The VIP Club - Where Membership Has Its Privileges

21st Century Community Learning Centers
Parent & Student Handbook
2019 - 2020
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Forms

- Parent Participation Contract
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Bibb County 21st CCLC Afterschool Programs
Central Office Directory
(478) 765-8660

Dr. Janice Flowers, Director
LaDaphne Hall, Program Coordinator
Tracey Muff, Program Coordinator
Christian Patterson, Data Specialist
Violetta Hudson, Secretary
Tiffany Relaford, Grants Manager

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SITE ADDRESS</th>
<th>SITE MANAGER</th>
<th>PROGRAM HOURS</th>
<th>PHONE</th>
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<tbody>
<tr>
<td>Ballard Hudson  Middle</td>
<td>1070 Anthony Rd</td>
<td>Kristopher Smith</td>
<td>Monday – Friday</td>
<td>(478) 779-3400</td>
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<tr>
<td></td>
<td></td>
<td>Valeria Williams</td>
<td>Before School: 7:30 to 8:30 AM</td>
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<td></td>
<td>Priscilla Brown</td>
<td>After school: 4:05 – 6:35 PM</td>
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<td>Bernd Elementary</td>
<td>4160 Ocmulgee East  Blvd</td>
<td>LaGina Benett</td>
<td>Monday – Friday</td>
<td>(478) 779-2550</td>
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<td></td>
<td></td>
<td>Catherine Gainey</td>
<td>3:30 – 6:00 PM</td>
<td></td>
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<td>Brookdale</td>
<td>3600 Brookdale       Avenue</td>
<td>Latisha Bacon</td>
<td>Monday - Friday</td>
<td>(478) 779-2800</td>
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<td>Wyketta Haynes</td>
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<td>Bruce Elementary</td>
<td>3660 Houston         Avenue</td>
<td>Ashleigh Johnson</td>
<td>Monday – Friday</td>
<td>(478) 779-4550</td>
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<td>Hartley Elementary</td>
<td>2230 Anthony Rd</td>
<td>Kimberly Mason</td>
<td>Monday – Friday</td>
<td>(478) 779-2500</td>
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<td>3:30-6:00 PM</td>
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<td>Elementary School</td>
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<td>Administrative Contacts</td>
<td>Hours</td>
<td>Contact Phone</td>
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<td>Heard Elementary</td>
<td>6515 Houston Rd</td>
<td>Jennifer McKinney, Sonja Howard</td>
<td>Monday-Friday 3:30-6:00 PM</td>
<td>(478) 779-4250</td>
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<td>Heritage Elementary</td>
<td>6050 Thomaston Rd</td>
<td>Stephen Littleton, Kristi Garnett</td>
<td>Monday-Friday 3:30-6:00 PM</td>
<td>(478) 779-4700</td>
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<td>Skyview Elementary</td>
<td>5700 Fulton Mill Rd</td>
<td>Norma Lawrence</td>
<td>Monday-Friday 3:30-6:00 PM</td>
<td>(478) 779-4000</td>
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<td>Southfield Elementary</td>
<td>4375 Bloomfield Rd</td>
<td>Amaris Smith, Deborah Searles</td>
<td>Monday-Friday 3:30-6:00 PM</td>
<td>(478) 779-4300</td>
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<td>Veterans Elementary</td>
<td>4901 Faubus Avenue</td>
<td>Sucada Covington, Shirley McClendon</td>
<td>Monday – Friday 3:30-6:00 PM</td>
<td>(478) 779-2400</td>
</tr>
</tbody>
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Program Purpose, Goals, & Objectives

Ballard Hudson Middle 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 student classroom performance (Behavior, Homework, and Course Performance)

Objective 1.1: Fifty 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 1.2: Fifty 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 2: Increase Family Engagement

Objective 2.1: 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 2.2: 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.

Goal 3: Improve student academic performance on standardized tests

Objective 3.1: Forty percent of the students in sixth through eighth 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 3.2: Forty percent of the students in sixth through eighth 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.

STRATEGIES AND ACTIVITIES

Strategy #1: Educational Intervention and Acceleration

Lexia Core5 Reading is a technology-based, web enabled program of differential practice, embedded assessment and targeted reading instruction developed using state standards. Each day students K-8 will have 30 minutes of individualized reading instruction with explicit, systematic, and structured practice essential skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Student progress will be measured using Lexia’s assessment that is embedded and provides educators with actionable, norm-referenced data. Student progress can be accelerated because the scalable approach provides students fun, engaging, age-appropriate activities built to maximize student potential and accelerating reading growth. By using this reading curriculum, we will be able to identify each one of our students’ strength and needs and move them towards success on the Georgia Milestones test and in their every day school work.
READ 180 is a blended learning intervention program that builds vocabulary, comprehension, academic vocabulary, and writing skills for struggling students in grades 6-8. READ 180 provides differentiated practice while collecting data based on the students' responses. The system adjusts instruction to meet each student's needs at his or her level and accelerates his or her path to reading mastery. Students will participate for 30 minutes in developing a word knowledge and interdisciplinary literacy skills, fluency, vocabulary acquisition, phonemic awareness, and reading comprehension skills.

STAR Reading (Grades K-8) 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 supplement the 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 (Renaissance Learning) educational software programs help the student gain an understanding of mathematical concepts, fluency with number relationships, and the ability to apply this knowledge to solving story problems. STAR 360 Math develops a conceptual understanding of mathematics in order for students in grades K-8 to gain a strong foundation of underlying mathematics principles, as well as improve math comprehension and performance. Also STAR Math is a web-enabled program with a visual and highly intuitive interface that helps students to understand math a conceptual level. This curriculum targets students in grades K-8. Students gain a strong foundational understanding of math principles and become better equipped to take on basic and advanced math subjects. It works by using conceptual learning principles that allows the students to build their own understanding of numeracy. Students will use the program every day for 30 minutes until their individualized program. STAR 360 Math is an intensive math intervention and enhancement that meet each student at their lowest skill gap and guides each through an individualized study plan to each student. On-going assessment data from STAR 360 Math records students' progress through each activity level. The program uses the data to determine the appropriate sequence of tasks by branching the student to the tasks that are identified as specific areas of strength.

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. Afterschool teachers will make comments in the students' agendas if the student completed his or homework in afterschool program.

Strategy #3: Enrichment Activities-STEAM

Club Invention (STEAM Activities) will provide hands-on-grade specific curricula that will support science, math, and technology instruction for one hour each week. Club Invention is a program that allows students to explore STEAM concepts via hands-on, creative problem-solving activities. It inspires children to be curious about the world and prepares them for the future. This type of instructional opportunity scientifically proves to increase conceptual understanding of content and build academic and technical
vocabulary in and engaging manner. Club topics are for 1-2 segments once a week with a new STEAM topic/modules introduced every 6-8 weeks. Club Invention will give our students the opportunity to put into action the knowledge that they acquire in the regular classrooms. This will increase our targeted students’ understanding of math and science along with their conceptual understanding and vocabulary while engaging them in the topic.

At least one day per month the students will participate in additional enrichment activities (academic enrichment, cultural and recreational enrichment, and/or social and emotion development sessions). This will include a variety of programming from community organizations that include but are not limited to the following: the United Way of Central Georgia, Girl Scouts of Historic Georgia, Hutchings College and Career Academy, Legacy Builders Foundation, Museum of Arts and Sciences, The Step After, LLC, Torchlight Academy, Inc., and the Tubman Museum. These activities will provide opportunities for students to take part in activities that they may not have a chance to do at any other times. Hutchings College and Career Academy (HCCA) will provide campus tours for third, fourth and fifth graders. In addition, college and career presentations will be held at the school for all grades by Hutchings College and Career Academy. Torchlight Academy INC. prepared activities will offer opportunities for team building as well providing physical activities. The Girl Scouts of Historic Georgia will provide lessons on self-esteem and character. The staff from Bibb County’s Athletic/Physical Education Department and district partners will work with our children to practice making healthy choices through exercising and diet. Museum of Art Sciences and the Tubman Museum will engage our student in activities that are not only fun, but also full of scientific knowledge through off-campus visits. The students will participate and attend a civic opportunity to meet the mayor of Macon-Bibb County, their zoned commissioner and superior court judge in Macon judicial circuit (made possible through activities planned by Torchlight Academy, Inc.). All of these activities will help to develop the whole child and thus increase achievement and attendance in school.

StarBase Robins offers a hands-on science, technology, engineering, and mathematics (STEM) Curriculum to students from local school systems as well as several area private schools. StarBase Robins is a department of defense (DOD) educational program sponsored through a partnership with the Air Force Reserve Command (AFRC), the Museum of Aviation, and the Museum of Aviation Foundation, Inc. StarBase Robins emphasizes the importance of goal setting, teamwork, and communication in everyday life. StarBased 2.0 After School Mentor Program combines science, technology, engineering, and mathematics activities with a relationship-rich, school-based environment to provide the missing link for at risk youth making the transition from elementary to middle school. It extends the positive impact of StarBase through a team mentoring approach, which solidifies students’ attachment to school and engagement in STEM.

**Strategy #4: Family Involvement**

Adult 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 activities for families such as Managing Your Money Personal, Family and Education (organized by BCSD), Test Success, Opening Doors through STEAM activities and Accessing Free Resources in Middle Georgia workshops Evaluation, and documentation will include sign in sheets, surveys, power point, and/or agendas. The workshops along with family conference opportunities will encourage open communication and support between the families and teachers. Adult family members will be encouraged to visit the afterschool classrooms as often as possible. Individualized conferencing will be available to meet the needs of parent/family members with at-risk learners. In addition, teachers will send home monthly
afterschool progress reports to the families.

