit School Partners if they meet the following criteria:
 - i. their goals and objectives are similar to or compatible with the goals and objectives of the District;
 - ii. their meetings occur at the end of the school day or at such other times that no additional costs are incurred by the school;
 - iii. the activity to be conducted in the school facility does not generate revenue that is given to or shared with a for-profit entity or entities;
 - iv. their group or organization as well as the conduct of their activity complies with all school board and administrative policies, including the District's equity statement; and
 - v. all of the participants are residents or students of the Iowa City Community School District.
 - vi. the purpose of the meeting or use is not to promote a particular viewpoint on any issue or to endorse any particular candidate.
 - e. Groups using district buildings and grounds for democratic process uses, such as primaries, caucuses, polling and/or voting. However, activities whose principal purpose is the endorsement of a particular candidate shall not qualify as a Non-Profit School Partner.

No building use fee will be charged to non-profit school partners, however, costs incurred for employee overtime or necessary clean-up will be charged.

- II. Non-Profit Group - Non-Profit Groups are those who do not satisfy all of the criteria to be classified as Non-Profit School Partners but who:
 - a. are classified as non-profit groups for income-tax purposes; and
 - b. whose activities do not include the exploitation of children; and
 - c. whose activity to be conducted in the school facility does not generate revenue that is given to or shared with a for-profit entity or entities.

Other Non-Profit Groups must complete an application form for use of the facility along with the requested date and time of each activity. If the facility is available, a facility use fee will be assessed as outlined in Administrative Guideline 908.1 The facility use fee must be paid prior to the use of the facility.

- III. For-Profit Group - For-Profit Groups are those groups who generate a profit or groups who may otherwise be classified as non-profit for income tax purposes but whose activity includes the generation of revenue that is not retained solely by the non-profit group or given to the District. The purposes of eligible For-Profit Groups must not be in conflict with the mission of the District and their activities must not include the exploitation of children. For-Profit Groups must complete an application form for use of the facility along with the requested date and time of each activity. If the facility is available, a facility use fee will be assessed as outlined in Administrative Guideline 908.1. The facility use fee must be paid prior to the use of the facility.

- VI. Other Governmental Agency Use - Other Governmental Agency Use include, but aren't limited to, political appearances and public college/universities that do not benefit school district programs through financial and/or instructional contributions.

All Groups using school facilities, including Non-Profit School Partners, Non-Profit Groups, For-Profit Groups, and other Governmental Agency Use shall provide the district with a Certificate of Insurance prior to the date of the event and shall provide adequate supervision during the use of the facilities. The facilities are to be left in the same condition as found or a fee will be assessed against the group, regardless of its characterization, for damages. Groups using facilities outside scheduled times or using portions of the facilities not under agreement could be subject to forfeiting any future use

All Groups using school facilities, including Non-Profit Partners, Non-Profit Groups, For-Profit Groups, and Other Governmental Agency Use shall also be required to sign a statement that the facilities are appropriate for the use intended by the group and that the group or organization agrees to hold harmless the District and indemnify the District and defend any claim or action against the District arising out of loss or damage to persons or property occurring on school premises in conjunction with its use.

If not otherwise reserved for District activities or programs, or for other group or special event use in accordance with the foregoing policy, the District's outdoor facilities, such as tennis courts, tracks, playgrounds and the like, are available for use by the general public on a first-come, first serve basis.