The VIP Club – Where Membership Has Its Privileges!
Bibb County Afterschool programs (ASP)

21st Century Community Learning Centers
Staff Handbook
2017 – 2018
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<th>SCHOOL</th>
<th>SITE ADDRESS</th>
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<th>PROGRAM HOURS</th>
<th>PHONE</th>
</tr>
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<tr>
<td>Ingram-Pye Elementary</td>
<td>855 Anthony Rd</td>
<td>Berlanda Woodham</td>
<td>Monday - Friday</td>
<td>(478) 779-3000</td>
</tr>
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<td></td>
<td></td>
<td>Mary Berry-Brown</td>
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<td>Riley Elementary</td>
<td>3522 Greenbriar Rd</td>
<td>Latisha Bacon-Williams</td>
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<td>Southfield Elementary</td>
<td>4375 Bloomfield Rd</td>
<td>Deborah Searles</td>
<td>Monday - Friday</td>
<td>(478) 779-4300</td>
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<tr>
<td></td>
<td></td>
<td>Amaris Hawkins</td>
<td>3:30 – 6:00 PM</td>
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<td>Veterans Elementary</td>
<td>4901 Faubus Ave</td>
<td>Joan Causey</td>
<td>Monday – Friday</td>
<td>(478) 779-2400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sucada Covington</td>
<td>3:30 – 6:00 PM</td>
<td></td>
</tr>
</tbody>
</table>
Program Purpose, Goals, & Objectives

Ingram-Pye Elementary School
&
Riley Elementary School
PROGRAM PURPOSE
The afterschool program is designed to provide academic enrichment opportunities that help students meet local and state academic standards. In addition, the program provides art, music, character education and recreation to enhance the program’s academic component.

PROGRAM GOALS AND OBJECTIVES

Goal 1: Improve Academic Performance

Objective 1.1: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in reading as demonstrated on Georgia Milestones test. Removed because Georgia Milestones measures how well students have learned the knowledge and skills in the state standards in English Language Arts.

Objective 1.2: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.

Objective 1.3: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.

Objective 1.4: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in science as demonstrated on Georgia Milestones test.

Objective 1.5: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading, as demonstrated by Star Reading. Progress will be checked quarterly.

Objective 1.6: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in language arts, as demonstrated by report card grades. Progress will be checked quarterly.

Objective 1.7: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math, as demonstrated by report card grades. Progress will be checked quarterly.

Objective 1.8: Sixty-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in science, as demonstrated by report card grades. Progress will be checked quarterly.

Objective 1.9: Fifty percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading/language arts as demonstrated in the reading section of the Star Reader on-line assessment.
Objective 1.10: Fifty-four percent of the students in K - 2nd grade regularly participating in the after-school program (attending the program 30 days or more) will meet or exceed state and local standards in math as demonstrated in the math section of the Star Math on-line assessment.

Goal 2: Increase Positive Student Behavior

Objective 2.1: Ninety percent of the students regularly participating in the after-school program will be absent for 15 days or less annually as demonstrated by such measures as report card attendance. Attendance will be reviewed every nine weeks.

Objective 2.2: Seventy-five percent of the students regularly participating in the after-school program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.

Objective 2.3: Seventy-five percent of the students regularly participating in the after-school program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.

Goal 3: Increase Family Involvement

Objective 3.1: The local site will offer the families of participating students a minimum of 4 opportunities for literacy and related education development annually. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.

Objective 3.2: A minimum of 35 family members of participating students will attend at least one literacy and related education development opportunity annually. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.

STRATEGIES AND ACTIVITIES

Strategy #1: Educational Intervention and Acceleration

STAR Reading (Grades K-5) is a computer-adaptive assessment program that provides estimates of students' skills and comparisons of students' abilities to national norms. Star Reading allows educators to get a baseline of students’ reading performance and key areas of literature and informational text. Star Reading also measures students’ progress and offer changes to instruction as needed to ensure students are developing the skills needed to read proficiently and meet grade-level standards. Star Reading provides access to a wide variety of resources to guide and differentiate instruction. It is intended to aid with developing curriculum and instruction by providing feedback about student, classroom, and grade level progress. The program reports grade equivalents, percentile ranks, and normal curve equivalents.

STAR Math (Grades K – 5) is a computer-adaptive assessment program that provides informative reports and at-a-glance data dashboards that track students’ mastery of math skills from the beginning to the end of the school year, and from year-to-year. STAR Math assesses specific learning skills that reveals precisely how students are performing as compared to grade-level math benchmarks for other Georgia students. STAR reading provides assistance with progress monitoring and gives tailored
resources to guide differentiated instruction. STAR Math also prepares for continued success using achievement and growth scores including Percentile Rank (PR), Normal Curve Equivalent (NCE) and Student Growth Percentile (SGP).

**Strategy #2: “Homework Helpers”**

Each day of the program, all attending students will participate in the “Homework Helpers” component. This component provides tutoring and homework assistance utilizing data provided by the regular school day teacher. Students will participate in a variety of activities including homework completion and skill building activities using manipulatives.

**Strategy #3: Enrichment Activities**

At least one day per month the students will participate in additional enrichment activities (academic, cultural and recreation enrichment and/or prevention sessions). This will include a variety of programming from community partners such as the Tubman Museum, Central Georgia Technical College, Girls’ Scouts and the Georgia Aquarium. All of these engaging activities will help to develop the whole child and thus increase achievement and attendance in school.

**Strategy #4: Family Involvement**

Family members will have four opportunities to engage in high interest literacy and skill building activities with their children. The Program Coordinator along with the Site managers will plan quality literacy and math activities that adult family members and children can do together. These workshops will help family members understand the activities that are available to their children. The workshops along with parent conference opportunities will encourage open communication and support between the families and the school system. Family members will be encouraged to visit the afterschool classrooms as often as possible. Individualized conferencing will be available to meet the needs of family members with at-risk learners when needed.

**Strategy #5: Summer Program**

Ingram-Pye Elementary and Riley Elementary will offer a four-week summer program for 40 hours each week in June. A total of 72 students from the schools (36 Students from each school) will participate.
Program Purpose, Goals, & Objectives

Southfield Elementary School
&
Veterans Elementary School
PROGRAM PURPOSE

The afterschool program is designed to provide academic enrichment opportunities that help students meet local and state academic standards. In addition, the program provides art, music, character education and recreation to enhance the program’s academic component.

PROGRAM GOALS AND OBJECTIVES

Goal #1: Improve Academic Performance

Objective 1.1: 50% of the students in K–2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed local standards in reading as demonstrated on post-test in Star Reader. — Removed because Georgia Milestones measures how well students have learned the knowledge and skills in the state standards in English Language Arts.

Objective 1.2: Fifty percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.

Objective 1.3: Fifty-five percent of the students in kindergarten through second grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed local standards in math as demonstrated on post-test in Star Math on-line assessment.

Objective 1.4: Sixty-three percent of the students in third through fifth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.

Objective 1.5: 75% of the 3rd–5th grade students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in science, as demonstrated by Georgia Milestones scores. — Removed on 8/3/16 via 2016-17 program amendment.

Objective 1.6: Seventy-five percent of the K-5th grade students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in English Language Arts, as demonstrated by report card grades. Progress will be checked quarterly.

Objective 1.7: Seventy-five percent of the K-5th grade students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math, as demonstrated by report card grades. Progress will be checked quarterly.

Objective 1.8: Seventy-five percent of the K-5th grade students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in science, as demonstrated by report card grades. Progress will be checked quarterly.
Goal #2: Increase Positive Student Behavior

Objective 2.1: Ninety percent of the students regularly participating in the afterschool program will be absent 15 days or less annually as demonstrated by such measures as report card attendance. Attendance will be reviewed every 9 weeks.

Objective 2.2: Seventy-five percent of the students regularly participating in the afterschool program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.

Objective 2.3: Seventy-five percent of the students regularly participating in the afterschool program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.

Goal #3: Increase Family Involvement

Objective 3.1: Each site will offer the families of participating students a minimum of four opportunities for involvement with related education development throughout the school year. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.

Objective 3.2: A minimum of 35 family members of participating students will attend at least one of the four related educational development opportunities throughout the school year. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.

STRATEGIES AND GOALS

Strategy #1: Educational Intervention and Acceleration

STAR Reading (Grades K–5) is a computer-adaptive assessment program that provides estimates of students' skills and comparisons of students' abilities to national norms. Star Reading allows educators to get a baseline of students' reading performance and key areas of literature and informational text. Star Reading also measures students’ progress and provides strategies for instruction to ensure students are developing the skills needed to read proficiently and meet grade-level standards. Star Reading provides access to a wide variety of resources to guide and differentiate instruction. STAR Reading can assist with developing curriculum and instruction by providing feedback about student, classroom, and grade level progress. The program reports grade equivalents, percentile ranks, and normal curve equivalents.

STAR Math (Grades K – 5) is a computer-adaptive assessment program that provides individualized reports and at-a-glance data dashboards that track students’ mastery of math skills from the beginning to the end of the school year, and from year-to-year. STAR Math assesses specific learning skills that reveals precisely how students are performing as compared to grade-level math benchmarks for other Georgia students. STAR Math provides assistance with progress monitoring and gives tailored resources to guide differentiated instruction. STAR Math also prepares for continued success using achievement and growth scores including Percentile Rank (PR), Normal Curve Equivalent (NCE) and Student Growth Percentile (SGP).

Strategy #2: “Homework Helpers”
Each day of the program, all attending students will participate in the “Homework Helpers” component. This component provides tutoring and homework assistance utilizing data provided by the regular school day teacher. Students will participate in a variety of activities including homework completion and skill building activities using manipulatives. With this additional homework time, our targeted students will have the help to understand and complete assignments that their parents may not understand how to help or have time to help. This strategy will also increase our students understanding and meet the goals and objectives set in this grant proposal.

**Strategy #3: Enrichment Activities**

At least one day per month the students will participate in additional enrichment activities (academic, cultural and recreation enrichment and/or prevention sessions). This will include a variety of programming from community partners such as the Tubman Museum, Central Georgia Technical College, Girls’ Scouts and the Georgia Aquarium. All of these engaging activities will help to develop the whole child and thus increase achievement and attendance in school.

**Strategy #4: Family Involvement**

Family members will have four opportunities to engage in high interest literacy and skill building activities with their children. The Program Coordinator along with the Site managers will plan quality literacy and math activities that adult family members and children can do together. These workshops will help family members understand the activities that are available to their children. The workshops along with parent conference opportunities will encourage open communication and support between the families and the school system. Family members will be encouraged to visit the afterschool classrooms as often as possible. Individualized conferencing will be available to meet the needs of family members with at-risk learners when needed.

**Strategy #5: Summer Program**

Southfield Elementary and Veterans Elementary will offer a four-week summer program for 40 hours each week in June. A total of 75 students from the schools (37-38 Students from each school) will participate.
REGISTRATION POLICY

Bibb County 21st Century Community Learning Center (CCLC) afterschool program (ASP) is open to children attending participating CCLC schools. Parents must complete the forms below prior to enrolling in the afterschool program each school year.

A. Age Restrictions
   Kindergarten is the minimum age criterion for most sites. Children in grades K – 5 are eligible for the 21st Century Community Learning Centers Program.

B. Registration Form
   ASP will have a completed registration form which includes emergency contact information for each child (one form per child) signed by the parent or legal guardian before the child (ren) is enrolled in ASP. Students who are currently enrolled at your school during the regular school day may attend the afterschool program at your school.

C. Parent Acknowledgement Letter
   ASP will have a completed parent acknowledge letter which briefly explains the terms of program participation. One form per family is required.

D. Parent Registration Form
   ASP will have a completed parent/guardian form to include parent/guardian information and the names of all children living in the household that attend Bibb County Schools, grades PK – 8.

RECRUITMENT, ENROLLMENT, ATTENDANCE, AND RETENTION (REAR) POLICY

Afterschool program central office staff will meet with host site school administration to deliver technical support regarding the requirements of the program, including indicators to be used when recruiting students with the greatest need including students with specials needs. School administration will choose open or targeted enrollment. Administration will utilize a multiple-criteria selection in choosing students for the program from the following: Star Reading and Math Universal Screener, Georgia Milestones math and English Language Arts test scores, report card grades, as well as, whether or not a student was promoted, retained or placed at the end of the school year.

Most-at-risk students identified by the school administration will be actively recruited by the school staff by directly contacting the parents/guardians. The factors considered for the multi-criteria selection will include the following: Star Reading/Math universal screener standardized testing scores, failing report card grades, attendance, siblings, behavior and parental support. Flyers will be sent home to the families.

Private schools will also be notified of the programs and the availability of slots. Bibb afterschool program will private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in ESEA programs.
Parents will attend an orientation session at which applications will be distributed. From among the applicants, site staff will work with school administration to select students. Enrollment rosters will be completed using the data supplied on the registration forms of those students who are selected for participation. Continuous recruitment to keep slots filled will be conducted by the site manager and staff at each site.

Student retention will be accomplished by delivering a quality program that provides both academic support and enrichment services. Parents of students who are absent more than three (3) consecutive days will be contacted to ascertain the reason for absence and to encourage continued participation. Students will only be dropped from the program after excessive absences or for repeated discipline incidents. Students and families will be encouraged to remain in the program as long as they are enrolled at a participating school. In the second and third years, preference for slots will be given to those who attended in prior years.

Daily attendance is encouraged for students to fully benefit from the program. Parents will be informed of the importance of regular attendance both during recruitment and at the time of registration. Staff will contact the parents of frequently absent students to determine the reason for absences. Staff will work with parents to help ensure students attend daily.