**Strategy #5: Summer Program**

Ballard Hudson Middle will offer a four-week summer program Monday – Thursday from 7:30 AM to 5:30 from June 1 to June 25, 2020; the school district does not provide services on Fridays during the summer. Seventy-six students will participate. The BCSD will provide an orientation and series of STEAM Summer Activities that for focus on STEAM education, summer enrichment opportunities, and summer STEAM camps. 21st CCLC Emerging Young Leaders and Program Participants will begin with an orientation and preliminary assessment that provides for:

- Pre-assessment
- Individualized student learning plans
- Progress reports that are monitored
Program Purpose, Goals, & Objectives

Bruce & Hartley 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 student academic performance on standardized tests

Objective 1.1: Forty 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.

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Culinary Classes and Enrichment Activities

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course builds from techniques and skills learned in Foundations of Culinary Arts involving in-depth knowledge and hands on skill mastery of Culinary Arts in today’s modern restaurants. Students will learn the principles and processes of cooking in a kitchen using different methods, techniques and preparations for dry heat and moist heat methods, as well as, baking fundamentals, using nutritional concepts to develop a healthy diet plan. Students will work to prep, cook, serve, and sample their food. This will be a great way to teach students and parents about life skills and food preparation. The Hutchings College and Career Academy students will be mentors to our 21st CCLC students in the area of culinary arts. Lastly, this will be a great enrichment opportunity to build family and parental engagement for our students and families.

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Bruce & Hartley will offer a four-week summer program Monday – Thursday from 7:30 AM to 5:30 from June 1 to June 25, 2020; the school district does not provide services on Fridays during the summer. Seventy-six students will participate. The BCSD will provide an orientation and series of STEAM Summer Activities that focus on STEAM education, summer enrichment opportunities, and summer STEAM camps. 21st CCCLC Emerging Young Leaders and Program Participants will begin with an orientation and preliminary assessment that provides for:

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Heritage and Bernd Elementary School
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Club Invention (STEAM Activities) will provide hands-on-grade specific curricula that will support science, math, and technology instruction for one hour each week. Club Invention is a program that allows students to explore STEAM concepts via hands-on, creative problem-solving activities. It inspires children to be curious about the world and prepares them for the future. This type of instructional opportunity scientifically proves to increase conceptual understanding of content and build academic and technical vocabulary in and engaging manner. Club topics are for 1-2 segments once a week with a new STEAM topic/modules introduced every 6-8 weeks. Club Invention will give our students the opportunity to put into action the knowledge that they acquire in the regular classrooms. This will increase our targeted
students’ understanding of math and science along with their conceptual understanding and vocabulary while engaging them in the topic.

At least one day per month the students will participate in additional enrichment activities (academic enrichment, cultural and recreational enrichment, and/or social and emotion development sessions). This will include a variety of programming from community organizations that include but are not limited to the following: the United Way of Central Georgia, Girl Scouts of Historic Georgia, Hutchings College and Career Academy, Legacy Builders Foundation, Museum of Arts and Sciences, The Step After, LLC, Torchlight Academy, Inc., and the Tubman Museum. These activities will provide opportunities for students to take part in activities that they may not have a chance to do at any other times. Hutchings College and Career Academy (HCCA) will provide campus tours for third, fourth and fifth graders. In addition, college and career presentations will be held at the school for all grades by Hutchings College and Career Academy. Torchlight Academy INC. prepared activities will offer opportunities for team building as well providing physical activities. The Girl Scouts of Historic Georgia will provide lessons on self-esteem and character. The staff from Bibb County’s Athletic/Physical Education Department and district partners will work with our children to practice making healthy choices through exercising and diet. Museum of Art Sciences and the Tubman Museum will engage our students in activities that are not only fun, but also full of scientific knowledge through off-campus visits. The students will participate and attend a civic opportunity to meet the mayor of Macon-Bibb County, their zoned commissioner and superior court judge in Macon judicial circuit (made possible through activities planned by Torchlight Academy, Inc.). All of these activities will help to develop the whole child and thus increase achievement and attendance in school.

StarBase Robins offers a hands-on science, technology, engineering, and mathematics (STEM) Curriculum to students from local school systems as well as several area private schools. StarBase Robins is a department of defense (DOD) educational program sponsored through a partnership with the Air Force Reserve Command (AFRC), the Museum of Aviation, and the Museum of Aviation Foundation, Inc. StarBase Robins emphasizes the importance of goal setting, teamwork, and communication in everyday life. StarBased 2.0 After School Mentor Program combines science, technology, engineering, and mathematics activities with a relationship-rich, school-based environment to provide the missing link for at risk youth making the transition from elementary to middle school. It extends the positive impact of StarBase through a team mentoring approach, which solidifies students’ attachment to school and engagement in STEM.

Strategy #4: Family Involvement

Adult 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 activities for families such as Managing Your Money Personal, Family and Education (organized by BCSD), Test Success, Opening Doors through STEAM activities and Accessing Free Resources in Middle Georgia workshops Evaluation, and documentation will include sign in sheets, surveys, power point, and/or agendas. The workshops along with family conference opportunities will encourage open communication and support between the families and teachers. Adult family members will be encouraged to visit the afterschool classrooms as often as possible. Individualized conferencing will be available to meet the needs of parent/family members with at-risk learners. In addition, teachers will send home monthly afterschool progress reports to the families.

Culinary Classes and Enrichment Activities

Introduction to Culinary Arts is the foundational course designed to introduce students to
fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course builds from techniques and skills learned in Foundations of Culinary Arts involving in-depth knowledge and hands on skill mastery of Culinary Arts in today’s modern restaurants. Students will learn the principles and processes of cooking in a kitchen using different methods, techniques and preparations for dry heat and moist heat methods, as well as, baking fundamentals, using nutritional concepts to develop a healthy diet plan. Students will work to prep, cook, serve, and sample their food. This will be a great way to teach students and parents about life skills and food preparation. The Hutchings College and Career Academy students will be mentors to our 21st CCLC students in the area of culinary arts. Lastly, this will be a great enrichment opportunity to build family and parental engagement for our students and families.

Strategy #5: Summer Program

Heritage and Bernd will offer a four-week summer program Monday – Thursday from 7:30 AM to 5:30 from June 1 to June 25, 2020; the school district does not provide services on Fridays during the summer. Seventy-six students will participate. The BCSD will provide an orientation and series of STEAM Summer Activities that for focus on STEAM education, summer enrichment opportunities, and summer STEAM camps. 21st CCCLC Emerging Young Leaders and Program Participants will begin with an orientation and preliminary assessment that provides for:

- Pre-assessment
- Individualized student learning plans
- Progress reports that are monitored
Program Purpose, Goals, & Objectives

Brookdale 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 on standardized tests**

**Objective 1.1:** Forty 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 1.2:** Forty 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.

**Goal 2: Improve student classroom performance (Behavior, Homework, and Course Performance)**

**Objective 2.1:** Fifty 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 2.2:** Fifty 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 Engagement**

**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

Lexia CoreS Reading is a technology-based, web enabled program of differential practice, embedded assessment and targeted reading instruction developed using state standards. Each day students K-8 will have 30 minutes of individualized reading instruction with explicit, systematic, and structured practice essential skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Student progress will be measured using Lexia’s assessment that is embedded and provides educators with actionable, norm-referenced data. Student progress can be accelerated because the scalable approach provides students fun, engaging, age-appropriate activities built to maximize student potential and accelerating reading growth. By using this reading curriculum, we will be able to identify each one of our students’ strength and needs and move them towards success on the Georgia Milestones test and in their every day school work.
READ 180 is a blended learning intervention program that builds vocabulary, comprehension, academic vocabulary, and writing skills for struggling students in grades 6-8. READ 180 provides differentiated practice while collecting data based on the students’ responses. The system adjusts instruction to meet each student’s needs at his or her level and accelerates his or her path to reading mastery. Students will participate for 30 minutes in developing a word knowledge and interdisciplinary literacy skills, fluency, vocabulary acquisition, phonemic awareness, and reading comprehension skills.

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 supplement the 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 (Renaissance Learning) educational software programs help the student gain an understanding of mathematical concepts, fluency with number relationships, and the ability to apply this knowledge to solving story problems. STAR 360 Math develops a conceptual understanding of mathematics in order for students in grades K-5 to gain a strong foundation of underlying mathematics principles, as well as improve math comprehension and performance. Also STAR Math is a web-enabled program with a visual and highly intuitive interface that helps students to understand math a conceptual level. This curriculum targets students in grades K-5. Students gain a strong foundational understanding of math principles and become better equipped to take on basic and advanced math subjects. It works by using conceptual learning principles that allows the students to build their own understanding of numeracy. Students will use the program every day for 30 minutes until their individualized program.

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. After school teachers will make comments in the students’ agendas if the student completed his or homework in afterschool program.

Strategy #3: Enrichment Activities-STEAM

Club Invention (STEAM Activities) will provide hands-on-grade specific curricula that will support science, math, and technology instruction for one hour each week. Club Invention is a program that allows students to explore STEAM concepts via hands-on, creative problem-solving activities. It inspires children to be curious about the world and prepares them for the future. This type of instructional opportunity scientifically proves to increase conceptual understanding of content and build academic and technical vocabulary in and engaging manner. Club topics are for 1-2 segments once a week with a new STEAM
topic/modules introduced every 6-8 weeks. Club Invention will give our students the opportunity to put into action the knowledge that they acquire in the regular classrooms. This will increase our targeted students’ understanding of math and science along with their conceptual understanding and vocabulary while engaging them in the topic.

