

## Extended Year 2024 Guidance Document

**Description of Service:** The Title I Extended Year Program (EY 24) will provide eligible Title I nonpublic school students with core subject areas, designed in consultation with Standing Committee Representatives and Independent School Leaders. All budgetary and curricular plans must be approved through the *Extended School Year Program Overview Document*. An Orientation Session for EY 24 will be held for Third-Party Providers (TPPs) and School Leaders.

### Participating Schools:

- TPPs should be prepared to provide Title I Extended Year services to all schools with eligible students and available funding that choose to participate.
- A survey to gain principal interest in the EY 24 program has been shared with NPS principals in all codes. Data will be shared with all stakeholders as part of the planning process.
- Code-specific Standing Committee Representatives, in consultation with the Office of Nonpublic and Charter Schools (ONPCS), will conduct outreach to Principals/Building Leaders for the EY 24 program to determine host sites and interest of school staff to work.

### General EY 24 Planning:

- The Extended Year Program may not begin until the school's regular academic year has ended.
- The EY 24 program may begin as early as June 17, 2024, and should end by August 30, 2024. The EY 24 [timeline](#) may be found on page 4 of this document.
- The age and development of students should be considered when determining appropriate group placement, daily schedule and group size.
- Sessions may be in-person, virtual or hybrid:
  - The recommended minimum group size for both in-person and virtual is 6 students.
  - The recommended maximum group size for virtual classes is 8 students.
  - The recommended maximum group size for in-person classes is 15 students.
- The recommended length of a session is:
  - 5 hours per day for in-person sessions.
  - 3 hours per day for virtual sessions.
- The following programs may be provided: Literacy, Math, STEAM, [Professional Development](#), [Student Support Services](#), Mentoring, Tutoring, and Coaching. Please reach out to [ONPSExtendedYear@schools.nyc.gov](mailto:ONPSExtendedYear@schools.nyc.gov) with questions.
- If students have not already been nominated and found eligible during the school year, they must be nominated in NPSIS by April 15, 2024, to be eligible to participate in the program.
- Host Schools are the physical buildings housing an EY program. Participating Schools are any other schools that students attend regularly during the school year.
- Codes may combine eligible students who regularly attend schools other than the Host School for Extended Year Service.
- Host Schools and Participating Schools must be identified on the *Extended School Year Program Overview Document* by April 15, 2024, so that ONPCS can ensure TPP access to eligible students in Summer TAARIS.
- To best support schools, ONPCS should be notified of all programs on the *Extended School Year Program Overview Document* sent to [ONPSExtendedYear@schools.nyc.gov](mailto:ONPSExtendedYear@schools.nyc.gov).
- All plans on the *Extended School Year Program Overview Document* must have sufficient budget available, be approved by Standing Committee Representatives by April 15, 2024, and sent on to ONPCS by April 19, 2024.
- All Extended Year Services must take place within the 5 boroughs of NYC.

## Registration:

- All registration for EY 24 will end on May 30, 2024. Late registrations will not be accepted after this date.
- Registration for EY 24 will be captured from the *Extended School Year Program Overview Document* and will be reviewed weekly by the TPP's Point of Contact.
  - Neil Monheit ([NMonheit2@schools.nyc.gov](mailto:NMonheit2@schools.nyc.gov)): Encore and Yeled
  - Marjory Matthieu Kodjov ([MMatthieukodjovi@schools.nyc.gov](mailto:MMatthieukodjovi@schools.nyc.gov)): Brienzas and Catapult
  - Michael Stoff ([MStoff@schools.nyc.gov](mailto:MStoff@schools.nyc.gov)): Learn It
  - Anne-Marie Baumis ([ABaumis@schools.nyc.gov](mailto:ABaumis@schools.nyc.gov)): FACTS

## Field Trips:

- Field trips should align with and support the Title I EY 24 curriculum.
- A maximum of three field trips may be scheduled.
- TPPs will identify all requests for field trips in the required column on the *Extended School Year Program Overview* document, which must be approved by the Standing Committee Representative and by ONPCS. The document will include details of the dates, locations, transportation plans, and alignment to curriculum.
- Consult the NYCPS Chancellor's Regulation A-670 regarding [Field Trips](#).