HEALTH AND SAFETY INFORMATION

Pick-up Procedures
ALL students must be signed out by the parent/guardian or a person designated by the parent/guardian according to the registration form on the sign in/out sheet. All person(s) picking up a student during the first two weeks of school will need to show their driver’s license for identification. Any person may be asked for I.D. at any time if the staff member does not recognize him/her as someone authorized on the registration form. If an unauthorized person shows up to pick up a student, do not release the student. All students must be accounted for each day.

Late Pick Ups
To ensure the safety and security of all students in the Afterschool program, the Campus Police Department (478-779-2040) will be contacted by school officials should an emergency occur which threatens the welfare of students.

The Macon/Bibb County Sheriff’s Office (478-751-7500) will be contacted if a student has not been picked up within 15 minutes after your program end time.

In no case should you (or staff) transport a student to the campus police or to the student’s residence in your personal vehicle.

Attendance
When ASP students are dismissed from class, they should assemble at the designated ASP location. The instructors should take roll by marking the appropriate class roster. Notify the Site manager when a student has been absent 3 consecutive days.

Injuries
If a child is injured in ASP:
1. Follow first aid procedure immediately.
2. Notify parents immediately.
3. Notify Program Coordinator/ASP Director or Principal (if available) immediately.
4. Complete the Accident/Incident Form and submit it to the ASP Director.

Student Behavior & Discipline
Behavioral expectations in the Afterschool program are consistent with the Bibb County School District’s Code of Conduct.

A student must receive three written notifications, before the student can be dismissed from the program. The Site manager and/or staff member must document attempts to contact the parent/guardian in regards to the discipline infraction. Parents of students who are picked up daily must be notified on the day the disciplinary infraction occurred. A copy of the discipline form must be forwarded to the afterschool office as they occur.

Snacks
1. ASP snacks consist of two components: one juice and one snack item provided by School Nutrition. Snacks are reserved for student consumption only.
2. Each student must receive a snack in his/her hand. If the student does not want his/her snack, the snack can be placed on a sharing table. Unwanted components by student must be discarded and NOT returned to the snack bin.
3. Assist with maintaining accurate records of students receiving a snack daily.
4. Return the ASP snack roster daily to the Nutrition Manager for data entry per guidelines
5. If students receive spoiled snacks, please notify your Site manager immediately.

Weekly Schedule
Management must provide a “working” weekly programming schedule to include time, day, location, and supervising teacher for each academic and enrichment activity. Weekly schedules MUST be posted outside of each classroom used during afterschool hours – see next page.
# The VIP Elementary School – SAMPLE
## Academic & Enrichment Schedule

<table>
<thead>
<tr>
<th>Grades</th>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>3:45-4:00</td>
<td>Refuel and Refresh (Read Aloud &amp; Snack in Cafeteria)</td>
<td>Refuel and Refresh (Read Aloud &amp; Snack in Cafeteria)</td>
<td>Refuel and Refresh (Read Aloud &amp; Snack in Cafeteria)</td>
<td>Refuel and Refresh (Read Aloud &amp; Snack in Cafeteria)</td>
<td>Refuel and Refresh (Read Aloud &amp; Snack in Cafeteria)</td>
</tr>
</tbody>
</table>
| K & 1st Grade | 4:00 - 6:00  | ACADEMICS
Math Reading
Homework
Rm. 402 Ms. Alabama | ACADEMICS
Math Reading
Homework
Rm. 402 Ms. Alabama | ACADEMICS
Math Reading
Homework
Rm. 402 Ms. Alabama | ACADEMICS
Math Reading
Homework
Rm. 101 Ms. Carolina | TENNIS (3:45 – 4:20)
Gym
Ms. Carolina
ART/PLAY
Rm. 101 Ms. Carolina |
| 2nd – 3rd Grade | ACADEMICS
Homework
Math Reading
Rm. 404 Ms. Florida | ACADEMICS
Math Reading
Homework
Rm. 404 Ms. Florida | ACADEMICS
Math Reading
Homework
Rm. 404 Ms. Florida | ACADEMICS
Math Reading
Homework
Rm. 404 Ms. Florida | ACADEMICS
Math Reading
Homework
Rm. 404 Ms. Florida |
| 4th – 5th Grade | ACADEMICS
Math Reading
Homework
Rm. 216 Ms. Colorado | ACADEMICS
Math Reading
Homework
Rm. 216 Ms. Colorado | ACADEMICS
Math Reading
Homework
Rm. 216 Ms. Colorado | ACADEMICS
Math Reading
Homework
Rm. 216 Ms. Colorado | ACADEMICS
Math Reading
Homework
Rm. 216 Ms. Colorado |
| All        | 6:00          | DISMISSAL                                   | DISMISSAL                                   | DISMISSAL                                    | DISMISSAL                                    | DISMISSAL                                    |
EMPLOYEE EXPECTATIONS

ASP operates under the following procedures:

1. Each site manager is ultimately responsible for the day to day operations at the site.

2. Employee hours will follow the schedule prepared by the ASP Site manager. Only actual hours worked should be recorded. Employee timesheets will be collected by the Site manager. The Site manager is responsible for submitting accurate staff timesheets, summary sheet, and the corresponding sign in/out sheets to the Program Coordinator on the payroll due date as published by the Payroll Department.

3. If staff members need to change a day, will be absent from work, or if any other problems arise, he/she must contact the Site manager. The site manager is responsible for scheduling a substitute.

4. Salaries in ASP will be based on the actual time worked in the programs on-site or during field trips.

5. Responsibilities must be shared by all of the staff on duty (i.e., serving snacks, calling roll, monitoring/calling children, etc.).

6. There will be no grading of papers, texting, surfing the internet, personal phone calls, etc. during the ASP. The tutor’s job is to supervise and tutor children.

7. ASP employees will adhere to all policies and requirements of Bibb County Schools employees.

8. It is the employee’s responsibility to be familiar with and enforce the school’s discipline code.

9. Problems and/or concerns relating to families/children are confidential. Problems and/or concerns should be discussed during staff meetings or conferences (if necessary). Information about a child or parent should never be shared with other children or parents.

10. Employees who cannot cooperate, cannot accept responsibilities, or are habitually late or absent from the program will be dismissed.

11. Grievance procedures (such as challenging dismissal) should follow the Bibb County School District procedures.

12. If the number of staff scheduled to work exceeds the number of students attending daily (see ratio requirements for your program), staff should be dismissed for the day. The Site manager will use a rotation log for teacher dismissal. As students are dismissed daily from the program (when the number of students decreases, the number of staff should decrease as well), staff should sign out at the time of dismissal.

13. Since it is not possible to sign in/out precisely at the same each scheduled workday, you should sign in/out the exact time of arrival/departure as indicated by the school clock – see Fraud, Waste, and Abuse Procedure. For example, your service agreement amount is only estimated and
is contingent upon the actual hours worked. You may not claim the service agreement hours unless you actually work those hours.

**EMPLOYMENT PROCEDURES**

1. All ASP personnel who supervise or instruct children must meet the job requirements set forth by the Bibb County School District and the 21st CCLC grant.

2. Employees must give a two (2) week notice and complete a resignation form in the event that they wish to discontinue employment.

3. All personnel will be paid on the ASP pay scale.

4. The ASP follows and enforces the Board of Education Nepotism Policy.

5. All ASP personnel will receive a semi-annual and annual evaluation. Personnel will be evaluated using the Certified Tutor and/or Non-Certified Tutor evaluation form. All semi-annual evaluations will be completed by December 15 of each year and all annual evaluations will be completed by April 15 of each year.

**STEPS TO EMPLOYMENT & SERVICE AGREEMENTS**

Service Agreements with afterschool programs are for the period listed on the service agreement, unless you are dismissed and/or resign. Applicants interested in working in the afterschool program must APPLY and/or REAPPLY to work EACH SCHOOL YEAR - applying and/or reapplying for employment DOES NOT guarantee a position for the following school year or summer programs. Employment is contingent upon adequate funding. There is no seniority or tenure with afterschool programs.

**Step 1:** The site manager(s) must submit a Personnel Recommendation Form for interested applicants to the afterschool office.

**Step 2:** Upon receipt of the personnel recommendation form, the afterschool office will submit a Request for Service Agreement Form, which includes signatures from the Director of the Afterschool Programs and his/her supervisor (Assistant Superintendent of District Effectiveness).

**Step 3:** Once signatures have been acquired, the Request for Service Agreement Form is returned to the afterschool programs department.

**Step 4:** Upon receipt of the signed Request for Service Agreement Form, it is forwarded to the human resources department. The Request for Service Agreement is turned in to an actual Service Agreement.

**Step 5:** In turn, Human Resources will forward the actual Service Agreement to the afterschool department.

**Step 6:** The afterschool department will forward the Service Agreement to the site manager to obtain staff signature.

**Step 7:** The site manager will return the signed (with original signature) Service Agreement to the afterschool office.
**Step 8:** The signed Service Agreement is forwarded to the accounting/payroll department who will expedite the payment process.

Afterschool program employment opportunities are located on the Bibb County School District website - [www.bcsdk12.net](http://www.bcsdk12.net)

**NATIONAL CRIMINAL BACKGROUND CHECK**

Prior to working with students, all staff, regular volunteers, and contractors who come in contact with program participants **MUST** have current national criminal background checks (within the past 365 days) that have been cleared by the Bibb County School District’s Human Resources Department. Should there be a finding that results in the employee not being able to work; the human resources director will contact the afterschool program director immediately. Staff is responsible for the criminal records check cost - $50.00 cash or money order only.

**AFTERSCHOOL PROGRAM PAYROLL PROCEDURES**

Based on the service agreements received in the Afterschool office, payroll will be generated and sent to Site managers electronically.

1. Timesheets must be submitted on the appropriate form (either 2 week or 3-week timesheet).
2. All employees should review their timesheets for accuracy: name, ID number, pay period, time and hours worked, and account number. Any changes to timesheets must be made by the employee and the employee must initial the changes.
3. Timesheet must be signed by the employee and his/her Site manager.
4. The Program Coordinator is not allowed to make changes to timesheets. Timesheets will be returned to the employee for corrections and this may cause a delay in the employee being paid.

**Work Hours**

Work hours for employees should represent actual hours worked during program operation and **should not exceed the hours** on your signed service agreement. An employee may NOT sign in before the program start time.

**Sign In/Out Sheets**

Staff members are responsible for signing him/herself in/out on the sign in/out sheet each day they work. If staff members do not sign in/out on the sign in/out sheet, he/she will not receive payment. Only actual hours worked must be recorded. Staff members may not sign in/out for another staff member at any time, for any reason.

**Supply Request**

The site manager is responsible for ordering supplies for program staff and students – including technology orders. All supplies/materials requests must be submitted to the site manager. Please allow 4-6 weeks for delivery. All iPads/iPods will remain padlocked in the technology carts when not in use. All other supplies/materials will remain in the afterschool program resource room.

**Inventory Tracking System**

Sites will be provided an inventory of all supplies, equipment, and materials issued. The management of these inventories will be kept on file in the afterschool program office. The secretary will inventory all technology items twice each school year.
Use of Video Tapes/DVDs
Video tapes and DVDs should not be used regularly, only as an occasional part of academic/enrichment activities.

All video programs must be approved by the site manager before showing. If a video is not kept in the school’s media center, it should be cleared by the media specialist at the school or by the ASP Director prior to showing.

Warning: Federal law provides severe civil and criminal penalties for the unauthorized reproduction, distribution or exhibition of copyrighted motion pictures, video tapes or video disc. Criminal copyright infringement is investigated by the FBI and may constitute a felony with a maximum penalty of up to five years in prison and/or a $250,000 fine.

The Federal Copyright Law is codified in 17 U.S.C.101 et seq. Section 110 of the Act provides an exception to the rights provided the copyright holder under the Copyright Law if the copyright material is used for educational purposes.¹

Face-to-face classroom performance of a lawfully made video recording is permissible but not for entertainment purposes.

Television during afterschool programs for entertainment purposes is NOT permitted for any grade level.
JOB IDENTIFICATION

JOB TITLE: Afterschool Tutor, Certified
LENGTH OF WORK YEAR: August to June
REPORTS TO: Site Manager
PERFORMANCE EVALUATION: Semi-Annual & Annual

JOB SUMMARY

Provides and implements planned instructional activities for afterschool program students.

DUTIES AND RESPONSIBILITIES

1. Responsible for maintaining daily student attendance reports for assigned students
2. Maintains and follows accurate record keeping in compliance with procedures when assigned to the front desk
3. Responsible for developing, planning and implementing a variety of student instructional activities
4. Responsible for behavior management of students
5. Follows daily time schedule as assigned by the director
6. Knowledge of and follows the site safety procedures
7. Attends and participates in afterschool program staff meetings and required training sessions
8. Assumes other duties as assigned by the site manager

Hours vary daily. Must be flexible on meeting and special event days.

JOB SPECIFICATIONS

Education and Experience
1. Must be over 18 years old
2. Bachelor’s Degree required
3. Georgia Teaching Certificate required

Any alternatives to the above as the Superintendent and Board may find appropriate and acceptable.

This job description should not be interpreted as all-inclusive. It is intended to identify the major responsibilities and requirements of this job. The employee may be required to perform job-related tasks other than those listed in this document and may not perform all the duties listed.
JOB DESCRIPTION

JOB TITLE: Afterschool Tutor, Non-Certified
LENGTH OF WORK YEAR: August to June
REPORTS TO: Site manager
PERFORMANCE EVALUATION: Semi-Annual & Annual

JOB SUMMARY

Provides and implements planned instructional activities for Afterschool program students.