At least one day per month the students will participate in additional enrichment activities (academic enrichment, cultural and recreational enrichment, and/or social and emotion development sessions). This will include a variety of programming from community organizations that include but are not limited to the following: the United Way of Central Georgia, Girl Scouts of Historic Georgia, Hutchings College and Career Academy, Legacy Builders Foundation, Museum of Arts and Sciences, The Step After, LLC, Torchlight Academy, Inc., and the Tubman Museum. These activities will provide opportunities for students to take part in activities that they may not have a chance to do at any other times. Hutchings College and Career Academy (HCCA) will provide campus tours for third, fourth and fifth graders. In addition, college and career presentations will be held at the school for all grades by Hutchings College and Career Academy. Torchlight Academy INC. prepared activities will offer opportunities for team building as well providing physical activities. The Girl Scouts of Historic Georgia will provide lessons on self-esteem and character. The staff from Bibb County’s Athletic/Physical Education Department and district partners will work with our children to practice making healthy choices through exercising and diet. Museum of Art Sciences and the Tubman Museum will engage our student in activities that are not only fun, but also full of scientific knowledge through off-campus visits. The students will participate and attend a civic opportunity to meet the mayor of Macon-Bibb County, their zoned commissioner and superior court judge in Macon judicial circuit (made possible through activities planned by Torchlight Academy, Inc.). All of these activities will help to develop the whole child and thus increase achievement and attendance in school.

StarBase Robins offers a hands-on science, technology, engineering, and mathematics (STEM) Curriculum to students from local school systems as well as several area private schools. StarBase Robins is a department of defense (DOD) educational program sponsored through a partnership with the Air Force Reserve Command (AFRC), the Museum of Aviation, and the Museum of Aviation Foundation, Inc. StarBase Robins emphasizes the importance of goal setting, teamwork, and communication in everyday life. StarBase 2.0 After School Mentor Program combines science, technology, engineering, and mathematics activities with a relationship-rich, school-based environment to provide the missing link for at risk youth making the transition from elementary to middle school. It extends the positive impact of StarBase through a team mentoring approach, which solidifies students’ attachment to school and engagement in STEM.

**Strategy #4: Family Involvement**

Adult 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 activities for families such as Managing Your Money Personal, Family and Education (organized by BCS), Test Success, Opening Doors through STEAM activities and Accessing Free Resources in Middle Georgia workshops Evaluation, and documentation will include sign in sheets, surveys, power point, and/or agendas. The workshops along with family conference opportunities will encourage open communication and support between the families and teachers. Adult family members will be encouraged to visit the afterschool classrooms as often as possible. Individualized conferencing will be available to meet the needs of parent/family members with at-risk learners. In addition, teachers will send home monthly afterschool progress reports to the families.
Culinary Classes and Enrichment Activities

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course builds from techniques and skills learned in Foundations of Culinary Arts involving in-depth knowledge and hands on skill mastery of Culinary Arts in today’s modern restaurants. Students will learn the principles and processes of cooking in a kitchen using different methods, techniques and preparations for dry heat and moist heat methods, as well as, baking fundamentals, using nutritional concepts to develop a healthy diet plan. Students will work to prep, cook, serve, and sample their food. This will be a great way to teach students and parents about life skills and food preparation. The Hutchings College and Career Academy students will be mentors to our 21st CCLC students in the area of culinary arts. Lastly, this will be a great enrichment opportunity to build family and parental engagement for our students and families.

Strategy #5: Summer Program

Riley and Brookdale will offer a four-week summer program Monday – Thursday from 7:30 AM to 5:30 from June 1 to June 25, 2020; the school district does not provide services on Fridays during the summer. Seventy-six students will participate. The BCSD will provide an orientation and series of STEAM Summer Activities that focus on STEAM education, summer enrichment opportunities, and summer STEAM camps. 21st CCLC Emerging Young Leaders and Program Participants will begin with an orientation and preliminary assessment that provides for:

- Pre-assessment
- Individualized student learning plans
- Progress reports that are monitored
Program Purpose, Goals, & Objectives

Skyview and Heard Elementary
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 on standardized tests**

**Objective 1.2:** Forty 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:** Forty 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.

**Goal 2: Improve student classroom performance (Behavior, Homework, and Course Performance)**

**Objective 2.2:** Fifty 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:** Fifty 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 Engagement**

**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**

Lexia Core5 Reading is a technology-based, web enabled program of differential practice, embedded assessment and targeted reading instruction developed using state standards. Each day students K-8 will have 30 minutes of individualized reading instruction with explicit, systematic, and structured practice essential skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Student progress will be measured using Lexia’s assessment that is embedded and provides educators with actionable, norm-referenced data. Student progress can be accelerated because the scalable approach provides students fun, engaging, age-appropriate activities built to maximize student potential and
accelerating reading growth. By using this reading curriculum, we will be able to identify each one of our students’ strength and needs and move them towards success on the Georgia Milestones test and in their every day school work.

READ 180 is a blended learning intervention program that builds vocabulary, comprehension, academic vocabulary, and writing skills for struggling students in grades 6-8. READ 180 provides differentiated practice while collecting data based on the students’ responses. The system adjusts instruction to meet each student’s needs at his or her level and accelerates his or her path to reading mastery. Students will participate for 30 minutes in developing a word knowledge and interdisciplinary literacy skills, fluency, vocabulary acquisition, phonemic awareness, and reading comprehension skills.

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 supplement the 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 (Renaissance Learning) educational software programs help the student gain an understanding of mathematical concepts, fluency with number relationships, and the ability to apply this knowledge to solving story problems. STAR 360 Math develops a conceptual understanding of mathematics in order for students in grades K-5 to gain a strong foundation of underlying mathematics principles, as well as improve math comprehension and performance. Also STAR Math is a web-enabled program with a visual and highly intuitive interface that helps students to understand math a conceptual level. This curriculum targets students in grades K-5. Students gain a strong foundational understanding of math principles and become better equipped to take on basic and advanced math subjects. It works by using conceptual learning principles that allows the students to build their own understanding of numeracy. Students will use the program every day for 30 minutes until their individualized program.

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. After school teachers will make comments in the students’ agendas if the student completed his or homework in afterschool program.

Strategy #3: Enrichment Activities-STEAM

Club Invention (STEAM Activities) will provide hands-on-grade specific curricula that will support science, math, and technology instruction for one hour each week. Club Invention is a program that allows students to explore STEAM concepts via hands-on, creative problem-solving activities. It inspires children to be curious about the world and prepares them for the future. This type of instructional opportunity
scientifically proves to increase conceptual understanding of content and build academic and technical vocabulary in an engaging manner. Club topics are for 1-2 segments once a week with a new STEAM topic/modules introduced every 6-8 weeks. Club Invention will give our students the opportunity to put into action the knowledge that they acquire in the regular classrooms. This will increase our targeted students’ understanding of math and science along with their conceptual understanding and vocabulary while engaging them in the topic.

At least one day per month the students will participate in additional enrichment activities (academic enrichment, cultural and recreational enrichment, and/or social and emotional development sessions). This will include a variety of programming from community organizations that include but are not limited to the following: the United Way of Central Georgia, Girl Scouts of Historic Georgia, Hutchings College and Career Academy, Legacy Builders Foundation, Museum of Arts and Sciences, The Step After, LLC, Torchlight Academy, Inc., and the Tubman Museum. These activities will provide opportunities for students to take part in activities that they may not have a chance to do at any other times. Hutchings College and Career Academy (HCCA) will provide campus tours for third, fourth, and fifth graders. In addition, college and career presentations will be held at the school for all grades by Hutchings College and Career Academy. Torchlight Academy INC. prepared activities will offer opportunities for team building as well providing physical activities. The Girl Scouts of Historic Georgia will provide lessons on self-esteem and character. The staff from Bibb County’s Athletic/Physical Education Department and district partners will work with our children to practice making healthy choices through exercising and diet. Museum of Art Sciences and the Tubman Museum will engage our student in activities that are not only fun, but also full of scientific knowledge through off-campus visits. The students will participate and attend a civic opportunity to meet the mayor of Macon-Bibb County, their zoned commissioner and superior court judge in Macon judicial circuit (made possible through activities planned by Torchlight Academy, Inc.). All of these activities will help to develop the whole child and thus increase achievement and attendance in school.

StarBase Robins offers a hands-on science, technology, engineering, and mathematics (STEM) Curriculum to students from local school systems as well as several area private schools. StarBase Robins is a department of defense (DOD) educational program sponsored through a partnership with the Air Force Reserve Command (AFRC), the Museum of Aviation, and the Museum of Aviation Foundation, Inc. StarBase Robins emphasizes the importance of goal setting, teamwork, and communication in everyday life. StarBase 2.0 After School Mentor Program combines science, technology, engineering, and mathematics activities with a relationship-rich, school-based environment to provide the missing link for at-risk youth making the transition from elementary to middle school. It extends the positive impact of StarBase through a team mentoring approach, which solidifies students’ attachment to school and engagement in STEM.

**Strategy #4: Family Involvement**

Adult 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 activities for families such as Managing Your Money Personal, Family and Education (organized by BCSD), Test Success, Opening Doors through STEAM activities and Accessing Free Resources in Middle Georgia workshops Evaluation, and documentation will include sign in sheets, surveys, power point, and/or agendas. The workshops along with family conference opportunities will encourage open communication and support between the families and teachers. Adult family members will be encouraged to visit the afterschool classrooms as often as possible. Individualized conferencing will be available to meet the needs of parent/family members with at-risk learners. In addition, teachers will send home monthly afterschool progress reports to the families.
Culinary Classes and Enrichment Activities

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course builds from techniques and skills learned in Foundations of Culinary Arts involving in-depth knowledge and hands on skill mastery of Culinary Arts in today’s modern restaurants. Students will learn the principles and processes of cooking in a kitchen using different methods, techniques and preparations for dry heat and moist heat methods, as well as, baking fundamentals, using nutritional concepts to develop a healthy diet plan. Students will work to prep, cook, serve, and sample their food. This will be a great way to teach students and parents about life skills and food preparation. The Hutchings College and Career Academy students will be mentors to our 21st CCLC students in the area of culinary arts. Lastly, this will be a great enrichment opportunity to build family and parental engagement for our students and families.

