BIBB COUNTY SCHOOL DISTRICT

EMPOWERED TO LEARN, LEAD, INNOVATE AND SERVE

The VIP Club – Where Membership Has Its Privileges!

Bibb County Afterschool Programs

Nita M. Lowey

21st Century Community Learning Centers

Staff

Handbook

2025 - 2026

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

Dr. Shirley McClendon, *Director*
Alexis Stevens-Coney, *Federal Programs Support Specialist*
Deborah Fraley, *Administrative Assistant*
Lashonda Gilbert, Program Coordinator
LaDaphne Hall, *Program Coordinator*
Valeka Franklin-Harden, *Program Coordinator*
Jacqueline Penn, *Family Engagement Specialist*

STAFF DIRECTORY				
SCHOOL	SITE ADDRESS	SITE MANAGER	PROGRAM HOURS	PHONE
Alexander II Magnet	4160 Ocmulgee E Blvd	Candace Smith Monica Jackson	Monday – Friday 3:30 – 6:00 PM	478-779-2750
Appling Middle	1210 Shurling Dr	Benjalyn King Brandice Maynard	Monday – Friday 4:10 – 6:40 PM	478-779-3400
Ballard Middle	1070 Anthony Rd	Cierra Grimes	Monday – Friday 4:10 – 6:40 PM	478-779-3500
Bernd Elementary	4160 Ocmulgee E Blvd,	April Riggins Nakeisha Ray	Monday – Friday 3:30 – 6:00 PM	478-779-2750
Bruce Elementary	3660 Houston Ave.	Sharnell Harris Quanterica Uriah	Monday – Friday 3:30 – 6:00 PM	478-779-4550
Burdell-Hunt Elementary	972 Fort Hill St.	Da'veia Flowers	Monday – Friday 3:30 – 6:00 PM	478-779-2950
Carter Elementary	5910 Zebulon Rd.	Anitha McKenzie	Monday – Friday 3:30 – 6:00 PM	478-779-3350
Central High	2155 Napier Avenue	Chantelle Duncan Valerie Grant Alicia Williams	Monday – Friday 2:45 - 5:15 PM	478-779-2300
Hartley Elementary	2230 Anthony Rd.	Latricia Riggins	Monday – Friday 3:30 – 6:00 PM	478-779-2500
Heard Elementary	6515 Houston Rd.	Jennifer McKinney Tuesday Battle	Monday – Friday 3:30 – 6:00 PM	478-779-4250
Heritage Elementary	6050 Thomaston Rd	Kristie Garnett Kendra Mckenzie Crystal Hatcher	Monday – Friday 3:30 – 6:00 PM	478- 779-4700

Howard High	6400 Forsyth Rd	Lisa Crawford	Monday – Friday 2:45 - 5:15 PM	478-779-4850
Howard Middle	6600 Forsyth Rd	Veronica Hoskins	Monday – Friday 4:10 – 6:40 PM	478-779-3500
Ingram-Pye Elementary	855 Anthony Rd.	Consuela Sneed Stacey Vinson	Monday – Friday 3:30 – 6:00 PM	478-779-3000
John R. Lewis Elementary	3522 Greenbriar R	Shawnta Gibson Lisa Hefner	Monday – Friday 3:30 – 6:00 PM	478-779-2800
Lane Elementary	990 Newport Rd.	Genevieve Johnson Brandyn Barbee	Monday – Friday 3:30 – 6:00 PM	478-779-3150
LH Williams Elementary	325 Pursley St.	Kiara Trigger Geraldine Patterson	Monday – Friday 3:30 – 6:00 PM	478-779-3650
Miller Magnet Middle	751 Hendley St	Alicia Chambliss Naketa Cornegay	Monday – Friday 4:10 – 6:40 PM	478-779-4050
MLK Elementary	1301 Shurling Dr.	Allease Newberry-Bell Amber Conaway	Monday – Friday 3:30 – 6:00 PM	478-779-2100
Northeast High	1646 Upper River Rd	Dr. Beverly Fitzhugh Denita Willis	Demetria Risper William Farran	478-779-4100
Porter Elementary	5802 School Rd.	Sherry Minor Cathy Hogan	Monday – Friday 3:30 – 6:00 PM	478-779-4350
Rutland Middle	6260 Skipper Rd	Portia Nottingham Jazmynn Payton	Monday – Friday 4:10 – 6:40 PM	478-779-4400
Rutland High	6250 Skipper Rd	Yashica Lyons	Monday – Friday 2:45 - 5:15 PM	478-779-3100
Skyview Elementary	5700 Fulton Rd.	Norma Lawrence Shanetta Davis	Monday – Friday 3:30 – 6:00 PM	478-779-4000
Southfield Elementary	4375 Bloomfield Rd.	Alexeya Haywood Lywante Bonner	Monday – Friday 3:30 – 6:00 PM	478-779-4300
Southwest High	1775 Williamson Rd	Fred Rogers	Monday – Friday 2:45 - 5:15 PM	478-779-4500
Taylor Elementary	2976 Crestline Dr.	Savannah Whitty Jamita Roach	Monday – Friday 3:30 – 6:00 PM	478-779-3550
Union Elementary	4831 Mamie Carter Dr.	Demetria Buckner Sarita Robinson	Monday – Friday 3:30 – 6:00 PM	478-779-2650
Veterans Elementary	4901 Faubus Ave.	Carla Stephens Casey Ray-Austin	Monday – Friday 3:30 – 6:00 PM	478-779-2400

Weaver Middle	2570 Heath Rd	LaDalia Howard Brittany Maynard Kederick Quimbley	Monday – Friday 4:10 – 6:40 PM	478-779-4650
Westside High	2851 Heath Road	Demetria Risper William Farran	Monday – Friday 2:45 - 5:15 PM	478-779-3800
VIP Middle	2011 Riverside Dr	Sucada Covington	Monday – Friday 4:10 – 6:40 PM	478-779-4872
VIP High	2011 Riverside Dr	Sucada Covington	Monday – Friday 2:45 - 5:15 PM	478-779-4872

Program Purpose, Goals, & Objectives

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

Moby Max-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 the Moby Max 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 accelerate reading growth. By using this reading curriculum, we will be able to identify each one of our students' strengths 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 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 offers 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 students, 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 at 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 allow 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 meets 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 an engaging manner. Club topics are for 1-2 segments once a week with a new STEAM topic/module 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: United Way of Central Georgia, Girl Scouts of Historic Georgia, Hutchings College and Career Academy, 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 time. 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 as 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 heathy choices through exercising and diet. The 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.