DUTIES AND RESPONSIBILITIES

1. Responsible for maintaining daily student attendance reports for assigned students
2. Maintains and follows accurate record keeping in compliance with procedures when assigned to the front desk
3. Responsible for developing, planning and implementing a variety of student instructional activities
4. Responsible for behavior management of students
5. Follows daily time schedule as assigned by the director
6. Knowledge of and follows the site safety procedures
7. Attends and participates in Afterschool program staff meetings and required training sessions
8. Assumes other duties as assigned by the site manager

Hours vary daily. Must be flexible on meeting and special event days.

JOB SPECIFICATIONS

Education and Experience
1. Must be over 18 years old
2. Must possess HSD or GED

Any alternatives to the above as the Superintendent and Board may find appropriate and acceptable.

This job description should not be interpreted as all-inclusive. It is intended to identify the major responsibilities and requirements of this job. The employee may be required to perform job-related tasks other than those listed in this document and may not perform all the duties listed.
BUS TRANSPORTATION

Students who receive bus transportation home are expected to abide by the same transportation guidelines set by the Board of Education for the regular school day. Students will be transported to a neighborhood bus stop area. Students do not board the bus until the end of the program.

- The afterschool programs are held at their respective schools. Students will not be leaving their school campus until dismissal. To maintain on-site safety, parents will be required to sign-out students who do not ride a bus home. Only those adults who are listed on the student’s registration form will be allowed to sign-out a student. Identification will need to be produced in order to sign-out a student. Parents will decide and specify the mode of transportation for their child on the program’s enrollment form. Copies of this form will be stored at the program site and in the District’s central office. The program will follow the District’s policy and procedures if a parent wants to make a change regarding their child’s mode of transportation.

- We utilize buses provided by the school system for student transportation. The bus drivers are Bibb County School District bus drivers. They already have the correct licensing, training and safety credentials required by the district to be a driver. The bus drivers are fingerprinted each year per grant requirements. The school system maintains liability insurance on their fleet of vehicles, including school buses. The school system ensures that all bus drivers are trained in safety, student discipline, and emergency procedures before they are allowed to drive for the program. The buses may not have bus monitors. The expected maximum length of time students will be on the bus is 30 minutes. This length of time is predicted based on the regular school day bus routes and run times. Students riding the bus will be dropped off at designated bus stops. Parents will be notified before the program begins the approximate time the bus will arrive at the bus stop each afternoon in order to pick up their child. The parent must notify the afterschool program in writing as to whether they will pick their child up daily from the bus stop or if the child will walk to their house from the bus stop.

BEST PRACTICES FOR EFFECTIVE PROGRAMMING

Factors of an Effective 21st CCLC Program
1. Offer activities that are fun and engaging, yet still reinforce/extend learning
2. Offer extra learning time that (if done well) matters
3. Provides link to the school day
4. Provides qualified staff

Staffing Skills Required
1. Seek individuals with characteristics that predict success and retention
2. Hire with goals in mind
3. Flexibility
4. Creativity, willingness to do things differently
5. Ability to positively manage groups of students
6. Ability to provide consistently effective instruction
7. Ability to preview and teach Common Core GPS through remediation and enrichment
8. Interact productively with school day staff and students’ families
9. Explicit connection to school day skills
10. Team players; willingness to collaborate
11. Initiative
12. Hands on
13. High expectations

Typical Program Activities
Reading, math, science, performing arts, physical fitness programs, technology/video media, community service, health and nutrition, tutoring and mentoring

Parent/School Connection
1. Parents must be informed of student progress and/or of program activities on a monthly basis (or as needed). Contact may be a written progress report or a face-to-face conference.
2. Classroom teachers of the students participating in ASP must be involved in planning for student programs and informed of student progress on a nine-week basis.
3. Documentation of all conferences must be kept on file/communication log.

Parental Involvement & Parent/Family Events
1. Parental involvement is a major component of the 21st Century Community Learning Centers grant
2. Management must provide a current calendar and/or schedule of parent/family events that includes a flyer/announcement, agenda, and parent sign in sheet.
3. Four (4) workshops are required; at least one (1) must focus on LITERACY.
4. Site managers must pass out information/flyers in a timely manner and communicate to parents about parent activities and events.
5. Staff members must assist with encouraging family members to participate in the parenting/family events.
6. Site managers should secure a location for the parenting/family event at their site.
7. Management must submit a flyer, agenda, and parent sign in sheet for all parent events to the Afterschool program office as events occur.

Advisory Council
Management is responsible for ensuring an Advisory Council Committee which will include 10 individuals (2 parents/guardians of students participating in the program, 2 students participating in the program, principal and teachers of the school where students participating in the program during the regular school day, afterschool staff and partners’ staff). Management is responsible for submitting meeting announcements, agendas and minutes, and sign in sheet to the Afterschool program office. Advisory Council Committee meetings must be scheduled at least twice each academic year – one must occur during the first semester.

Character Education
The learning process that enables students in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.

Expectations, Duties & Responsibilities
1. Maintain daily student attendance reports.
2. Maintain a daily teacher to student ratio (1 tutor: 10 students).
3. Maintain and follow accurate record keeping.
4. Follow the daily time schedule.
5. Develop, plan and implement a variety of student instructional activities using “Best Practices”.
7. Maintain open communication between all stakeholders of the student.
8. Emphasize mental math, basic skills, reading and writing.
9. Avoid worksheets as much as possible.
10. DO NOT grade papers, text, surf the Internet, use cell phone, etc. while using federal funds.
11. Encourage leisure reading and writing.
12. Regroup students periodically based on needs.
13. Maintain a folder with each student’s work samples from labs, academic, and/or enrichment activities.
14. Incorporate character education themes into daily activities.
15. Enforce school’s discipline code through positive behavior management.
16. Engage learning is a priority (Active Participation Between Student and Teacher).
17. Monitor student behavior at all times. This includes enrichment and lab time.
18. Attend all monthly staff meeting.
19. Assist with emergency drills by knowing policies and procedures.
20. Sign in when you report for duty and sign out when you are off duty. Time must be recorded each day at the time of arrival and departure.
21. Review timesheets for accuracy (name, ID#, pay period, time and hours worked).
22. Inform the Site manager ASAP when you know you will not be able to tutor for any given day.
23. Assume other duties as assigned.

Professional Development Plan & Schedule
Teacher training will be delivered by Educational Learning Systems, Inc. This training will cover small group instruction, pre-literacy skills, mathematical thinking, science instruction, curriculum and child development training. Training will provide teachers with basic program operations, curriculum support, technical issues, and technology support components of the on-line curriculum for STAR Reading and STAR Math. The first training will take place in September – date, time, and location will be announced. Additional trainings will take place November, February, and April. Time and place will be announced at a later date. Summer Program training will be held in May (time/location will be announced).

Data Day
Teacher will be provided three days for reviewing and completing data analysis to determine each student’s strengths and weaknesses in reading and math. Programs for students will be canceled on data days. Results of needs assessments will be shared with the Afterschool program staff and school day staff.

Staff Orientation
All afterschool program workers and volunteers must attend an orientation session prior to beginning their service at the school site. The orientation is delivered by the Program Coordinator. Orientation for new staff will be delivered one-on-one or once per quarter, as necessary. During the orientation, workers and volunteers will be introduced to the format of the afterschool program, duties, and responsibilities, District policies and procedures, and professional development provided by, but not limited to, Apple and the Program Coordinator.

Staff Meetings
Management should conduct monthly staff meetings. Staff meetings can be face-to-face and/or meetings by memo. Face-to-face meetings should include attending staff members sign in sheet, agenda, and meeting minutes. If a meeting by memo is utilized, management should submit a signature sheet and the Meeting by Memo minutes. All documents must be forwarded to the Afterschool program office as each meeting occurs.
IEP Accommodations
Management must provide services and appropriate accommodations to students with special needs to include the number (only) of students with IEP’s served in the program and a list of accommodations used with special needs students during program hours.

Emergency Information
An updated Emergency Preparedness Plan is in place for the site manager and staff to be used in case an evacuation is necessary. In the event of an emergency, the site manager and staff will follow the plan as set forth by the Bibb County School District Safety & Risk Management Department.

In the event of an emergency, staff will refer to the Emergency Preparedness Afterschool Program Plan. Your site manager maintains a hard copy of the plan at your school – familiarize yourself with its location.

- **Emergency Contact Forms**: Management must maintain updated emergency student and staff contact information in an easily accessible central location on site. Management must provide a brief narrative statement referencing where student and staff emergency contact information is kept on site.

- **Safety Drills**: Management and participating staff must conduct at least one code red/lockdown, one fire drill, and one tornado drill must be conducted in **October** and **February** each academic year drill during program hours.

- **Emergency Preparedness Plan**: Management must have and share the written emergency preparedness plan with students, parents, and staff. Management must provide the following documentation – **agenda, sign-in sheet and meeting minutes**. The emergency preparedness plan must be discussed with parents during parent orientation and with staff during the staff meeting/orientation. The Emergency Preparedness Plan has been amended to include the following statement regarding school closings due to incremental weather or other emergencies: The after school program will follow the directions from Bibb’s superintendent in regards to after school activities impacted by weather or other emergency situations. Based on the superintendent’s directives, the director of safety and security will contact staff, students, and families via email and calling post to provide guidance and directions. If Bibb County School System issues a notice that all after school activities are cancelled, then the 21st Century after school program will follow the same directive.

- **Evacuation Routes**: Management must have evacuation routes clearly posted outside of each room/area used by afterschool staff and students. Staff must be familiar with the evacuation routes.

Site Visits & Evaluations

- **Site Visits**: Program coordinator will conduct and document regularly occurring classroom observations. Site visits will include (but not limited to) student engagement, timing of activities, group activities, student behavior, and tutor’s attentiveness to classroom activities.

- **State Monitor**: 21st CCLC ERES will visit a minimum of three times each year – announced and unannounced.
• **Evaluations:** Certified and non-certified tutors will be evaluated semi-annually (December) and annually (May) by the site manager; site manager will be evaluated semi-annually (December) and annually (May) by the program coordinator. Staff evaluation will include (but not limited to) professionalism, customer service, cooperative attitude, meeting deadlines, monitoring staff attendance and work practices, punctuality, and responsibilities for implementing and completing day-to-day tasks.

• **Outside Evaluator:** Outside evaluators utilizes information collected in decision making and program revisions for the purpose of continuous improvement. The outside evaluator visit is scheduled three times each academic year.
Compliance & Performance Assessment Monitoring

21st Century Community Learning Centers grant is a federally funded program. The programs are monitored by the Georgia Department of Education annually. The compliance, performance, and assessment document is a multi-layered document which covers program implementation, staffing, communication, collaboration & sustainability, health/safety/nutrition, program evaluation, management & accountability, level of effort (support not supplant), and procurement/suspension/debarment.

Numerous requests for documentation will be requested throughout the school year. It is imperative that you submit your documentation in a timely manner. If you do not, please be prepared to provide explanation to the Georgia Department of Education (if asked).

I. Program Implementation
The subgrantee implements, provides, ensures and/or utilizes
- a recruitment plan that targets the student population and their families
- an aggressive attendance plan
- the number of hours per week
- academic activities designed to increase student performance
- a broad array of enrichment activities that complement the regular academic program
- adheres to the staff-to-student ratio
- activities for participant families focusing on literacy
- services and appropriate accommodations to children with special needs and encouraging their active participation
- equitable opportunities for the participation of both public and private school students in the demographic area
- activities and services that align with the goals and objectives
- written procedures and/or protocols to effectively manage the program

II. Staffing
The subgrantee implements, provides, ensures and/or utilizes
- current national criminal background checks on all staff: regular, volunteers, and regular contractor that come in contact with participants
- professional development
- a written plan for conducting and documenting regularly occurring classroom observations, formal mid-year, and formal end-of-year evaluation of all staff. Feedback is given to staff on a regular basis for continuous performance improvement

III. Communication Plan
The subgrantee implements, uses, provides, ensures and/or utilizes a formal process for regular and effective communication between the school day instructional staff and grant instructional staff. All information regarding our program is available in English and other languages (when necessary). Our communication efforts started when we were officially notified of our grant award. Information will be disseminated by the Program Director, Program Coordinator, and Site managers through monthly PTA/PTO meetings; program orientation/information sessions; flyers sent home with students; local media outlets including the school’s website, educational access channel, district’s eNewsletter; newspaper, radio and TV; and emails to parent/guardians. Information to be disseminated will include student performances, upcoming parent/student activities, daily schedules, and special recognitions for students, parents, volunteers, and
partners. This information is disseminated at least two weeks before each scheduled event; all other information will be disseminated on a quarterly basis. The summative grant evaluation will be shared with the public via the afterschool programs website and copies of the evaluation will be sent to the superintendent, chief academic officer, school principals, and community partners.

To allow program staff to have access to necessary student data, the program director and program coordinator will gather: Georgia Milestones results from the district test coordinator; student reading/ELA, math, and science grades from district databases, principals, and teachers; student, parent, and teacher surveys and focus group results from the outside evaluator; and Individualized Education Program (IEP) reports from the PEC department. All of this information will be disseminated to the program staff as necessary in hard copy or digital format as legally allowed.

The staff will have three required data days. These days will take place in October, January, and April. They will go over all student data such as scores from Star Reading and Math, report card grades, teachers’ comments, parents’ concerns, etc. They will use this information to identify students’ strengths and needs and create an individualized plan of action for each student. They will monitor each student's progress and reassess the action plan on each data day. This information will be used to keep informed of the progress towards achieving the set goals and objectives for the grant. The tutors will also send home monthly progress reports to the parents on the 10th of every month.

