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# Site Directory

**Ingram-Pye**  
Site Address: 855 Anthony Rd  
Site Manager: Berlanda Woodham, Mary Berry-Brown  
Program Hours: Monday - Friday 3:30 – 6:00 PM  
Phone: (478) 779-3000

**Riley**  
Site Address: 3522 Greenbriar Rd  
Site Manager: Latisha Bacon-Williams, Phileria Colbert  
Program Hours: Monday – Friday 3:30 – 6:00 PM  
Phone: (478) 779-2050

**Southfield**  
Site Address: 4375 Bloomfield Rd  
Site Manager: Deborah Searles, Amaris Hawkins  
Program Hours: Monday - Friday 3:30 – 6:00 PM  
Phone: (478) 779-4300

**Veterans**  
Site Address: 4901 Faubus Ave  
Site Manager: Joan Causey, Sucada Covington  
Program Hours: Monday – Friday 3:30 – 6:00 PM  
Phone: (478) 779-2400
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 afterschool 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 afterschool 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 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: 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, Girl 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.
Components of the ASP

1. Tutoring and homework assistance will provide academic/skill sharpening. Students will participate in a variety of activities such as science, technology, engineering, and math assisted learning activities, and hands-on manipulatives.
2. Camp Invent will provide hands-on grade specific curriculum supporting science, math, and technology. It will be implemented to accelerate student achievement and engage and motivate students for 45 minutes – 1 hour each week.
3. Snacks will be provided daily for student consumption.

Recruitment, Enrollment, Attendance, and Retention (REAR) Policy
Afterschool program central office staff will meet with host site school administration to deliver technical requirements of the program, including indicators to be used when recruiting students. School administration will choose open or targeted enrollment. Flyers will be sent to parents of students in the enrollment pool. Individual students identified by the school administration as particularly needing the program, including special needs students, will be actively recruited by staff directly contacting the parents. Private schools will also be notified of the programs and the availability of slots. 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. Factors considered will include: eligibility for free or reduced lunch, standardized testing scores, grades, attendance, siblings, behavior and parental support. 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 parents 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.

Registration Policy
Bibb County Afterschool Programs (ASP) is a service, open to children attending participating schools.

A. Age restrictions
   Kindergarten – 5th grade students (enrolled at participating schools) are eligible for the 21st Century Community Learning Centers grant 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 guardian before participation of the child(ren) in ASP. This form will provide all necessary information about each child registered in the program.

C. Parents at grant sites must complete and sign a Student Registration Form, Parent Acknowledgment Letter, Parent/Guardian Registration Form, Handbook Receipt & Acknowledgement, and Parent Participation Contract prior to enrolling in the ASP each new school year.

Hours of Operation
The 21st Century Community Learning Centers grant programs will operate Monday – Friday from school dismissal until 6:00 pm. The program will NOT operate when schools are closed – holidays, inclement weather, etc.

Sample Weekly Schedule

<table>
<thead>
<tr>
<th>Afterschool Programs Sample Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>3:30 – 6:00 pm</td>
</tr>
<tr>
<td>Refresh and Read</td>
</tr>
<tr>
<td>Homework, Tutoring, and Math Club</td>
</tr>
<tr>
<td>Reading Club</td>
</tr>
<tr>
<td>Recreation Parent Education</td>
</tr>
</tbody>
</table>

Administration & Staff
The Site Manager is ultimately in charge of the Afterschool Program. He/she is the contact person for the program at your school. Please address any issues and/or concerns with your program’s Site Manager. The afterschool staff consists of certified teachers and in some cases qualified non-certified staff to assist your students with academic success.

Safety & Emergency Preparedness Plan
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.

Sign Out Procedures
Students must be signed out daily only to those listed on the student registration form. All students must be signed out by the parent or a person designated by the parent according to the registration form. Identification of the person picking up the child is required.

Emergency Drills
The Afterschool Programs will conduct safety drills once each semester to include a code red/intruder drill, fire drill, and a tornado drill (October & February).
Inclement Weather Alert
The Afterschool Program will inform parents that the site has an emergency protocol to ensure the safety of students and staff in the event of inclement weather.

Attendance
Student attendance is a major component of the 21st Century Community Learning Centers grant. All students should attend the ASP daily to gain the full benefits of the program.

Parents will be notified if a student misses 3 consecutive days of the program to determine the cause of the absences. After 3 unexcused absences, the student may be dismissed from the program.

Injuries:
If your child is injured during the ASP, you will be notified immediately. Please make sure that the Site Manager has your updated contact information.

Pick Up & Late Pick Up Procedures:
For the safety of our students, only those persons listed on the registration form as contacts may sign a student out of the program. A driver’s license (or photo id) will be checked by the management staff. The student must be signed out by and adult (18 years or older) on his/her sign out sheet located at the school.

Parents are responsible for picking up their child(ren) daily at the end of the program. If a student remains at the site 15 minutes after the program end time, Campus Police will be contacted. Students in the ASP may be dismissed from the program if there is a history of late pickups.

Bus Transportation
Bus transportation will be provided by the Bibb County School District’s Transportation Department. Students will be transported to a neighborhood bus stop area.

- 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.
Student Behavior & Expectations

Behavioral expectations in the Afterschool Program are consistent with the Bibb County School District’s Code of Conduct. 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. The transportation department may prohibit and/or dismiss a student from riding the bus due to inappropriate behavior. The student may continue to receive services in the afterschool program; however, the parent/guardian must provide transportation.