The school offers a hands-on science, technology, engineering, and mathematics (STEM) Curriculum to students sponsored through a partnership with the Air Force Reserve Command (AFRC), the Museum of Aviation, and the Museum of Aviation Foundation, Inc. The STEM Program emphasizes the importance of goal setting, teamwork, and communication in everyday life. 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 mentoring through a team 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

Bruce & Hartley will offer a four-week summer program Monday – Thursday from 8:00 AM to 5:00 PM from June 2 to June 26, 2025. 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

General Policies & Procedures

REGISTRATION POLICY

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

A. Age Restrictions

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

B. Registration Form

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

C. Parent Acknowledgement Letter

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

D. Parent Registration Form

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

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

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

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

Private schools will also be notified of the programs and the availability of slots. Bibb afterschool program will private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA* programs.

Parents will attend an orientation session at which applications will be distributed. From among the applicants, site staff will work with school administration to select students. Enrollment rosters will be completed using the data supplied on the registration forms of those students who are selected for participation. Continuous recruitment to keep slots filled will be conducted by the Site Manager and staff at each site.

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

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

HEALTH AND SAFETY INFORMATION

Pick-up Procedures

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

Late Pick Ups

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

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

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

Attendance

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

COVID-19 Precautionary Procedures

After School Arrival Procedures

All Face to Face after school student participants will remain in their classroom until a 21st CCLC grade level staff person arrives to escort them to their assigned classroom. Upon arrival into the assigned classroom, grade level teacher will then administer a temperature check of each student within their assigned room at 1: 10 ratios. If the temperature measures a temperature of at least 100.4, the student will be reassigned to a designated space monitored by the Site Manager. A subsequent phone call will be made to the student's parent/guardian and the student will remain in the holding space until parent arrives.

Snacks Procedures

All students will remain in the assigned classroom and a pre-bagged snack will be delivered to their classroom by a designated 21st CCLC staff member via snack cart. Any unconsumed snacks will be discarded, and no snack sharing is allowed.

Activity Session Rotation Procedures

Students will remain in the assigned classroom and enrichment teachers will rotate to designated classroom for enrichment classes, i.e., art, music, dance. Before Care Arrival Procedures

Students enrolled in Before Care will have their temperature checked by BASP staff prior to entering the school building. Prior to leaving the before care school site parents will be informed of a satisfactory temperature of 100.3 or lower, or an elevated temperature exceeding 100.4. If an elevated fever exists, the student will not be allowed to remain at the school site. Medical clearance must be provided by the child's physician upon the students' return to school.

Dismissal Procedures

Bus Riders will remain in their assigned classroom and dismissed by grade level, one classroom at a time as directed by Site Manager. Car riders will be dismissed from the classroom. As parents arrive for car rider pickup, they will sign students out and remain at designated check out area until the student arrives to be dismissed. Sanitizer and wipes will be provided during dismissal sign out to support optimal safety precautions.

Early Release

If regular day school closes due to inclement weather or any other reason, the 21st CCLC After School Program will be closed as well.

School Closures/Virtual Programming Plan

If the Bibb County School District is operating virtually, the 21st CCLC After School Program will be offered in a virtual platform via Microsoft Teams. Students must use their electronic device and internet to access their school's After School Teams Classroom using the link provided to them. On Virtual Learning Days,

students should log in and complete activities with the After School Teachers or as provided by the After School Teachers.

Injuries

If a child is injured in ASP:

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

Student Behavior & Discipline

Behavioral expectations in the Afterschool Program are consistent with the Bibb County School District's Code of Conduct. 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.

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

Snacks

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

Weekly Schedule

Management must provide a "working" weekly programming schedule to include time, day, location, and supervising teacher for each academic and enrichment activity. Weekly schedules MUST be posted outside of each classroom used during afterschool hours – see next page.