Strategy #5: Summer Program

Skyview and Heard will offer a four-week summer program Monday – Thursday from 7:30 AM to 5:30 PM from June 1 to June 25, 2020; the school district does not provide services on Fridays during the summer. Seventy-six students will participate. The BCSD will provide an orientation and series of STEAM Summer Activities that focus on STEAM education, summer enrichment opportunities, and summer STEAM camps. 21st CCCLC Emerging Young Leaders and Program Participants will begin with an orientation and preliminary assessment that provides for:

- Pre-assessment
- Individualized student learning plans
- Progress reports that are monitored
Program Purpose, Goals, & Objectives

Southfield Elementary School
&
Veterans Elementary
FY16: Program Purpose, Goals, & Objectives

Southfield Elementary School
&
Veterans Elementary School

Program Purpose
To provide out-of-school academic enrichment opportunities for children to help them meet local and state academic standards. Also, to provide developmental activities, drug and violence prevention, art, music, character education, counseling 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>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refuel and Refresh</td>
<td>Refuel and Refresh</td>
<td>Refuel and Refresh</td>
<td>Refuel and Refresh</td>
<td>Refuel and Refresh</td>
</tr>
<tr>
<td>Homework, Tutoring, and Math Club</td>
<td>Homework, Tutoring, and Math Club</td>
<td>Homework, Tutoring, and Math Club</td>
<td>Homework, Tutoring, and Math Club</td>
<td>Homework, Tutoring, and Math Club</td>
</tr>
<tr>
<td>Cultural Activities/Arts</td>
<td>Reading Club</td>
<td>Technology</td>
<td>Personal Enrichment</td>
<td>Enrichment Activities</td>
</tr>
<tr>
<td>Recreation Parent Education</td>
<td>Recreation Parent Education</td>
<td>Recreation Parent Education</td>
<td>Recreation Parent Education</td>
<td>Recreation Parent Education</td>
</tr>
</tbody>
</table>

3:30 pm – 6:00 pm
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

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 emergency response plan as outlined in the afterschool program plan administered by the school district’s Safety and Risk Management Department. Student emergency contact information is kept on file with the Site Manager at the program level.

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.
**Student Transportation Plan**

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.

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**Policy**

**Child Abuse or Neglect**

Descriptor Code: JGI

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.

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Bibb County Schools

Date Adopted: 12/9/2014

Last Revised: 7/16/2015
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 2018-2019 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
BIBB COUNTY SCHOOL DISTRICT

EMERGENCY PREPAREDNESS MANAGEMENT PLAN
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Death
Disruptive/Unruly Person
Explosion
Food or Beverage Contamination Incident
Hostage Situation
Injury or Illness
Intruder/Suspicious Person
Kidnapping/Missing Child
Media Protocol
Mental Health Critical Incident Protocol – Pre-Recovery Phase
Report of Sexual Misconduct of Employee
Report of Weapon on Property
Room Clear
Sexual Assault
Use of Weapons
Utility Failure

Chemical/Hazardous Materials Release Incidents
Radiological Release Incidents
Suspected Biological Incidents

APPENDIX A
Bibb County School District – Senior Management Plan

Instructions for Use of This Plan Component

1. As soon as you are issued this plan, familiarize yourself with it, the lives of your staff and students may someday depend on it.
2. Keep the plan readily accessible but secure from theft. Students and others have stolen emergency plan components to use in planning violent attacks.
3. Report anyone who shows an unusual interest in the school system’s emergency preparedness measures. Notify your supervisor or appropriate cabinet officials immediately if you encounter this type of situation.
4. No emergency procedures can be perfect for every situation. The procedures outlined in this plan component have been developed with input from area emergency response officials and are designed to provide general guidelines. You must be able to apply these procedures with flexibility based upon your assessment of the situation at hand. The more familiar you are with the contents of this ready reference chart, the easier it will be for you to respond calmly, effectively and appropriately for a wide variety of situations.
5. You should focus most of your pre-crisis efforts on learning how to navigate the plan. Familiarity with how to quickly locate information will dramatically improve your ability to lead the district in strategic thinking during a major catastrophic event.
6. Be sure to modify the notification protocols to the situation at hand. While every protocol includes prompts to consider notification of the superintendent, cabinet, department heads the school board members etc., many situations will not require any or all of these notifications. Be sure to look at the context of the situation to see if each of these notifications are actually needed. Please consider these instructions as prompts to make you consider whether the notifications are required for the situation at hand.
7. This plan component is only one part of a very complex and comprehensive school safety plan. Ready reference charts have been developed for other categories of employees as appropriate for their roles in crisis situations. Be prepared to do your part and they can concentrate on theirs.
8. Use this plan component during any drills and exercises that you participate in. This will help you remain calm and follow proper procedures in the event of an actual crisis.
9. Do your best to remain calm during crisis situations. The more you familiarize yourself with this plan component and the more you practice applying the steps of action it contains during drills and exercises, the calmer you will remain under stress. Practice crisis breathing during drills and exercises – taking deep breaths, holding them briefly and then slowly exhaling. Utilize the technique of visualization – visualizing yourself applying the principals of the plan and successfully handling a crisis situation. When practiced regularly during and after drills, these techniques will help to lower your heart rate and help you remain calmer during a crisis.
10. **Report the loss of the ready reference chart immediately.** If your ready reference chart is lost or stolen, immediately notify your supervisor or the appropriate cabinet member.

11. **Forward any comments on suggestions for improvement** of this ready reference chart to the planning team chair.

12. **Remember that staff in all positions in the district have been specifically granted permission to live through their training and plan components.** If any staff member feels that following their plan components will result in death or serious injury due to the nature of a crisis they experience, they have permission to deviate from the plan during a crisis. Operating at the strategic level, you must be cognizant that individual or groups of staff may deviate from written plans for this reason.

13. **Seek to provide support and assistance, gain control of the crisis but strive to avoid micromanagement of line level operational decisions without solid reason for doing so.** Typically, your most valuable contribution to the successful resolution of a crisis is to utilize your knowledge, skills, ability and authority on strategic efforts.
Incident Command System (ICS)  National Incident Management System (NIMS) Protocol

Definition
Response structure will be established using Incident Command System (ICS) principles with an identified incident commander, supported by a staff designated for operations, planning, logistics, and finance/administration respectively. A support staff group consisting of public affairs, safety and liaison elements will also be established. Generally, most of the event activities will be a part of the Operations Section supporting another agency’s response to an incident; however, for health emergencies the incident commander and primary operations staff may be from the school’s nursing office and local public health officials.

Top Level Response
1. Activate and brief top level team, cabinet and applicable directors.
2. Implement the NIMS at the top level.
3. Brief PR Officer(s) of the situation.
4. Send at least one top level administrator to the incident command post (if appropriate) with a portable radio and at least one portable telephone and chargers. They should also take their top level plan with them.
5. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
6. Brief school board members if appropriate.

The Incident Commander is ultimately in charge of the event operations and activities associated with the event. All school staff and Incident Management Team members shall operate within the framework of the incident command system during crisis situations.

Incident Commander
1. Appoints Command Staff:
   ▪ Information Officer
   ▪ Liaison Officer
   ▪ Safety Officer
2. Appoints General Staff
   ▪ Operations Chief
   ▪ Planning Chief
   ▪ Logistics Chief
   ▪ Finance/Administration Chief
3. Conducts incident briefings for Command Staff and General Staff.
4. Monitors activities and events.
5. Scales back personnel if necessary.

There are three positions under the Incident Commander. These are called the **Command Staff** and consist of the following positions:

1. **Information Officer**: Point of contact for the media and other people or organizations seeking information.
2. **Safety Officer**: Monitors safety conditions and develops measures for assuring the safety of personnel.
3. **Liaison Officer**: Point of contact for other agency representative involved in the incident or event, aids in coordinating their involvement.

Depending on the size of the event, all or some of the above positions may be activated. **However, any task not assigned is the responsibility of the Incident Commander.**

There are five functional areas that may be implemented as needed to respond to an incident. They are:

1. **COMMAND**: Sets objectives and priorities, has overall responsibility at the incident or event.
2. **OPERATIONS**: Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
3. **PLANNING**: Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
4. **LOGISTICS**: Provides support to meet incident needs, provides resources and all other services needed to support the incident.
5. **FINANCE and ADMINISTRATION**: Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

The following organizational chart depicts the Incident Command System:
## Cabinet ICS Structure
(List Primary and Secondary Contact)