A. Communication with School Day Teachers
   - Contact school day teachers regarding student’s recommendation for program
   - Communicate with school day teachers regarding monthly progress via Student Progress Report
   - Email school day teachers to acquire pertinent student information (homework, behavior, student focus areas, etc.)
   - Communicate with school day teachers for special recognition of students
   - Attend faculty meetings to review program goals and objectives; solicit feedback

B. Principal Communication
   - Communicate with principals annually to discuss program goals and objectives, building usage, and staff and student recruitment; additional meetings scheduled as needed
   - Principals are invited to attend advisory council board meetings and encouraged to attend all special events
   - Communicate all parent and extra-curricular events by email, face-to-face, or flyer/announcement
   - Share evaluations and reports with principals

C. Parent Communication
   - Communicate with parents monthly regarding student progress via Student Progress Report
   - Communicate with parents regarding extra-curricular activities and parent involvement events by email, face-to-face, or flyer/announcement
   - Communicate in regards to recruiting, acceptance in program, parent events, discipline and academic updates
   - Provide handbook with program purpose, goals, and objectives
• Share positive comments and concerns during sign out time and/or telephone conferences and document on parent communication log

D. Communication with Parents with Limited English Proficiency
• Contact District’s Bilingual Liaison Coordinator to help with phone calls and translate documents for parents with limited English proficiency
• Utilize bilingual staff in the afterschool program

IV. Collaboration & Sustainability Plan
The subgrantee implements, uses, provides, ensures, utilizes, and/or integrates a collaboration with groups/partners – parents, community members, advisory council members, volunteers, and social service agencies.

In order to effectively support and sustain afterschool programming in Bibb County, the ASP Director works diligently with a variety of funding sources throughout the year. In addition, the math and English Language Arts curriculum, Star Reading and Math by Renaissance Learning, is funded by the District to be utilized as an intervention during the day and additional support in the after school program.

This 21st Century Community Learning Center project is part of a larger community picture. The Bibb County Afterschool program was able to secure business partnerships with various community partners to provide funding for additional enrichment activities such as field trips and workshops. In addition, community members volunteered to sponsor local college tours and information sessions regarding financial literacy, citizenship and sportsmanship.

V. Health, Safety, & Nutrition
The subgrantee implements, uses, provides, ensures and/or utilizes
• procedures for authorized student pick up and drop off and has included the information in the parent/student and staff handbooks
• emergency student and staff contact information in an easily accessible central location at each program
• clear standards for student behavior and student discipline
• written emergency preparedness plan that is specific to program operating hours
• regular/scheduled safety drills (two per semester)
• written procedures for mandated for reporting child abuse and sexual harassment
• an acceptable usage policy for student and staff for internet usage
• a nutritious snack

VI. Program Reports and Evaluation
Bibb County afterschool program will prepare and submit an end-of-year evaluation report no later than June 30th of each year. The evaluation report contains data from the program’s ongoing planning, design, and implementation. An effective report that evaluates specific targets will enable the subgrantee to make informed decisions about changes that the program may need. In addition, subgrantees are required to provide data through Cayen’s Afterschool 21 data management system for the U. S. Department of Education’s 21st CCLC Profile and Performance Information Collection System. Data should be updated by the 10th of each month.
MANDATORY REPORTING:
CHILD ABUSE / EMPLOYEE OR PERSON ACTING ON BEHALF OF THE AFTERSCHOOL PROGRAM

All afterschool personnel are required by law to report suspected child abuse or neglect to appropriate afterschool authorities (Site manager and/or Director).

Any afterschool staff employee who has knowledge of or suspects child abuse or neglect of any student shall report this suspected abuse to his/her Site manager or immediate supervisor. Upon receipt of this information, the Director shall notify via telephone the Bibb County School District’s department of social services. If the Director is unable to reach the Bibb County School District (BCSD) office of social services, they shall notify the Department of Family and Children Services (DFACS) directly and follow-up with the BCSD department of social services as soon as possible.

If the allegation of neglect or abuse involves an employee, in addition to notifying the BCSD social services department and/or DFACS, the Director shall immediately notify the Assistant Superintendent of Human Resources. This reporting shall be prior to the commencement of a formal investigation and prior to the interview of any victims or alleged perpetrators.

All system personnel who make reports of suspected child abuse or neglect in good faith are immune from any civil or criminal liability.
Policy
Harassment

It is the policy of this School District to prohibit any act of harassment of employees by other employees based upon age, color, national origin, sex, religion, age or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act will result in prompt and appropriate discipline, including the possible termination of employment.

Sexual harassment may include conduct or speech which entails unwelcome sexual advances, requests for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, demands or physical contact which creates a hostile environment. There may be other speech or conduct which employees experience as inappropriate or illegal harassment which should also be reported. Harassment is forbidden by this policy.

Any employee or applicant for employment who believes he or she has been subjected to harassment or discrimination as prohibited by this policy should promptly report the same to the principal of their school or to the Equal Opportunity Coordinator designated in policy GAAA, who will implement the Board’s discriminatory complaints procedures as specified in that policy. Employees will not be subjected to retaliation for reporting such harassment or discrimination.

It is the duty of all employees to promptly report harassment. All supervisors will instruct their subordinates as to the content of this policy and through appropriate professional learning activities, enlighten employees as to the varied forms of expression of prohibited harassment. The principals of all schools shall ensure that employees are informed through handbooks, training materials and verbally that such harassment is strictly forbidden. All supervisors and principals will instruct their employees as to how to report harassment and the consequences for violating this policy.

Bibb County Schools

Date Adopted: 12/18/2014
Last Revised: 12/9/2014
Internet services will be made available to all schools with the following goals in mind:

- To promote educational excellence for the advancement and promotion of learning and teaching by facilitating resource sharing, innovation, and communication within our community, state, nation, and global learning environment.
- To support research and education in and among academic institutions in the world by providing access to unique resources supplemental to the Media Center resources, and provide the opportunity for collaborative work.
- To stimulate personal growth in information-gathering techniques, critical thinking skills and communication skills; to significantly expand each user's knowledge base; and to promote intellectual inquiry and awareness of global diversity through worldwide communication & exploration.
- To assist students in developing the intellectual skills needed to discriminate among information sources and to evaluate and use information to meet educational goals as posed to the student by the instructor.

The School District shall implement technology protection measures (i.e., an internet filtering mechanism) to block or filter, to the extent practicable, student and adult internet access to visual depictions that are defined by applicable law as obscene, child pornography, or harmful to minors. Additionally, in the discretion of the Superintendent or designee thereof, such technology protection measures may be configured to preserve bandwidth and/or protect against access to other inappropriate content. The Superintendent or designee thereof may only disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purpose.

The Superintendent is authorized and directed to implement regulations or procedures to monitor the online activities of students, respond to complaints about over-blocking or under-blocking of internet content, and educate students about appropriate online behavior. Such educational programming shall specifically address issues related to cyberbullying and online interactions on social networking websites and in chat rooms. In addition, such regulations or procedures shall also address:

1. Access by minors to inappropriate content through the internet;
2. The safety and security of minors when using email, chat rooms, and other forms of direct electronic communication;
3. Unauthorized access (e.g., hacking) and other unlawful online activities;
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and

5. Measures designed to restrict minor's access to materials defined by applicable law as "harmful to minors."

The Superintendent is further authorized and directed to establish regulations or guidelines establishing standards for the acceptable use of School District technology resources, including penalties for violations of those standards.
Nepotism and Employment Relatives

Nepotism in the employment and assignment of personnel, the superintendent shall not recommend and the board will not approve the employment or transfer of any person which would result in one relative having supervisory responsibility over another relative.

“Relative” includes spouse, child, grandchild, great-grandchild, parent, grandparent, great-grandparent, brother, sister, nephew, niece, aunt or uncle of the employee in question, and all of the same relatives of the employee’s spouse.

These relationships include those arising from half-blood, adoption, or marriage.

The provisions of this policy may be waived by the superintendent when the assignment or placement of both relatives is of such a nature that no reasonable alternatives are available.
FRAUD, WASTE, & ABUSE

**Fraud:** Any act of intentional or reckless deceit to mislead or deceive. Such acts include, but are not limited to:
- Deliberate misuse or misapplication of resources or assets
- Fraudulent credentials
- Fraudulent expense reimbursement
- Falsifying financial records
- Intentionally misrepresenting the costs of goods or services provided
- Falsifying payroll information
- Falsifying student records or information
- Forgery or alteration of official documents (contracts, checks, purchase orders, invoices, etc.)
- Conspiring to carry out any of the above actions

**Waste:** A reckless or grossly negligent act that causes funds to be spent in a manner that was not authorized or represents significant inefficiency and needless expense. Examples include, but are not limited to:
- Purchase of unneeded supplies or equipment
- Purchase of goods at inflated prices
- Failure to reuse major resources or reduce waste generation

**Abuse:** The intentional, wrongful, or improper use or destruction of resources, or seriously improper practice that does not involve prosecutable fraud. Examples include, but are not limited to:
- Misuse of money, equipment, supplies and/or other materials
- Failure to report damage to equipment or property
- Improper hiring practice
- Significant unauthorized time away from work
- Significant use of time for personal business
- Receipt of favors for awarding contracts to vendors
- Falsification of time records to include misuse of overtime or compensatory time

There is other potential for misconduct to include:

**Corruption:** An intentional act of fraud, waste or abuse, or the use of public office for personal or financial gain for oneself or another. Examples include:
- accepting kickbacks
- bid rigging
- contract steering

**Conflict of Interest:** A situation in which a person is in a position to exploit his/her professional capacity in some way for personal benefit. It may occur when a person has competing professional obligations and private interests. A conflict of interest may exist even if no unethical or improper act results from it, as may be evidenced by the appearance of impropriety. Examples include:
- Purchasing goods from vendors who are controlled by or who employ relatives
- Nepotism
- Accepting gifts from vendors
• Outside employment with vendors
• Inappropriately using one’s position to influence the selection of vendors with whom you have a personal interest/relationship
• Using confidential information for personal profit or to assist outside organizations

Errors of Omission: Unintentional errors, whether verbal or written.

EMPLOYEE RESPONSIBILITIES

Employees: Any employee who has knowledge of fraud, waste, or abuse, or who has good reason to suspect that such conduct has occurred, shall adhere to the following procedure.

When suspected fraudulent activity, waste, or abuse is observed by, or made known to, an employee, the employee shall immediately report the activity to his/her direct supervisor. If the employee believes that the supervisor is involved with the activity, he/she shall immediately report the activity to the supervisor’s manager as well as the Principal/Director of the Department. If the employee believes the supervisor’s manager and/or the Principal/Director may be involved with the activity, the employee shall contact the Deputy Superintendent-Administration.

The employee shall not make any attempt to investigate the suspected activity prior to reporting it. The Deputy Superintendent-Administration shall coordinate investigations of fraud, waste, or abuse.

An employee shall not destroy, or allow to be destroyed, any document or record of any kind that the employee knows may be relevant to a past, present, or future investigation of fraud, waste, or abuse.

Complainants should attempt to resolve fraud, waste, and abuse issues at the lowest possible level using chain of command channels before addressing them to a higher level. The immediate supervisor can often resolve complaints more quickly and effectively than a higher level not familiar with the situation.

Employees may file such complaints without fear of reprisal.

Management: Once management has been informed of suspected fraud, waste, or abuse (or if management itself suspects fraud, waste, or abuse), management shall contact the Deputy Superintendent-Administration.

Employer: Management should ensure employees are aware of and understand their rights and responsibilities regarding the fraud, waste, and abuse program. Management will make available documentation regarding the program and review this procedure no less than annually during staff meetings.
Fiduciary Policy and Procedures

21ST CCLC GRANTS FIDUCIARY POLICIES AND PROCEDURES

A. Administration. The Accounting Office is generally responsible for administration of the fiscal aspects of grants and contracts such as grant accounting, development of indirect cost rates and review of budget proposals. Programmatic aspects of grant and contract administration are coordinated through the Department of Teaching and Learning, Department of District Effectiveness & Special Programs, and Department of Title I. Federal grant manuals and regulations pertaining to federal grants and contracts are available in both the Accounting Office and the Program director’s Office, and many are now available on-line.

For all grants awarded prior to December 27, 2014, the School District must follow all Office of Management and Budget (OMB) circulars applicable to local governments (i.e. OMB Circulars A-87, A-110, and A-133) and EDGAR.

For all grants and funding increments to current grants awarded after December 26, 2014, the School District must follow the newly released OMB Uniform Grant Guidance (2 CFR 200) or (Super Circular). This guidance streamlined all prior OMB guidance related to federal awards in Title 2 of the CFR, Subtitle A, Chapter II, Part 200.

For each grant, the person responsible for insuring compliance with the guidelines of the granting agency or foundation is specified in advance (Program Director). It is essential that the grant guidelines be followed accurately. In case of questions about whether a proposed change requires approval by the granting agency or foundation, please consult the Program Director of the grant.

B. Indirect Cost Rates. The Accounting Office reviews the entire budget, paying close attention to the indirect cost amounts.

The indirect cost rate is applicable to federal grants and is established by the Georgia Department of Education. The rate can change at the beginning of each fiscal year, so the new rate becomes effective on July 1 of each year. The District’s indirect cost rate is multiplied times the total expenditures less certain unallowable costs to determine the indirect cost amount. Therefore, please consult the Accounting Office to obtain the current rate to include in your budget. The recording of the indirect cost expense is performed by the Grant Coordinator monthly by journal entry.

C. Consolidated Application for 21st CCLC Grants Received through the Georgia Department of Education and Reimbursement. Georgia’s Consolidated Application allows local education agencies to submit one comprehensive application for funding for several federal and state programs. Each year, the District must submit this application to the Georgia Department of Education in order to receive federal funds. The Superintendent is required to sign off on the plan. This signifies that all federal and state program assurances have been accepted. The Georgia Department of Education website has guidance on the consolidated application and various programs.