The VIP Elementary School – SAMPLE Academic & Enrichment Schedule

Grades	Time	Monday	Tuesday	Wednesday	Thursday	Friday
All	3:45-4:00	Refuel and Refresh (Read Aloud & Snack in Cafeteria)	Refuel and Refresh (Read Aloud & Snack in Cafeteria)	Refuel and Refresh (Read Aloud & Snack in Cafeteria)	Refuel and Refresh (Read Aloud & Snack in Cafeteria)	Refuel and Refresh (Read Aloud & Snack in Cafeteria)
K & 1st Grade	4:00 - 6:00	ACADEMICS Math Reading Homework Rm. 402 Ms. Alabama	ACADEMICS Math Reading Homework Rm. 402 Ms. Alabama	ACADEMICS Math Reading Homework Rm. 402 Ms. Alabama	ACADEMICS Math Reading Homework Rm. 101 Ms. Carolina	ACADEMICS Math Reading Homework Rm. 101 Ms. Carolina
		ACADEMICS Math Reading Homework Rm. 402 Ms. Alabama	PHYS. ED. (Outside or Gym) GAMES/CENTERS Rm. 402 Ms. Alabama	Star Lab Rm. 224 Ms. Alabama	Computer Lab Rm. 209 Ms. Carolina	TENNIS (3:45 – 4:20) Gym Ms. Carolina ART/PLAY Rm. 101 Ms. Carolina
2nd – 3rd Grade		ACADEMICS Math Reading Homework Rm. 404 Ms. Florida	ACADEMICS Math Reading Homework Rm. 404 Ms. Florida	ACADEMICS Math Reading Homework Rm. 404 Ms. Florida	ACADEMICS Math Reading Homework Rm. 404 Ms. Florida	ACADEMICS Math Reading Homework Rm. 404 Ms. Florida
		ACADEMICS Homework Math Reading Rm. 404 Ms. Florida	Star Lab Rm. 224 Ms. Florida	Computer Lab Rm. 209 Ms. Florida	PHYS. ED. (Outside or Gym) GAMES/CENTERS Rm. 404 Ms. Florida	TENNIS (3:45 – 4:20) Gym Ms. Florida ART/PLAY Rm. 404 Ms. Florida
4th – 5th Grade		ACADEMICS Math Reading Homework Rm. 216 Ms. Colorado	ACADEMICS Math Reading Homework Rm. 216 Ms. Colorado	ACADEMICS Math Reading Homework Rm. 216 Ms. Colorado	ACADEMICS Math Reading Homework Rm. 216 Ms. Colorado	ACADEMICS Math Reading Homework Rm. 216 Ms. Colorado
		ACADEMICS Math Reading Homework Rm. 216 Ms. Colorado	Computer Lab Rm. 209 Ms. Colorado	PHYS. ED. (Outside or Gym) GAMES/CENTERS Rm. 216 Ms. Colorado	Star Lab Rm. 224 Ms. Colorado	TENNIS (4:25 – 5:00) Gym Ms. Colorado ART/PLAY Rm. 216 Ms. Colorado

All	6:00	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

EMPLOYEE EXPECTATIONS

ASP operates under the following procedures:

1. Each Site Manager is ultimately responsible for the day-to-day operations at the site.

2. Site Managers are required to take daily attendance in the GaDOE Cayen System.

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

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

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

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

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

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

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

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

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

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

13. If the number of staff scheduled to work exceeds the number of students attending daily (see ratio requirements for your program), staff should be dismissed for the day. The Site Manager will use a

rotation log for teacher dismissal. As students are dismissed daily from the program (when the number of students decreases, the number of staff should decrease as well), staff should sign out at the time of dismissal.

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

EMPLOYMENT PROCEDURES

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

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

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

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

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

STEPS TO EMPLOYMENT & SERVICE AGREEMENTS

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

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

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

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

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

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

Step 6: The afterschool department will forward the Service Agreement to the Site Manager to obtain staff signature.

Step 7: The Site Manager will return the signed (with original signature) Service Agreement to the afterschool office.

Step 8: The signed Service Agreement is forwarded to the accounting/payroll department who will expedite the payment process.

Afterschool program employment opportunities are located on the Bibb County School District website - www.bcsdk12.net

NATIONAL CRIMINAL BACKGROUND CHECK

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

AFTERSCHOOL PROGRAM PAYROLL PROCEDURES

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

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

Work Hours

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

Sign In/Out Sheets

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

Supply Request

The Site Manager is responsible for ordering supplies for program staff and students – including technology orders. All supplies/materials requests must be submitted to the Site Manager. Please allow 46 weeks for delivery. All iPads/iPods will remain padlocked in the technology carts when not in use. All other supplies/materials will remain in the afterschool program resource room.

Inventory Tracking System

Sites will be provided with an inventory of all supplies, equipment, and materials issued. The management of these inventories will be kept on file in the afterschool program office. The secretary will inventory all technology items twice each school year.

Use of Video Tapes/DVDs

Video tapes and DVDs should not be used regularly, only as an occasional part of academic/enrichment activities.

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

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

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

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

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

Official Title: Certified Tutor for Before and After School Program	**Department:** Before and After School Programs

Reports To: Site Manager	**Evaluation:** After 6- month probationary period; Annually thereafter

Summary Description of Classification: Provides and implements planned instructional activities for After School Program students.

Duties and Responsibilities

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

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

Job Specifications

Education, Training and Experience:

1. Must be over 18 years old
2. Bachelor's Degree required
3. Georgia Teaching Certificate preferred.

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

SALARY/TERMS/BENEFITS:

1. Salary Range: $25.00 per hourly rate

2. 19 hours a week

Physical Demands: Position requires the operation of one or more of the following on a regular basis: telephone or other communication devices; personal computer, audio-visual equipment, copy machine, calculator, other specialized equipment typically used in an office setting. Lifting or moving up to 20 pounds occasionally.

Position requires sitting for extended periods, standing, walking, bending, stooping, pushing, pulling, lifting and reaching; normal finger dexterity, visual acuity (with or without corrective lenses), hearing, talking, and grasping are required to perform essential functions.

The Bibb County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation so long as the accommodation does not create an undue financial hardship for the district.

Official Title: Non-Certified Tutor for Before and After School Program	**Department:** Before and After School Programs
Reports To: Site Manager	Evaluation: After 6- month probationary period; Annually thereafter

Summary Description of Classification: Provides and implements planned instructional activities for After School Program students.

Duties and Responsibilities

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

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

Job Specifications

Education, Training and Experience:

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

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

SALARY/TERMS/BENEFITS:
1. Salary Range: $15.00 per hourly rate

Physical Demands: Position requires the operation of one or more of the following on a regular basis: telephone or other communication devices; personal computer, audio-visual equipment, copy machine, calculator, other specialized equipment typically used in an office setting. Lifting or moving up to 20 pounds occasionally.

