SISKIYOU COUNTY OFFICE OF EDUCATION (SCOE)
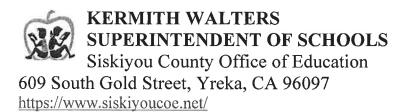
SAFE After-School Program
Siskiyou Afterschool For Everyone

2018-19 Handbook

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Siskiyou County Office of Education
Education Services Department
Siskiyou After-school For Everyone Program

SAFE HANDBOOK

This handbook is designed to assist school staff to implement
SAFE policies and procedures.

IMPORTANT NOTE

All information included in this handbook is subject to change
based on new grant requirements and/or Siskiyou County Office
of Education policies.

Siskiyou County Office of Education

Kermith R. Walters
Superintendent of Schools

August 2018

The Siskiyou County Office of Education is honored to be the LEA for Siskiyou Afterschool For Everyone (SAFE). SAFE is funded through a 2002 voter approved initiative, Prop 49, After School Education and Safety (ASES). The SAFE program consists of approximately 20 sites and serves roughly 2,800 students throughout Siskiyou County. During the application period for the grant it was decided that while the Siskiyou County Office of Education would act as the LEA, we wanted the programs to be site specific. This has created a program unlike any other in the state. It has also created some rather unique circumstances that we have had to work through.

This manual has been prepared to assist district administration and site coordinators in the operation of their SAFE programs. The manual explains the responsibilities that each partner has for the successful operation of the SAFE program. It contains information that has been collected through collaboration with site, district, regional and state partners. We consider this manual to be a living document that will be updated and changed as needed.

We hope that you will use this manual for information and as a resource as the need arises.

Putting Children First,

Kermith R. Walters

Kermith R. Walters
County Superintendent

TABLE OF CONTENTS

Universal Program Requirements Continued

SCOE SAFE Program Requirements

SCOE SAFE Policies and Documentation

SCOE Fiscal Requirements

Grantee/Local Education Agency (LEA) for the California Department of Education (CDE) After-School Education and Safety (ASES) funds in Siskiyou County referred to as SAFE is the:

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SAFE programs operate during each academic school year at the following Siskiyou County elementary and middle school sites:

Big Springs
Bogus
Butte Valley Elementary
Delphic
Dunsmuir
Etna
Evergreen
Fort Jones
Gazelle
Grenada
Happy Camp
Hornbrook
Jackson Street
Junction
McCloud
Montague
Scott Valley Jr. High
Seiad
Weed
Willow Creek

CALIFORNIA DEPARTMENT OF EDUCATION
PROP 49 – ASES FUNDED PROGRAM OVERVIEW

Introduction
The After School Education and Safety (ASES) program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code* (*EC*) 8482 to expand and rename the former before and After School Learning and Safe Neighborhood Partnerships Program. The ASES program funds the established local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in kindergarten through ninth grade (K-9). Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The current funding level for the ASES program is $600 million.

Purpose and Objectives
The ASES program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement, local parks and recreation departments, individuals from community-based organizations, and the private sector.

Program Elements
The ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building must be provided. After-school programs must consist of two elements below and ASES program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

- An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
- The **educational enrichment element** must offer an array of additional services, programs, and activities that reinforce and compliment the school's academic program. Educational enrichment may include but is not limited to positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

SCOE SAFE OVERVIEW

Program Description

The Siskiyou County Office of Education (SCOE) After-School Education and Safety (ASES) program is named Siskiyou Afterschool for Everyone (SAFE). As the Local Education Agency (LEA), the SCOE SAFE program currently oversees 20 individual after-school programs located throughout Siskiyou County. SAFE is unique because ASES funds are administered and coordinated through SCOE, while each after-school site is allowed flexibility to operate its own program, provided SCOE and California Education Code guidelines are followed.

The SCOE SAFE office employs a Director, Secretary, and 1.05 full-time Area Liaisons whose job is to provide technical-assistance and support to each school site receiving SAFE funds. SAFE staff work cooperatively with other SCOE departments and personnel, county agencies, public school employees, Learning Support Region 2 After-School, and local and state agencies to provide trainings appropriate to after-school staff.

SAFE Program History And Design

SAFE is the result of Proposition 49, which was passed in California, November 2002. The SAFE program, which initially received ASES funding in January 2007, is modeled after the Scott Valley 21st Century program, one of two pilot after-school programs run in Siskiyou County before the passage of Proposition 49. The Scott Valley design was a consortium of participating sites with the SCOE acting as the Local Education Agency (LEA).

A consortium-wide advisory committee made up of SCOE SAFE staff, school administrators, school site coordinators and community and partnership members meet three times a year to provide program oversight. Furthermore, in order to meet the requirements set forth in California Education Code 8482.5(b), "after-school programming must take place through a collaborative process," site-specific advisory committees meet regularly to address the unique needs and goals of that specific population of students. This design allows districts/schools the opportunity to best serve their students.

All sites in the SAFE consortium have over 50% of their student population eligible for free or reduced meals. According to the U.S. Bureau of Labor Statistics in February 2018 (winter work season), the unemployment rate in Siskiyou County was 7.5%, while the unemployment rate in May 2018 (start of the summer work season) was 5.5%, which is still much higher than the national average of 3.8% at this same date. These indicators, combined with our frontier status, demonstrate the need for after-school programs.

During the 2017-18 school year, approximately 2,800 students were enrolled and attended SAFE programs throughout Siskiyou County, with approximately 236,718 actual days of after-school attendance recorded. These figures indicate the value of the SAFE program to students and families in Siskiyou County.

Mission Statement

The SAFE program offers academic support; quality expanded learning opportunities, and fitness promotion to Siskiyou County students in a positive and safe environment.

Vision Statement

SAFE operates unique after-school programs in collaboration with SCOE staff, school personnel, family members, and community resources to increase student academic performance, expand learning, and improve healthy choices.

SAFE Operating Principles

A high quality after-school staff will:
- Coordinate with local administrators and SCOE staff to ensure grant requirements are met.
- Participate in collaborative, professional development that meets needs.
- Treat students with dignity and facilitate student asset development.
- Serve as positive role models as:
    o Learners
    o Leaders
    o Healthy lifestyle participants
- Honor diversity.
- Respect open communication.
- Convey after-school news and updates to site and local public.
- Embrace on-going after-school program developments as created at the state level.

A quality after-school facility will:
- Be safe, organized, and clean.
- Be a familiar place to parents and families.
- Follow existing school policies.
- Provide a welcome, accessible environment.
- Be age and developmentally appropriate.

A quality after-school program will:
- Provide clear, well-defined rules and expectations.
- Include student input in all elements of the program.
- Evolve to meet needs.
- Evaluate and modify based on needs (self-adapt).
- Continually work toward after-school goal achievement.
- Include program input from regular day school staff.
- Include community partnerships.
- Integrate technology as a means to achieve specific curricular outcomes.
- Maintain an emotionally safe, supportive environment building on student assets.
- Include two-way support with community involvement through regularly scheduled advisory committee meetings.

Quality after-school partnerships will:
- Identify potential community and school partners.
- Be unique to each site.
- Reflect a commitment to student success.
- Evolve to meet needs through enrichment.
- Collaborate with community members and various community agencies.

Quality after-school program students will:
- Build developmental assets.
- Accept responsibility for success and celebrate these successes.
- Contribute to the program and community.
- Participate as students and mentors.
- Model positive, safe, and healthy choices.

ROLE OF THE LOCAL EDUCATION AGENCY

What role does the Siskiyou County Office of Education play as the SAFE LEA?

Although SCOE is the LEA for ASES programs funded by CDE, each school district is given the opportunity to establish its own unique program, in order to meet the needs of the specific school community. SAFE schools make their own hiring decisions. They may design program curriculum as long as all mandated requirements are followed. As the Siskiyou County LEA for ASES funding, SCOE works collaboratively with CDE, the Region 2 After-school Lead, and individual SAFE sites to ensure fiscal and programmatic requirements are met.

As the LEA, the role of SCOE is to ensure SAFE schools' accountability for the mandated grant requirements, for which the LEA is ultimately responsible. An in-depth overview of all universal and LEA requirements is included in this handbook. According to CDE, all equipment purchased using SAFE funds is the property of the SCOE as grantee of the program. Appropriate auditing guidelines, policies, and procedures must be adhered to at all times by sites when making purchases using SAFE funds, or when disposing of equipment/non-consumable items purchased with SAFE monies.

To make sure all universal requirements are being met, the SAFE Director works with school administrators while SAFE Area Liaisons visit SAFE sites regularly. SAFE Area Liaisons assist with providing program support, technical assistance, and continuous engagement in the data driven program quality improvement process to sites within their assigned areas. Area Liaisons provide site coordinators with current and up-to-date program information, remind them of universal program requirements, and provide additional support when appropriate. It is the responsibility of Area Liaisons to visit each site within their assigned area at least once a month in order to provide technical assistance, observe programs in action, and collaborate with the site coordinator to ensure best practices. Area Liaisons do not act as evaluators, but provide help and support needed to make sure all site staff feel equipped to meet universal and LEA program requirements. Every Area Liaison visit is documented on a Site-Visit Observation Form.

SAFE staff work cooperatively with the SCOE Business Department to ensure that fiscal responsibilities are met. SAFE sites must follow ASES fiscal reporting and auditing standards required by CDE, with the Business Department monitoring site programs to make sure this happens. There are protocols, processes, forms, and timelines in place, which have been designed to document critical site data. This data is then provided to the SCOE so funding levels remain adequate to provide quality programs for students. In turn the SCOE offers technical assistance for programmatic and fiscal requirements to ensure SAFE meets all CDE requirements for compliance.

REGION AND STATE SUPPORT

California Department of Education, After-School Division

In January 2012, Michael R. Funk was appointed to lead the California Department of Education's (CDE) After-School Division. Before Mr. Funk's appointment, the After-school office had been a unit under another division. In July 2016, the After-School Division at CDE became the Expanded Learning Division (EXLD). Mr. Funk has served both as a State Senate appointee to the California Advisory Committee on Before and After-School Programs and on the Steering Committee of the California Community Technology Policy Group. He has served on the California After-School Advocacy Alliance. According to State Superintendent Tom Torlakson, "Michael is a strong advocate for providing children with high-quality programs that offer a safe and secure place to learn and play."

Mr. Funk's vision for after-school in California is inspiring. He desires after-school advocates and teachers to focus on preparing students for the 21st Century. Mr. Funk believes this movement can be achieved in after-school programs when the focus is less on what children should learn and more on how children learn best. The five learning principles he supports to achieve this goal include:

1. **Learning that is Active**
   After-school activities should include students "doing" activities that allow them to be physically active, stimulate their innate curiosity, and are hands-on and project based.

2. **Learning that is Collaborative**
   After-school programs should help students build team skills that include listening to others, supporting group-learning goals, and resolving differences and conflicts. Collaborative learning happens when learners engage in a common task where each individual depends on and is accountable to each other.

3. **Learning is Meaningful**
   Learning is meaningful when youth have some ownership over the learning topic, the means to access their own progress, and learning relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is important to all youth.