Each grant program director is responsible for developing the budget to be submitted through the Consolidated Application process. This budget should be developed by the program director of the
grant and reviewed by the assigned grants coordinator/manager within the accounting office before it is loaded into the Consolidated Application. The accounting office is reviewing primarily for correct object function code combinations as well as benefits and indirect cost rate calculations. Once the grants manager/coordinator has reviewed the budget, they will load the budget into the Consolidated Application portal. It is then reviewed by the program director prior to submission to the Superintendent for his review and final submission to the Georgia Department of Education for approval. There it is reviewed and either approved or rejected and sent back to the District for modifications. The process continues until it is approved by GaDOE.

After the grant is approved, the approved budget as submitted in the Consolidated Application is entered into the District’s Accounting software module. (Minor modifications as needed to adhere to any District object code guidelines may be made. For example, benefits may be rolled into 200 in the Consolidated Application but are entered by type of benefit in the District accounting code structure).

Once the award is approved in the Consolidated Application, funds will be available and then invoiced by the Grants Coordinator/Manager monthly through GAORS system. Since no funds can be received from the GaDOE prior to the approval of the award through the Consolidated Application process, it is crucial that the budget be developed and submitted before the beginning of the school year. The District does not have excess cash to pay staff prior to the release of the federal funds. All budgets should be prepared and approved through the District’s routing system and be ready for entry into the Consolidated Application portal by August 1st. As soon as GaDOE opens the portal for entry (which could be later in the school year), the District should enter the information. The timeliness of this process directly affects the cash flow of the District.

Throughout the grant period, budget amendments may need to be processed. All major amendments need to be entered into the Consolidated Application portal for approval as well entered into the Accounting software module. The budget in the accounting software should mirror with minor object code differences the budget as it appears in the Consolidated Application. It is the Program directors responsibility to ensure the accuracy and timeliness of all budget amendments.

D. Cash Reimbursement. When the District receives a federal grant directly from a federal agency (instead of flowing through the GaDOE), the District is notified by an award letter. This letter states the time period, the amount, and any restrictions on the grant. The District does not receive the actual cash in advance. Reimbursements are for expenditures made during the quarter. To receive reimbursement, the Accounting Office files a Federal Cash Transaction Report with the appropriate federal agency.

It is important to remember that all 21st CCLC grant monies should be spent or obligated before the ending date of the grant. A legal obligation to the District occurs on the date an item is received or a service is rendered, not when a requisition or purchase order is processed. The District is given 30 days after the ending date to pay for any outstanding invoices but not to continue purchasing new items. At the end of the 30 days, the District must request the final reimbursement.

E. Cash Management. Recipients must minimize the time between incurring the expense and requesting reimbursement through the reimbursement module in GAORS. If any Federal funds are advanced they must be in an interest bearing account. Any interest earned is credited back to the 21st CCLC cash account. Recipients must use grant funds only for obligations incurred during the funding period.

All laws and regulations must also be adhered to by any sub recipient of federal funds. Program directors are responsible for ensuring sub recipients follow all guidelines.
The 21st CCLC grant does not generate any program income.

F. Procurement-Disbarment List. To be in compliance with federal government regulations, each program director must review all purchases under the federal grant that are expected to equal or exceed $25,000. This includes purchases that aggregate to $25,000. These transactions should be reviewed on the Excluded Parties List System (www.epls.gov) and the System for Award Management (www.sam.gov). The Excluded Parties List System (EPLS) and the System for Award management (SAM) provide information regarding entities that are disqualified from receiving Federal assistance either directly or indirectly, i.e., all purchases made to vendors from Federal grant contracts. If the selected party is listed on either of the systems, please notify the Procurement Office immediately and do not execute the transaction with the vendor. If selected party is not listed on either system, the program director can continue the transaction under the purchasing guidelines.

*Please note: for precautionary procedures, the Accounting Office recommends the program director review all interested parties through the EPLS and SAM.*

G. Personnel Activity Reports (PAR). Recipients of federal grants must conform to the regulations stated in the Federal Office of Management and Budget (OMB) Circulars A-87, Cost Principles for State, Local, and Indian Tribal Governments, and A-102, “Grants and Cooperative Agreements with State and Local Governments” for grants prior to December 19, 2015. For those awarded December 19, 2014 and later, the Federal Office of Management and Budget newly released “Super Circular” must be applied. These circulars state that we must have documentation to support any compensation charges made to a grant. For professional staff, these reports will be prepared no less frequently than each quarter. In order to comply with this regulation, the grant uses a personnel activity report. This report is sent to grant split funded employees to be completed and returned to the program directors. These reports must be kept in the program office for audit purposes. If the program director does not have them when audited, the salary expenses could be determined as unallowable costs. The money for these expenses would then have to be returned to the federal government. Thus, it is absolutely vital that effort reports be completed and returned to the program office as requested.

H. Personnel. If a new employee must be hired for a grant, the program director should contact the Human Resources Office for the proper hiring procedures to follow. All such employees are paid through the District's regular payroll. For more information about the District's payroll procedures, please refer to Section VI of this manual.

I. Financial and Operations Reports. The Grant Manager is responsible for preparing the required financial or expenditure reports for the 21st CCLC grant. These expenditure or completion reports must equal the Budget Status reports from the Accounting system. The Program director is responsible for preparing any program reports required by the grant. No Program director is to submit any report of expenditures or request for cash reimbursements. All financial reports must be submitted by the Accounting Office.

J. Budget Review. It is crucial that Program directors review all reports submitted to them by the Accounting Office and determine accuracy of personnel and other expenses being charged to their grant. This review needs to be done monthly. Likewise program directors must provide timely change forms when an employee is being incorrectly charged to a grant or is moving from one program or position to another. It is the Program director’s responsibility for verifying all transactions charged to their grant. If any errors are detected, they are to immediately notify the grants manager assigned to the grant and initiate any and all paperwork to correct the error. A grants manager has been assigned to the 21st CCLC
grants and is available to work with the Program director and/or her designees to meet on a monthly basis to review the status of each grant.

K. **Program Director On Leave.** Whenever a program director is to be on extended leave, i.e. annual, sick, professional development, a designee may be appointed by the program director to approve timesheets, requisitions, budget amendments, etc. to facilitate the flow of work. The Program director needs to send a memo or email to the assigned Grants Manager stating the name and time period of the designee being granted approval authority in the Program director’s absence. The Grants Manager is to keep this on file for audit purposes.

**PURCHASING AND ACCOUNTS PAYABLE For 21st CCLC - Allowability**

**Purchase of Goods and Services (Reasonable and Necessary)**

**General.** All purchases and expenditures of 21st CCLC funds must meet the ordinary business standard of reasonable and necessary, with prudent consideration of the grant’s limited financial resources and necessity for carrying out the grant objectives. Purchases of goods and services on behalf of the grant may be authorized by program director, and should not exceed the grant's budgeted amounts. Every reasonable effort should be made to obtain the best possible quality, service, and price. For larger non-routine purchases and contracts, competitive proposals should always be solicited and evaluated. Even for routine purchases, vendor prices should be checked periodically with those of reliable competitors. Vendor prices are reviewed by the procurement department and purchases may only be made from registered and approved district vendors. Also all expenditures made with federal education funds (21st CCLC) must meet the standards outlined in EDGAR, 2 CFR Part 3474, and 2 CFR Part 200.

**Determining Allowability of Costs – 21st CCLC**

Grantees are required to have written procedures for determining the allowability of costs charged to federal grants. 2 CFR 200.302(b) (7). All costs must be allowable under the federal cost principles in 2 CFR Part 200, Subpart E, and under the terms and conditions of the specific federal award.

Expenditures must be aligned with the budgeted items in the approved grant application. Certain changes or variations from the approved budget and grant application need prior approval from GaDOE 21st CCLC. The Grand Administrator with direction from the 21st CCLC GaDOE will determine when an amendment to the budget is required for 21st CCLC grants.

When determining how to spend grant funds, the 21st CCLC Grand Administrator, will review the proposed cost to determine whether it is an allowable use of Federal grant funds before obligating and spending those funds on the proposed goods or services. All expenditures made with federal education funds must meets the standards outlined in EDGAR, 2 CFR Part 3474, and 2 CFR Part 200. The 21st CCLC Grant Administrator must consider the following factors when making an allowability determination.

**Factors Affecting Allowability of Costs – 21st CCLC**

In general, the 21st CCLC Grant Administrator and District staff must consider the following elements when determining the allowability of a cost. In accordance with the federal cost principles, all costs budgeted and charged to a federal grant must be:

**Necessary and Reasonable for the performance of the federal award.**
**Reasonable Costs.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. “Reasonable” means that sound business practices were followed, and purchases were comparable to current market prices.

A cost can be reasonable if it meets all of the following conditions:

- Prudence was used in making the decision to incur the cost, considering the person’s responsibilities to the District, its employees, the public, and the federal government.
- It is necessary to carry out the objectives of the grant program or is recognized as an ordinary cost to operate the organization.
- The District applied sound business practices; arm’s length bargaining (i.e., the transaction was with an unrelated third party); federal, state, and other laws and regulations; and the terms and conditions of the award in making the decision.
- The price is comparable to that of the current fair market value for equivalent goods or services.
- There were no significant deviations from the established practices of the organization which may unjustifiably increase the cost. 2 CFR 200.404.

**Necessary Costs.** While 2 CFR 200.404 does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. It means it is vital or required in order to meet the objectives of the grant or for the grant to be successful. Necessary does not mean “nice to have,” which means it is not necessary to accomplish the objectives of the program in that it is not vital or required for the success of the program.

A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses an existing need and can prove it. For example, the district may deem a language skills software program necessary for a limited English proficiency students enrolled in the 21st CCLC program.

When determining whether a cost is necessary, the District considers:

- Whether the cost is needed for the proper and efficient performance of the grant program
- Whether the cost is identified in the approved budget or application
- Whether there is an educational benefit associated with the cost
- Whether the cost aligns with the identified needs based on results and findings from a needs assessment
- Whether the cost addresses program goals and objectives and is based on program data

**Allocable to the Federal Award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefits received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 CFR 200.405. For example, if 50% of an academic instructor salary is paid with grant funds, then that academic instructor must spend at least 50% of his/her time on the grant program. Additionally, if equipment or supplies purchased with grant funds benefits more than one grant program, the purchase must be “split-funded” among the grant programs receiving the benefit.
• Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District. For example, personnel whose travel is paid with federal funds is reimbursed at the same rates as personnel whose travel is paid with state or local funds and the grant is charged accordingly.

• Conform to any limitations or exclusions set forth as cost principles in 2 CFR Part 200, Subpart E, or in the terms and conditions of the federal award.

• Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

• Adequately documented. All expenditures must be properly documented with original source documentation that is clearly written and maintained on file with accounting records. Documentation includes purchase orders/requisitions, invoices, receipts, verification of receipt of goods and services, travel authorizations and vouchers, contracts, time-and-effort records, copies of checks, bank statements, etc. Expenditures that are not supported by source documentation cannot be charged to the grant.

• Determined in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in 2 CFR Part 200.

• Not included as a match or cost-share of another federal program, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the grantee to contribute a certain amount of non-federal resources to be eligible for the federal program.

• The net of all applicable credits. The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges, such as credits. To the extent that such credits accruing to or received by the District relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2CFR 200.406.

2 CFE Part 200’s cost guidelines must be considered when federal grant funds are expended. Federal rules require state- and District-level requirements and policies regarding expenditures to be followed as well. For example, state and/or District policies relating to travel may be narrower or more restrictive than the federal rules. In this case, the stricter state and/or District policies must be followed.

All technology related purchases must be approved by the Assistant Superintendent of Technology Services or his designee in his absence. All purchases from grants must be approved by the Program Director of that grant. All purchases over $5,000 must be approved by the Assistant Superintendent to which the purchaser reports and also have the approval of the CFO.

**Competitive Bidding.** Competitive bidding is generally required for purchases, leases and contracts over $30,000. (See the Districts Policy DJED)

To the extent practicable, a written statement detailing the goods or services required should be provided to vendors. It is recommended that at least three (3) written bids be obtained and evaluated. Awards should be made to the vendor whose bid or offer is most advantageous to the District, considering price, quality, service, and conformance to specifications.

Formal competitive bidding may not be appropriate in certain exceptional cases; for example, where the item is a highly specialized piece of equipment (or service) that is only available from one source, or due
to legitimate extenuating or emergency circumstances. Authorization for exceptions to omit formal competitive bidding for items over $30,000 should be made by the Director of Procurement and/or CFO as appropriate. All orders over $100,000 must be approved by the Board.

Conflict of Interest

Policy. Decisions about BCSD business and the use or disposition of BCSD property are to be made solely in terms of the benefits to BCSD and are not to be influenced by any private profit or other benefit to the BCSD people who take part in such decisions. All members of the BCSD community have an obligation to avoid any conflicts of interest or even the appearance of a conflict of interest.

Potential conflicts of interest or their appearance are to be reported immediately to the Purchasing Director and the Deputy Superintendent. Each situation will be reviewed on a case-by-case basis and action will be taken as necessary to ensure that all BCSD transactions are completed in the best interest of BCSD.

Failure to report or to act in concert with the spirit of this policy could result in disciplinary action up to and including termination.

Possible conflicts of interest may include, but are not limited to, the following examples:

- A BCSD employee acting as both seller and purchaser in the same transaction (goods or services)
- A BCSD employee who enters into business negotiations on behalf of BCSD and with close relatives or members of his/her immediate household.
- Situations in which a BCSD employee could influence decisions in which a relationship of any kind exists with those involved outside the District.
- Situations in which a BCSD employee is (or expects to be) retained as a paid consultant or contractor by an organization seeking to do business with BCSD, or whenever a transaction will entail a payment of money or anything else of value to the staff member, a close relative or a member of that person’s household.