<table>
<thead>
<tr>
<th>Role</th>
<th>Primary Contact</th>
<th>Secondary Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident Commander:</strong></td>
<td>1. Dr. Curtis Jones, Jr.</td>
<td>2. Mrs. Lisa Norris</td>
</tr>
<tr>
<td>Superintendent</td>
<td>(O) 478-765-8502</td>
<td>(O) 478-765-8502</td>
</tr>
<tr>
<td></td>
<td>(C) 478-954-6274</td>
<td>(C) 478-972-5507</td>
</tr>
<tr>
<td><strong>Public Information Officer</strong></td>
<td>1. Ms. Stephanie Hartley</td>
<td>2. Mr. Jeremy Timmerman</td>
</tr>
<tr>
<td>Director of Communications</td>
<td>(O) 478-765-8620</td>
<td>(O) 478-765-8621</td>
</tr>
<tr>
<td></td>
<td>(C) 478-952-1753</td>
<td>(C) 478-297-0943</td>
</tr>
<tr>
<td><strong>Safety Officer</strong></td>
<td>1. Mr. David Gowan</td>
<td>2. Ms. Marqueta Harden</td>
</tr>
<tr>
<td>Director of Safety and Risk Mgt.</td>
<td>(O) 478-765-8647</td>
<td>(O) 478-765-85</td>
</tr>
<tr>
<td></td>
<td>(C) 478-390-1306</td>
<td>(C) 478-284-1082</td>
</tr>
<tr>
<td><strong>School District Liaison Officer</strong></td>
<td>1. Mr. Corey Goble</td>
<td>2. Ms. Marqueta Harden</td>
</tr>
<tr>
<td>School Safety Coordinator</td>
<td>(O) 478-779-2040</td>
<td>(O) 478-765-8547</td>
</tr>
<tr>
<td></td>
<td>(C) 478-390-7500</td>
<td>(C) 478-284-1082</td>
</tr>
<tr>
<td><strong>Elementary Principal Supervisor:</strong></td>
<td>1. Mrs. Donna Jackson</td>
<td>2. Mrs. Josie Ballard</td>
</tr>
<tr>
<td></td>
<td>(O) 478-765-8793</td>
<td>(O) 478-765-8791</td>
</tr>
<tr>
<td></td>
<td>(C) 478-550-3315</td>
<td>(C) 478-952-7513</td>
</tr>
<tr>
<td><strong>Secondary Principal Supervisor:</strong></td>
<td>1. Mr. Lindsey Allen</td>
<td>2. Mrs. Josie Ballard</td>
</tr>
<tr>
<td></td>
<td>(O) 478-765-8792</td>
<td>(O) 478-765-8791</td>
</tr>
<tr>
<td></td>
<td>(C) 478-550-6720</td>
<td>(C) 478-952-7513</td>
</tr>
<tr>
<td>Role</td>
<td>1. Name</td>
<td>2. Name</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Chief of Staff</td>
<td>Keith Simmons</td>
<td>Kim Ray</td>
</tr>
<tr>
<td></td>
<td>(O) 478-765-8714</td>
<td>(O) 478-765-8713</td>
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<td></td>
<td>(C) 478-957-0730</td>
<td>(C) 478-832-9587</td>
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<tr>
<td>Chief Financial Officer</td>
<td>Ron Collier</td>
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<td>Assistant Supt. Human Resources</td>
<td>Mrs. Paige Busbee</td>
<td>Lewanna Stubbs</td>
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<td>Assistant Supt. Student Affairs</td>
<td>Mr. Jamie Cassady</td>
<td>Ms. Laondra Robinson</td>
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<td>(O) 478-765-8503</td>
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<td>Assistant Supt. Teaching/Learning</td>
<td>Dr. Tanzy Kilcrease</td>
<td>Armetrice Edmondns</td>
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<td>Assistant Supt. District Effectiveness/</td>
<td>Dr. Lori Rodgers</td>
<td>Perseco Andrews</td>
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<td>Federal Programs</td>
<td>(O) 478-765-8584</td>
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<tr>
<td>Coordinator of Psychological Services</td>
<td>Brooke Widener</td>
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<tr>
<td>Coordinator of Student Support Services/Social Work</td>
<td>Angela Solomon</td>
<td>478-765-8608</td>
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<tr>
<td>Counselor Coordinator</td>
<td>Dr. Beverly Stewart</td>
<td>478-765-8516</td>
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<tr>
<td>Chief of Campus Police:</td>
<td>Chief Russell Bentley</td>
<td>478-779-2037</td>
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<tr>
<td>Director of Communications:</td>
<td>Ms. Stephanie Hartley</td>
<td>478-765-8620</td>
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<tr>
<td>Executive Director Capital Projects:</td>
<td>Mr. Jason Daniel</td>
<td>478-765-8505</td>
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<tr>
<td>Executive Director of Technology:</td>
<td>Mrs. Rose Powell</td>
<td>478-765-8617</td>
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</tbody>
</table>
**Director of Maintenance:**
1. Mr. Eddie Montgomery
   (O) 478-779-3543
   (C) 478-390-0197

**Director of Transportation:**
1. Mr. Anthony Jackson
   (O) 478-779-2010
   (C) 478-365-5452
CRISIS TEAM ACTIVATION GUIDELINES

The Bibb County School District Senior Level Crisis Team should only be activated in serious emergencies, and upon guidance of the Office of Safety and Risk Management.

Examples of Events that would require District Crisis Team Activation:

- Fire with severe building loss, multiple injuries, or death.
- Natural Disasters
- Incidents of National Significance
- Acts of Terrorism
- Mass Casualty Incidents

Or any event deemed serious and requiring activation on the discretion of the Superintendent of Schools upon guidance from the Office of Safety and Risk Management.
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.
Emergency Call List

BE SURE TO CALL 911 PRIOR TO CALLING CENTRAL OFFICE STAFF.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Contact Numbers</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Curtis Jones, Jr.</td>
<td>(O) 478-765-8502</td>
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<td>(C) 478-954-6274</td>
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<tr>
<td>Chief of Staff</td>
<td>Mr. Keith Simmons</td>
<td>(O) 478-765-8614</td>
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<td>(C) 478-957-0730</td>
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<tr>
<td>Assistant Superintendent for District Effectiveness &amp; Special Programs</td>
<td>Dr. Lori Rodgers</td>
<td>(O) 478-765-8698</td>
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<td>Assistant Superintendent for Human Resources</td>
<td>Mrs. Paige Busbee</td>
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<tr>
<td>Director Safety and Security</td>
<td>Mr. David Gowan</td>
<td>(O) 478-765-8647</td>
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<td>(C) 478-390-1306</td>
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<tr>
<td>Chief Investigator / School Safety</td>
<td>Mr. Corey Goble</td>
<td>(O) 478-779-2040</td>
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<td>(C) 478-390-7500</td>
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<td>Chief of Campus Police</td>
<td>Chief Russell Bentley</td>
<td>(O) 478-779-2037</td>
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<td>Director of Communications</td>
<td>Ms. Stephanie Hartley</td>
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<tr>
<td>Athletic Director</td>
<td>Mr. Barney Hester</td>
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<td>(C) 478-737-8781</td>
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<td>Chief Legal Counsel</td>
<td>Mr. Randy Howard</td>
<td>(O) 478-765-8543</td>
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<td>Executive Director of Personnel</td>
<td>Mr. Ed Aaron</td>
<td>(O) 478-765-8515</td>
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<td>Mr. Jason Daniel</td>
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<td>Mr. Anthony Jackson</td>
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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).

Top Level Response
1. Implement notification for the Crisis Response Team.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify administrators at other schools if and as appropriate to the situation.
5. Brief school board members, if appropriate.
6. Consider whether a School Messenger call should be made to notify parents of the situation. If it is decided to send a message, a follow up message should be sent once the lockdown is ended.

Lead Administrator/ Crisis Response Team
1. Make an announcement to implement the lockdown. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
2. Contact Campus Police
3. Contact Director of Safety and Security.
4. If it is safe for you to do so, verify that exterior doors have been secured.
5. If it is safe for you to do so, verify that main interior doors have been secured.
6. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol.
7. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
8. Once the situation is resolved, notify the building occupants via intercom announcement that the lockdown is being released and that they may return to normal functions. The lead administrator may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see Appendix A for a sample letter).
9. All notifications given through PA system with telephone notification for portable units.
10. Notify Central Office, if appropriate.
11. Communications Coordinator contacts the media.

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 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.

Top Level Response
1. Implement notification for the Crisis Response Team.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify administrators at other schools if and as appropriate to the situation.
5. Brief school board members if appropriate.
6. Consider whether a School Messenger is made to notify parents of the situation. If it is decided to send a message, a follow up message should be sent once the lockdown is ended. If the need for off-site family reunification is apparent, include the family reunification announcement in this call.
Lead Administrator/Crisis Response Team
1. Make an announcement to implement the lockdown. Utilize external public address or have staff utilize bullhorns to notify staff and students in outdoor areas if and when it is safe for staff to do so.
2. Contact Campus Police
3. Contact Director of Safety and Security.
4. Activate the appropriate crisis teams.
5. If it appears to be safe to do so, verify that exterior doors are secured.
6. If it appears to be safe to do so, verify that main interior doors have been secured.
7. If you observe an open door and it is safe and appropriate to do so, secure the door.
8. If it appears to be safe to do so, post lockdown signs at main entry doors.
9. If it is appropriate and upon approval by law enforcement officers, instruct staff to place their green, yellow or red emergency cards under the door to their lockdown area.
10. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol due to a change in the situation.
11. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
12. Once the situation is resolved, implement the Preventive Lockdown or normal activities as appropriate for the situation. The lead administrator may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Designees can be assigned to assist in this as needed. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see Appendix A for a sample letter).
13. All clear over PA system and telephone calls to portable units.
14. Communications Coordinator notifies the media.

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 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.*

**Top Level Response**
1. Implement notification for the Crisis Response Team.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify facilities department to prepare for facilities operations if needed.
5. Brief the Public Information Officer of the situation.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.
8. If facility damage has occurred, notify insurance agent.

**Lead Administrator/Crisis Response Team**
1. Verify that the alarm has been activated as soon as notification is received. Do not wait to verify that a fire is actually occurring before activating alarm.
2. Call 911
3. Notify Campus Police
4. Notify Director of Safety and Security
5. To the extent that it is safe for you to do so, attempt to verify that classrooms, rest rooms, cafeteria and other rooms have been evacuated.
6. Take the emergency evacuation kit and evacuate to designated assembly area. If it is possible and safe to do so, utilize a location at least 300 feet from the facility.
7. Assess evacuation totals and attempt to determine if any students or staff are unaccounted for. Report any indications of missing persons to fire officials.
8. Provide fire service personnel with floor plans and emergency photograph tour of the facility.
9. Implement Injury or Illness Protocol, if needed.
10. Implement Family Reunification Protocol, if needed.
11. Do not turn off the fire alarm or fire suppression system without approval from the fire department.
12. Implement Media Protocol, if needed.
13. Contact insurance agent.
14. Document property damage and property losses. Use properly documented photographs. Index photographs and properly record the name of the person(s) taking the photographs.
15. Notify Central Office, if appropriate.
16. Implement the media protocol.