4. **Learning that Supports Mastery**
   If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that allow them to become really good at something. After-school activities should be explicitly sequenced and designed to promote a layering of new skills.

5. **Learning that Expands Horizons**
   After-school programs should provide learning opportunities that take youth beyond their current experience and expand their horizons.

CDE Consultants

In each of California's 11 regions, a regional lead along with an assigned CDE program consultant and a CDE fiscal analyst work together as a triad team to provide technical assistance to each LEA who receives ASES funding.

Regional Lead Support - Learning Support Region 2 Expanded Learning Programs

As part of the Statewide System of Field Support, Gloria Halley's job as a Region 2 Lead is to serve on behalf of the California Department of Education (CDE), After School Programs Office, to provide technical assistance and support to local after-school programs based on regional need. The SCOE utilizes Regional Lead support to address various issues and concerns on an ongoing basis. If SAFE sites need regional support, they may contact the SCOE SAFE office for further assistance.

QUALITY STANDARDS FOR EXPANDED LEARNING PROGRAMS

What should the Quality Standards for Expanded Learning Programs in California include?
The standards should be considered in the context of the five Learning in After School and Summer principles (included on page 5) that clearly communicate how expanded learning programs; contribute to children's learning.

Safe and supportive environment
The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

Active and engaged learning
Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

Skill building
The program maintains high expectations for all students; intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

Youth voice and leadership
The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

Healthy choices and behaviors
The program promotes student well being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

Quality staff
The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

Diversity, access and equity
The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Clear vision, mission and purpose
The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

Collaborative partnerships
The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

Continuous quality improvement
The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

Program management
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Sustainability
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

UNIVERSAL PROGRAM REQUIREMENTS

Universal Program Requirements are mandates set by CDE. All grantees must follow these program requirements in order to receive state funding to run ASES funded after-school programs.
Education Code Section 8482-8484.6

PROGRAM ELEMENTS

Educational and Literacy Element
The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history social science, science, and computer training.

Educational Enrichment Element
The program will have an educational enrichment element that may include, but is not limited to, fine arts, career technical education, recreation, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.

SAFE Physical and Emotional Environment
The program will provide a safe physical and emotional environment and opportunities for relationship building that promotes active student engagement.

Staff Training and Development
Staff training and development opportunities will be provided.

Integration with Regular School Day
The program will integrate with the regular school day program and other extended learning opportunities.

Community Collaboration
Community collaboration, including but not limited to, demonstrated support of the school site principal and staff.

Snack Requirements
The program will provide the inclusion of a nutritional snack, meal, or both that conforms to the nutrition standards in California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.

Physical Activity
The program will provide opportunities for physical activity.

PROGRAM PLAN

Demonstration of Commitment
Partners in ASES funded programs, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at each site.

Collaborative Planning Process
Each ASES funded program is planned through a collaborative process that includes parents, youth, and a representative of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and private sector.

Program Plan Reviews
The program will review its Program Plan every three years. This review is to include, but not be limited to, program goals, program content, and outcome measures that the grantee will use for the next three years, and any other information requested by the CDE. New program goals many be selected for the following three years during the grant renewal process.

Monitoring the Program Plan
The program acknowledges that CDE will monitor the Program Plan review as part of its onsite monitoring process. SCOE SAFE is responsible for updating and keeping the Program Plan current in accordance with California *Education Code* (EC) Section 8484, all state and federally-funded expanded learning programs in California shall submit annual out-come based data for evaluation and engage in data-driven program quality improvement process. The LEA will notify CDE of any program goal changes.

PROGRAM QUALITY IMPROVEMENT PROCESS

An effective program improvement process is carried out at the site level, is ongoing and involves a continuous cycle of assessment, planning, and improvement. The cycle of improvement revolves around the Quality Standards for Expanded Learning in California (included on page 6).

The quality improvement process appears below.

I. Assess
    A. Conduct an annual needs assessment using the SAFE Quality Assessment Tool
    B. Engage Key Stakeholders in the Assessment Process
       Compose a representative team of stakeholders to be involved in the assessment process. (Older students, parents, teachers, administrators, site coordinators and program staff, as well as key community leaders should be consulted to inform the results).
    C. Data Analysis and Reflection
       Work with stakeholders to summarize and reflect on the data. Consider the following questions:
- What are the program's strengths?
- Which areas require improvement?
- Are there any clear data trends?
- Which areas can be addressed immediately and which ones require longer-term solutions?

       Based on the responses to the above questions, identify a few (three to five) high priority needs to focus on that year.

II. Plan
    Develop a Quality Improvement Plan to address the high priority needs of the program using the SAFE Quality Improvement Plan Template.

III. Improve
    Critical to the success of any plan is its faithful and thorough implementation. In order to implement the Quality Improvement Plan with fidelity, the following questions should be considered:
       1. Do all key site personnel understand the priorities of the year and the plan to address these needs?

2. Who is responsible for ensuring the plan's implementation? (Note: This is not necessarily the individual assigned to carry out a specific activity within the plan.)
3. How is the plan's implementation being monitored?
4. How is staff being supported to meet the plan's goals? What professional development and coaching are in place to build the necessary skills in staff to successfully implement the plan?
5. How often is the plan reviewed during the year? Is there a process to fine-tune or adjust the plan based on new data or feedback from staff, parents, and/or stakeholders?

IV. Monitor

SAFE Area Liaisons will use site visitations to assist sites to monitor their progress in implementing the Quality Improvement Plan. Monitoring may include the following questions:

- Is the plan being implemented with fidelity?
- Is the site meeting its benchmarks?
- What impact is the plan making?
- Is it leading to marked improvement in resources and services that are being delivered to students?

PROGRAM OPERATIONS

Student-to-Staff Member Ratio
The program will maintain a daily student-to-staff member ratio of no more than 20:1.

Operation Days and Hours
The program must begin operation immediately upon the end of the regular school day (Note: A regular school day is any day students attend and instruction takes place, including minimum days). SAFE must operate for a minimum of 15 hours per week. SAFE must operate until at least 6:00 p.m., on every regular school day.

Early Release Policy
The program will establish a reasonable early release policy.

STUDENT ATTENDANCE

Elementary Students
Elementary students should participate every day SAFE operates. Priority for enrollment is to be given to elementary students who attend the program on a daily basis until 6:00 p.m. SAFE is not to be considered a drop-in childcare program.

Middle/Junior High School Students
Middle/junior high school students are allowed a flexible attendance schedule in order to develop an age-appropriate program. Priority for enrollment will be given to students who attend daily.

Participation Eligibility
Every student attending a school operating a SAFE program is eligible to participate in the program subject to program capacity. If a waiting list is established, students are enrolled according to the time/date their enrollment application was received. Students who will attend the program every day until 6:00 p.m. have priority over students who may have a more diverse weekly schedule.

Family Fees
The program does not charge family fees or conduct individual eligibility determination based on need or income.

Primary Language
The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.

ATTENDANCE AND EVALUATION MEASURES

Accurate Attendance Records
The program will keep accurate program attendance records and the LEA will report actual attendance to the CDE twice per fiscal year.

School Day Attendance
The program will report school day attendance rates for participating schools.

Evaluation Requirements
The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.

Statewide Independent Evaluation
The program will provide information for the statewide independent evaluation.

Data Collection
The program will respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.

Attendance
The program will annually provide participating students' regular school day and program attendance.

Standardized Procedures
The program will use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.

FISCAL ISSUES

Administrative Costs
The program will expend no more than 15 percent of funding on administrative costs, which include indirect costs.

Indirect Costs
The program's indirect costs will be the lesser of:
- The LEA's indirect cost rate, as approved by the CDE for the appropriate fiscal year, or five percent of the state program funding received.

Direct Services to Students
The program will expend at least 85 percent on direct services to students.

Supplement Not Supplant
The program will use funds to supplement, but not supplant, existing funding for after-school programs.

Local Matching Funds
The program will provide at least 33 percent cash or in-kind local matching funds from the school district, governmental agencies, community organizations, or the private sector for each dollar expended in grant funds. Not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.

Remedial Education
The program acknowledges that state categorical funds for remedial education activities are not eligible as matching funds for after school programs.

SITE STAFF AND VOLUNTEERS

Employee Qualifications
As outlined in *Education Code Section* 8483.4, all staff members working directly with students during SAFE must meet the qualifications of an instructional aide, according to the policies of the district. The Siskiyou County Paraprofessional plan, which all districts in our county have adopted, outlines the eligibility requirements a paraprofessional must meet to work with students.

Site Supervisors
Selection of the program site supervisor is subject to the approval of the school site principal.

Fingerprint Clearance and Health Screening
Staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law and in compliance with school district or agency policy.

STAFF TRAINING AND DEVELOPMENT

Staff Training and Development
The program will provide staff training and development opportunities. It is the responsibility of SAFE site staff members to keep documentation of each staff training and development workshop they attend.

Staff Development Days
The program may provide a maximum of three staff development days a year during regular program hours using grant funds. Refer to pages 22 and 23 of the SAFE Handbook for a more detailed overview of Staff Development Day regulations.

SCOE SAFE PROGRAM REQUIREMENTS
Include all Universal Program requirements outlined in the previous section as well as the specific SCOE requirements outlined below:

PROGRAM OPERATIONS

Each SAFE Program will:
- Operate a minimum of 3 hours per day commencing at the end of the regular school day (including minimum days), 15 hours a week, each day of the academic school calendar
- Be open and appropriately staffed until at least 6:00 p.m.
- Maintain a daily student to staff member ration of no more than 20:1

Student Attendance

Elementary Students
- Participate every day SAFE operates
- Attend until 6:00 p.m.
- SAFE is not to be used as drop-in childcare

Middle/Junior High Students
- Attend a minimum of nine hours and three days a week.
- Priority for enrollment will be given to students who attend program on a daily basis until 6:00 p.m.

Every student who attends a school operating a SAFE site is eligible for participation in the program subject to program capacity [*EC* Section 8482.6].

Participation Eligibility/Waiting List Protocol

Every student attending a school operating a SAFE program is eligible to participate in the program subject to program capacity. If a waiting list is established the following priority for enrollment of pupils in an ASES funded program shall be as follows:

First priority shall go to pupils who are identified by the program as homeless youth, defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a) at the time they apply for enrollment or at any time during the school year, and to pupils who are identified by the program as being in foster care.

Defining Homeless
The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

Second priority shall go to pupils who attend the program on a daily basis until the end of the program each day.

Third priority shall go to pupils according to the time/date their enrollment application was received.

Per *Education Code* 8483
(2) Nothing in this policy shall be construed to require a program to verify, or a school district to disclose to SAFE staff, that a pupil applying for or participating in the program is a homeless or foster youth.
(3) Nothing in this policy shall be construed to require or authorize the disenrollment of a current participant in order to secure the enrollment of a pupil who has priority for enrollment.
(d) A program shall inform the parent or caregiver of a pupil of the right of homeless children and foster children to receive priority enrollment and how to request enrollment.
(e) For purposes of identifying a pupil who is eligible for priority enrollment pursuant to the first priority listing (homeless and foster youth), administrators at each program site shall allow for self-certification of the pupil as a homeless or foster youth. Site administrators may also obtain this information through the school district liaison designated for homeless children. The Siskiyou County Office of Education Foster Care Services Coordinator is Colette Bradley @530-842-8461.