## Enrichment Kits and EY Materials:

- Enrichment Kits are materials intended for extension/enrichment of the EY 24 program and should not be used in place of curricular materials.
- The TPP must educate parents on how to utilize the Enrichment Kit with their children. Recommended formats include in-person sessions or recorded virtual sessions.
- Ordering lists for items to be approved for the Enrichment Kit are included in the *Extended School Year Program Overview Document*.
- Requests must be completed and submitted to Standing Committee by April 15, 2024, and to ONPCS by April 19, 2024.
- The due date for ordering of all Enrichment Kit contents is May 10, 2024, and must be delivered before EY 24 begins.
- School leaders must be notified of expected delivery of materials to ensure items are accepted, accounted for, and stored properly.
- Enrichment kits will only be distributed to students participating in the EY 24 program.
- Enrichment kits will cost a maximum of \$275.00, including shipping, per child.
- The TPP is responsible for confirming and maintaining proof of delivery for all materials.

## Hiring Prospective Teachers:

- Third Party Providers must ensure that EY 24 hires have been fingerprinted through the NYCDOE PETS system or through Identogo by May 15, 2024. NYS fingerprints are not acceptable; only those prints made, submitted, and approved through the PETS system or Identogo will be accepted.
- TPPs should maintain copies of each Identogo receipt so information can be confirmed with PETS Admin Support if necessary.
- TPPs should compile a list of staff who report having PETS fingerprinting clearance. If the information cannot be confirmed in the system, this list should be sent to Eric Weinbaum for verification at [EWeinba@schools.nyc.gov](mailto:EWeinba@schools.nyc.gov).
- TPP's are responsible for ensuring that all hired staff have received professional development and training in alignment with standards and the approved curriculum plans for the EY 24 program.
- Programs without teachers in place by the first week of EY 24 may be replaced or reconfigured.

### Virtual Sessions:

- For schools providing virtual sessions, all virtual materials and session links must be tested for accuracy and connectivity, added to the *Extended School Year Program Overview* document, and sent to [ONPSExtendedYear@schools.nyc.gov](mailto:ONPSExtendedYear@schools.nyc.gov) two weeks prior to the beginning of the virtual program.

### ONPCS FSS Monitoring:

- Field Support Specialists will visit every program for Check-In Visits one to two weeks after the start date of the program, to ensure that teachers are in place, materials have been delivered, and attendance is accurate.
- Instructional Monitoring Visits will commence after initial check-in visits. FSS's will observe classroom and field trip learning, review files, and communicate feedback to the TPP Supervisor.
- To allow for consistency, ONPS will make every attempt to assign the same FSS to schools they visit during the school year.
- Once the EY 24 Program begins, TPP's are responsible for ensuring accurate daily TAARIS entries for Attendance and for Groups and Programs.
- TPP Representatives will meet weekly with ONPCS Point of Contact (as scheduled through the school year) to review participation, attendance, scheduling, staffing, concerns, upcoming field trips and visits, materials/curriculum, and feedback from FSS visits.

### Billing:

- EY 24 will be billed by group.
- Billing reports can be pulled directly from EY 24 Summer TAARIS by month to complete invoicing.
- Vendors must make sure they are using the appropriate funding sources.
- Proof of delivery is required for EY 24 Kits.
- Field Trips and Enrichment Kits are billed at cost.