Position requires sitting for extended periods, standing, walking, bending, stooping, pushing, pulling, lifting and reaching; normal finger dexterity, visual acuity (with or without corrective lenses), hearing, talking, and grasping are required to perform essential functions.

The Bibb County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation so long as the accommodation does not create an undue financial hardship for the district.

STUDENT TRANSPORTATION PLAN

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

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

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

BEST PRACTICES FOR EFFECTIVE PROGRAMMING

Factors of an Effective 21st CCLC Program

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

Staffing Skills Required

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

Typical Program Activities

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

Parent/School Connection

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

Parental Involvement & Parent/Family Events

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

Advisory Council

Management is responsible for ensuring an Advisory Council Committee which will include 10 individuals (2 parents/guardians of students participating in the program, 2 students participating in the program,

principal and teachers of the school where students participating in the program during the regular school day, afterschool staff and partners' staff). Management is responsible for submitting meeting announcements, agendas and minutes, and sign in sheet to the afterschool program office. Advisory Council Committee meetings must be scheduled at least twice each academic year – one must occur during the first semester.

Character Education

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

Expectations, Duties & Responsibilities

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

Professional Development Plan & Schedule

Teacher training will be delivered by various educational consultants and district staff. These sessions will cover small group instruction, pre-literacy skills, mathematical thinking, science instruction, curriculum and child development training. Training will provide teachers with basic program operations, curriculum support, technical issues, and technology support components of the on-line curriculum for STAR Reading and STAR Math. The first training was held August virtually via the Microsoft Teams platform. Additional

training will take place October, February, and April. Time and place will be announced at a later date. Summer Program training will be held in May (time/location will be announced).

Data Day

The teacher will be provided two days for reviewing and completing data analysis to determine each student's strengths and weaknesses in reading and math. Programs for students will be canceled on data days. Results of needs assessments will be shared with the afterschool program staff and school day staff.

Staff Orientation

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

Staff Meetings

Management should conduct monthly staff meetings. Staff meetings can be face-to-face and/or meetings by memo. Face-to-face meetings should include attending staff members sign in sheet, agenda, and meeting minutes. If a meeting by memo is utilized, management should submit a signature sheet and the Meeting by Memo minutes. All documents must be forwarded to the afterschool program office as each meeting occurs.

IEP Accommodations

Management must provide services and appropriate accommodations to students with special needs to include the number (only) of students with IEP's served in the program and a list of accommodations used with special needs students during program hours.

Emergency Information

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

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

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

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

- Emergency Preparedness Plan: Management must have and share the written emergency preparedness plan with students, parents, and staff. Management must provide the following documentation – agenda, sign-in sheet and meeting minutes. The emergency preparedness plan must be discussed with parents during parent orientation and with staff during the staff meeting/orientation.

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

Site Visits & Evaluations

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

- State Monitor: 21st CCLC ERES will visit a minimum of three times each year – announced and unannounced.

- Evaluations: Certified and non-certified tutors will be evaluated mid-year (December) and end of the year (May) by the Site Manager; Site Manager will be evaluated mid-year (December) and end of the year (May) by the Program Coordinator. Staff evaluation will include (but not limited to) professionalism, customer service, cooperative attitude, meeting deadlines, monitoring staff attendance and work practices, punctuality, and responsibilities for implementing and completing day-to-day tasks.

- Outside Evaluator: Outside evaluators utilize information collected in decision making and program revisions for the purpose of continuous improvement. The outside evaluator visit is scheduled three times each academic year.

Communication Plan

A formal process for regular and effective communication between school day instructional staff and 21st CCLC instructional staff has been adopted. After school staff and regular day staff engage in quarterly planning sessions to document specific areas of students' instructional and behavioral needs. The planning sessions support the academic and instructional component of the approved program.

Quarterly, the program director and site coordinators communicate regularly and effectively with school principals and administration to coordinate resources and use of school facilities. During these sessions, best practices are discussed to address holistic and individual needs of students.

Student progress reports are distributed quarterly to families of participating students. These progress reports regularly and effectively communicate detailed information regarding students' behavior, experiences, successes, and challenges.

Regular and effective communication is provided to parents/guardians with Limited English proficiency in modes that are appropriate and easily understood.

Compliance & Performance Assessment Monitoring

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

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

I. Program Implementation

The subgrantee implements, provides, ensures and/or utilizes

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

II. Staffing

The subgrantee implements, provides, ensures and/or utilizes

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

III. Communication Plan

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

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

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

A. Communication with School Day Teachers

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

B. Principal Communication

- Communicate with principals annually to discuss program goals and objectives, building usage, and staff and student recruitment; additional meetings scheduled as needed

- Principals are invited to attend advisory council board meetings and encouraged to attend all special events
- Communicate all parent and extra-curricular events by email, face-to-face, or flyer/announcement
- Share evaluations and reports with principals

C. Parent Communication

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

D. Communication with Parents with Limited English Proficiency

- Contact District's Bilingual Liaison Coordinator to help with phone calls and translate documents for parents with limited English proficiency
- Utilize bilingual staff in the afterschool program

IV. Collaboration & Sustainability Plan

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

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

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

V. Health, Safety, & Nutrition

The subgrantee implements, uses, provides, ensures and/or utilizes

- procedures for authorized student pick up and drop off and has included the information in the parent/student and staff handbooks
- emergency student and staff contact information in an easily accessible central location at each program

- clear standards for student behavior and student discipline
- written emergency preparedness plan that is specific to program operating hours
- regular/scheduled safety drills (two per semester)
- written procedures for mandated for reporting child abuse and sexual harassment
- an acceptable usage policy for student and staff for internet usage a nutritious snack

VI. Program Reports and Evaluation

Bibb County afterschool program will prepare and submit an end-of-year evaluation report no later than June 30th of each year. The evaluation report contains data from the program's ongoing planning, design, and implementation. An effective report that evaluates specific targets will enable the subgrantee to make informed decisions about changes that the program may need. In addition, subgrantees are required to provide data through Cayen's Afterschool 21 data management system for the U. S. Department of Education's 21st CCLC Profile and Performance Information Collection System. Data should be updated by the 10th of each month.