It has always been the intent of the California Legislature that elementary students attend the full program and participate in the entire program: nutritious snack, homework help/tutoring, academic support and enrichment.

If a SAFE site has had to establish a waiting list, they are reminded that a student who enrolls and attends a short amount of time each day is not meeting Education Code guidelines, nor is he/she able to participate in all required elements of the program. Administrators are encouraged to review daily sign in/out sheets to become familiar with students who are consistently leaving after-school early, excluding bus riders.

The reality is that not all students will attend the full program everyday, hence the flexibility allowed via an early-release policy. However, Prop 49 funds were **NEVER** intended to be a drop-in, childcare, or an elective program. The goal of the after-school component is to support student success in school through academic support and enrichment.

Transitional Kindergarten (TK) and Kindergarten Students
SCOE, as the Local Education Agency (LEA), can determine which specific grades are served by ASES funds based on the local needs of the community (EC Section 8482.3(a)). However, ASES funding is provided for students in Kindergarten – grade nine (K-9) only. Therefore, SAFE sites are allowed to make their own determination whether or not they will serve students enrolled in Transitional Kindergarten (TK) but there will be no monetarily reimbursement for TK student attendance in the program if the student does not meet the birthday requirement per Education Code. Pursuant to *EC* 48000(c), a child is eligible for Transitional Kindergarten (TK) if the child will have his or her fifth birthday between September 2 and December 2. However, pursuant to AB 104, *EC* 48000(c)(3)(B)(i) a school district or charter school may, at any time during a school year (including at the beginning of the school year) admit a child to a TK program who will have his or her fifth birthday after December 2 but during that same school year, with the approval of the parent or guardian, if the governing board of the school district or the governing body of the charter school determines that the admittance is in the best interests of the child and the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. Average Daily Attendance (ADA) can be claimed for these students once they attain the age of five (*EC* 48000(c)(B)(ii)). **Therefore, SAFE attendance reimbursement can only be claimed for TK students once they attain the age of five years old if their birthdate does not fall between September 2 and December 2.** SAFE sites that choose to serve TK students that have not yet reached their fifth birthday between September 2 and December 2 of the current school year are to keep a separate attendance spreadsheet listing these students.

If a SAFE site determines serving kindergarten students is not developmentally/age-appropriate and/or unsafe, it is permissible not to serve them.

Family Fees
There is no cost to families for the SAFE Program.

REQUIRED SITE COORDINATOR DOCUMENTATION

Student Registration Forms
Each student enrolled in SAFE must have a **complete** registration form on file before starting the program. A copy of the current SAFE Registration form is available online @ http://www.siskiyoucoe.net/Page/225. Site Coordinators must make sure the Student Registration form is completed in its entirety and signed by a parent or guardian. If SCOE receives a copy of an incomplete Student Registration form, it will be returned to the site for completion. All required parent or guardian signatures must be obtained on the registration form before a student is formally enrolled in the program. It is imperative SCOE SAFE Student Registration forms are completed in their entirety before a student begins attending the program.

It is the Site Coordinator's responsibility to keep each student's original Student Registration form on site and easily accessible to the appropriate SAFE staff. Information contained on Student Registration forms is confidential and will not be made available to other parents, students, family members, etc. A copy of each Student Registration form must also be on file at the SCOE SAFE office.

Student Attendance Procedures
Daily attendance records determine program funding. Therefore, it is essential that each SAFE site develop consistent sign in/out procedures and record attendance accurately.

It is mandatory that all students enrolled in and attending SAFE are signed in/out daily.

Student Sign In/Out Procedures
- All SAFE programs will use the Universal SAFE Attendance and Snack Verification Sign In/Out sheet available online at http://www.siskiyoucoe.net/Page/225 to document daily attendance. List students alphabetically by grade on the sign in/out sheet.

- It is mandatory for all students who are enrolled in SAFE to sign in daily. If needed, an authorized staff member may sign in students, but generally all students need to sign in, using a required first and preferably last name as well. Initials are not accepted.

- Each student must sign out daily when he/she leaves the program, either by himself/herself or someone authorized to pick up the student. The signee must use either his or her first and last name when signing out the student. If needed, an authorized staff member may sign out students. Initials are not accepted. SAFE site staff are to only release students to those people authorized on the student's registration form.

- A student will not be released to walk or ride his/her bike home from SAFE without written permission from a parent or guardian. When the required written permission is provided, students may be allowed to sign themselves out, if they have attended the program for the required length of time. The school administrator must determine a set of guidelines regarding what is age-appropriate and safe in allowing students to leave the program unattended by an authorized adult. For instance, if a parent or guardian has given permission for his/her child to sign out and leave

15

SAFE, but school administration determines this practice is unsafe, the student will not be allowed to leave the program on their own.
- If a student, with a legitimate reason, is signed out from SAFE before 6:00 p.m., an explanation number must be indicated on the sign in/out sheet next to his/her name, under the column "Early Release." The number corresponds with a specific reason for the early departure, which is obtained from the school's Early Release Policy. (See Early Release Policy on page 15.) A list of the school's Early Release Policy reasons and numbers are will be posted next to the student sign in/out sheets.

SAFE Documentation Storage Time-Line
According to CDE, individual SAFE sites are to keep all required SAFE documentation on file for a total of at least five (5) years.

Site Coordinator Attendance Responsibilities
- Site Coordinators are responsible for updating and making sign in/out sheets available daily at the start of program. Whenever a new student is enrolled or a student leaves the program permanently, the daily sign in/out sheet will be updated immediately to reflect these changes.

- Site Coordinators are responsible for establishing a daily routine to ensure all students in attendance have signed in. The Site Coordinator must be aware of how many students are in attendance.

- At the end of each day, Site Coordinators will collect the daily sign in/out sheet and transfer attendance information via a computerized monthly tracking spreadsheet. Students are to be listed on the monthly tracking spreadsheet exactly as they are on the sign in/out sheets (alphabetically by grade). While adding daily attendance to the spreadsheet, Site Coordinators will check to make sure the sign in/out sheets include the proper signatures and times. Area Liaisons will distribute spreadsheets electronically to Site Coordinators.

- Site Coordinators are responsible for electronically sending the monthly attendance tracking spreadsheets to the following email address: safeattendance@siskiyoucoe.net, as well as delivering attendance documentation for the preceding month to their assigned Area Liaison on or before the 10th of each month.

Monthly Attendance Information for SCOE will include:
- Electronically sent monthly tracking spreadsheet
- Copy of spreadsheet with sign in/out sheets
- **Original** copies of sign in/out sheets (SAFE site keeps copies)
- Copy of each student's registration form

Site Payments from SCOE will be held until all attendance is current.

SCOE Attendance Policy
The SCOE is responsible for collecting monthly attendance from SAFE sites. Area Liaisons assigned to individual SAFE programs check attendance for completion and accuracy. The LEA's independent auditors audit attendance records.

Area Liaisons review attendance to ensure:
- All student and parent signatures are documented

- Students in attendance must have the time in and out recorded. An early release documentation number is required to the left hand side of the sign out time, if the student left the program before 6:00 pm.
- Spreadsheets record and count student attendance

The daily amount of time each student attends SAFE depends on individual interpretation of the California Education Code, which states:

8483. (a) (1) Every after school component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day. Every after school component of the program shall establish a policy regarding reasonable early daily release of pupils from the program. For those programs or school sites operating in a community where the early release policy does not meet the unique needs of that community or school, or both, documented evidence may be submitted to the department for an exception and a request for approval of an alternative plan.

(2) (A) It is the intent of the Legislature that elementary school and middle school or junior high pupils participate in the full day of the program every day during which pupils participate.

(3) In order to develop an age-appropriate after school program for pupils in middle school or junior high school, programs established pursuant to this article may implement a flexible attendance schedule for those pupils (*EC* 8483 [a] [3]). Priority for enrollment of pupils in middle school or junior high school shall be given to pupils who attend daily.

Each SAFE program must determine its own unique set of circumstances such as location, operating style, and individual student/parent situations. SCOE did not develop a program-wide policy on the length of time a student is required to attend each day because every program has individual local circumstances. What may work for one school, may not work for another. Therefore, SCOE allows each district to create its own policy.

Area Liaisons do not decide if a child has been in program a reasonable amount of time. This is the decision of each school's policy makers and their interpretation of the Education Code and Early Release Policy. If, during the audit process, it is determined a child cannot be counted based on the amount of time spent in after-school, **budgets of individual schools will be reduced accordingly.**

The following information may be helpful in deciding if a child has attended after-school a reasonable amount of time:

It has always been the intent of the California Legislature that elementary school and middle school or junior high students attend the full program and participate in the entire program: nutritious snack, homework help/tutoring, academic support and enrichment.

The reality is that not all students will attend the full program everyday, hence the flexibility allowed via an early-release policy. However, Prop 49 funds were **NEVER** intended to be a drop-in, childcare, or an elective program. The goal of the after-school component is to support student success in school through academic support and enrichment.

Each year administrators and SAFE staff should review and design Early Release Policies to fit the individual needs of their after-school program and determine the absolute earliest time a student should be released from SAFE. Parents must be made aware of this policy and encouraged to leave students in SAFE for the duration of the daily program.

A student who enrolls and attends a short amount of time each day is not meeting Education Code guidelines, nor is he/she able to participate in all required elements of the program. Administrators are encouraged to review daily sign in/out sheets to become familiar with students who are consistently leaving after-school early, excluding bus riders.

SCOE SAFE POLICIES AND DOCUMENTATION

Advisory Committee Meetings

In order to demonstrate program compliance, according to [EC 8482.5(b)] after-school programming must take place through a collaborative process. Each SAFE school will establish an active SAFE Advisory Committee to meet the collaboration requirement. Advisory Committee meetings must be held quarterly at each site.

The role of each SAFE Advisory Committee is to advise, assist, support, and advocate for the SAFE program at that school site. The committee should offer suggestions to help the program grow and expand in a positive and sustainable way.

Education Code specifically outlines who will be included on the Advisory Committee:
- SAFE Site Coordinator and any other interested SAFE staff
- Administrators
- Teachers
- Parents
- Students
- Community Members
- Partnership Members

If a school chooses to hold their SAFE Advisory Committee meetings at the same time as their School Site Council meeting, they must adhere to the following guidelines:

- Post a separate agenda for the SAFE Advisory Committee meeting
- Dedicate an appropriate amount of time to discuss SAFE issues
- Keep separate Advisory Committee minutes
- Require all attendees to sign a SAFE Advisory Committee meeting roll-sheet
- Turn in copies of the agenda, signed roll-sheet, and meeting minutes to the SCOE Area Liaison assigned to your school.