Procedures. Any conflict of interest, potential conflict of interest or appearance of a conflict of interest should be immediately reported in writing by the affected employee to his/her school or department head.

The school or department head will forward this report to the Assistant Superintendent (and copy to the personnel office) for inclusion in the employee’s personnel file and for determination regarding an appropriate response.

Purchase Orders. All purchases of goods and services should be made through the District’s requisition system with the exception of purchases under $500. These exceptions are done through the “Request for Pay” process. The completed form requires the signature of the program director. Requisitions for over $5,000 should be approved by the Assistant Superintendent to which the director reports and the CFO before they are brought to the Accounting Office. The Grant Manager is authorized to approve release of the requisitions to the Purchasing Department after they are reviewed for account number and fund availability. After receiving the fully approved requisition, the Procurement Department releases the purchase order to the vendor. The purchase order is a legal document and, when accepted by the vendor,
vendor, constitutes a contract between the District and the vendor. It should therefore contain all pertinent details of the agreement such as terms and conditions of sale.

**Warehouse Stock Items.** All items stocked in the warehouse must be purchased from the warehouse and not an outside vendor.

**Accounts Payable**

1. **Check Requests (Request for Pay).** Check requests are used to process disbursements not processed through usual purchasing procedures. These disbursements include personal reimbursements, professional fees, and those purchases where a purchase order is not used. All check requests, including those for personal reimbursement, require the approval of the department head and original supporting documentation. Personal reimbursements submitted by department heads require approval by the appropriate senior administrator, except for those expenditures charged to outside grants and contracts. Check requests submitted that do not have the proper support and approval will be returned to the originating department.

   Check requests to individuals with the exception of employees, partnerships and unincorporated businesses for professional services, contracting, etc. require the individual's social security or the business tax identification number and permanent address for tax reporting purposes. This should be reported to the procurement office using IRS Form W-9, which is available from the procurement office. Please note that the District will not process the check without this information. At the end of the calendar year, these individuals and businesses will receive IRS Form 1099 if payments to them exceed $600.00.

2. **Invoices.** All invoices submitted to the accounting office for payment must be approved by the program director and/or grant manager. Those resulting from a purchase order must be matched to a receiving document to ensure that items are in house and of acceptable quality before payment is made. Any price differences from the original purchase order will have to be approved by the requesting department head and will slow the payment process down. Make sure you verify the price with the vendor or bid list before submitting requisitions.

3. **Processing of Checks and Manual Checks.** Computer checks are run twice a week on Tuesdays and Thursdays. Invoices and check requests received by 2:00 PM on Friday are processed for Tuesday payment. Those received by 2:00 PM on Tuesday will be processed on Thursday. Any documents not having all proper documentation will be delayed from this schedule. Manual checks are available only in emergency situations and require the approval of the Executive Director of Accounting.

**Sales and Use Taxes.** Generally, purchases made on behalf of the District are exempt from Georgia Sales and Use Taxes. Please deduct these sales taxes from invoices before submitting them to the Accounting Office. Vendors may require the District’s exemption certificate which can be obtained accounting or procurement office.

**TRAVEL AND OTHER ITEM**

A. **Business Travel Policies, Advances and Reimbursement**

**General.** All authorized District/Grant travel will be paid or reimbursed in accordance with the state of Georgia guidelines. Meals are reimbursed at a per diem amount based on the city of travel. Travel
expenses incurred by a companion cannot be paid by the District and are not reimbursable. Upon completion of a trip, a travel reimbursement request form must be submitted to the Accounting Office, along with the required professional leave forms, copy of the agenda of meetings, workshops, and conferences to document business nature and receipts for related expenses such as air travel. Travel expenses must be approved by your immediate supervisor and should be remitted by the following month in order to be reimbursed.

Transportation

**Airplane and Train.** All efforts should be made to obtain the lowest, coach fare (or other intermediate class) available. This usually requires 14 to 30 days notice and often, a non-refundable ticket. Only if such accommodations are not available or would be inconvenient to use is first class or other travel allowable, provided that a proper explanation is made with the travel reimbursement request. Ticket stubs should be attached to the request for reimbursement. It may be appropriate to travel and stay over a Saturday night if it reduces the overall cost of the trip. If the airline charges a fee for the first piece of luggage, the District will reimburse for that charge with proof of payment. If there is no charge for the first piece of luggage, the District will not reimburse for additional pieces of luggage unless an appropriate business explanation is provided. Baggage charges incurred for excess weight will not be reimbursed, unless an appropriate business purpose explanation is provided.

**Automobile.** Travel by private auto is reimbursable at a fixed rate per mile, provided such total reimbursement does not exceed equivalent air coach fare or other reasonable available transportation. Bibb County School District adheres to the mileage rate set for State of Georgia employees.

**Rental Automobiles.** Rental autos may be used when such travel is more advantageous to the District than the use of taxis or other means of transportation. Normally, advance reservations for compact automobiles should be requested. (When a rental reservation for a compact vehicle has been made and none is available, rental agencies usually provide a standard vehicle at a compact rate.) Optional collision damage waivers should normally be declined since the District's automobile insurance includes this coverage.

**Taxi and Limousine Service.** Fares including reasonable tips are allowable if no other reasonable public transportation is convenient.

**Meals, Lodging and Other Expenses**

**Meals.** On the first and last day of travel 75% of the daily per diem rate is paid. If a meal is provided with a meeting, conference or workshop a meal per diem for the provided meal will not be allowed. A copy of the agenda of the workshop, meeting or conference needs to be included with the travel reimbursement statement.

**Lodging.** Reasonable hotel/motel expenses when supported by receipts are reimbursable. (While no maximum is established since it is recognized that reasonable expense differs according to size of town and area of the country, "deluxe" and other expensive hotels should always be avoided.) When staying in the state of Georgia, you will be exempt from the state hotel/motel tax except for the $5.00 a night hotel fee. You may obtain a Georgia State Exempt Organization Certification form from the Accounting Office prior to your trip. All hotel/motel tax fees will be charged unless you give this form to the hotel upon check-in.
Hotel fees may be paid in advance by the District if the proper pre-payment forms are filed with Laurie Johnson in Professional Learning in a timely manner.

**Other Necessary Miscellaneous Expenses.** Reimbursement is provided for such items as customary gratuities, parking, and registration fees at conferences and conventions. If such expenses exceed $25, they must be supported by receipts.

4. **Travel Advances.** A cash advance is not allowed. All meal costs and mileage fees must be borne by the individual and then reimbursed by the District.

B. **Entertainment Expenses.** *No entertainment expenses are allowable.* Personal entertainment (e.g. movies, concerts, alcohol and athletic events) and other personal expenses are not eligible for reimbursement.
# Afterschool Programs Site Observation Tool

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<td>Fee-Based: Program Name</td>
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## SKILL DEVELOPMENT

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- Math
- Reading/Writing/Literacy
- Social Studies
- Science

Observations

## ENRICHMENT

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- Artistic/Crafts
- Physical/Athletic
- Dance
- Music/Drama

Observations

## TECHNOLOGY

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- Computer Lab

Observations

## SOCIAL LEARNING

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- Outside/Recreation
- Structured Learning Games
- Project-Based Learning

Observations

## SITE OVERVIEW

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| Snack Appropriate
| Student Engaged
| Staff Instruction (small or large group)
| Staff on Task
| Behavior Issues |

Observer’s Signature: _____________________
## GRANT COMPLIANCE

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<td>Recommendations/Follow Up</td>
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## Observations

| STUDENT PERSPECTIVE |
| TEACHER PERSPECTIVE |

## RECOMMENDATIONS / FOLLOW UP
AFTERSCHOOL PROGRAMS
Certified & Non-Certified Tutor Evaluation Form

Employee Name:  
Employee ID#:  
Location:  

Report Period: (To/From Dates)  
Semi-Annual □  □

Please select the appropriate box for the employee’s level of proficiency based on the following scale:

S: Satisfactory - Performs tasks satisfactorily and consistently.
NI: Needs Improvement - Requires remediation.
U: Unsatisfactory – Has difficulty performing assigned tasks in a satisfactory manner.

If the employee has three (3) or more NI’s in the areas below, this would constitute an overall unsatisfactory performance rating.

**Overall Annual Rating:** Satisfactory  □  □

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<tr>
<td>Attendance &amp; Punctuality</td>
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<tr>
<td>Student Focus Lessons (individual/small group)</td>
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<td>Teacher Guided Lessons</td>
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<tr>
<td>Classroom Management</td>
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<tr>
<td>Encourage student progress</td>
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<td>Dependability</td>
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<td>Quality of Work</td>
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<td>Student Engagement</td>
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<td>Professionalism</td>
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<tr>
<td>Demonstrates knowledge of program goals and objectives</td>
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<tr>
<td>Cooperative Attitude</td>
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<tr>
<td>Time Management</td>
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<tr>
<td>Communication (with management, peers, and parents)</td>
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Signature acknowledges receipt of evaluation and discussion with the supervisor, not necessarily concurrence. Written comments may be provided and/or attached to this form.

______________________________  _______________
Employee Signature          Date

______________________________  __________________
Site manager                  Date
Frequently Asked Questions

When can a student begin the Afterschool program?
When the following program requirements are received:
- Registration Form
- Parent Acknowledgement Letter
- Adult Registration Form
- Handbook Receipt and Acknowledgement Form

What should I do when a student is injured during the afterschool program?
The site manager and/or staff member should document the incident on the Incident/Accident Form, notify the parent/guardian on the date of the incident, notify and forward a copy of the completed incident report to the program coordinator as soon as possible.

What if I need to be absent from the program?
The staff member must notify the site manager (immediately) if he/she has plans to be absent from the program. The site manager must make arrangements for site coverage.

What if we receive spoiled snacks?
Notify the site manager. The site manager should notify your school nutrition manager and/or your program coordinator.

What if a staff member is habitually late or disrespectful to students, other staff and/or parents?
The site manager must have a conference with the staff member and complete the staff coaching form indicating the infraction and consequences (warning, termination, etc). The Staff Coaching Form must be submitted to the program coordinator.

What if a staff member wants to resign from ASP?
He or she must provide a two week notice (unless for emergency purposes) and complete the Resignation Form.

How often should I send home the progress report?
Monthly. On the 10th of each month.

How often does the afterschool program operate?
The afterschool program operates every day that school is open, unless notified. If school is closed, the afterschool program is closed.

When can a person start to work in afterschool?
Applicants must complete the online application, completed federal background check, receive a recommendation by the Site manager, and sign a service agreement.

How often should the 21st CCLC program staff complete the national background check?
Interested applicants must complete a national background check every 365 days.
What should I do if a staff member forgets to sign in/out, but worked?
The staff member must make sure to sign in/out prior to the submission of timesheets. If the sign in/out sheets are submitted to the Program Coordinator without staff signing in/out, he/she should not expect to receive payment.

What time should students board the bus for dismissal?
All students should board the bus at dismissal at 6:00 PM.

How many students may attend the 21st CCLC program each day?
72 students Ingram & Riley Elementary
75 students Veterans & Southfield Elementary.
Pertinent Policies & Directives
Staff Handbook & Acknowledgement Form

Name of Employee: ________________________________________________

Afterschool Program Location:________________________________________

Afterschool Position: ________________________________________________

I have received and read a copy of the Bibb County Afterschool programs Staff Handbook and the Bibb County School District Board Policies and Administrative Directives.

The handbook contains policies and rules which apply to the 21st Century Community Learning Centers grant and Bibb County Afterschool program position that I currently hold. I have read the handbook and will follow the guidelines during my employment.

I further understand the Afterschool programs handbook and the Bibb County School District Board Policies/Administrative Directives may be amended at any time. Any changes made will be communicated to me. I agree to comply with the policies/directives as set forth by the Bibb County School District at all times.

Your initials and signature below indicate that you have read and understood the afterschool handbook and the policies/directives.

_____ School District Policy, GAG, Staff Conflict of Interest (Nepotism)

_____ School District Policy GAEB, Harassment (Sexual)

_____ School District Policy, IFBG, Internet Acceptable Use

_____ School District Policy JGI, Child Abuse or Neglect

_____ ARRA Whistleblower Protection/Ethics and Fraud, Waste and Abuse

__________________________________________
Signature of Employee

__________________________
Date

BIBB’S STAFF HANDBOOK  49
Afterschool Program
Staff/Volunteer Emergency Contact Information

<table>
<thead>
<tr>
<th>(Last Name)</th>
<th>(First Name)</th>
<th>(Middle Initial)</th>
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<th>(Telephone Number)</th>
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<th>(Email Address)</th>
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List any current health conditions

Emergency Contacts

<table>
<thead>
<tr>
<th>1. Contact Person:</th>
<th>Relationship to You:</th>
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<th>2. Contact Person:</th>
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<th>Relationship to You:</th>
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Are you currently on any medication(s)? Yes ☐ No ☐

If yes, please list names and dosages

Please list your family physician’s name, address, and phone number

<table>
<thead>
<tr>
<th>Name:</th>
<th>Contact Number:</th>
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</table>

Address:

Please list your emergency medical care preference

1. ____________________________ 2. ____________________________
January 11, 2017

**ADDENDUM FOR STAFF HANDBOOK**
21\textsuperscript{ST} Century Community Learning Center

**Emergency Preparedness Plan - Staff Handbook**

- The staff and parent/student handbook has been amended to include an emergency preparedness plan.

The 2017-18 amended plans will be located in the back of the handbook as an insert, but for 2018-19, the plan will be incorporated into the handbooks. The amendments will be disseminated via email, website, newsletters and during meetings to the staff, families and students.
BIBB COUNTY BEFORE AND AFTER SCHOOL
EMERGENCY PREPAREDNESS PLAN
2017-18

Crisis Communication System

The school district utilizes a district-wide mass notification system, located at the Campus Police Department, to communicate emergency messages to Bibb County school(s) affected by a natural or man-made emergency.