POLICIES & DIRECTIVES FORMS

MANDATORY REPORTING:
CHILD ABUSE / EMPLOYEE OR PERSON ACTING ON BEHALF OF THE AFTERSCHOOL PROGRAM

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

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

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

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

Policy **Descriptor Code: GAEB**
Harassment

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

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

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

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

Bibb County Schools

Date Adopted: 12/18/2014
Last Revised: 12/9/2014

Internet services will be made available to all schools with the following goals in mind:

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

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

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

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

4. Unauthorized disclosure, use, and dissemination of personal information regarding
minors; and
5. Measures designed to restrict minor's access to materials defined by applicable law
as "harmful to minors."

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

Bibb County Schools

Date Adopted: 12/18/2014
Last Revised: 12/9/2014

Nepotism and Employment Relatives

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

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

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

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

Bibb County Schools

Date Adopted: 12/18/2014
Last Revised: 12/9/2014

FRAUD, WASTE, & ABUSE

Fraud: Any act of intentional or reckless deceit to mislead or deceive. Such acts include, but are not limited to:

- Deliberate misuse or misapplication of resources or assets
- Fraudulent credentials
- Fraudulent expense reimbursement
- Falsifying financial records
- Intentionally misrepresenting the costs of goods or services provided
- Falsifying payroll information
- Falsifying student records or information
- Forgery or alteration of official documents (contracts, checks, purchase orders, invoices, etc.)
- Conspiring to carry out any of the above actions

Waste**:** A reckless or grossly negligent act that causes funds to be spent in a manner that was not authorized or represents significant inefficiency and needless expense. Examples include, but are not limited to:

- Purchase of unneeded supplies or equipment
- Purchase of goods at inflated prices
- Failure to reuse major resources or reduce waste generation

Abuse**:** The intentional, wrongful, or improper use or destruction of resources, or seriously improper practice that does not involve prosecutable fraud. Examples include, but are not limited to:

- Misuse of money, equipment, supplies and/or other materials

- Failure to report damage to equipment or property
- Improper hiring practice
- Significant unauthorized time away from work
- Significant use of time for personal business
- Receipt of favors for awarding contracts to vendors
- Falsification of time records to include misuse of overtime or compensatory time

There is other potential for misconduct to include:

Corruption: An intentional act of fraud, waste or abuse, or the use of public office for personal or financial gain for oneself or another. Examples include:

☐ accepting kickbacks

☐ bid rigging ☐ contract steering

Conflict of Interest: A situation in which a person is in a position to exploit his/her professional capacity in some way for personal benefit. It may occur when a person has competing professional obligations and private interests. A conflict of interest may exist even if no unethical or improper act results from it, as may be evidenced by the appearance of impropriety. Examples include:

- Purchasing goods from vendors who are controlled by or who employ relatives Nepotism
- Accepting gifts from vendors
- Outside employment with vendors
- Inappropriately using one's position to influence the selection of vendors with whom you have a personal interest/relationship
- Using confidential information for personal profit or to assist outside organizations

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

EMPLOYEE RESPONSIBILITIES

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

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

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

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

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

Employees may file such complaints without fear of reprisal.

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

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

Fiduciary Policy and Procedures

21ST CCLC GRANTS FIDUCIARY POLICIES AND PROCEDURES

A. Administration. The Accounting Office is generally responsible for administration of the fiscal aspects of grants and contracts such as grant accounting, development of indirect cost rates and review of budget proposals. Programmatic aspects of grant and contract administration are coordinated through the Department of Teaching and Learning, Department of District Effectiveness & Special Programs, and

Department of Title I. Federal grant manuals and regulations pertaining to federal grants and contracts are available in both the Accounting Office and the Program Director's Office, and many are now available on-line.

For all grants awarded prior to December 27, 2014, the School District must follow all Office of Management and Budget (OMB) circulars applicable to local governments (i.e. OMB Circulars A-87, A110, and A-133) and EDGAR.

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

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

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

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

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

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

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

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

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

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

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

E. Cash Management. Recipients must minimize the time between incurring the expense and requesting reimbursement through the reimbursement module in GAORS. If any Federal funds are advanced they must be in an interest bearing account. Any interest earned is credited back to the 21st CCLC cash account. Recipients must use grant funds only for obligations incurred during the funding period. All laws and regulations must also be adhered to by any sub recipient of federal funds. Program Directors are responsible for ensuring sub recipients follow all guidelines.

The 21st CCLC grant does not generate any program income.

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

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

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

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

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

J. Budget Review. It is crucial that Program Directors review all reports submitted to them by the Accounting Office and determine accuracy of personnel and other expenses being charged to their grant. This review needs to be done monthly. Likewise, program directors must provide timely change forms when an employee is being incorrectly charged to a grant or is moving from one program or position to another. It is the Program Director's responsibility for verifying all transactions charged to their grant. If any errors are detected, they are to immediately notify the Grants Manager assigned to the grant and initiate any and all paperwork to correct the error. A Grants Manager has been assigned

to the 21st CCLC grants and is available to work with the Program Director and/or her designees to meet on a monthly basis to review the status of each grant.

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

PURCHASING AND ACCOUNTS PAYABLE for 21st CCLC - Allowability

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

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

Determining Allowability of Costs – 21st CCLC

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

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

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

Factors Affecting Allowability of Costs – 21st CCLC

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

Necessary and Reasonable for the performance of the federal award.