Since the *EC* includes collaborative requirements, the above-mentioned documentation from schools must be on file for the annual audit.

Annual SAFE Surveys

The SAFE program *assures* the CDE that each program uses standardized procedures and collection tools when addressing quality assessment needs. Annual SAFE surveys are distributed to individual sites each

spring and given to regular day teachers, students, parents, and site staff. This survey gathers feedback on the satisfaction levels, expectations, and areas in need of improvement to help the SAFE program and SAFE sites, to produce quality programs.

CDE Statewide Evaluation Report

California *Education Code* Section 8484 states that after-school programs shall submit annual outcome based data for evaluation, including school day and program attendance. Programs shall also submit evidence of a data-driven process based on CDE's guidance on program quality standards. CDE may consider these outcomes when determining eligibility for grant renewal. SAFE collects from sites the following documentation on students enrolled in SAFE:
- Individual SSID number
- Regular school day attendance
- Additional data as determined by Ed Code

The information collected is compiled into spreadsheets and submitted to CDE no later than September 20, 2018. **The release of 2nd apportionment will not occur until this report has been filed**.

Early Release Policy

[*EC* Section 8483(a)(1)] requires every after-school program to establish a policy regarding reasonable early release of students from the program. SAFE sites are to create a program-wide, early release policy highlighting students who are leaving for the day, but have not been in the program for a minimum of three hours. The early-release policy should be applied on a student-by-student basis. Early release policies must be developed by each SAFE school and be unique to the individual site needs.

Medical appointments, illness, site closure/weather/disaster, walker/bike rider, parallel program attendance, all must be addressed regarding the reason for an Early Release policy. Parent pick-up is **not an acceptable** reason for early release unless the unique needs of rural parents are addressed in the policy and should be combined with "last available mode of transportation home" as an option.

Early Release Policies:
- Must be adopted by the school board each year.
- Must include board president, board clerk, and school superintendent's or principal's signatures.
- Board minutes outlining policy adoption must be attached.
- Must be sent to the SCOE SAFE program by November 15th of each school year.

Each after school program should also develop policies addressing the following:
- Students' ability to sign themselves out and go home on their own
- Older brothers' or sisters' ability to sign siblings out
- Specific adults who can sign students out
- Procedures to change those who can sign out a child

Regardless of the early release policies developed, all regular after-school programs must commence immediately upon the conclusion of the regular school day, operate a minimum of 15 hours per week, and operate until 6:00 p.m. on every regular school day.

Federal Program Monitoring

Schools, districts, and county offices that receive funding for certain programs including SAFE, may be chosen for a review by the state through a process called Federal Program Monitoring (FPM). The purpose of the review is to ensure programs are fulfilling their responsibility for operating programs to

meet statutory requirements and spending SAFE funding as required by law. Reviews may take place through an on-site visit or an online process.

Lesson Plans

SAFE sites are to use lesson planning checklist forms when developing monthly activities. Information included on the lesson plans must demonstrate educational, literacy, and educational enrichment and physical activity elements, which reinforce and complement regular academic subjects, such as reading and math. These forms should be completed and filed onsite. Lesson plan forms are available online at http://www.siskiyoucoe.net/Page/225. When preparing monthly lesson plans, SAFE staff are to plan activities with intentionality always referring back to the five principles of learning. Will student learning be active, collaborative, meaningful, support mastery, and expand horizons? What defines a high quality program from a mediocre one comes down to intentional program design. Explicit goals and intentionally designed activities that align with those goals are critical to the success of expanded learning programs. In addition, successful programs must also engage participants in meaningful ways and meet their developmental and academic needs.

The basis for intentional teaching is to:
- Create a learning environment that is rich in materials and interactions—with opportunities for students to practice choosing, thinking, negotiating, problem solving and taking risks.
- Encourage students to explore materials, experiences, relationships, and ideas through a variety of open-ended materials.
- Create opportunities for inquiry—where students can ask questions, investigate, gather information, consider possibilities, form tentative conclusions and test and justify them
- Tune in and respond to student's views and ideas.
- Model thinking and problem solving and challenge student's existing ideas about how things work—I'm wondering why the water keeps disappearing into the sand?

Monthly Student Activity Calendar/Snack Menu

Each site is required to submit to the SAFE program a monthly student activity calendar/snack menu. Both the calendar/snack menu can be submitted with monthly attendance documentation or picked up by Area Liaisons during monthly visits to the site. Calendars/snack menus are to be completed and posted in the classroom by the 1st of each month. Monthly calendars are to include the hours SAFE operates daily and all activities planned for the month.

No Cut Policy

Schools that support athletics through the SAFE program and use SAFE funds to purchase sports-related uniforms or gear must have a "No-Cut Policy" on file at the SCOE. A "No-Cut Policy" provides all students enrolled in SAFE the opportunity to participate on a sports team regardless of skill level.

A "No-Cut Policy," signed and dated by each school site principal must be returned to the SCOE SAFE program on or before September 15th.

Parallel Programs

Many times students enrolled in SAFE may attend a parallel program operating at the same time as after-school. Parallel programs can be held at the school (G.A.T.E., theatre, etc.) or may be held outside the school (Boy/Girl Scouts, 4-H, etc.). If a student attends a parallel program during after-school, they must sign out of the SAFE program indicating "parallel program" as the early release explanation. SAFE Site Coordinators are to provide attendance documentation (roster), listing the students in attendance at the parallel program, just the same as they would a sporting activity. Back-up documentation for all parallel

programs assures each student can be counted in attendance at SAFE. It is also a way for Site Coordinators to keep track of where each student is located during program hours.

Site Staff and Volunteers
The hiring of SAFE site employees and job performance evaluations are the responsibility of school administration. SCOE SAFE staff does not participate in the interview process or give input regarding job performance evaluations. Each SAFE site must reference Board Policy and district requirements regarding the minimum requirements needed for hiring SAFE staff (instructional aide).

Snack Requirements
Each SAFE program must provide at least one snack and/or meal each day to **all** students in attendance (*All students in attendance refers to any student who has signed into SAFE on the daily attendance form and is being counted as in the program on this particular date and the SAFE site will be reimbursed $8.19 for the student for that day*). SAFE sites are to provide snacks or meals through the National School Lunch Program in order to maximize the use of available state funds. SAFE sites that serve snacks through the National School Lunch Program are reimbursed accordingly, with school cafeteria managers usually responsible for making sure all nutrition standards are met and the appropriate reimbursement paperwork is complete. It is important for school cafeteria managers and SAFE site coordinators to work collaboratively together in planning snacks.

Snack and/or Meal Reminders:
- A daily snack and/or meal must be served to each student in attendance at SAFE
- Withholding a snacks and/or meals for any reason is prohibited
- Snacks and/or meals must be provided to students involved in parallel programs
- Snacks and/or meals must be provided during sports practice and on game days

A reimbursable snack must contain full servings of any **two** of the following four food components:

- Fluid Milk – 8 ounces
- Fruit, Vegetable, or 100 percent Juice – ¾ cup
- Grain/Bread – 1 slice bread, for example
- Meat/Meat Alternate – 1 ounce meat, for example

A reimbursable meal must contain full servings of all of the following **four** food components:

- Fluid Milk – 8 ounces
- Fruits and/or Vegetables– ¾ cup (at least two different items must be served totaling ¾ cup)
- Grain/Bread – 1 slice bread, for example
- Meat/Meat Alternate – 2 ounces meat, for example

These components may be served in any combination except that juice may not be served with milk as the only other component.

For snack food items, the nutrition standards nutrient levels are:
- 35 percent or less total calories from fat (This does not apply to individually packaged portions of nuts, nut butters, seeds, seed butters, reduced-fat cheese or part skim mozzarella cheese).
- 10 percent or less total calories from saturated fat (This does not apply to individually packaged portions of reduced-fat cheese or part skim mozzarella cheese, nuts, nut butters, seeds, seed butters, or a dried fruit and nut and seed combination).
- 35 percent or less added sugar by weight of product. (This does not apply to fruits, vegetables that have not been deep fried, or a dried fruit and nut and seed combination).

- Contain no more than 200 milligrams of sodium per item.
- Contain no more than 200 calories per individual foot item.

To find out whether or not a snack meets the nutrition standards, use California Project LEAN's easy online calculator at http://www.californiaprojectlean.org/doc.asp?id=180&parentid=95

Also listed are exempt foods, which can be served at anytime during snack. Exemptions can be found at https://www.cde.ca.gov/ls/nu/sn/mbsnp342014.asp

California Food Handler Card

Although most food handlers in schools are exempt from the California Food Handler Card Law (SB602), and school cafeteria managers are required to have a ServSafe certificate on file, sites are strongly urged to have at least one SAFE employee per site obtain a California Food Handler Card. This reasoning has to do with the serving of snacks on a daily basis in after-school and many times programs have cooking enrichment projects. The food handler training course and exam can be completed online @ http://www.statefoodsafety.com/food-handler/california/siskiyou-county. Cost per person for the California Food Handler course and card is $15.00.

Sporting Event Schedules

Site Coordinators are to include a copy of each sport's schedule (i.e., cross country, volleyball, basketball, etc.) with monthly attendance documentation when it is collected by Area Liaisons or sent to the SCOE SAFE program for review. When claiming in-kind for sport transportation and/or coaching stipend, sites must submit a sports schedule backup to SCOE Business office with monthly in-kind sheets.

Sports Rosters

When a SAFE school has a No-Cut Policy on file and is claiming sporting activities as a parallel program for attendance purposes, a sports roster and a game/track meet schedule must accompany monthly attendance documentation when completed and returned to the SCOE.

Sports Rosters must include the following information:
- School name and address
- Date of sporting event
- List of students in alphabetical order – last name, first name

For larger schools that use sports rosters to document if students are in attendance at daily sporting practices as well as planned athletic events, the following protocol must be followed:
- Any student listed on the practice or game roster and is absent must be documented as such.
- On the bottom of the practice or game roster the signature of the coach and the date signed should be included verifying which students were in attendance at the practice or sporting event.
- Practice or sporting event rosters must be attached to daily sign in/out sheets. Use one roster per grade (if needed, copy original roster) if attendance is divided by grade-level on sign in/out forms. For auditing purposes, attendance documentation must be easily accessible and understandable.
- Highlight student's name on sign in/put sheet.

When sport rosters are used to document attendance, it is the responsibility of the site coordinator to make sure this information is documented on the monthly attendance tracking spreadsheet.

Staff Development
CDE allows each SAFE program to close the program three (3) days out of the year for staff development. All professional development training must be included in the program plan and listed on an annual calendar.