### Planning Documents:

- Only programs, locations and funding that have been explicitly requested on the *Extended Year Program Overview* document and approved by ONPCS will be permitted to operate during the Title I Extended Year Program.
- If a TPP chooses to distribute a Registration Marketing Flyer to students and parents, the flyer must be sent to [ONPSExtendedYear@schools.nyc.gov](mailto:ONPSExtendedYear@schools.nyc.gov) for approval by March 15, 2024. Description of the Title I program must match the marketing documents each vendor submits to ONPCS.
- The *Extended School Year Program Overview* document is due to Standing Committee by April 15, 2024, and to ONPCS ([ONPSExtendedYear@schools.nyc.gov](mailto:ONPSExtendedYear@schools.nyc.gov)) by April 19, 2024. This document includes tabs for:
  - Program Details (including noting the use of DOE bus service, nursing, food service, or special education),
  - Budget,
  - Enrichment Kits,
  - Field Trips,
  - Curriculum (including activities by grade level or grade band: scope and sequence, and assessments),
  - Calendar (including holidays, Teacher Orientation/Professional Development Plan, and field trips), and
  - Virtual links (due 2 weeks prior to the first virtual session).

### Safety on Campus:

- TPPs should consult with the school's administrator regarding the building's Safety Plan for the summer.
- All staff members on campus should be aware of the expected response if there is an emergency or safety drill, and of supervision expectations related to student arrival and dismissal.

## EY 24 Timeline:

Date/Deadline	Item/Activity	Responsible
Wednesday, February 27, 2024	Introductory Session for School Leaders	ONPCS
Wednesday, March 06, 2024	Introductory Session during TPP Meeting	ONPCS
Wednesday, March 06, 2024	Survey for Principals, Survey for Vendors due	TPP to ONPCS
Friday, March 15, 2024	Registration Marketing Flyer due	TPP to ONPCS
Monday, April 15, 2024	<ul style="list-style-type: none"> <li>Last day to nominate students in NPSIS for Extended Year</li> <li>The <i>Extended School Year Program Overview Document</i> due to Standing Committee for approval</li> </ul>	TPP to SC
Friday, April 19, 2024	<p>The SC-APPROVED <i>Extended School Year Program Overview Document</i> is due to ONPCS. This document includes tabs for:</p> <ul style="list-style-type: none"> <li>Program Details (including noting the use of DOE bus service, nursing, food service, or special education)</li> <li>Projected Budget</li> <li>Enrichment Kits</li> <li>Field Trips (Projection)</li> <li>Curriculum (including activities by grade level or grade band: scope and sequence, and assessments)</li> <li>Calendar (including holidays, Teacher Orientation/Professional Development Plan, and field trips)</li> <li>Virtual links (due 2 weeks prior to first session)</li> <li>Requests for variations to EY 24 Guidance</li> </ul>	TPP to ONPCS
Friday, May 10, 2024	Ordering of approved Enrichment Kits and materials Completed	TPP
Wednesday, May 15, 2024	Fingerprinting Process Completed	TPP
Thursday, May 30, 2024	Student Registration Completed	School and TPP
Monday, June 24, 2024	Virtual materials and session links tested and provided to ONPCS on the <i>Extended School Year Program Overview Document</i>	TPP
Monday, June 17, 2024	First Day of Extended Year Program Window	TPP
First 2 Weeks of Program	FSS Check-In Visits	FSS's
July 15 - August 30, 2024	Instructional Monitoring Visits	FSS's
Friday, August 30, 2024	Final Day of Extended Year Program Window	TPP

# Professional Development Guidance for EY 24

**Description of Service:** Professional development services may be conducted during the Title I Extended Year program for participating Title I Extended Year Schools. Title I Professional Development services are designed to improve pedagogical skills of the nonpublic school's teachers of eligible Title I students. The Title I Professional Development must be aligned to NGLS (Next Generation Learning Standards).