Email Notification System

The Office of Communications-Community and School Affairs sends out e-mail communication to the media and all affected school district schools and departments affected by a natural or man-made emergency.

Text Based Notification System

The Office of Communications-Community and School Affairs sends out text communications to all employees who maintain board issued cell phones, and employees who “opt in” for text based notifications in natural and man-made emergencies.
Precautionary Lockdown Protocol

Precautionary Lockdown refers to events in which a threat to school safety exists within the vicinity of the school’s property. The main focus of a Precautionary Lockdown is to control access to the building as such that no one enters or leaves. The school operations of the building are not interrupted.

Examples of events that would merit Precautionary Lockdown:

1. Law Enforcement engaged in a “chase” of an individual or vehicle within close proximity to the school.
2. Law Enforcement Emergencies at businesses in the vicinity of a school (ie: store or bank robbery, burglary in progress, incident affecting a neighboring campus, etc.).
3. Community incidents (overheard gunshots, suspicious activity or persons).

Faculty & Staff Response

1. If you are located in an area with a lockable door, gather students in the vicinity into the room and lock the door.
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible, report your status to the lead administrator or designee by E-mail. If for any reason, you feel the e-mail communication did not go through, use your phone or intercom.
4. Continue with normal activities as much as the situation allows.
5. Keep in mind that an incident elsewhere in the building may have triggered a room clear followed by a lockdown.
6. If students or staff have a need to move about in the building, obtain permission first from the lead administrator or designee.
7. Be prepared to rapidly implement an emergency evacuation or Emergency Lockdown – Red Protocol if directed to do so.
Emergency Lockdown Rule

Emergency Lockdown refers to incidents wherein a direct or imminent threat exists on the school’s campus, or inside the building. The primary concern during Emergency Lockdown is the immediate control and security of the building as a whole, to include the prevention of entry or exit from both the school building, as well as each individual space contained therein. School operations are interrupted.

Examples of events that would merit Emergency Lockdown:

- **Active Shooter or Active Gunman on or inside of the school campus or buildings.**
- **Unknown individuals attempting to force access into a school building.**
- **Hostile situations that occur in the school’s vestibule, entryway, or office wherein the**
  - Aggressor exhibits behavior that places staff in immediate fear or danger. (ie: individual armed with a knife or other offensive object, person who refuses verbal instructions to leave a building and accesses the main wells of a building, etc.)
- **Suspicious Persons on the campus or within the building refusing to comply with directions or orders to go to the school’s administrative offices.**

Faculty & Staff Response

1. If it appears to be safe for you to do, check main entry doors to the building near your location to see that they are secured.
   - Do not leave students unattended to perform this action step.
   - If you are located in an area with a lockable door, gather students in the vicinity into the room and lock the door.
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible and viable for the situation, report your status to the lead administrator or designee by e-mail.
4. If possible, turn out lights and gather students and visitors into areas of the room where they are not visible to someone looking into windows.
5. Do not open the door for anyone. Public safety officials will use a key if they need to gain entry to your room.
6. Keep in mind that an incident elsewhere in the building may have triggered a lockdown.
7. The lockdown will be ended by a school staff member with a familiar voice.
Fire

Fire is the leading cause of death and mass injury in schools. For further information, see Fire Emergency Evacuation Procedures.

Faculty & Staff Response

1. Activate fire alarm.
3. If a fire is detected, report the exact location of the fire to the main office.
4. Evacuate to designated area at least 300 feet from the building, and take rosters and emergency evacuation kits with you.
5. Student and staff members with special needs may be safer at a designated area of refuge. Provide or obtain assistance as appropriate to assist special needs persons in moving to an appropriate area of refuge.
6. Close room doors.
7. Assist any individuals with special needs in your area in evacuating.
8. Take roll once at the evacuation site.
9. Closely supervise students. Student supervision is extremely important during fire evacuations. Students may attempt to leave the area due to fear or may attempt to return to the school to check on friends and siblings.
10. Report any missing persons from your group to the lead administrator at the evacuation site.
Tornado

Definitions:
*Tornado Watch*: Weather conditions are favorable for the development of a tornado.
*Tornado Warning*: A tornado has been sighted or detected on radar. Take shelter now.

Faculty & Staff Response

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed. Close windows and doors. Move people and activities indoors.
2. If a tornado warning is announced:
   - Move into tornado safe areas.
   - Assist any individuals with special needs.
   - Take roll to determine if anyone is missing.
   - Instruct students to remain in the duck and cover position until danger passes.

Earthquake

While unlikely, *Georgia does rest on or near a fault line and the possibility of an Earthquake exists.*

Faculty & Staff Response

1. If indoors, advise people to seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
2. If outdoors, advise people to move away from buildings, gas, electrical lines or anything that might fall.
3. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
4. After tremors have stopped, evacuate buildings. Do not reenter.
5. Take roll. Report any missing people in your group to the lead administrator.
6. Prepare for aftershocks.
Emergency Evacuation for Fire Situations

Fire Situations represent the most common and, historically, most deadly event that can happen on a school campus. All schools are required to participate in monthly Fire Evacuation Drills, as set forth by the State Fire Code and the Georgia Insurance Safety Fire Commissioner.

Examples of Events that would require a Fire Evacuation:

- Sounding of the Fire Alarm system for either a drill or unknown reason.
- Activation of the Fire Sprinkler System (where applicable) for unknown reasons.
  - Fire Sprinkler Systems will only activate due to the presence of heat.

Faculty & Staff Response

1. If you detect a fire in the building, activate the nearest fire alarm and notify the front office in addition to performing the following action steps:
2. Conduct a “fast peek” before exiting your room to check for danger. A fast peek is a fast visual check of the hallway outside of a classroom or work area to see if there is any visible danger prior to exiting the room.
3. Gather visitors in your area of responsibility to evacuate according to the fire evacuation plan.
4. Provide assistance to special needs persons in the immediate area through designees.
5. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
6. During the evacuation, remain alert to any potential hazards in the area. Hazards may exist due to vehicular traffic, dangerous individuals or other situations.
7. Once evacuees have reached the evacuation site, develop a written list of evacuees and provide the list to the lead administrator or their designee. Notify the administrator of specific fire details via verbal briefing, portable phone, or written message sent by runner.
8. Remain alert to potential dangers in the area.
Emergency Evacuation for Non-Fire Situation

Non-Fire Situations that may merit the evacuation of a school building include, but are not limited to:

- Internal chemical spill. (Chemistry Labs, Custodial Closets, etc...)
- Bomb Threats, wherein the “Shelter-in-Place” response is not warranted.
- Following an Emergency Lockdown situation wherein a threat no longer exists, but the preservation of evidence or integrity of a crime scene is necessary, or to prevent scene contamination and personal shock.

Faculty & Staff Response

1. Team members who are designated to visually scan evacuation routes and sites should locate a staff member to take responsibility for students under their supervision, and should then visually scan the evacuation route and site for secondary hazards. They should immediately report their findings to the lead administrator. **Note: The lead administrator will typically direct that this step be completed before making the general announcement for evacuation of the building.**
2. Gather students and visitors in your area of responsibility and evacuate using the route and site designated by the lead administrator or designee.
3. See that special needs persons are provided assistance by their designees.
4. Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation; adjust your evacuation route and attempt to notify the lead administrator or the appropriate public safety officials.
5. Once you reach the designated evacuation site, develop a written list of evacuees and provide the list to the lead administrator or his or her designee. Also indicate the presence or lack of any suspicious objects in your room/work area.
6. Remain alert to potential dangers in the area and properly supervise students under your care.
7. Do not attempt to reenter the facility unless the lead administrator or his or her designee directs you to do so.
8. Do not allow students to use portable telephones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can trigger explosive devices in some instances and can result in loss of control of the situation.
9. Do not use portable phones unless a significant emergency situation exists (such as a person with a serious injury or some dangerous condition that must be reported immediately).
Remote Evacuation and Family Reunification Protocol

Remote Evacuation and Reunification occurs following an event wherein the building population is physically moved from one location to another. This requires the use of school buses and possibly MTA Buses. Remote Evacuation occurs in the most serious of situations, including:

- Hostage Situations.
- Natural Disasters (Tornado strikes, flooding, etc…)
- Mass Casualty Incidents
- Bomb Threat or Suspicious Package incidents wherein the safe removal or controlled detonation places a risk on student safety.

Faculty & Staff Response

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.
2. Assist or request assistance for special needs persons in your area of responsibility.
3. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.
5. Provide supervision for students during staging, transport and upon arrival at the Family Reunification Site. Be alert to dangerous situations.
Reverse Evacuation

The reverse evacuation protocol is a critical protective action which is a system of moving students and staff rapidly but in a systematic fashion from an outdoor area to an indoor area where they can be protected from a threat.

Examples of events that would merit Reverse Evacuation:

- Severe weather.
- Gunshots in the neighborhood
- Incidents that would warrant placing the school on Precautionary or Emergency Lockdown
- Animals
- Suspicious Person(s)

Faculty & Staff Response

Reverse Evacuation procedures in a rapid yet safe and orderly fashion and move into Precautionary Lockdown, Emergency Lockdown, Shelter-in-Place or Severe Weather Sheltering mode as directed or appropriate based on their independent judgment based on the information at hand.

1. All employees are empowered to and should be prepared to implement a reverse evacuation for situations where students and/or staff appear to be in danger.
2. When practical, staff should utilize double rows for greater speed, supervision and control of groups of students.
3. When practical, staff should instruct students to utilize the fast walk. If appropriate for dire emergencies, students should be instructed to run to safety.
4. Notify the main office staff of situation as soon as it is practical.
5. Once a suitable shelter location is reached, implement either a lockdown, shelter-in-place or severe weather sheltering protocol as appropriate.
Shelter-in-Place Protocol

Shelter-in-Place is used when remaining confined to a specific area is the safest approach to ensuring occupant safety. Shelter-in-Place can be utilized for the following reasons:

- Severe Weather
- Bomb Threat, wherein the determination to Shelter-in-Place has been communicated.

Faculty & Staff Response

1. Staff who are outdoors should quickly gather adults in the area and instruct them to go inside the facility immediately. Once inside, instruct everyone to move to an interior area without windows if possible.
2. Close windows and doors.
3. Turn off all heating or ventilation systems for regular and portable classrooms.
4. Listen to local radio or television news for instructions from emergency management and public safety officials.
5. Review emergency evacuation.

Arrest or Criminal Indictment of Staff Member

Faculty & Staff Response

Follow directions of the lead administrator regarding release of information.

Attempted Suicide or Threat

Faculty & Staff Response

1. Attempt to obtain a brief understanding of the person’s actions and/or relevant statements.
2. Notify the lead administrator immediately.
3. Isolate the person and do not leave them alone.
4. Remember that suicide attempts and threats in some cases can indicate the potential for the person to harm others.
Bomb

*All Bibb County BOE District Phones are required to have the Bomb Threat Procedures posted close by and easily located. See Appendix A.*

**Faculty & Staff Response**

If the visual scan and Non-Fire Emergency Evacuation option is announced:

1. Quickly scan your area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, leave a green card on the floor in front of the door to your room or work area to indicate to public safety officials that the area has been visually scanned and no suspicious items were noticed.
3. If any suspicious items are noted, they should not be disturbed. Leave a red card on the floor in front of the door to your room or work area and write a brief description of the item and location on the card. Notify the lead administrator or designee upon evacuation from the area.
4. Follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.
5. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

If the visual scan and Shelter-in-Place option is announced:

1. Scan your area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed. Direct people in the area to follow you to the lead administrator’s office and inform the lead administrator of the observations.
3. Take a roll to account for persons in your area of responsibility in case evacuation is ordered at a later time.
4. Follow the lead administrator’s instructions.
Civil Unrest

Civil Unrest or Riotous situations will require the school being placed on Lockdown, with the possibility of Non-Fire Evacuation or Shelter-in-Place protocols also being utilized, depending upon the situation and level of containment.

Civil Unrest and Riots typically occur as the result of:

- Societal Issues
- Sporting Events
- Natural Disasters (Looting, and other impassioned acts)

Faculty & Staff Response

1. If you become aware of a civil unrest situation, verify that the main office has been notified.
2. If you are in an outdoor or indoor area that is affected, attempt to gather students and move them to a secure area. Implement a Precautionary Lockdown or an Emergency Lockdown as appropriate.
3. Speak in calm and clear tones and work to keep students calm.
4. Do not engage any participants verbally or physically unless you are forced to do so to protect yourself or students. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
5. Follow lockdown procedures if they are given. Be prepared to implement emergency evacuation procedures or shelter-in-place procedures if these procedures become necessary.
6. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify an administrator or law enforcement immediately.
7. Follow the media protocol.
On Campus Death

Faculty & Staff Response

1. Notify the main office of the death(s) and the exact location of the victim(s).
2. If you are unable to contact the main office, call 911 (dial 9 to access outside line if necessary) and request emergency assistance or designate another staff member to do so.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Follow lead administrator’s instructions for lockdown or evacuation.

Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides. State law requires that all deaths will be treated by law enforcement as a homicide until a formal investigation is completed.
Disruptive / Unruly Person

A disruptive or unruly person(s) on a campus or within a school building is grounds for immediate Precautionary or Emergency Lockdown. In cases where students are outside and the person is on the property, refer to the Reverse Evacuation Procedure to return indoors. The determination to go on Emergency Lockdown or Precautionary Lockdown should be based upon the following:

- Why is the person disruptive or unruly?
  - Mad or upset with staff
  - Child Custody issue

- Does the individual pose a threat of violence?
  - Are they taking a combative posture
  - Use of profane language

Faculty & Staff Response

1. Notify the main office of your situation by the best and safest available means.
2. Instruct students to move away from the unruly individual(s)/area.
3. Speak in a calm and firm voice.
4. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify the office immediately and evacuate students to a safe area and follow lockdown procedures.