If a SAFE site closes for staff development, all staff members are required to participate, an agenda must be developed and made available to staff and documentation of who attended and what was included in the training must be kept on file at the SAFE site and at the SCOE SAFE office. If a site closes for a staff development day, parents or guardians must be notified of the pending closure at least 30 school days in advance per best practices established by SCOE SAFE. If a program chooses to close on the last day of school they must conduct staff development training and complete all required documentation as back up. Staff development must include such topics as program goals, youth development, behavior guidance, emergency preparedness, cultural proficiency, academic assistance, homework and tutoring, and engaging enrichment activities aligned to the California Content Standards. Sites are not to close their SAFE program on the last day of school for convenience purposes. SAFE sites that choose to close SAFE on the last day of the school year for staff development must follow all documentation guidelines and engage in the above-mentioned staff development topics. The SAFE *Staff Development Documentation Form* is available @http://www.siskiyoucoe.net/Page/225.

There is no accommodation made for the professional development days and subsequent lost attendance. Programs not meeting attendance requirements should consider this as it will affect grant reductions.

Unusual or Out of the Ordinary Situations or Issues
As the Local Educational Agency (LEA) of SAFE, SCOE currently oversees 20 individual after-school programs located throughout Siskiyou County. The current SAFE set-up is unique because although the funding to operate this program is administered by SCOE, each site is allowed flexibility to operate its own program, provided SCOE and California Education code guidelines are followed. As grantee of the program, SCOE SAFE is asking to be notified by administration or the Site Coordinator if an unusual or out-of-the ordinary situation or issue has occurred at their SAFE site. It works out much better for all involved, if SCOE SAFE is contacted either by telephone or email (email Area Liaison, cc: Director) as soon as possible and apprised of the current situation, rather than being contacted by a third-party and caught unaware.

Also, if a Site Coordinator will be absent from work for an extended period of time or is no longer employed in the program, it is also important for the SCOE SAFE Director to be notified of the change. SCOE SAFE Area Liaisons work closely with each Site Coordinator to schedule site visits and to assure universal requirements and attendance obligations are met, therefore it is important they be kept up-to-date as to who they will be working with.

SCOE SAFE FISCAL REQUIREMENTS

Fiscal Agent
SCOE is the grantee and fiscal agent of SAFE, which is funded with ASES dollars [*EC* Section 8482.3(4)(5)]. As the fiscal agent, SCOE is legally responsible for all financial aspects of the grant and ensuring compliance with the grant requirements. SCOE must provide assurances that the program will follow all fiscal reporting and auditing standards required by the CDE, SACS manual, and Generally Accepted Accounting Procedures (GAAP).

Administrative Costs

Administrative costs must not exceed 15 percent of the annual total grant award amount. It is the responsibility of the grantee (fiscal agent) to assure no less than 85 percent of the grant award is expended on direct services to students.

Because there are limitations, and administrative costs of the program are incurred by SCOE, individual SAFE sites cannot charge administrative costs for administrative staff, business personnel, etc. SAFE schools are only allowed to expend ASES funds on personnel who provide direct services to students. If additional costs are needed to operate SAFE by the use of staff not included in direct services to students, those costs can be considered part of the overall 33 percent in-kind match requirement.

Direct Services

Direct services to students are those services that are typically delivered at the school site and where the student is the direct recipient or beneficiary of the services. Expenditures for personnel and services are justified as direct services and can be included in the 85 percent if:

- The personnel are providing direct, hands-on services to students.
- The services being provided are so integral to the program that absence of the services would affect the quality of the program itself and the success of students. Examples of these types of services that are critical to the quality of the programs for students include: professional development for program staff, parent education and involvement activities, staff development, and coaching.
- The funds are used to purchase materials and equipment to be used by eligible students.
- The funds support the analysis and use of student performance data that is then used to inform services for eligible students.

Expenditures clearly outside the 85 percent "direct services" definition include:

- Curriculum development completed by the grantee or sub-contractor is considered a core administrative activity (see explanation below).
- Staffing and volunteer recruitment.
- District advisory councils, meetings and events.
- District program evaluation or review activities—a percentage of the time spent on discussing the evaluation results with the program staff could be direct services as part of professional development when meeting with the site coordinator to review the program.
- General capital outlay or deferred maintenance costs of program sites. (Refer to page 19- https://www.documents.dgs.ca.gov/opsc/Publications/Handbooks/DMP_Hdbk.pdf).
- General staff development activities not related to specific pupil needs.(An example may be computer training not associated with the program)

In-Kind Match Requirement

Under the provisions of [EC Section 8483.75(4)], each SAFE program must provide cash or in-kind local funds equal to or not less than one-third of the total grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution.

Yearly SAFE Budget

At the beginning of each school year, the SCOE prepares and releases a SAFE budget including allocations for each participating school. Individual SAFE sites receive a yearly operating budget, which determines the 33 percent in-kind match requirements. Revenue is based on the target number of students served on a daily basis in after-school. The amount of each individual SAFE site's operating budget can

fluctuate from year-to-year based on target number increases/decreases, voluntary or involuntary deductions, school closures, etc.

- Grants are based on $8.19 per student per day multiplied by 180 days per school year. ***NOTE-** CDE uses 180 days per school year to calculate yearly ASES funding.
- Elementary schools are eligible for a maximum of $122,850 (target number of 84 students in attendance per day) and middle schools are eligible for a maximum of $163,800 (target number of 112 students in attendance per day) for after-school programs.
- Funding is provided as a three year, renewable direct grant.
- Facilities or space usage may not fulfill more than 25 percent of the 33 percent in-kind match [*EC* 8483.7(a)(5)].

SCOE SAFE Fiscal Forms
*NOTE: The following forms are to be completed by SAFE site business personnel. SAFE staff work collaboratively with site business personnel to assure budget and in-kind information is submitted in its entirety.

Budget Narrative Form
By September 15th of each school year, SAFE sites are to complete and return to the SAFE program a Budget Narrative Form for the current school year.

Information included on the Budget Narrative Form is obtained from the QSS FAR 300 Report. SAFE budget information for each fiscal year included on the FAR 300 report is developed during budget meetings between districts contracting for Business Services and SCOE budgeting technicians. Non-contracting districts use their own budget processes. All line item amounts included on the Budget Narrative Form must correspond with information on the FAR 300 report. Revised Budget Narrative Forms are due to the SAFE office on December 15th and March 15th after first and second interim. Budget Narrative Forms must include signatures from the school district administrator, business official, and SAFE site coordinator, as well as the SAFE Director once the form is submitted and approved.

Monthly Expenditure Forms
All SAFE programs must submit monthly reimbursement SAFE Expenditure Forms with appropriate back up (such as warrant invoices, recipes, sports schedules, etc.) to the SCOE Business Department on or before the 10th day of each month. The monthly invoice for Services/Materials Form is to be attached as the front page on the Expenditure Forms. A copy of the SAFE Expenditure Worksheet is emailed to each site at the beginning of each new school year. Service/Material Forms are also updated and sent to individual SAFE sites before the beginning of each school year by the SCOE Business Department.

Receipt Identification and Verification Form
Many times purchases made by SAFE site staff may seem understandable but may not be clear to the SCOE Business Department during warrant or monthly audit processing. In order to make the process go smoothly, sites are asked to complete a Receipt Identification and Verification Form or write a brief explanation on the invoice, when items have been purchased and a receipt is being used for reimbursement. A *SAFE Receipt Form* is available online at http://www.siskiyoucoe.net/Page/225 and should be submitted with the monthly expenditure report.

SAFE Purchases
The SCOE Business Department has forms and procedures in place to audit and review monthly expenditure reports to make sure all expenditures meet CDE guidelines. SAFE programs are encouraged to make plans early as to what items will be purchased throughout the school year and to budget

accordingly. Books purchased with SAFE funds must also contain a label on the inside jacket stating the book is property of the SAFE program.

Sometimes there are purchase restrictions on items a SAFE site might not be aware of. Therefore, sites are encouraged to discuss with the LEA whether or not an item that may be considered "out-of-the-ordinary" can be purchased using ASES funds.

SAFE Repairs
Any time a repair is completed on an item with this expense being charged to SAFE, a serial number(s) for each item must be included on the invoice.

Pre-Authorization for Expenditures Over $499.00
Whenever a SAFE site purchase is to be made where the total estimated cost (including tax and shipping) per item is over $499.00, a *Pre-Authorization For Expenditures Over $499.00/Equipment Worksheet* must be completed and submitted to the SCOE for approval. The item description, along with a detailed program narrative explaining the planned after-school use for the item, must be included along with signatures from the school Superintendent/Principal, Site Business Official, and Site Coordinator. If the purchase is approved, signatures are obtained from the Area Liaison, SAFE Director, and Business Official. If there are questions or concerns regarding the purchase, the SAFE Director will contact school administration to discuss the request. If the purchase is approved and all signatures required have been collected, the SAFE Secretary will send a copy of the signed worksheet to the appropriate school personnel. Requested purchases are not to be made prior to a copy of the approved form being sent back to the school.

Whenever a SAFE site purchase is to be made where the total estimated cost (including tax and shipping) per item is over $499.00, yet the school only wants to use a specified percentage of SAFE funds to pay for the product (i.e., 1/3 SAFE with 2/3 general fund), a Pre-Authorization For Expenditures over $499.00/Equipment Worksheet must still be submitted to the SAFE program for approval.

The yearly cut-off date for accepting Pre-Authorization for Expenditures over $499.00/Equipment Worksheet for the current school year is the last Friday in April.

Making Split Fund Purchases
The SAFE program determines if a purchase for after-school can be coded using 100% SAFE funds versus a 1/3 SAFE, 2/3 regular school day split.

If a purchase is made for use exclusively during SAFE time and SAFE room(s) only, 100% SAFE funding is appropriate. If an item(s) is purchased for use during both regular school and SAFE time, SCOE requires 1/3 SAFE funds and 2/3 regular school funds be used, since regular day school operates approximately 6 hours per day, with SAFE operating 3 hours per day.

A general guideline to consider when making a purchase using SAFE funds is where the item(s) will be stored and available for use. Equipment such as computers, chairs, tables, etc., which are used in rooms solely dedicated to SAFE, can be purchased using 100% SAFE funds. Items stored and made available for use both during the regular school day and the SAFE program in commonly shared areas such as the library, individual classrooms, staff room, etc., are subject to the 1/3, 2/3 rule. SAFE funds are to be used to provide direct services to students. SAFE funds are to be used to provide direct services to students enrolled in after-school (Refer to page 21-explanation of direct services to students). Individual SAFE sites are prohibited from using ASES funds to pay for existing levels of service. ASES funds are to be used to supplement and not supplant existing levels of service. Normal operating facility costs are the responsibility of the school district not the responsibility of an individual program such as SAFE. As the

LEA/grantee agency for ASES funds, Siskiyou County Office of Education is responsible for auditing site-specific expenditures to assure CDE, ASES (categorical program funds) are complementing and not supplanting, state and local funds.

Food for Cooking Projects

For SAFE schools enrolled in and using the school nutrition snack program, all snack related expenses (i.e., food items, paper products, utensils, etc.) used during snack time cannot be reimbursed with SAFE funds and must be paid for through Cafeteria Fund 13. Food purchased for use during enrichment projects can be paid for using SAFE funds. When claiming food expenditures through SAFE, a monthly snack menu (to show food being prepared during enrichment time, was not consumed during snack) plus a copy of the recipe used must be attached with monthly expenditure documentation.

