

Responsibility Checklist for the Principal and After-School Program Director

Directions: The principal and after-school program coordinator should complete this checklist together. Review the tasks in Column 1, then indicate who will be responsible – the principal or program director – or whether it will be a shared responsibility. If a responsibility will be shared, decide how it will be shared. It might be advisable to review this checklist 2 or 3 times each year.

Task	Responsibility of the Principal	Responsibility of After-School Program Director	Shared Responsibility (indicate how)
1. Secure space for after-school activities.			
2. Inform classroom teachers that their classrooms will be used. (don't forget classified staff, particularly custodians)			
3. Provide supplies and materials for after-school programs. (ex. paper, copier, books, computers, postage, laminator)			
4. Handle discipline issues that arise in the after-school program.			
5. Communicate with parents about content of the after-school program. (develop brochures etc.)			
6. Recruit students for after-school programs.			
7. Decide which activities will be provided.			
8. Involve school staff in curriculum and activity development.			
9. Hire and supervise after-school program staff.			
10. Register/orient participants for after-school programs.			
11. Communicate with classroom teachers (and parents) about homework.			
12. Provide professional development for after-school staff members.			
13. Manage the after-school budget.			
14. Collect fees from students and develop/raise program funds.			
15. Develop an evaluation framework; collect and analyze data; share evaluation results.			
16. Share information about the program with the school community, Board of Education, and general public.			

Adapted from *Leading After-School Communities: What Principals Should Know and Be Able to Do*, National Association of Elementary School Principals (NAESP), 2006, pp. 44-45, and *Beyond the Bell: A Principal's Guide to Effective Afterschool Programs*, Learning Point Associates, 2005, pp.26-27.