## Third Party Providers:

- TPP supervisors are expected to ensure that all locations, dates and times designated for professional development have been identified so that when FSSs visit the school, they will be able to locate them.
- TPP supervisors will inform and ensure that all school staff are aware of where and when the Professional Development services are taking place.
- TPP supervisors are expected to ensure that all Summer EY virtual sessions have a link properly reported in TAARIS and should have checked all links prior to submitting them to the ONPCS to avoid difficulty entering the sessions during the scheduled session.
- TPP supervisors should ensure that dates and times for virtual sessions are accurate and updated as needed.
- TPP administrators will inform all staff that professional development site visits will be unannounced during EY 24.
- TPP Supervisors are expected to share and promote Professional Development information and calendar/timeline with all Title I nonpublic eligible schoolteachers to ensure the greatest amount of participation for the professional development program.
- All Title I Extended Year 24 Professional Development is expected to be planned and scheduled by May 30, 2024. All information will be shared with Representatives from the Standing Committee and ONPCS on or before Thursday, May 30, 2024.
- Title I Professional Development should not take place on Saturdays, Sundays or on Field Trip days.

## Field Support Specialists:

- During visits, FSSs will collect teacher attendance, evidence of the day's objectives, agenda, presentation topic aligned to the NYS NGL Standards and review any materials disseminated for teachers.
- FSSs will conduct one monitoring visit during the professional development period, depending on the program's length of time. Should the professional development period extend beyond two weeks, a monitoring visit will be conducted every two weeks of the Title I PD program.
- If an FSS assigned to the school hosting the Title I PD program is on vacation during the scheduled time of the Professional Development program, then another FSS will monitor the PD program.
- All information gleaned from monitoring PD visits will be documented on the Monitoring form and a copy of any materials provided will be kept on file with the FSS who visited the location.

# Student Support Services Program Guidance for EY 24

**Description of Service:** The role and primary function of the Title I Student Support Program is to promote the academic achievement of eligible nonpublic school students through individual and/or group counseling and mentoring sessions. The Student Support Program assists students with emotional, social, and cognitive issues that impact academic achievement. Student Support Services providers must gain written consent from parents/guardians, screen eligible students, set individual goals, and assist students in making academic progress toward meeting Next Generation New York State Standards. All screenings, sessions, mentoring logs, and case notes should align individual goals to research-based and evidence-based activities.

## Licensing/Certification:

- Student Support Staff must be either a New York state Certified School Counselor or a New York State Licensed Social Worker. The following evidence must be provided to the Office of Nonpublic and Charter Schools (ONPCS) before hiring:
  - NY State Certification or Licensure
  - Security Clearance/Fingerprinting (Eligibility verified in PETS)
  - C.A.R. (Child Abuse and Maltreatment / Neglect) Workshop
  - S.A.V.E. (Safe Schools) Workshop

## Student Eligibility:

- All students served must be eligible for Title I services as determined by address and academic need, even if they do not participate in Instructional Groups. Eligible Title I students who are not enrolled in a Title I Instructional Program (Literacy, Math, and English Language) are considered “Sole Service” students.
- Students must have a documented need for academic counseling as captured by a schoolwide social-emotional screening tool, parent request, or teacher/administrator referral.
- The Initial Screening Form in TAARIS should be completed during the first session (and must be done by the third session) to identify tangible goals for counseling.

## Services:

- Student Support is an opt-in service. Permission slips must be signed by a parent or guardian, collected before initiating service for any students, and be accessible for review in student files.
- All counseling services must be provided in support of the Title I program and are not to be construed as general counseling services for the larger nonpublic school community. Student Support is a supplemental service for Title I eligible students and can be provided to eligible students who have access to a counselor or social worker through their regular nonpublic school program.
- Title I services must be academically oriented. If more intensive mental health or crisis counseling is warranted, the Title I counselor or social worker should consult with the school’s counselor, the principal, and/or make appropriate outside/community referrals.
- Third Party Providers (TPP’s) must ensure that TPP Supervisors and Student Support Staff have current Crisis Intervention Training. TPP’s must establish a plan for referrals to the school-based support team, Community Based Organizations, or emergency care when appropriate.
- Student Support Services should consist of data-informed, evidence-based individual and group counseling sessions with a focus on academic success; consultation with school administrators, teachers, and parents; and referrals to outside agencies.
- Counseling services may be provided during, before, or after regular school hours and on weekends, holidays, school breaks, and summer closings.