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.

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Notify facilities department to prepare for facilities operations if needed.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Monitor weather radios.
2. Announce appropriate alert signal over the PA. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
3. Call 911 (dial 9 to access outside line if necessary) in the event of a tornado sighting or strike.
4. Instruct that outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.
5. When a “Tornado Warning” is received:
   - Move personnel to tornado safe areas. See that persons in areas such as the gym and cafeteria are notified to move to shelter areas.
   - Take the Emergency Evacuation Kit with you.
   - Instruct personnel and students to remain in the duck and cover position until danger passes.
   - Implement the Injury or Illness Protocol, if needed.
   - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
- Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
- Implement the Media Protocol, if needed.
- If damage to the property occurs, request that the appropriate district officials notify insurance agent and document damage with properly documented photographs.

6. Notify Central Office, if appropriate.
7. Implement the media protocol.

**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.

Top Level Response
1. Office of Safety and Security activates and briefs the Crisis Response Team.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel and emergency management personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify facilities department to prepare to conduct damage assessments as soon as it is safe to do so.
5. Brief the Public Information Officer of the situation.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair.
8. Notify the district’s engineering firm.
9. If structural damage has occurred, notify the district’s insurance agent.

Lead Administrator/Crisis Response Team
1. If indoors, seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
2. If outdoors, move away from buildings, gas and electrical lines.
3. Call 911 (dial 9 to access outside line if necessary), if needed.
4. After tremors have stopped, evacuate all buildings. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
5. Take Emergency Evacuation Kit.
6. If it appears safe to do so, assign a staff member to shut off all gas valves.
7. Implement Injury or Illness Protocol, if needed.
8. Determine if everyone is accounted for, request public safety assistance in locating missing individuals.
9. Monitor your local broadcast station.
10. Consider early closure of the facility.
11. Consult with emergency management and public safety officials regarding the structural integrity of the facility prior to reentering it.
12. Implement the Family Reunification Protocol, if needed.
13. Request that the appropriate district officials notify the insurance agent and properly document damage using photographs.
14. Notify Central Office, if appropriate.
15. Implement the media protocol.

**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.

**Top Level Response**

1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Once the situation has stabilized, obtain more detailed briefing from on site personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify facilities department to prepare for facilities operations if needed.
5. Assign additional personnel to help answer the district’s main telephone lines.
6. Brief Communications Coordinator of the situation.
7. Notify administrators at other schools if and as appropriate to the situation.
8. Brief school board if appropriate.
9. Begin drafting a notification for the district web site and if appropriate messages for the emergency notification system and/or letters to parents.
10. If fire is confirmed and damage has occurred, notify insurance agent.

**Lead Administrator/Crisis Response Team**

1. Sound fire alarm
2. Call 911
3. Contact Campus Police.
4. Contact Director Safety and Security.
5. Transport the emergency evacuation kits, critical meds and AED (if available) to the evacuation site.
6. As you evacuate the building, be alert to visitors and/or staff who require assistance in evacuating.
7. Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents.
8. Report to the main entry way, appraise the situation and meet responding public safety officials.
9. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
10. All fires are to be reported to the fire department, even if the fire is extinguished by building personnel.
11. Communications Coordinator contacts the media.

**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.

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on site personnel.
4. Initiate Family Reunification Protocol, if necessary.
5. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
6. Notify facilities department to prepare for facilities operations if needed.
7. Communications Coordinator contacts the media.
8. Notify administrators at other schools if and as appropriate to the situation.
9. Brief school board members, if appropriate.

Lead Administrator/Crisis Response Team
1. Notify Campus Police.
2. Notify Director of Safety and Security.
3. Select an evacuation route and site (refer to School Site Plan).
4. If time permits, send designated staff member(s) to visually scan the evacuation route and site and wait for an all-clear report before announcing the evacuation.
5. Announce evacuation.
6. Visually scan the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.
7. See that the emergency evacuation kits are removed from the building.
8. Leave the building, report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
9. Report to the evacuation site. Check to see that a roster of staff and students at the site is developed and appraise the situation.
10. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
11. If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

**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.

Top Level Response
1. Implement notification for the Crisis Response Team
2. Select reunification site and verify the site is available and clear for use.
3. Begin alerting drivers and directing buses to the scene. Handled by the Transportation Director.
4. Campus Police contacts and asks that outside law enforcement be notified that the off-site family reunification plan is being implemented and request law enforcement personnel be dispatched to the site for security, crowd control and traffic direction. Request emergency medical services personnel be placed on standby at the reunification site under the community mutual aid agreement. As soon as the bus routing has been determined, request additional law enforcement officers to either escort buses or to patrol the bus route for security of buses.
5. Craft message for site and district crisis team members, parents and the media, and activate message on the Emergency Notification System using the School Messenger system. (NOTE: This message should go out as quickly as possible to deter parents from rushing to the affected school(s)).
6. Team members should be told where to respond and reminded to bring their credentials so they can be admitted to the site.
7. See that the required logistical equipment is transported to the reunification site promptly.
8. Fax and e-mail notification to area media with instructions for parents and guardians on how to pick up their students.
9. Notify administrators at other schools of the situation.
10. Brief school board members.
11. Dispatch a member of the top level team to the family reunification site.
12. Request translators be sent to the family reunification site, attached to the staff member from the top level team who is handling the public information.
**Lead Administrator/Crisis Response Team**

1. Notify Campus Police
2. Notify the Director Safety and Security
3. Campus Police contacts and requests that outside law enforcement officials dispatch uniformed personnel to the staging area.
4. Activate the school incident management team.
5. Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate an emergency evacuation in effect at this time, evacuate to the Primary/Secondary relocation site (1000 feet from school building) Please sweep routes and the site. We will be implementing the Family Reunification Protocol from that location”. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
6. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
7. Designate a staff member to serve as your representative at the family reunification center. Instruct him or her to take along student information from one of the Emergency Evacuation Kits. If available, have at least one AED and Emergency Meds taken out of the school and to the evacuation site.
8. Notify the appropriate crisis team member to serve as your representative at the staging area.
10. Communications Coordinator notifies the media

**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)

Top Level Response

1. Office of Safety Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on site personnel.
4. Notify administrators at other schools if and as appropriate to the situation.
5. Brief school board members, if appropriate.

Lead Administrator/Crisis Response Team

1. Determine if an Emergency Lockdown, Precautionary Lockdown, Shelter-in-Place Protocol or Severe Weather Sheltering protocol is appropriate and direct staff to implement the appropriate protocol. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
2. Contact Campus Police
3. If they are not already activated, activate the appropriate crisis teams.
4. Contact Campus police,
5. Contact Director Safety and Security
6. Notify Central Office, if appropriate.
7. Communications Director notifies the media.

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.

**Top Level Response**
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. As appropriate, notify administrators at other schools of the situation in case the event may later impact their schools.
5. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
6. Notify facilities department to prepare for facilities operations if needed.
7. Brief school board members, if appropriate.
8. If chemical contamination likely to cause damage to facilities occurs, notify, Director Safety and Risk Management.

**Lead Administrator/Crisis Response Team**
1. Make a determination to shelter-in-place quickly if evacuation is not practical.
2. Make an announcement over the public address system to direct staff to shelter-in-place. Activate the appropriate crisis teams. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
3. Contact Campus Police
4. Contact Director Safety and Security
5. Make a reasonable attempt to verify that outdoor personnel have been moved into the facility.
6. Make a reasonable attempt to verify that staff and occupants received word to shelter-in-place.
7. Make a reasonable attempt to verify that personnel are sheltered in suitable locations.
8. Contact the district maintenance department and request that any equipment capable of causing air to move from outside the facility into the facility is turned off. Pay particular attention to heating and cooling systems and hood ventilation systems in the cafeteria. Turn off master power switch (individual schools will have separate instructions for power shut down.)
9. Check to see that staff members have taken proper steps to close windows and doors from outside airflow.
10. Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.
11. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.
12. Notify Central Office, as appropriate.
13. Communications Coordinator notifies the media.

**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

**Top Level Response**
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Brief the Communications Director of the situation.
5. Notify administrators at other schools if and as appropriate to the situation.
6. Brief board chair if appropriate.

**Lead Administrator/Crisis Response Team**
1. Attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual’s fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
   - Law enforcement agency records
   - Jail booking records
   - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her in verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities from the individual.
4. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
5. Regardless of the outcome, carefully document your actions.
6. In some cases, a carefully worded letter to parents and/or a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the Superintendent’s office, public information staff, and school district legal counsel as to what topics can and should be discussed.
7. Notify Central Office, as appropriate.
Faculty & Staff Response
Follow directions of the lead administrator regarding release of information.
Attempted Suicide or Threat

Top Level Response

1. Office of Safety and Security activates and briefs Crisis Response Team.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
3. Notify facilities department to prepare for facilities operations if needed.
4. Notify administrators at other schools if and as appropriate to the situation.
5. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team

1. Call Campus Police and 911.
2. Contact Director of Safety and Security
3. Attempt to obtain a brief understanding of the person’s actions and/or relevant statements.
4. Isolate the person but do not leave them alone.
5. Summon mental health assistance.
6. Remember that suicide attempts and threats in some cases can indicate the potential for the person to harm others.

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 Threats/Suspicious Packages

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

**Top Level Response**
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from onsite personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Brief the Public Information Officer of the situation.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.

**Lead Administrator/Crisis Response Team**
1. Notify Campus Police
2. Notify Director of Safety and Security.
3. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene.
4. Verify that call tracing procedures have been implemented.
5. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to visually scan and evacuate or to visually scan and remain in place.
6. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees.
7. If multiple bomb threats are received over time, it may be best to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents.
8. Notify Central Office, if appropriate.