When a student’s behavior disrupts the effectiveness of the program, a discipline form will be sent home to the parent. After three offenses, students may be dismissed from the program for discipline reasons, late pick-ups, or uncooperative parents.

Parent/School Connection

Parents will be informed of student progress and/or program activities on the 10th of each month or as needed. Afterschool tutors will provide opportunities for regular school day teachers to communicate through email, progress reports, and face-to-face conferences about student concerns. Contact may be a written progress report, face-to-face and/or telephone conference. Afterschool staff collaborates with day-school teacher on student progress.

Evaluation Information

Data will be compiled during each Data Day and placed in each student file for parent review. The program will be evaluated by the following stakeholders - Program Coordinator, 21st CCLC representative, and the outside evaluator. Parents will have the opportunity to complete an event evaluation form.

Parental Involvement

A mandatory component of the 21st Century Community Learning Centers grant is parental involvement. Four (4) parent/family involvement activities/events will be offered. These events consist of fun parent/family educational activities. Flyers will be sent home to families prior to each event.

All parenting events are FREE and designed to enhance the family connection. Your participation in one (1) of the parent/family events and related education development is required annually.
All employees of the Board of Education, as well as persons who attend to a child pursuant to their duties as a volunteer for the school system, who have reason or cause to believe that suspected child abuse has occurred shall notify the principal or the school system’s designee, who shall report such abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that suspected child abuse has occurred, in accordance with Georgia law and the protocol for handling child abuse cases for Bibb County, Georgia.

Under no circumstances shall the principal or designee to whom a report of child abuse has been made exercise any control, restraint, modification or make any other change to the information provided by a mandated reporter, although the reporter may be consulted prior to the making of a report and may provide any additional relevant and necessary information when making the report.
Fraud, Waste, & Abuse Policy

The Bibb County School District receives funding for afterschool programs from a variety of sources including federal, state and local. The purpose of this guidance is to prevent and eliminate fraud, waste and abuse and gross mismanagement of resources.

Definitions

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.

**Responsibilities**

**Parent/Guardian** – Any parent/guardian 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 procedures:

When suspected fraudulent activity, waste, or abuse is observed by, or made known to a parent/guardian, the parent/guardian shall immediately report the activity to the Site Manager. If the parent/guardian believes that the Site Manager is involved with the activity, he/she shall immediately report the activity to the Program Coordinator as well as the Program Director. If the parent/guardian believes the Program Coordinator and/or the Program Director may be involved with the activity, the parent/guardian shall contact the Deputy Superintendent.

The parent/guardian shall not make any attempt to investigate the suspected activity prior to reporting it. The Deputy Superintendent shall coordinate investigations 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.

Parent/Guardian 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.

Management should ensure parents/guardians 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 parent orientation.
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.
I, ____________________________, understand that by registering my child(ren) to participate in the Bibb County Afterschool Programs, I agree to participate in parent involvement activities held at the site.

I understand that all parent involvement activities are free and benefit the educational success of my child(ren).

I understand that I am committing to attending at least 2 parent involvement activities conducted by the Bibb County Afterschool Programs over the course of the 2017 - 2018 school year. If I am unable to attend the parent involvement events, I will commit to sending an adult representative from my family to support the education and enrichment that is provided by the Afterschool Program for my child.

Child(ren) Name: __________________________________________________________

Home Phone Number: ______________________________________________________

Cell Phone Number: _______________________________________________________

E-mail Address (if applicable): _____________________________________________

Signature: _______________________________________________________________

Date: __________________________________________________________________
HANDBOOK RECEIPT AND ACKNOWLEDGMENT

I have received, completed, read, understood and signed the followings forms/policies explained to me regarding the 21st Century Community Learning Centers grant and Bibb County Afterschool Program:

Student Registration Form
Parent Acknowledgement Form
Parent/Guardian Registration Form
Internet Acceptable Usage Policy
Bus Transportation
Fraud, Waste, and Abuse Policy
Parent Participation Contract
Pick up & late pick up Procedures
Safety & Emergency Preparedness Plan

I further understand it may be amended at any time and any changes made will be communicated to me.

_____________________________________
Child(ren) Name

_____________________________________
Parent/Guardian Signature

_____________________________________
Site Manager’s Signature

Return signed form to the site manager
January 11, 2017

ADDENDUM FOR STUDENT/PARENT HANDBOOKS
21ST Century Community Learning Center

Emergency Preparedness Plan

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

The 2017-18 amended plan 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.
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. Continue with normal activities as much as the situation allows.
4. Keep in mind that an incident elsewhere in the building may have triggered a room clear followed by a lockdown.
5. If students or staff have a need to move about in the building, obtain permission first from the lead administrator or designee.
6. Be prepared to rapidly implement an emergency evacuation or Emergency Lockdown – Red Protocol if directed to do so.
Emergency Lockdown Protocol

Emergency Lockdown refers to incidents wherein a direct or imminent threat exists on the schools campus, or inside of 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.
2. If you are located in an area with a lockable door, gather students in the vicinity into the room and lock the 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 room clear followed by 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 Suspicous 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 enaction:
- 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.
Report of Sexual Misconduct of Employee

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 individualbatters (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.

Source: Jane’s Unconventional Weapons Response Handbook.

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 requir