Field Trips/Assemblies

Field trips/assemblies for entertainment purposes are not allowable. However, the After School Education and Safety (ASES) program permits field trips/assemblies, which can be a valuable educational and enrichment experience for youth. Each field trip/assembly should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally. Pre-planning for all SAFE sponsored field trips is a must and should be included in the program plan. The program will document how all field trips/assemblies are linked to academic learning and how the trip/assembly will assist with meeting program goals outlined in the after school program plan.

The activity undertaken on any field trip/assembly, however, must fall within the above-stated program activities and program budget. Careful attention should be given to trip/assembly selection, pre-visit/assembly preparation, and appropriate follow-up activities such as an evaluation of the field trip/assembly as it relates to the overall goals, objectives, and strategies for successful after school programming. The use of field trips/assemblies should be articulated in the program plan so that the activity is directly linked. When planning a field trip or assembly, each site is to contact the SCOE SAFE office to make them aware that SAFE funds will be used to provide this activity for students enrolled in SAFE. SCOE SAFE will assist in completing lesson plans for all SAFE sponsored field trips/assemblies.

Good planning and organization should precede field trips/assemblies. An example of good planning would be a field trip to a theater to see a play or an assembly on solar power. These trips/assemblies might be followed up with the student writing a report that focuses on the academic and/or enrichment value such as the play's meaning within the context of his or her own life experience.

Below are some questions to consider prior to taking a field trip or booking an assembly:

- What is the relevance of proposed field trip/assembly to a learning objective?

- What teaching will occur prior to, during, and after the field trip/assembly to make it contextually relevant to the students' experiences?

- How will the educational value of the trip/assembly be assessed upon completion of the activity?

- How will the field trip/assembly costs be covered?

- What is the impact of the trip/assembly on available program budget resources?

Field Trip Exclusions

CDE does not allow SAFE funds to be used on field trips where there is a cost fee for students if not all students enrolled in after-school can afford to pay a percentage of their own costs. In other words, it is not appropriate for SAFE funds to be used to pay for a portion of a ski trip, field trip, etc., when student(s) may be unable to financially cover their portion of the expense and would therefore be excluded from the activity. If SAFE funds are used to pay for a field trip, every student eligible and in attendance in SAFE must be allowed to participate.

French Creek Outdoor School

For districts that participate in the SAFE program, SAFE funding may be used to support student fees for French Creek Outdoor School (FCOS). Procedures must be in place to ensure SAFE funds are only used to support students who are enrolled in the SAFE program and that these students are accounted for each day by use of an appropriate sign in/out form. By looking at actual hours a student is involved in the FCOS program versus those hours that can be considered part of the SAFE program, it has been determined that 42% of the student costs can be charged to SAFE.

End-of-the Year Expenditures

Schools are allowed to spend SAFE funds until June 30th of each year. SAFE sites are encouraged to plan ahead and make necessary purchases before the end of the fiscal year. Title to any item ordered, becomes property of the purchasing school on the date the item is shipped. Schools that conduct end-of-the year purchasing must take into consideration the ship date before placing an order. Any time a ship date is documented as taking place after June 30th the cost of the item(s) purchased becomes next year's expense.

Professional Development Expenditures

Professional Development training expenses can only be paid for by funds allocated for the fiscal year in which the training takes place.

Prizes and Incentives

SCOE SAFE does not allow for ASES funds to be used to purchase student or employee prizes and incentives, except as provided for in *EC 44015*. California Government Code prohibits gifts of public funds. If students in attendance at SAFE are to be rewarded in any way, they must be rewarded as a group and purchase only items that will continue to belong to the school district—for example a new game, a new DVD movie, etc.

Supplement vs. Supplant

ASES program funds can be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local, and other non-federal or state funds that have been available to conduct before and after-school program activities. SAFE monies can be used to enhance an existing program (e.g., hire additional staff, coaches, enrichment instructors, etc.) if the program expands to serve additional students.

Tutoring Documentation

Any time a tutor is being paid for their services during SAFE, they must fill out a monthly tracking/time sheet documenting the name of the student(s) being tutored, the date, time, and total number of service hours. The SAFE *Tutor Timesheet* is available @http://www.siskiyoucoe.net/Page/225.

Athletic League Dues and Fees

While partnering with athletic programs is encouraged by SAFE, and equipment and uniforms are allowable expenses when "no-cut" policies exist, there are limits to what is considered program expansion so issues of supplanting are not raised.

If a school has participated in an athletic league prior to the inception of SAFE, then the league dues and associated fees such as referees are existing costs and to shift the cost to SAFE is supplanting.

Monthly In-Kind Documentation
Proposition 49/ASES funded programs such as SAFE require a 33% match of your total grant. This match can be either in-kind or cash. It is common practice for SCOE SAFE programs to meet the 33% match through in-kind resources.

In order for the SCOE Business Department to track in-kind matches, forms and procedures have been put into place to help with this process. Each SAFE site should have a procedure in place regarding who is in charge of collecting in-kind timesheets and in-kind letters in order for business personnel to submit to the SCOE. SAFE programs must submit monthly in-kind worksheets with appropriate back up, to the SCOE Business Department on or before the 10th of each month (including the month of June) with expenditures.

The SCOE Business Department monitors SAFE site in-kind amounts throughout the year to make sure the 33 percent amount is met. SAFE schools that do not make the 33 percent in-kind amount at the end of the year are subject to a dollar for dollar cash penalty.

In-kind Time Sheets
If a staff member's time is NOT charged directly to SAFE, and duties performed by the staff person directly benefit the program, their time may be charged as an "in-kind" donation. When an individual not employed by the school district supplies SAFE in-kind, the person providing the service must complete a SAFE in-kind worksheet. When completing wage information on this individual, school business personnel are to use the Bureau of Labor Statistics Occupational Employment and Wage Estimates @ http://www.bls.gov/oes/current/oes_nat.htm order to determine the hourly rate of pay for the specific job completed. A copy of the OES page used to verify the hourly rate is to be attached to each individual in-kind worksheet when sent to the SCOE Business Department.

In-kind Letter Documentation
An "in-kind" donation can also be a contribution of time, service or goods made by another organization to help support the operations or services provided by SAFE. When in-kind is provided by another program or entity, a signed letter describing the service, the date it occurred, number of hours involved, etc., and the dollar amount for the time, service, or goods provided must be included. Once it is provided, business personnel can include it in their monthly in-kind documentation.

Facility Form
Sites are allowed to claim in-kind on the facility space used during SAFE. At the beginning of the school year, business personnel are to submit a completed SAFE Facility Worksheet outlining each room/square footage used during SAFE to the SCOE Business Department. Each square foot of space equals $1.00 worth of in-kind. Facilities or space usage may fulfill no more than 25 percent of the required local contribution.

Equipment/Non-Consumable Item(s) Removal
The SCOE has established the following policy on removing equipment/non-consumables from SAFE sites. Sites must remember giving away, destroying, or using SAFE equipment outside the program for personal use is not allowed.

1.   According to CDE, all equipment purchased using SAFE funds is the property of the Siskiyou County Office of Education as grantee of the program. Appropriate auditing guidelines, policies,

and procedures must be adhered to when disposing of equipment/non-consumable items purchased using SAFE monies.

2.   The first step in declaring equipment/non-consumable items obsolete, unusable, surplus, or stolen, is for the requesting school to complete the Request for Equipment/Non Consumable Item(s) Removal Form and return to the SAFE Office for approval. SAFE sites are not allowed to dismantle, give-away, loan-out, or dispose of any SAFE equipment without completing the Request for Equipment/Non-Consumable Item(s) Removal form with obtainment of all required signatures first.

3.   Once a decision is made by the SCOE regarding the condition of each piece of equipment, the requesting school will receive a copy of the completed and signed form with a determination of how the SCOE will deal with the equipment.

4.   If the equipment is deemed safe and usable, it must be offered first, free of charge, to all other Siskiyou County SAFE programs. If more than one-school requests use of the surplus equipment, a lottery-type drawing will be held at the SCOE to determine what SAFE school can have use of the equipment.

5.   If the equipment is usable, but there are no SAFE programs that want to include it in their program, it will be deemed surplus and sold at public auction with the funds returned to the SAFE program. At no time can equipment purchased by SAFE be given away.

Stolen Items

In case an item purchased with SAFE funds is stolen from a program the following protocols must be adhered to:
- A report of stolen property must be filed with the local police department or sheriff's office immediately.
- Once the report of stolen property has been completed, the Northern California Schools Insurance Group (NCSIG) agent must be notified of the theft.
- Since equipment/non-consumables purchased with ASES program funds, which are stolen must be taken off the LEA's Inventory list in accordance with state regulations governing the disposal of equipment/non-consumables, the school must complete a SCOE SAFE Program "Request for Equipment/Non-Consumable Item(s) Removal Form."
- Any insurance money obtained for the stolen item will be reimbursed to the SAFE program in proportion to the amount of SAFE funds were used for the original purchase.

SAFE Fundraising Policy

If SAFE fundraising is happening in your district, there are several important issues to keep in mind:

- Has the fundraiser been authorized by the school administrator and reviewed by members of the school board? It is important to keep everyone in the communication loop.

- Are funds raised being used with a specific after-school goal in mind? If so, do supporters know the purpose? It is always a good idea to have a specific goal in mind when fundraising and to inform supporters what their money is going towards.

- Fundraisers consisting of a raffle or game of chance are not allowed. School districts, including student clubs, are not authorized to participate in raffles because they are not nonprofit organizations exempt from state tax as defined by the Franchise Tax Code. Rather, school districts are exempt

from tax by virtue of being a government entity. Don't assume you can print tickets with the words "suggested donation" on them and call it a drawing rather than a raffle. This doesn't make it legal unless the group is prepared to give anyone who requests a ticket as many tickets as they want for free (no donation). In other words don't plan a raffle or game of chance as a fundraiser.

- Some fundraising activities are not allowed because they pose liability, safety or risk concerns, which aren't covered by school insurance carriers. Always check with your insurance carrier to make sure the fundraising event being planned is covered.

- If you are committed to sponsoring a SAFE fundraiser, it is important to remember all monies collected must be kept separate from SCOE (ASES) SAFE funds. Don't intermingle money collected from fundraisers with district money received from the SCOE for SAFE operating expenses. Business personnel are to use Resource Code #9061 (SAFE Donations) in order to track monies earned at a SAFE-sponsored fundraiser.

- Income from a SAFE fundraiser must be used for the purpose indicated on advertisements/flyers.

- The money collected/profit made from a SAFE fundraiser is to be communicated between all parties involved (i.e., Superintendent/Principal, Business personnel, and SAFE Site Coordinator).

- SAFE fundraising proceeds must benefit the entire group of students involved, regardless of participation in the fundraising activity. No fundraisers are to be tracked by individual students.

- Fundraising activities involving food must be in compliance with the District's Wellness and Board Policy.