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

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

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

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

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

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

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

- Whether the cost addresses program goals and objectives and is based on program data Allocable to the Federal Award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefits received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 CFR 200.405. For example, if 50% of an academic instructor salary is paid with grant funds, then that academic instructor must spend at least 50% of his/her time on the grant program. Additionally, if equipment or supplies purchased with grant funds benefits more than one grant program, the purchase must be "split-funded" among the grant programs receiving the benefit.

- Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District. For example, personnel whose travel is paid with federal funds is reimbursed at the same rates as personnel whose travel is paid with state or local funds and the grant is charged accordingly.
- Conform to any limitations or exclusions set forth as cost principles in 2 CFR Pert 200, Subpart E, or in the terms and conditions of the federal award.
- Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- Adequately documented. All expenditures must be properly documented with original source documentation that is clearly written and maintained on file with accounting records. Documentation includes purchase orders/requisitions, invoices, receipts, verification of receipt of goods and services, travel authorizations and vouchers, contracts, time-and-effort records, copies of checks, bank statements, etc. Expenditures that are not supported by source documentation cannot be charged to the grant.
- Determined in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in 2 CFR Part 200.
- Not included as a match or cost-share of another federal program, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the grantee to contribute a certain amount of non-federal resources to be eligible for the federal program.
- The net of all applicable credits. The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges, such as credits. To the extent that such credits accruing to or received by the District relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2CFR 200.406.

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

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

Competitive Bidding. Competitive bidding is generally required for purchases, leases and contracts over $10,000. (See the Districts Policy DJED)

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

Formal competitive bidding may not be appropriate in certain exceptional cases; for example, where the item is a highly specialized piece of equipment (or service) that is only available from one source, or due to legitimate extenuating or emergency circumstances. Authorization for exceptions to omit formal competitive bidding for items over $10,000 should be made by the Director of Procurement and/or CFO as appropriate. All orders over $100,000 must be approved by the Board.

Conflict of Interest

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

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

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

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

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

Procedures. Any conflict of interest, potential conflict of interest or appearance of a conflict of interest should be immediately reported in writing by the affected employee to his/her school or department head.
The school or department head will forward this report to the Assistant Superintendent (and copy to the personnel office) for inclusion in the employee's personnel file and for determination regarding an appropriate response.

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

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

Accounts Payable

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

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

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

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

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

TRAVEL AND OTHER ITEMS

A. Business Travel Policies, Advances and Reimbursement

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

Transportation

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

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

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

damage waivers should normally be declined since the District's automobile insurance includes this coverage.

Taxi and Limousine Service. Fares including reasonable tips are allowable if no other reasonable public transportation is convenient.
Meals, Lodging and Other Expenses

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

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

Hotel fees may be paid in advance by the District if the proper pre-payment forms are filed with Laurie Johnson in Professional Learning in a timely manner.

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

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

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

BIBB COUNTY SCHOOL DISTRICT

EMPOWERED TO LEARN, LEAD, INNOVATE AND SERVE

Afterschool Programs
Site Observation Tool

Date:				Location:			
Site Manager on Duty:				No. of Students:			
No. of Staff:	Certified			Non-Certified		Volunteers	
Grant-Based: Program Name				Fee-Based: Program Name			

SKILL DEVELOPMENT			
YES	NO	ACTIVITY	COMMENTS / NOTES
		Math	
		Reading/Writing/Literacy	
		Social Studies	
		Science	
Observations			

ENRICHMENT			
YES	NO	ACTIVITY	COMMENTS / NOTES
		Artistic/Crafts	
		Physical/Athletic	
		Dance	
		Music/Drama	
Observations:			

TECHNOLOGY			
YES	NO	ACTIVITY	COMMENTS / NOTES

Observations

Observer's Signature: _____

..

SOCIAL LEARNING			
YES	NO	ACTIVITY	COMMENTS / NOTES
		Outside/Recreation	
		Structured Learning Games	
		Project-Based Learning	
Observations			

SITE OVERVIEW			
YES	NO	ACTIVITY	COMMENTS / NOTES
		Snack Appropriate	
		Student Engaged	
		Staff Instruction (small or large group)	
		Staff on Task	
		Behavior Issues	
		Needs/Improvement	
Observations			

GRANT COMPLIANCE			
YES	NO	ACTIVITY	COMMENTS / NOTES
		Grant Purpose	
		Schedule Posted	
		Follows Schedule	
		Evacuation/Safety Plan Posted	
		Student Work Files	
		Site Organization Files	
		Recommendations/Follow Up	
Observations			

STUDENT PERSPECTIVE	
TEACHER PERSPECTIVE	

RECOMMENDATIONS / FOLLOW UP

Observer's Signature:_____

AFTERSCHOOL PROGRAMS
Certified & Non-Certified Tutor Evaluation Form

Employee Name: **Employee ID#:** **Location:**

Report Period: (*To/From Dates*) **Mid-Year ☐ End of the Year ☐**

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

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

If the employee has three (3) or more NI's in the areas below, this would constitute an overall unsatisfactory performance rating. **~~Overall Annual Rating:~~** Satisfactory OBJ

	S	NI	U	Comments
Attendance & Punctuality				
Student Focus Lessons (individual/small group)				
Teacher Guided Lessons				
Classroom Management				
Encourage student progress				
Dependability				
Quality of Work				
Student Engagement				

Professionalism				
Demonstrates knowledge of program goals and				
objectives				

Cooperative Attitude				
Time Management				
Communication (with management, peers, and parents)				

Signature acknowledges receipt of evaluation and discussion with the supervisor, not necessarily concurrence. Written comments may be provided and/or attached to this form.