Do not physically confront the individual(s) unless you or a student are attacked or an attack appears imminent. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
Explosion

*In the event of an explosion, determine if the explosion is internal or external to the school. If internal, Non-Fire Emergency Evacuation or Fire Emergency Evacuation Procedures should be followed. If external, Emergency Lockdown may be utilized until a determination can be made that it is safe to Evacuate.*

Faculty & Staff Response

1. Immediately take cover under tables, desks, or under objects which will give protection against falling glass and debris.
2. Activate the building fire alarm.
3. Evacuate the building by the nearest exit. If disabled individuals cannot safely evacuate the building, assist to the nearest stairwell away from damaged area. Alert emergency personnel of their location.
4. **DO NOT USE ELEVATORS.**
5. Once outside, go to the designated evacuation area. If this location is unavailable, move to a safe area that is at least 1,000 feet away from the affected building. Keep driveways and sidewalks clear for emergency vehicles and personnel.
6. Check to see if students under your care evacuated the building and follow accountability procedures once at the designated evacuation area.
7. **DO NOT RETURN TO AN EVACUATED BUILDING** unless authorized by the administrator.

Food or Beverage Contamination Incident

Faculty & Staff Response

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the lead administrator or main office immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the lead administrator or designee.
Hostage Situation

Hostage Situations present multiple challenges. The most important thing to consider in a Hostage Situation is the ability to remove as many individuals from the area as possible. If the event is contained to a classroom or office space, Non-Fire Emergency Evacuation of the non-affected area is preferable. If the true location is not known, Emergency Lockdown of the building followed by a room-to-room sweep and clear strategy by Law Enforcement is the best approach. As rooms are cleared, those students/staff members will be evacuated.

If you are among those taken hostage: Follow same steps as listed for staff below.

Faculty & Staff Response

If you are not among those taken hostage:
1. Implement an Emergency Lockdown or a Non-Fire Emergency Evacuation as instructed or as appropriate.
2. If you have a safe means to do so, notify the lead administrator/main office.
3. If the hostage situation occurs in the office area, call 911 and Campus Police.
4. Provide as much information as possible.
5. Try to keep students calm and quiet.
6. Follow directions given by the lead administrator or designee and responding public safety officials.
7. If you are instructed to follow lockdown procedures, be prepared to evacuate when instructed to do so by public safety officials. Public safety officials will most likely enter your room/office area with a master key.

If you are among those taken hostage:
1. Do not attempt to negotiate with a hostage-taker.
2. Do not make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. Do not point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.
Injury or Illness

Faculty & Staff Response

1. Notify the main office of the injury or illness and the exact location of the victim(s) or persons affected. Do not use names of the injured or ill individuals over walkie-talkies.
2. If you are unable to contact the main office, call 911 and request emergency assistance or designate another staff member to do so.
3. Do not move the injured or ill unless the scene is unsafe, or movement is required due to imminent life threatening danger that appears to outweigh the risks of injuries to the victim(s).
4. Take precautions against contact with body fluids.
5. Provide first aid, if needed and only according to your level of training.
6. Comfort and reassure the injured or ill person.
7. Secure the scene if a crime may have been committed. Do not disturb any evidence.

Intruder or Suspicious Person

An Intruder(s) or suspicious person(s) on a campus or within a school building is grounds for immediate Precautionary or Emergency Lockdown. In cases where students are outside and the suspicious person is on the property, refer to the Reverse Evacuation Procedure to return indoors. In some instances, visitors who do not have a “Visitor’s Badge” and are otherwise compliant should be escorted to the school’s office.

If the Suspicious Person is outdoors, Precautionary Lockdown is merited. If the intruder is in the building, Emergency Lockdown is merited.

Intruders or suspicious persons typically:
- Ignore verbal instructions
- Refuse to comply with verbal instructions
- Have an intended purpose for being in the building (child custody, issue with staff member, etc…).
Faculty & Staff Response

1. Direct students into areas that can be secured.
2. Secure doors and exterior windows.
3. Notify the main office.
4. Do not allow students under your supervision to leave a secure area without approval from the lead administrator unless the situation requires you to do so to reduce danger.
5. Attempt to calm students under your care.
6. Do not attempt to confront intruders or suspicious persons if you feel there may be any danger in doing so.
7. If you notice a person who is not wearing a visitor’s badge or appears to be out of place, ask them if you can assist them if you feel comfortable doing so. All visitors to the school should be directed to the office to sign in and staff should either escort visitors to the office or staff member should contact the office to verify that the visitor has arrived to be signed in. A polite, friendly and non-confrontational approach is recommended and staff should avoid contact and notify the main office if they do not feel comfortable approaching a person who is not wearing a visitor’s badge or staff identification card.

Kidnapping/Missing Child

In the event of a believed Kidnapping, contact Campus Police and Macon-Bibb 911 immediately. The most common form of kidnapping in educational settings occurs due to Child Custody Matters. Care should always be taken to ensure that the Emergency Card information on file at each school is current and up-to-date.

Faculty & Staff Response

1. If a Lockdown is announced, follow applicable lockdown procedures.
2. Each staff member should carefully search his or her area of responsibility for the missing child/children. Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets and storage containers. Missing children have frequently been found hiding in these types of areas.
3. Staff members should advise the lead administrator of the results of the search as soon as the search is completed.
Media Protocol

Staff, including Site Administrators, are to coordinate all communication with the Media through the Communications Coordinator in all events. In some cases, the media may come to our campuses seeking comment. In these cases, unless prior authorization is given, they should be referred to the Communications Coordinator. If media representatives arrive at campuses unannounced, or without any prior coordination, notify the Director of Safety and Security and the Communications Director immediately.

Incidents that may Merit Media Protocol enactment:
- Lockdown situations.
- Neighborhood Issues (Parental or community calls to Media about school or community incidents or events)

Faculty & Staff Response

1. Do not make any statements to media personnel during or after a critical event without the expressed permission of the lead administrator or Director of Communication.
2. Refer all media inquiries to the lead administrator.
3. Notify the lead administrator whenever a media representative contacts you.
Mental Health Critical Incident Protocol – Pre-Recovery Phase

This protocol refers to events wherein staff, students, and personnel may be affected mentally and psychologically from an event or incident. The purpose of this protocol is to establish and oversee the psychological and mental well-being of those involved or affected by an incident or event.

Events or incidents that may require activation of the Mental Health Critical Incident Protocol:
- Mass Casualty Incident
- Suicide
- Untimely Death, Accident, or serious injury to a classmate or teacher.

Faculty & Staff Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children’s emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Tell children the truth. Don’t try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school.
If you see something, say something. Incidents of sexual misconduct should be reported to a supervisor immediately. Do not attempt to intercede or intervene.

The reporting of an allegation or suspicion of this nature does not deem the accused person as guilty.

Faculty & Staff Response

Bibb County School District employees and volunteers should follow the same reporting protocols outlined in the Bibb County policy on Child Abuse or Neglect policy for these situations.

The employee or volunteer shall orally notify the principal of their building or their department head promptly but in no event less than 24 hours after they witness an indication that an employee, contractor or volunteer may have engaged in this type of conduct. In the event that the person who may have committed this type of action is the building administrator in the school or department, the person reporting shall notify the Director of Human Resources for the X County Schools at Central Office instead.

Report of Weapon on Property

Faculty & Staff Response

1. Immediately report to the lead administrator/main office any situation in which a person is believed to be in possession of a weapon on school property. Notification should be made in a discreet manner if possible.
2. Do not attempt to confront a person who is believed to be armed.
3. Do not attempt to search people for weapons.
4. If a weapon is inadvertently located on the premises, move students away from the weapon and do not attempt to pick up or handle the weapon.
5. Remember that when an individual has one weapon, he or she may have additional weapons. In addition, persons associated with the weapons violator may also be armed.
Room Clear

The room clear protocol is used when students need to be evacuated from a specific place in the school to a safer location in the school to protect them from harm or to enable school employees to address an incident.

Incidents that merit use of Room Clear:
- Medical Emergency in a classroom.
- Situations wherein student safety is at risk (Defiant student, classroom fight, etc…)

Faculty & Staff Response

As with any other life-saving protocol, all school employees are empowered to implement a room clear if they determine it is appropriate based on the situation and the information they have at the time.

1. All employees are empowered to and should be prepared to implement a room clear for situations where students and/or staff appear to be in danger or to enable the employee(s) to better manage an incident by moving students from the area.
2. Students should be instructed to move to their designated buddy room or to name a suitable alternate location such as the office, media center etc. Staff should begin the instructions with the phrase room clear and then provide additional instructions as appropriate to the situation.
3. Students should be told to stay together and to notify staff at the shelter site of the incident requiring the room clear.
4. When practical, staff should instruct students to utilize the fast walk. If appropriate for dire emergencies, students should be instructed to run to safety.
5. Notify front office staff of situation as soon as it is practical.
6. If students are sent to your room for a room clear:
   - Implement the appropriate type of lockdown action steps if danger from an aggressor is perceived.
   - Notify the main office of the situation.
   - Create a list of all students sent to your room and e-mail it to the main office.
Sexual Assault

Sexual Assault is the common terminology for incidents of a sexual nature. The associated crime is Sexual Battery. The crime of Sexual Assault occurs when an individual who is exercising “custodial authority” (Teacher/Student) over another individual batters (touches) that individual in a sexual manner. The most important aspect of investigating a sexual crime is to allow the professionals to question and investigate the crime.

Faculty & Staff Response

1. Notify the lead administrator/main office.
2. Attempt to dissuade the victim from washing, cleaning up or use of the rest room, if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Do not use the victim’s name on walkie-talkies or release the victim’s identity to anyone other than the lead administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
Use of Weapons

OCGA 16-11-127.1 defines a weapon as “any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser.

From a School Based Discipline (Evidentiary) standpoint, Possession of a Weapon is limited to firearms.

Faculty & Staff Response

1. Follow Emergency Lockdown or Non-Fire Emergency Evacuation protocol as directed. If you witness a weapons use incident, follow the most suitable procedure (lockdown or evacuation from the area) and notify the lead administrator as rapidly as is safely possible.
2. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the lead administrator or responding public safety officials.
3. If possible, secure any victims to protect them from further harm.
4. It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger.
5. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify the lead administrator or responding public safety personnel.
6. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
7. Remember that there may be hazards from blood or other bodily fluids at the scene.
Utility Failure

*Bibb County School District utilizes water provided by the Macon Water Authority, electricity provided by Georgia Power, natural gas (in some locations) provided by Atlanta Gas Light, and telephone/data provided by various providers. Each school’s administrator should know their service providers.*

Faculty & Staff Response

1. Notify the lead administrator of the utility failure.
2. Consult with the lead administrator as to the safety of continuing normal activities as appropriate.
Chemical/Hazardous Materials Release Incidents

During use, processing or transporting of chemical or hazardous materials, accidents may occur that will expose the facility to the dangers of contaminants. In this situation, the chances of illness are decreased when people know what to do and how to protect themselves. In addition, individuals or groups could cause the release of chemical or hazardous materials through a variety of means including an explosive device. Air, water, and food borne deliveries are also possible.

Faculty & Staff Response

1. Call or take directions from your local public safety officials immediately. Listen to emergency alert broadcasts on available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.
3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.
   a. Secure the buildings, including closing windows and doors.
   b. Shut off all heating, cooling, and / or ventilation systems.
   c. Cut “OFF” all motors, fans, and appliances.
   d. If appropriate to your situation because you can feel air flow, place wet towels in door cracks or tape around the doors and windows to block air from the outside.
   e. Please refer to the “Shelter-In-Place Protocol” for further information.
4. Be prepared to render first aid, if necessary.

Radiological Release Incidents

*During use, processing or transporting of radioactive materials, accidents may occur that will expose the facility to the dangers of contaminants. In this situation, the chances of illness are decreased when people know what to do and how to protect themselves. In addition, individuals or groups could cause the release of radioactive materials through a variety of means including an explosive device designed to scatter radioactive materials (commonly referred to as a “dirty bomb”), the scattering or distribution of radiological materials without the use of explosives or the use of a nuclear device. Of these scenarios, the use of a “dirty bomb” or scattering or distribution of radiological materials are more likely scenarios. Keep in mind that radiological materials could be disseminated via food or water supply.*

Possible indications of a radiological attack include:
- Unusual numbers of sick or dying people or animals.
- Radiation exposure symptoms include reddened skin and in severe cases, vomiting.
- Casualties may happen hours, days or weeks after an incident.
- Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- Unusual metal debris which could indicate devices or munitions-like material.
- Radiation symbols on containers.
- Heat-emitting materials without any visible energy source.
- Glowing material or particles including Radioluminescence and/or colored residue at the scene.


**Faculty & Staff Response**

1. Call or take directions from the lead administrator, Crisis Response Team representative or local emergency management officials immediately. Listen to emergency alert broadcasts on available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the apparent contaminated area.
3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.
4. Be prepared to render first aid, if necessary, and to notify parents of members and inform them of their child’s safety in a timely manner. Consider using the media for this if necessary.

References: American Red Cross and the Georgia Emergency Management Agency.
Suspected Biological Incidents

Faculty & Staff Response

1. Follow instructions of public health officials and lead administrator.
2. Decontaminate as appropriate (specific procedures will be provided by public health and or fire dept/EMS).
3. Assist in hospital transportation procedures, if necessary.
4. Assist in epidemiological investigation, as necessary.
5. Assist Medical Officials in treating staff and students as required.