## Recommended Length and Frequency of Sessions:

During Extended Year, a student may receive:

- 30 additional minutes per week above the instructional time allowed if student is participating in the EY Instructional Program or
- up to 60 minutes per week of Student Support Services if the student is considered Sole Service.

## Professional Practice:

- Student Support Services providers are expected to follow the professional and ethical standards established by the state of New York and the [American School Counseling Association](#) or the [National Association of Social Workers](#).
- All communication and relationships with school leaders, school staff, students, and parents should be professional and ethical as determined by the relevant professional standards.
- Student Support Services providers should facilitate ongoing communication between the nonpublic classroom teachers, the school leaders, Title I instructional staff, Field Support Specialists, TPP leadership, and TPP supervisors.
- Session case notes should document all meetings and conversations held regarding the students in collaboration with school staff, parents, or outside providers.

## Confidentiality:

Confidentiality is of the utmost concern when reviewing counselor notes, as is all student record information that contains names or other identifying data. Student Support Staff, TPP Supervisors, Field Support Specialists (FSS's), and anyone else with access to student records are responsible for protecting privacy as described by [FERPA \(Family Educational Rights and Privacy Act\)](#). Counseling may occur any place in the school building where confidentiality and safety can be maintained. Sessions should not be held in a location where the conversation can be overheard by others.

## Student Files:

Each student must have their own folder that includes the signed consent form, eligibility forms, and other auditable documentation. Student session notes and the counselor's calendar must be up to date in TAARIS and available for review. Consent forms may be printed from the TAARIS website. Signed forms are required and should be placed in a labeled folder and secured in a locked file cabinet throughout the year. Student session activities (written work, drawings, etc.) that support progress on goals should be maintained in a secured file cabinet.

All other correspondence including Related Service, SETTS and I.E.P.'s must be maintained by the school and should not be placed in Title I program files.

## Legal Documents:

If a subpoena is served related to a student in the program, the supervisor and the school's Field Support Specialist should be notified immediately. The attorney, court representative, or individual listed on the subpoena should not be responded to without this consulting.

## Title I Parent Involvement:

Title I Student Support Staff should document all parent contact in TAARIS.



## **TAARIS:**

The Targeted Achievement Accountability Reporting Information System (TAARIS) is the password-protected platform used by the New York City Office of Nonpublic and Charter Schools (ONPCS) to record and monitor all student-related data and session notes. All activity by the counselor or social worker must be entered and updated accurately in the TAARIS system for federal compliance, audit, and billing purposes. The following documentation is required to be maintained by the counselor or social worker throughout service:

- Signed Parent/Guardian Consent on file,
- Initial Screening (which serves as the pre/post assessment) for each student,
- Goals and Objectives,
- Case Notes (which serve as the attendance record for sessions),
- Projected Calendar (completed one week in advance),
- Activity Schedule,
- End-of-Year Reports, and
- Parent contact log.

## **Student Support Monitoring Visits:**

Monitoring visits will be conducted regularly by ONPCS Field Support Specialists. The sessions observed should be academically oriented and aligned with the documented goals of student(s) based on the results of their Initial Screening. The FSS will review all data in advance of the visit, including prior case notes and relevant TAARIS data. The FSS will review hard copies of the parent permission forms and student files while on site.

## **TPP Responsibilities for Student Support:**

Third-party providers are expected to:

- Monitor and provide feedback of Student Support Services,
- Monitor TAARIS entries (calendars, screening forms, case notes, and TAARIS Alerts),
- Attend weekly meetings with the ONPCS Point of Contact to review data,
- Provide documentation of professional certification and/or licensure,
- Provide professional development plans for counselors and social workers,
- Provide evidence of visits and bi-weekly (during EY) feedback to counselors and social workers,
- Provide documentation of how students are referred, and
- Provide documentation of justification for the decision to assign a mentor rather than a counselor or social worker.