FRONTIER TRANSPORTATION FUNDING

In July 2016, the Expanded Learning Division released funds to SAFE sites that applied and qualified for Frontier Transportation funding. The purpose of the ASES Frontier Transportation Grant is to provide supplemental funding for existing ASES grantees to address transportation needs for their after school program site being located in a frontier area as specified in Education Code (EC) Section 8483.7(a)(6). As the LEA for Siskiyou County SAFE programs, the Siskiyou County Office of Education is referred to as the grantee of this application. Transportation funding for Frontier Area SAFE sites became possible when Governor Brown signed into law Senate Bill 1221 (Hancock). This law provides additional transportation funding for those ASES programs located in extreme rural areas. Extreme rural areas, referred to as frontier, are school sites located in an area with a population density of less than 11 persons per square mile. School site location eligibility is determined by using either one of two sources: 1) the Office of Statewide Health Planning and Development Medical Statistical Service Area maps, (see California After School Network, ASES Frontier Transportation Grant Map at http://www.afterschoolnetwork.org/post/ases-frontier-transportation-grant-maps) and 2) the 2010 United States Census Bureau Census Tract population data maps (see California After School Network [CAN], ASES Frontier Transportation Grant Map at http://www.afterschoolnetwork.org/post/ases-frontier-transportation-grant-maps). CDE would like to see students who reside in frontier areas staying in expanding learning programs such as SAFE until the end of the program on a daily basis, and providing transportation options for families may help solve this issue.

Successful applicants will receive up to a three-year grant and maximum of $15,000.00 (*minus SCOE administration/in-direct costs*) per site. ASES Frontier Transportation Grants will not be automatically

renewed; each site will be reevaluated to ensure that the location of the school site lies within frontier boundaries.

For individual SAFE sites that were successful in securing the first round of Frontier Transportation funding, transportation activities should be aligned and documented in the existing program plan and application narrative. The following is a list of allowable expenditures for the ASES Transportation funds:

- Must be a currently funded ASES grantee (*EC* Section 8483.7[a][6])
- Wages or salary (including overtime) for drivers
- Contracting transportation services with area providers
- GPS device or two-way radios
- Proportional Share based on mileage of non-salary and benefit costs in the Home to School Program

The purchase of a vehicle to provide transportation from SAFE is not on the allowable expenditure list.

Each SAFE site awarded annual Frontier Transportation funds has agreed to the following Certified Assurances stating:

- Transportation funds will supplement, not supplant, any local transportation services (i.e., sites currently operating a late bus route at 4:00 pm., cannot cancel this route once they obtain transportation grant monies and begin a 5:30 pm., bus route).
- Sites will adhere to the local LEA's transportation safety rules and protocols for their after school students.
- Expenditures will align with the LEA's requirements for adequate insurance coverage for licensed motorists.
- Program reporting requirements will be met in a timely manner.
- The (Grantee) shall indemnify and hold harmless the CDE, or any employee, director, agent or Board Member of the CDE, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the (Grantee's) acts or omissions, willful misconduct, negligence, or breach of the Grantee's obligations under the ASES program or use of the ASES Frontier Transportation Grant, by the (Grantee), its agents, employees, Board Members, or other persons under its supervision and direction.

ADDITIONAL PROGRAM INFORMATION

Aligning After-School With the Regular Day
Stated as one of the universal program requirements, SAFE programs will collaborate and integrate with the regular school day program and other extended learning opportunities. What does aligning with the regular school day look like?

A quality after-school program is designed to support, compliment, and expand the regular school day through intentionally designed enrichment activities and student centered academic assistance. Because all SAFE sites receive after-school funding from the CDE, they are required to collaborate, coordinate, and integrate with the regular school day program.

Aligning after-school with the regular school day does not mean SAFE programs duplicate what happens during school. SAFE programs emphasize play as well as academics, helping students to experience

success in new ways. Aligning with the regular day may mean after-school activities are purposefully scheduled to compliment work being done in classrooms.

Alignment and collaboration to the regular school day is not difficult, but it does take cooperation from all staff. Connecting after-school staff with regular school day staff can be as simple as explaining the benefits of SAFE during a regularly scheduled staff meeting.

It is important for the SAFE Site Coordinator and site administrator to communicate on a regular basis. It is recommended that site administrators meet with the Site Coordinator at least once a week to review the day-to-day activities taking place in the after-school program.

Site administrators can act as the after-school advocate with the regular school day staff. When there is communication between regular school day and after-school staff regarding what students are learning during the regular day, what their needs are, and how the after-school staff can support them; it becomes a positive situation for everyone involved. When all staff collaborate together to align after-school with the regular day program, students are the ones who benefit.

After-School Discipline

SAFE staff should always discuss with administration and have in place policies and procedures regarding school-wide rules and how student discipline will be handled during after-school. Discipline should be administered and maintained in a positive manner, which is child-centered and contributes to the child's development. If a child's behavior is creating an unsafe environment for others, each SAFE site school administrator in collaboration with the SAFE site coordinator reserves the right to dismiss the child from the program immediately for that day. Anytime a site is considering suspension of a student from their SAFE program for longer than 5 days at a time, a meeting must be held and is to include the school principal, parent/guardian(s), SCOE SAFE Director, SCOE SAFE Area Liaison assigned to the site, SCOE Foster and Homeless Youth Coordinator if the student is a foster or homeless youth, the student's assigned social worker (if they have one), program site coordinator, and anyone else deemed appropriate by school administration/SCOE SAFE.

Carrying over regular day school discipline to after-school time is not an acceptable practice in SAFE. For instance, if a student is failing to follow regular school day rules whatever form of discipline used cannot to be carried out during SAFE time. In the past, there have been instances of students being mandated to attend SAFE as a repercussion of something they did during the regular school day, which is an unacceptable practice. SAFE is not to be used as a consequence or a reward program.

Students suspended during regular day school and sent home for the day are not allowed to attend SAFE during the time the suspension is in effect. It is up to the discretion of school administration whether or not a student can stay in SAFE if they have received an in-house suspension during the regular school day.

Pupils who are identified by the program as being homeless and foster youth are subject to the same after-school discipline protocols as any other student enrolled in SAFE. However, in order to adhere to their educational rights, anytime a SAFE site is considering suspension of a foster or homeless youth from the program, a team meeting must be held beforehand to discuss the situation more thoroughly. The meeting must include the school principal, parent/guardian(s), SCOE SAFE Director, SCOE SAFE Area Liaison assigned to the site, SCOE Foster and Homeless Youth Coordinator, the student's assigned social worker (if they have one), program site coordinator, and anyone else deemed appropriate by school administration/SCOE SAFE.

SAFE staff is to be reminded that administering or withdrawing physical activity as punishment is not an acceptable practice. Exercise used as punishment is considered a form of corporal punishment in many states (e.g. California, Massachusetts, Hawaii). Examples of inappropriate use of physical activity during SAFE include:

- Withholding physical activities or free play time for students to complete unfinished school work or as a consequence for misbehavior;
- Forcing students to run laps or perform push-ups because of behavior infractions (e.g., showing up late, talking and disruptive behavior);
- Threatening students with physical activity or no physical activity (e.g., no free play time no game time), and then removing the threat because of good behavior; and
- Making students run for losing a game or poor performance (e.g., missing a foul shot, dropping the football).

All SAFE staff members who work with students play a critical role in providing meaningful physical activity experiences. Staff should see providing meaningful physical activity experiences are mandated in after-school. Meaningful physical activities ensure students develop positive attitudes about physical fitness and should never be used as a means of punishment and/or behavior modification.

Writing-based punishments can also do more harm than good for a student's behavior. Consider the pros and cons of having a student in SAFE write sentences for punishment, and if you choose to issue this type of consequence, ensure the writing experience is constructive and beneficial to your child in some way. If writing-punishments aren't structured properly or are repeatedly used, they can send and reinforce negative messages about writing. A student might begin to associate writing with punishment, which can hamper his or her motivation and enthusiasm for school writing.

Providing a welcoming environment for students during SAFE is a must. According to the SAFE Mission Statement, students enrolled in SAFE are to be afforded a positive and safe environment in which to attend after-school. This does not mean they are not to follow school-wide rules, but it does mean students may be allowed more latitude than in regular day. By the time a student reaches SAFE, they can be tired from their long day in regular day school and can't, nor should they be expected to sit for long-periods of time. Students shouldn't be expected to sit in silence or put their heads on their desks either. If a student hasn't been allowed to talk or move about during the regular school day, they should be allowed small talk and movement during after-school. Creating an atmosphere where students want to be in SAFE is an imperative element in operating a quality program. Through observation, many students who arrive at SAFE are tired and may need to engage in physical activity, which allows them to expend pent up energy before they start on homework. It is important to plan the after-school environment so it is not unintentionally designed for students to fail.

Additional Grant Funding
If an after-school program decides to apply for additional grants/funding other than ASES, under the auspice of SAFE, SCOE SAFE, as the LEA of the program must be notified prior of any impending application(s).

Attendance-Involuntary/Voluntary Grant Reductions
The *EC* establishes specific attendance goals for grant programs (*EC* Section 8483.7]). Failure to meet attendance goals results in a review of the program. Reductions to the grant amount will be made when:

- In the most recent year (excluding year 1 of the grant) attendance is less than 75% of the targeted attendance level **or**
- In two consecutive years, attendance is less than 85% of the targeted level.

It is the responsibility of SCOE SAFE to work with school administration if it appears a reduction to the SAFE grant amount will need to be made at their school because of monthly attendance reporting.

Closure of a SAFE Site
As the LEA for the program, the SCOE is responsible for handling the dissemination of equipment purchased with after-school funds, when there is a closure of a SAFE site. The equipment is first made available to the closing district for purchase, or, will be made available to other districts that remain in SAFE.

Options for Equipment/Non-Consumables Purchased with SAFE Funds:
The closing district will have first option of purchasing any Equipment/Non-Consumables purchased with SAFE funds. The SCOE policy provides for determining current net basis as original cost less accumulated depreciation (current value). Depreciation is based on the estimated useful life of each asset. The California School Accounting Manual (CSAM) is used to determine the useful life of each item.

If the closing district is not interested in purchasing any of the Equipment/Non-Consumables purchased with SAFE funds, an equipment list will be made available to all SAFE programs. If more than one school requests use of the surplus equipment, a lottery-type drawing will be held at the SCOE to determine what SAFE school can have use of the equipment. There is however one exception to this rule. If during a closure there is equipment that was purchased jointly using both SAFE and School District funds, and is permanently installed, the district is responsible for purchasing the SAFE portion (at a depreciated value).

If no schools are immediately interested, the equipment will be returned to the SCOE for inventory and further disposal options will be analyzed (surplus to sell and return funds to SCOE SAFE, maintain an inventory for future use of the equipment, etc.).

Options for Equipment/Non-Consumables Jointly Purchased with District and SAFE Funds:

The Business Department will determine current net basis (cost less accumulated depreciation). If the item is a permanent fixture at district site, the district pays the remaining net basis and funds are returned to SAFE program. The item is removed from SAFE inventory. Non-permanent items should be negotiated for buy-out of the LEA's remaining current net basis (District purchasing SAFE's remaining basis, or SAFE purchasing District's remaining basis). Funds returned to the SAFE program under any of these arrangements will be used for future Equipment/Non-Consumable purchases.