_____ _____

Employee Signature Date

_____ _____

Site manager Date

Frequently Asked Questions

When can a student begin the afterschool program**?**

When the following program requirements are received:

- Registration Form
- Parent Acknowledgement Letter
- Adult Registration Form
- Handbook Receipt and Acknowledgement Form

What should I do when a student is injured during the afterschool program**?**

The Site Manager and/or staff member should document the incident on the Incident/Accident Form, notify the parent/guardian on the date of the incident, notify and forward a copy of the completed incident report to the program coordinator as soon as possible.

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

What if we receive spoiled snacks?
Notify the Site Manager. The Site Manager should notify your School Nutrition Manager and/or your Program Coordinator.

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

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

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

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

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

How often should the 21st CCLC program staff complete the national background check?
Interested applicants must complete a national background check every 365 days.

What should I do if a staff member forgets to sign in/out, but worked?
The staff member must make sure to sign in/out prior to the submission of timesheets. If the sign in/out sheets are submitted to the Program Coordinator without staff signing in/out, he/she should not expect to receive payment.

What time should students board the bus for dismissal?
All students should board the bus at the scheduled dismissal time.

BIBB COUNTY SCHOOL DISTRICT

EMPOWERED TO LEARN, LEAD, INNOVATE AND SERVE

Pertinent Policies & Directives
Staff Handbook & Acknowledgement Form

Name of Employee: _____

Afterschool Program Location**:** _____

Afterschool Position: _____

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

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

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

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

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

_____ School District Policy GAEB, Harassment (Sexual)

_____ School District Policy, IFBG, Internet Acceptable Use

_____ School District Policy JGI, Child Abuse or Neglect

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

Signature of Employee Date

BIBB COUNTY SCHOOL DISTRICT

EMPOWERED TO LEARN, LEAD, INNOVATE AND SERVE

Georgia's 21st Century Community Learning Centers

Soaring Beyond Expectations

Afterschool Program

Staff/Volunteer Emergency Contact Information

(Last Name) (First Name) (Middle Initial)

(Street Address) (City) (Zip)

(Telephone Number) (Cellular Number) (Email Address)

List any current health conditions.

Emergency Contacts

Contact Number(s):

2. Contact Person: _____ Relationship to You:
Contact Number(s): _____

3. Contact Person: _____ Relationship to You:_ Contact Number(s):_____

1. Contact Person: Relationship to You:
_____ _____

Are you currently on any medication(s)? Yes ☐ No ☐

If yes, please list names and dosages.

_____

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

Name: _____ Contact Number: _____

_____

Address:

Please list your emergency medical care preference

1. _____ 2. _____

Return completed form to the site manager.

BIBB COUNTY SCHOOL DISTRICT

EMERGENCY PREPAREDNESS SENIOR MANAGEMENT PLAN

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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.

HANDBOOK **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.

BIBB'S STAFF HANDBOOK

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:

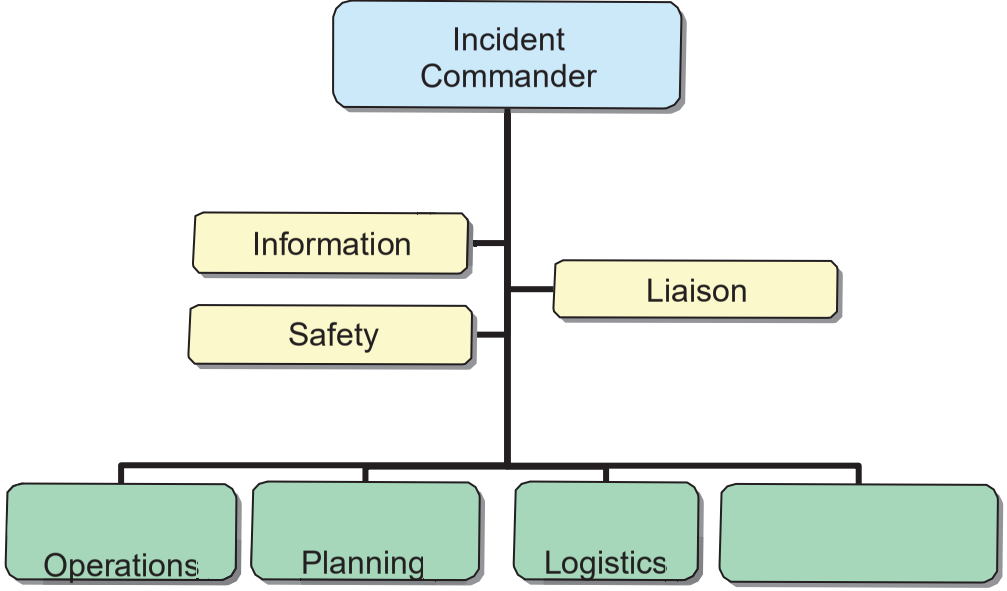
1. **Information Officer**: Point of contact for the media and other people or organizations seeking information.
2. **Safety Officer**: Monitors safety conditions and develops measures for assuring the safety of personnel.
3. **Liaison Officer**: Point of contact for other agency representative involved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



Finance/ Administration

Chief of Staff:	Dr. Katika Lovett (O) 478-765-8645 (C) 478-957-0730
Chief Financial Officer:	Eric Bush (O) 478-765-8509 (C) 478-394-1768
Assistant Supt. Human Resources:	Emanuel Frazier (O) 478-765-8733 (C) 478-365-4368
Assistant Supt. Student Affairs:	Jamie Cassady (O) 478-765-8503 (C) 478-952-1871
Assistant Supt. Teaching/Learning:	Dr. Ethelstine Lett (O) 478-765-8714 (C) 478-951-0469
Assistant Supt. District Effectiveness/ Federal Programs:	Dr. Lori Rodgers (O) 478-765-8584 (C) 478-538-4518
Coordinator of Psychological Services	Brooke Widener (O) 478-765-8638 (C) 478-952-7243
Coordinator of Student Support Services Social Work	Angela Solomon (O) 478-765-8608 (C) 478-390-1582