If the visual scan and Non-Fire Evacuation option is selected:
1. Notify staff to visually scan and Non-Fire Emergency Evacuate make public address announcement: “All staff, initiate a Non-Fire Emergency Evacuation at this time. Evacuate to site __________________________ located at __________________________. Please visually scan the routes and site.”
2. Have the evacuation route and site visually scanned for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Consult with public safety officials before authorizing evacuees to return to the facility.
9. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.
10. This protocol can be modified based on discussions with area public safety officials in the event of unusual threats or a series of threats as appropriate.
11. Implement the media protocol.

If the visual scan and Shelter-in-Place option is selected:
1. Make intercom announcement: “All staff initiate a visual scan and Shelter-in-Place. Please report your status upon completion of the visual scan.”
2. Escort public safety officials through the building to verify that areas have been visually scanned by staff. Check to see that areas inside and around the facility have been visually scanned.
3. If any suspicious packages are noted by staff or public safety officials, verify that staff and students are moved away from the item and that it is not disturbed in any way.
4. Consult with public safety officials to see if the facility should be evacuated. If the decision is made to do so, implement the evacuation protocol.
5. Implement the media protocol.

**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)

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Notify facilities department to prepare for facilities operations if needed.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.
8. Consider whether the situation should be handled as a situation of civil unrest or as a lawful protest utilizing free speech. If the situation does not require immediate intervention, consider discussing the situation with the district’s legal counsel.

Lead Administrator/Crisis Response Team
1. Initiate Emergency Lockdown. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
2. Notify Campus Police.
3. Notify Director of Safety and Security
4. Determine the location of the persons who are disruptive and the quickly assess the degree of their unruly behavior.
5. Verify that transportation personnel are notified so they can divert any buses from the area.
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 law enforcement immediately.
7. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
8. Be prepared to implement the “Shelter-in-Place protocol” if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary.
9. Implement the media protocol.
10. Coordinate with law enforcement officials upon their arrival.
11. Consider whether the situation should be handled as a situation of civil unrest or as a lawful protest utilizing free speech. If the situation does not require immediate intervention, consider discussing the situation with the district’s leadership.
12. Brief staff on the outcome of the situation as soon as it is resolved.
13. Notify Central Office, if appropriate.
14. Implement the media protocol.

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

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Brief the Communications Director
5. State law requires that workplace deaths be reported.
6. All death scenes are considered crime scenes until released by criminal justice authorities.
7. Notify administrators at other schools if and as appropriate to the situation.
8. Brief board chair.

Lead Administrator/Crisis Response Team
1. Determine if a Precautionary Lockdown or Non-Fire Emergency Evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to lockdown or evacuate.
2. Notify Campus Police
3. Notify Director of Safety and Security
4. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
5. Assist staff in keeping 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.
6. Take precautions against any contact with bodily fluids.
7. Initiate Family Reunification Protocol, if needed.
8. Initiate media protocol, if needed.
9. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
10. Stop any automatic mailings from being inadvertently mailed to the family.
11. Notify Central Office, if appropriate.
12. Implement the media protocol.
**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

Top Level Response
1. Office of Safety and Risk Management determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify administrators at other schools if and as appropriate to the situation.
5. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. Initiate Emergency Lockdown. If deemed appropriate, use the public address system (PA) to direct staff to lockdown.
3. Notify Campus Police
4. Notify Director of Safety and Security
5. 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.
6. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
7. Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
8. 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 law enforcement immediately.
9. Upon their arrival, coordinate actions with law enforcement officials.
10. Brief staff on the outcome of the situation as soon as it is resolved.
11. Notify Central Office, if appropriate.

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.*

**Top Level Response**
1. Office of Safety and Security activates and briefs the Crisis Response Team.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify facilities department to prepare for facilities operations if needed.
5. Assign additional personnel to help answer the district’s main telephone lines.
6. Brief the Public Information Officer of the situation.
7. Notify administrators at other schools if and as appropriate to the situation.
8. Brief board chair if appropriate.
9. Begin drafting a notification for the district website and if appropriate messages for the emergency notification system and/or letters to parents.
10. If explosion is confirmed and damage has occurred, notify insurance agent.

**Lead Administrator/Crisis Response Team**
1. If you hear an explosion, immediately take cover under tables, desks, or under objects which will give protection against falling glass and debris.
2. Determine an appropriate course of action for your evacuation based on the information available to you.
3. Notify Campus Police
4. Notify Director of Safety and Security
5. Communicate evacuation procedures via intercom system. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
6. Communicate instructions to staff as quickly as possible.
7. Instruct custodial staff, kitchen staff or other appropriate staff member to shut off gas and electricity to the building if it appears that it can be done safely.
8. Attempt to assess what exploded, where, and what if any injuries were caused.
9. Notify Central Office receptionist at ____ and request assistance. As a backup, e-mail the Superintendent and Human Resources Director.
10. Assist special needs persons in evacuating.
11. Once outside, go to the designated evacuation site. 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.
12. **DO NOT RETURN TO AN EVACUATED BUILDING** unless authorized by the Fire Department.
13. Once life-saving actions have been taken and the situation stabilizes, begin documentation process.

**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

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Notify all food service managers and the food service directors to try to prevent additional distribution of contaminated food or beverage.
4. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
5. Notify administrators at other schools if and as appropriate to the situation.
6. Brief board chair if appropriate.
7. Notify the city sanitarian, state agricultural response team, the Centers for Disease Control Office and the state department of education school nutrition department.

Lead Administrator/Crisis Response Team
1. As soon as you become aware of a potential contamination situation, call 911 and Campus Police.
2. Notify Director of Safety and Security
3. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
4. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined. Coordinate these efforts through site and district school nutrition management personnel.
5. Notify central office staff of the incident.
6. Begin assessing the available information to try to determine the cause of the contamination.
7. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. See that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.
8. Work with responding public safety officials to determine how the contamination occurred.
9. Implement the media protocol.

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.

Top Level Response
1. Office of Safety and Security activates the Crisis Response Team and briefs them.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify facilities department to prepare for facilities operations if needed.
5. Notify administrators at other schools if and as appropriate to the situation.

Special Note: During an actual hostage taking, those taken hostage should not attempt to retrieve the emergency operations plan since the plan could be useful to hostage-takers. Staff should instead become well versed on this section of the plan.

Lead Administrator/Crisis Response Team
If you are not among those taken hostage:
1. Determine whether an Emergency Lockdown or Non-Fire Emergency Evacuation is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
2. Call Campus Police. Provide as much information as possible.
4. If you are able to evacuate the building, take the emergency evacuation kit with you and notify the first law enforcement officer you encounter of the situation and of the contents of the kit.
5. If a lockdown is ordered, coordinate with law enforcement to provide master keys. Law enforcement may be able to evacuate portions of the building once the situation is contained.
6. Follow the guidelines for staff and offer to assist responding public safety personnel.
7. Use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
8. Evaluate the practicality of implementing the family reunification protocol.
9. Notify Central Office, if appropriate.
10. Implement the media protocol.

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

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. If any students or staff are transported to the hospital, a district representative should be sent to the hospital to provide support.
5. Brief the Public Information Officer of the situation.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Call 911 and report exact location and nature of injured and facility’s address.
2. Notify Campus Police
3. Notify Director of Safety and Security
4. Assign a staff member to meet first responders as they arrive.
5. Implement Precautionary Lockdown Protocol, if needed.
6. Implement Non-Fire Evacuation Protocol, if needed.
7. If lockdown or evacuation are not appropriate, Room Clear the area of people who do not have a specific purpose for remaining in the area of the injured or ill.
8. Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.
9. Notify family members of the injured or ill.
10. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
11. Notify other staff members as needed.
12. Complete an Accident Report form if the incident was an accident.
13. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
14. Develop and maintain written documentation of the incident.
15. Notify Central Office, if appropriate.
16. Implement the media protocol.
**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…).

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify administrators at other schools if and as appropriate to the situation.
5. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Obtain a brief description of the intruder(s) and suspicious actions they have shown.
2. Determine if an Emergency Lockdown (non-compliant intruder) is appropriate. Announce Emergency Lockdown if you feel a lockdown is appropriate for the situation. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
3. Notify Campus Police
4. Notify Director of Safety and Security
5. Upon their arrival, coordinate actions with law enforcement officers.
6. Brief staff on the outcome of the situation as soon as it is resolved.
7. Notify Central Office, if appropriate.
8. Implement the media protocol.
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.

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Notify facilities department to prepare for facilities operations if needed.
6. Brief the PR Director of the situation.
7. Notify administrators at other schools if and as appropriate to the situation.
8. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Contact Campus Police
2. Contact Director of Safety and Security
3. Obtain information regarding the student’s description, including clothing and the circumstances of the disappearance.
4. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, brief Campus Police.
5. If there is any indication that an abduction has occurred or is about to take place, announce Precautionary or Emergency Lockdown as appropriate to the situation. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
6. Coordinate with law enforcement officials regarding parental/guardian notification.
7. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to carefully monitor them.
8. Provide information for staff as appropriate.
9. Assist law enforcement officers with the investigation.
10. Notify Central Office, as appropriate.
11. Implement the media protocol.
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)

**Top Level Response**
1. Contact Communications Director
2. Brief Crisis Response Team
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify administrators at other schools that no one is allowed to speak to the media except the Superintendent or designee.
5. Brief school board members, if appropriate.
6. If appropriate, develop talking points for more consistent messages and disseminate to affected school(s).
7. Identify mediums for delivering important messages i.e. handouts, media interviews, print media, etc.