Note: All Siskiyou County School Districts use the *Straight Line* Method of Depreciation.

Community Partnerships and Collaboration
Community support and involvement is an important component of ASES-funded programs. Regardless of a community's size, social background and financial situation, SAFE programs can utilize local resources to enhance student learning. Each SAFE site *assures* CDE they will develop and maintain community partnerships as part of their program.

Educational Enrichment Element
The educational enrichment element offered during SAFE must include an array of additional services, programs, and activities that reinforce and compliment the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to:
- Fine arts education activities

- Visual and performing arts activities
- Recreational activities
- Science related activities (e.g., rocketry)
- Physical fitness activities
- Career-technical education activities
- Work preparation activities
- Prevention activities

Examples of youth development and learning support opportunities are:
- Service-learning
- Mentoring
- Coordinated School Health
- Character education

Homework Assistance
Daily homework assistance is a must in helping to establish top quality after-school programs. Homework assistance includes providing a specific time and space where students are allowed to work on homework assignments with additional adult support. According to the Association of California School Administrators (ACSA) Policy Position Paper on Homework, "there is little evidence to show that after-school programs make a difference in student achievement if homework time is run as a study hall."

In contrast to homework assistance, another approach, which can be taken, is demanding students complete all homework assignments in after-school. Demanding homework be completed during after-school is contrary to the overall mission of what after-school is about. Here are examples of the demanding versus assistance approach:

- Students mandated to attend SAFE because they have unfinished regular school day classroom assignments.
- Students enrolled in SAFE being kept in regular day classroom settings during after-school in order to finish regular schoolwork before they can participate in the enrichment components of SAFE.
- The regularly scheduled SAFE homework time taking over one hour to complete.
- Withholding snack from students who haven't completed their homework.
- SAFE staff being pressured to make students complete homework during homework time, and being held accountable to parents/teachers for students who don't complete homework.
- SAFE staff is being pressured to have all students complete daily homework assignments after scheduled homework time.

If any of these examples take place in your program, SAFE has become a homework completion instead of a homework assistance program. As a result, your program *is out of compliance* according to ASES funded program guidelines.

Effective after-school programs include quality academic assistance for students. However, most high quality programs limit homework support time to an hour or less a day to ensure students have adequate opportunities to participate in the other activities mandated by CDE program guidelines.

According to research by the After School Corporation (TASC), the most effective after-school programs are the ones that balance their programs between academics, youth development and enrichment. Balanced programs address and promote a student's physical, social, emotional and cognitive development. Establishing the appropriate balance in scheduling helps keep students engaged, motivated

to learn, and enjoying the program. Each of these is an important factor in maintaining regular attendance in after-school.

Regular day and after-school staff should work closely together to integrate the education and literacy and enrichment component with the school's curriculum, instruction, and learning support activities. Weekly communication between regular day classroom teachers and SAFE Site Coordinators, regarding what homework has been assigned, is a positive way to make sure SAFE staff know what is expected of each student during after-school homework assistance time. School administrators are encouraged to support after-school staff in focusing on quality homework assistance when working with SAFE students. Students enrolled in SAFE deserve the best help they can get with their homework. SAFE after-school settings should not be designed as remedial programs nor should they be used as a source of punishment for regular school day students. Parents and school staff should also be educated on the philosophy behind Prop 49 ASES funding, and the fact that after-school programs were established as a safe and enriching place for students. Remind parents and staff that students might not complete their homework in after-school, and may require additional assistance at home.

Daily homework assistance is important in establishing an effective after-school program. SAFE programs should maximize learning opportunities by providing and assisting students with basic skills and homework, as well as providing enrichment and youth development activities. The goal of ASES funded after-school programs is to support student success in school through academic support and enrichment.

Inventory Records
It is the responsibility of the SCOE SAFE program to maintain an inventory record for non-consumable items purchased with an acquisition cost of $499.00 or more including tax and shipping per unit and all electronic items no matter what the purchase price. A physical inventory of equipment must be completed every year to comply with generally accepted accounting procedures and reconciled with inventory records on file at the SCOE.

Physical Activity Guidelines
Outside/inside physical activity free play is an easy way to offer physical fitness to students during after-school, but CDE states enrichment must be offered **through planned physical fitness activities**. California After School Physical Activity (CASPA) Guidelines were developed as a result of *Education Code* Section 8484.8, which required CDE to develop voluntary after school physical activity guidelines for CDE-funded after school programs. These guidelines are accessible online @ http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf

Students with Special Needs Protocol for Service

Access: Section 504 of the Rehabilitation Act applies to both students with IEP and 504 plans. Students with special needs must have access to both extended day and extracurricular activities. Therefore, consider each student individually for after-school programs to determine if after-school program activities are appropriate for the student, and what accommodations or modifications your staff will make if the student attends the after-school program.
1. Enrollment
    a. Student by student consideration
        i. Factors that should be considered to make the placement successful for the student:
            1. IEP or 504 plan
            2. Student Needs – accommodations and/or modifications
            3. Safety
            4. Staffing

5. Schedule
6. Programs Available
7. Group configurations/size

2. IEP students who require S.A.F.E. as part of the offer of Free Appropriate Public Education (FAPE):
   a. You will need an IEP meeting to determine how S.A.F.E will be part of the IEP services and offer of FAPE. A decision will be made as to whether student attends with or without special education services and supports.
      i. S.A.F.E. Coordinator should be part of the IEP team and involved in the decision making only when S.A.F.E. is part of the offer of FAPE.
      ii. The IEP Team decision will be based on the student disability and needs of that disability that would require S.A.F.E as a service to meet those needs.
      iii. Required special education supports and services will be the responsibility of special education to provide and fund.

3. Communication
   a. Ongoing communication among SAFE staff, site administrator, teachers – both regular classroom and special education is critical to ensure a successful experience for students.
   b. Meetings/consultations should occur on a regular basis and at least once every 6-8 weeks.

4. Access
   a. Section 504 of the Rehabilitation Act
      i. Applies to both students with IEP and 504 plans
         1. Students with special needs have to have access to both extended day and extracurricular activities.
         2. Therefore you need to consider each student individually for after-school programs to see if it is an appropriate activity for the student and what accommodations or modification you would be able to do if the student attends your program.

District Expelled Youth (Community Day School)
Community Day School (CDS) serves students referred by a School Attendance Review Board (SARB) or probation and other high-risk youth referred through a district-level process, who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting. Because a student attending CDS needs a separate setting to provide for their individual needs, and SAFE programs are housed in traditional school settings, SAFE is not an alternative for students enrolled in CDE. It is at the discretion of each individual school district whether or not to accept a student into the SAFE program who is voluntarily enrolled in CDS.

Three-Year Renewal Grant
ASES funding is provided as a three year, renewable direct grant. Every three years grantees must review their after-school plan, including the program goals, program content, outcome measures, and any other information requested by CDE [EC Section 8482.3(10)(g)(1)], as well as complete a three-year ASES Request for Renewal Application. SCOE SAFE is currently funded through June 30, 2020. The Renewal Application for SCOE to continue SAFE funding from July 1, 2017 – June 30, 2020 was completed and approved by CDE in January 2017.

OTHER SCOE SAFE SERVICES

Library
The SCOE has items available for checkout to SAFE sites, including drums, sewing machines, portable kitchens, and Wii cubes. If a SAFE Site Coordinator is interested in obtaining any of these items, they are asked to request them through the SCOE SAFE Area Liaison assigned to their site.

Portable Kitchen Checkout Policy
Portable kitchens are inventoried and may be checked out from the SCOE library by SAFE programs for use at their individual schools during either fall or spring session. The Siskiyou County Office of Education maintenance department in collaboration with the Siskiyou County Office of Education SAFE Program Director will facilitate transportation of the kitchens from one site to another.

- Fall Session: August through December
- Spring Session: January through May

Portable kitchens are to be used for SAFE cooking enrichment projects only. Each SAFE school site will be responsible for inventorying the kitchens and replacing any consumable items used; as well as replacing or repairing any broken or damaged items before sending the kitchen to another site. All kitchens MUST be clean, dry, and ready for the next user.

Schools requesting the use of a kitchen will be given consideration on a first come first served basis, and priority will be given to those schools that have not yet used the kitchen in a given school year.
For more information or to reserve a portable kitchen, contact your school's Area Liaison.

Wii Cubes and Accessories
Wii cubes are the property of the SCOE SAFE program and are inventoried and placed in schools by the SCOE library.

Science Festivals
During each school year the SCOE Outdoor Education Specialist makes available science enrichment activities to SAFE sites. For SAFE sites interested in providing students with additional enrichment activities, Science Festivals are available for a fee and are a fun way to promote fun and exciting science activities.

Each spring, school administrators receive a letter from the SCOE, describing science festivals available during the next school year, a flyer outlining each science festival activity, and an MOU to sign and send back to the SCOE indicating what science festivals are desired.

Health Services
The SCOE SAFE program has a one-day contract with SCOE Health Services to provide nursing services to sites that may have students enrolled in after-school with chronic conditions, medications, or on-going health concerns. The contract between SAFE and Health Services does not provide for additional services such as free CPR or First Aid trainings.

Media Information
If the opportunity arises to highlight an individual SAFE program in the media, sites are asked to include the following statement: SAFE is a program of the Siskiyou County Office of Education.

Additional School Policies and Procedures

Making sure after-school staff is aware and up-to-date on regular day school policies and procedures is vital since many times the after-school staff is left on campus after the regular day staff has gone home. By streamlining after-school and regular school day rules and procedures continuity is established for students, parents, and teachers.

It is important to align after-school staff with regular day school rules and procedures so there is no miscommunication about what to do in the case of a student discipline issue or a campus emergency during after-school. SAFE staff should discuss with administration, and have in place policies and procedures regarding the following topics:

- Reminder: Carrying over regular day school discipline to after-school time is not an acceptable practice in SAFE (Refer to pages 33 and 34 of the handbook regarding the SAFE Discipline Policy).
- Is there a school emergency plan? Is it accessible to SAFE staff? What happens when there is an emergency during SAFE?
- Is there a school evacuation plan in place? If there is an evacuation plan is there one posted and available to SAFE staff?
- How does SAFE staff handle an uninvited guest on campus during the program?
- Does SAFE staff have an accessible first aid kit? Do they know where it is stored?
- Is it a district policy for SAFE staff to be trained in CPR/First-Aid?
- Is it a district policy for SAFE staff to receive training on Blood borne Pathogens/Universal Precautions?
- Are supplies readily available for use with cleanup of bodily fluid spills? If so, where are they stored?
- Is there a policy in place regarding late pick-up by parents when a student is still at SAFE when it's closing time (6:00 pm)?
- How should SAFE rooms be cleaned and left at the end-of-the day?
- Is there a routine at the end-of-the day regarding facility lock-up procedures?