Director of Student Support Services Tilnisha Rosser
(O)478-765-8516

Chief of Campus Police: Chief Curtis Adams
(O) 478-779-2037
(C) 478-733-9387

ReShanda Walker – Administrative Assistant to the Chief of Staff
(O) 478-765-8713 (C)
478-832-9587

Tiffany Everidge – Financial Assistant to the CFO
(O) 478-765-8510
(C) 478-832-5705

Lewanna Stubbs – Human Resources Coordinator
(O) 478-765-8538
(C) 478-319-1513

Debra Ross – Administrative Assistant to the Assistant Superintendent of Teaching & Learning (O)
478-765-8504
(C) 478-737-1658

Perseco Andrews – Administrative Assistant to the Assistant Superintendent of District Effectiveness & Federal Programs
(O) 478-765-8582

Director of Communications: Stephanie Hartley
(O) 478-765-8620
(C) 478-952-1753

Executive Director Capital Projects: Jason Daniel

Cabinet ICS Structure
(List Primary and Secondary Contact)

Incident Commander: Superintendent	1.Dr. Dan A. Sims, Jr. (O) 478-765-8502 (C) 478-954-6274	2. Mrs. Lisa Norris (O) 478-765-8502 (C) 478-972-5507

Public Information Officer Director of Communications	1. Ms. Stephanie Hartley (O) 478-765-8620 (C) 478-952-1753	2. Mr. Jeremy Timmerman (O) 478-765-8621 (C) 478-297-0943
Safety Officer Director of Safety and Risk Mgt.	1. Mr. David Gowan (O) 478-765-8647 (C) 478-390-1306	2. Ms. Marqueta Harden (O) 478-765-85 (C) 478-284-1082
Law Enforcement Liaison Officer Chief Investigator	1. Sgt. Matt Giegler (O) 478-779-2040 (C) 478-390-7500	2. Ms. Marqueta Harden (O) 478-765-8547 (C) 478-284-1082
Executive Officer:	1. Dr. Chara Willaford (O) 478-765-8793 (C) 478-550-3315	2. Mrs.TaTanya Maynard (O) 478-765-8791 (C) 478-952-7513
Executive Officer:	1. Mr. Nelson Render (O) 478-765-8792 (C) 478-550-6720	2. Mrs. TaTanya Maynard (O) 478-765-8791 (C) 478-952-7513

Executive Officer Steve Jones
(O) 478- 765-8795

Executive Director of Technology

Mr. Kevin Adams (O) 478-765-8617 (C) 478-338-4617

Director of Maintenance: 1. Mr. Antonio Simmons

(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.

Title	Name	Contact Numbers
Superintendent	Dr. Dan Sims	(O) 478-765-8502 (C) 478-954-6274
Chief of Staff	Dr. Katika Lovett	(O) 478-765-8614 (C) 478-957-0730
Assistant Superintendent District Effectiveness & Federal Programs	Dr. Lori Rodgers	(O) 478-765-8698 (C)478-550-6158
Assistant Superintendent Human Resources	Mr. Emanuel Frazier	(O) 478-765-8733 (C) 478-365-4368
Assistant Superintendent Teaching & Learning	Dr. Ethelstine Lett	(O) 478-765-8645 (C) 478-951-0469
Chief Financial Officer	Mr. Eric Bush	(O) 478-765-8509 (C) 478-394-1768
Assistant Superintendent	Mr. Jamie Cassady	(O) 478-765-8503 (C) 478-952-1871

Emergency Call List (continued)

Title	Name	Contact Numbers
Director Safety and Security	Mr. David Gowan	(O) 478-765-8647 (C) 478-390-1306
Chief Investigator/School Safety	Sgt. Matt Giegler	(O) 478-779-2040 (C) 478-390-7500
Chief of Campus Police	Chief Curtis Adams	(O) 478-779-2037 (C) 478-733-9387
Director of Communications	Ms. Stephanie Hartley	(O) 478-765-8620 (C) 478-952-1753
Athletic Director	Mr. Kevin Grooms	(O) 478-765-8555 (C) 478-737-8781

Chief Legal Counsel		(O) 478-765-8543 (C) 478-538-5428
Executive Director of Personnel	Dr. LaToya Smith	(O) 478-765-8515 (C) 478-733-3918
Executive Director Capital Projects		(O) 478-765-8505 (C) 478-538-5200
Director of Maintenance	Mr. Antonio Simmons	(O) 478-779-3543 (C) 478-390-0197
Director of Transportation	Mr. Anthony Jackson	(O) 478-779-2010 (C) 478-365-5452

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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 (i.e.: 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 email. 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 school's 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. (i.e.: 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 email. 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.
2. Notify the Front Office and advise why Fire Alarm activated.
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, deadliest 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 onsite 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 onsite 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.

7.

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.
   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:

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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.

7. 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.
   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

7. 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.
9. Notify central office.
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 onsite 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:

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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 official’s 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 then 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 web site 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

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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. 14. Implement media protocol.

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. 6. Brief board chair.

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.
3. Notify Director of Safety and Security.
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 withstaff 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 enaction:

- ***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 onsite 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 or taser.

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 onsite 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
3. Notify Director of Safety and Security.
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.

References: American Red Cross (ARC), the Georgia Emergency Management Agency (GEMA), *Jane's Chemical – Biological Defense Guidebook,* and *Jane's Chem-Bio Handbook*.

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 Radio luminescence 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.

Suspected Biological 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. Once the situation has stabilized, obtain more detailed briefing from onsite 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.