**Lead Administrator/Crisis Response Team**
1. Contact Director of Communications
2. Contact Director of Safety and Security.
3. In the event of an emergency that draws significant media attention, notify the Communications Coordinator.
4. If you or any of your staff are approached by media representatives during or after a crisis, direct them to contact the Communications Coordinator at the district office.
5. See that the Superintendent, or their designee, (Communications Coordinate) is notified of attempts by the press to interview you or your staff
6. Do not provide any information “off the record.”
7. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times, even after you have declined to interview.
8. As possible during the crisis, remind crisis team members of the media protocol and ask them to remind staff of the protocol as they have an opportunity to do so.
9. Notify Central Office, if appropriate.
10. Implement the media protocol.

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.

Top Level Response

1. Contact Campus Police, Director Safety and Risk Management and Communications Coordinator.
2. Contact the Executive Director of Psychological Services/Social Services and Counseling
3. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
4. Implement notification for the Crisis Response Team.
5. Notify building administration as needed.
6. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
7. The Communications Coordinator contacts the media.
8. Notify administrators at other schools if and as appropriate to the situation.
9. Brief school board members if appropriate.

Lead Administrator/Crisis Response Team

1. Contact Campus Police, Director Safety and Security and Communications Coordinator.
2. Contact the Coordinator of Psychological Services/Social Services and Counseling
3. Maintain structure and stability within the schools. Activate the appropriate crisis teams if necessary
4. Provide teachers and parents with information about what to say and do for children in school and at home.
5. Have teachers provide information directly to their students, not during the public address announcements.
6. If it is safe to do so, have school psychologists and counselors available to talk to students and staff who may need or want extra support.
7. Notify Central Office, as appropriate.
8. Communications Coordinator contacts the media.

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.*

**Top Level Response**
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Notify Director of Personnel or Assistant Superintendent of Human Resources.
4. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
5. Brief the PR Director of the situation.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.

**Lead Administrator/Crisis Response Team**
Bibb County Schools Administrators shall follow the same reporting protocols outlined in the Bibb County policy on Child Abuse or Neglect for these situations. The lead building administrator shall notify the Assistant Superintendent of Human Resources for the Bibb County Schools at Central Office as soon as possible, once a report is received and in no event more than 24 hours after the initial report is received.

*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.

*The reporting of an allegation or suspicion of this nature does not deem the accused person as guilty.*
Report of Weapon on Property

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Brief the Communications Director of the situation.
5. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Obtain information about the situation.
2. Determine if a Precautionary Lockdown or Emergency Lockdown should be implemented to prevent the violator from gaining access to potential victims. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
3. Contact Campus Police.
   Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate when a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. Contact Director of Safety and Security.
5. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, or his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine). Also consider the possibility that the weapon may have been passed to another individual.
6. Brief staff on the situation.
7. When a firearm is recovered from a student, discuss the option of a police search of the student’s bedroom at home for additional firearms.
8. When a firearm is recovered, consider the need for a multidisciplinary threat assessment utilizing law enforcement and mental health professionals.
9. When a firearm is recovered, consider the benefits of parental notification via a letter from the lead administrator to be sent home with students, preferably on the day of the incident. If appropriate, it may be best to post the letter on the district website and to then use the School Messenger system to notify parents and guardians.
10. Notify Central Office, as appropriate.
11. Implement the media protocol.

**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…)

Top Level Response

1. Determine whether or not the Crisis Response Team should be activated or simply briefed.
2. Once the situation has stabilized, obtain more detailed briefing from on site personnel.
3. Notify administrators at other schools if and as appropriate to the situation.
4. Brief school board members, if appropriate.

Lead Administrator/Crisis Response Team

1. Determine if an Emergency Lockdown or Precautionary Lockdown is appropriate and direct staff to implement the appropriate protocol. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
2. Contact Campus Police
3. Contact Director Safety and Security.
4. If they are not already activated, activate the appropriate crisis teams. Send properly trained personnel to the scene of the room clear as appropriate to the situation triggering the room clear.
5. Provide appropriate guidance to staff via public address announcements, bullhorn, e-mail, runners or other means as appropriate.
6. Notify Central Office, as appropriate.
7. Implement the media protocol.
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.

Top Level Response
1. Determine whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Brief the Communications Director of the situation.
5. Notify administrators at other schools if and as appropriate to the situation.
6. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Notify Campus Police
2. Notify Director of Safety and Security
3. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
4. Attempt to provide the victim with privacy.
5. Secure the crime scene.
6. Instruct staff not to use the victim’s name on walkie-talkies and not to release the victim’s identity to anyone other than law enforcement officials.
7. 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.
8. Keep reported victim(s), suspect(s) and witnesses separated.
9. Assist public safety officials as requested.
10. Implement media protocol, if needed.
11. Close facility, if needed.
12. Notify the Central Office, if appropriate.
13. Implement the media protocol.
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 oraser.

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

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on site personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Contact local law enforcement, as applicable.
6. Notify facilities department to prepare for facilities operations if needed.
7. Brief the Communications Director of the situation.
8. Notify administrators at other schools if and as appropriate to the situation.
9. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Make a rapid assessment of the situation and determine whether an Emergency Lockdown, Precautionary Lockdown, or a Non-Fire Emergency Evacuation is the safest course of action. Notify staff of the lockdown or evacuation.
2. Notify Campus Police
4. Do not attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
5. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
6. As safely as possible, see that staff carry out steps listed in the “Faculty & Staff Response” section.
7. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, implement the family reunification protocol.
8. Implement the media protocol.
9. Notify Central Office, as appropriate.
10. Implement the media protocol.

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._

**Top Level Response**
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Notify facilities department to prepare for facilities operations if needed.
6. Brief the Public Information Officer of the situation.
7. Notify administrators at other schools if and as appropriate to the situation.
8. Brief board chair if appropriate.

**Lead Administrator/Crisis Response Team**
1. Contact the local service provider.
2. Contact Campus Police
3. Contact Director of Safety and Security
4. Notify staff.
5. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
6. If appropriate, implement the Evacuation Protocol.
7. If appropriate, implement the Family Reunification Protocol.
8. If water or sewage pipes have broken or are leaking, take steps to reduce water damage and to prevent contamination.
7. In the event of a gas leak, order an evacuation and open windows. Use bomb threat evacuation sites – if possible at least 1,000 feet from the building. Shut off back any back-up generators before switching off other utilities. Remind staff to shut off any welding tanks and laboratory burners and instruct staff not to turn any light switches on or off. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
8. In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. Determine that food is safe for consumption before it is used if the power remains off for an extended period of time.
9. Notify Central Office, if appropriate.
10. Implement the media protocol.

**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.

Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on-site personnel.
4. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
5. Notify facilities department to prepare for facilities operations if needed.
6. Notify administrators at other schools if and as appropriate to the situation.
7. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team:
1. Call Campus Police
2. Call Director of Safety and Security
3. The Crisis Response Team will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate.
4. In case of imminent danger, in which the Crisis Response Team has not yet arrived, the lead administrator or his/her designee must decide to evacuate or assemble personnel indoors and conduct shelter-in-place activities.
5. Make announcement to implement either shelter-in-place or emergency evacuation via the intercom system. Use external public address or bullhorns as appropriate to notify staff and students who are outdoors.
6. Follow-up action will be determined by the Crisis Response Team in coordination with facility officials, and may include but is not limited to:
   o Facilitating evacuation to a safe family relocation site.
   o Determining the relocation site.
   o Dispatching buses or other vehicles to move members and staff to the relocation site.
   o Releasing information to parents/public.
7. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
8. Initiate early/late opening and/or closing of the facility, as necessary.
9. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.
10. Notify Central Office, as appropriate.
11. Implement the media protocol.

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.

Top Level Response
1. Office of Safety and Security implements notification for the Crisis Response Team and provides an emergency briefing.
2. Once the situation has stabilized, obtain more detailed briefing from on-site personnel as well as from local and state emergency management agencies.
3. Notify transportation department to prepare for implementation of off-site family reunification protocol if needed.
4. Notify facilities department to prepare for facilities operations if needed.
5. Brief the Communications Director of the situation.
6. Notify administrators at other schools and departments.
7. Brief board chair if appropriate.
8. Implement the media protocol.
Lead Administrator/Crisis Response Team:
1. The Crisis Response Team will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which the Crisis Response Team has not yet arrived, the lead administrator or his/her designee must decide to evacuate to a remote location outside the affected area or to assemble personnel indoors and implement the shelter-in-place activities.
3. If the Shelter-in-Place protocol is determined to be the best course of action, be prepared to shift to evacuation and family reunification if instructed to do so by public safety officials.
4. If a suspected releases occurs inside the school, it may be appropriate to evacuate the facility and to initiate the Remote Evacuation and Family Reunification protocol.
5. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
   a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
   b. Decontamination of students and staff by public safety personnel.
   c. Determining the relocation site.
   d. Dispatching buses or other vehicles to move members and staff to the relocation site.
   e. Releasing information to parents/public.
6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
7. Initiate early/late opening and/or closing of the facility, as necessary.
8. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.
9. Notify Central Office, if appropriate.
10. Implement the media protocol.

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.
Top Level Response
1. Office of Safety and Security determines whether or not the Crisis Response Team should be activated or simply briefed.
2. Implement notification for the Crisis Response Team.
3. Once the situation has stabilized, obtain more detailed briefing from on site personnel.
4. Brief the Public Information Officer of the situation.
5. Notify administrators at other schools if and as appropriate to the situation.
6. Notify the Centers for Disease Control.
7. Brief board chair if appropriate.

Lead Administrator/Crisis Response Team
1. Contact local public health officials via calling 911 and obtain instructions and decontamination information.
2. Notify Campus Police, the Central Office, and public safety officials of the situation.
3. Contact local hospitals to report situation, if appropriate.
4. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail.
5. Advise staff and students not to eat, drink or touch any food or beverage or to consume food or beverage from containers that could be contaminated.
6. Contact parents and notify them of the situation, as appropriate.
7. Implement the media protocol.

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.