



21st CCLC Beyond the Bell

Employee Handbook 2025-2026

****In addition to the SCS HR Handbook***

The vision of Sumter County Schools is to graduate all students college and career ready, who are productive citizens empowered to be competitive in a global society.

The mission of Sumter County Schools is to ensure all students receive an equitable education, equipped with 21st Century Skills through transformational learning experiences.

Note: All SCS and BTB employees are expected to follow all policies and guidelines in the annual SCS Human Resource Employee Handbook found on the district HR web page. During the first quarter of annual employment, employees sign and document receipt and understanding of the handbook. Documentation is kept on file in the SCS HR office and by principals. See the table of contents in table of contents for written policies, procedures and processes for conflicts of interest and complaints, nepotism, child abuse, fraud, waste and abuse, procurement, technical evaluations of proposals and selection, cash management, allowability, sexual harassment, non discrimination and finger printing Click hereSource: [SCS Employee Handbook \(www.sumterschools.org/humanresources\)](http://www.sumterschools.org/humanresources)

Note: With the freeze on federal funding and delayed distribution of federal funds to states and sub-grantees, some dates were adjusted accordingly for the first quarter. Associate Superintendent, Mr. Jerry Sanders is the superintendent's designee for 21st CCLC Beyond the Bell administration. He can be reached at jsanders@sumterschools.org or 229-931-8500. First follow the chain of communication.

Abstract

Sumter County is a small rural county struggling to provide its children a quality education and enriched cultural experiences. School administrators want to provide students opportunities to participate in expanded cultural, educational, and social experiences through an afterschool and summer program. The program, Beyond the Bell, will focus on 160 seventh - twelfth grade students who are identified as needing additional academic, youth development and engagement and family engagement opportunities to improve outcomes. Of the 160 target students, 10 will be special education students. Sumter County students need an opportunity to participate in enrichment programs, including educational field trips that will broaden their experiences and increase opportunities for growth. Negative community factors including high poverty impact students and provide challenges for the school. Sumter County Schools' children need academic, social and cultural enrichment that an afterschool and summer program can help address. The 7th-12th grades program will operate 4 days a week (Monday – Thursday) for a little more than 3 hours per day (min 12 hours a week) for 28 weeks. The summer program will operate 5 days a week (Monday - Friday) for more than 20 hours per week during the month of June with one day per week designated for field trips. The middle school will offer Saturday School for supplemental Georgia Milestones Test preparation and enrichment. All Beyond the Bell programs will focus on academic enrichment and remediation in literacy, math, science and social studies, test preparation for the GA Milestones assessments, and student enrichment using project-based learning activities relating to career interests and pathway development. The Nita M. Lowey 21st CCLC grant will provide cultural, social, and physical experiences for students that will be broadened through educational field trips to colleges and universities, potential career sites, and cultural and civic landmarks. Sumter County Schools is committed to collaborating with local, state and federal entities to improve educational, social, emotional, physical and mental outcomes for the students and families in Sumter County.

Purpose Sumter County is an impoverished rural community struggling to provide children with the extended time and resources to diminish multiple variables that negatively impact educational outcomes. Based on an extensive needs assessment process, it is clear there are critical achievement and service needs for all SCS students. Since the district currently provides a low cost afterschool and summer school to PK-6 students in the ASTEP program and low cost childcare is provided through Tooty Tots and Giggles and Smiles to the same population, additional programming is needed for middle and high school youth, especially with local increases in youth crime and deaths. The target population identified for FY26 Beyond the Bell programming is 85 7th-8th grade students at Sumter County Middle School and 75 students from Sumter County High School. Risk factors identified in 2024 for teens in Sumter County helped narrow our focus when assessing and aligning needs and resources.

Beyond the Bell Goals and Objectives

Goal 1: Improve Student Achievement

- At least 80% of students who attend 30 or more days will show measurable growth each year—an average Lexile gain of 100 points in reading and an increase of 35 points or more on the GMAS in English Language Arts or mathematics.

Goal 2: Foster Youth Development

- 80% of regularly attending students will meet most of their Personalized Learning Plan goals in academics, well-being, behavior, attendance, and career readiness.
- 80% will achieve a rating of “Mostly Engaged (3)” or higher on the Social and Emotional Engagement–Knowledge and Skills Ladder.
- 90% will take part in at least one Exploration Group activity each quarter, such as service learning, entrepreneurship, leadership, career exploration, athletics, or fine arts.
- The number of students qualifying for sports, CTAE, or work-based learning opportunities will rise by 20% each year.

Goal 3: Strengthen Family Engagement and Support

- At least half of families will complete a Monthly Panther Family Challenge, demonstrating participation in academics and youth development.
- 70% of parents or caregivers will attend six or more engagement activities per year, including discussions with staff and students about each child’s Panther Performance Plan.

Advisory Committee The advisory committee for the 21st Century Community Learning Centers Beyond the Bell initiative is composed of principals of participating schools, the superintendent/designee, and representatives from each partner organization, parents and students.. The Beyond the Bell advisory committee meets a minimum of twice annually each semester. In addition, partners are provided updates during Sumter County Family Connection meetings on the third Thursday of each month at noon at the Sumter County Extension Agency.

Alternative Programming Plan Beyond the Bell programs will continue to meet the needs of the students and community if program implementation cannot be delivered as planned. We know that in person instruction is best practice however, circumstances out of our control may require a quick move to temporary instruction. The following outlines how virtual/digital learning will be offered in the event of school closures to meet the three BtB goals. The program director will communicate with site coordinators who will ensure dissemination of equipment and supplies to staff and students. An orientation to alternative programming will be provided within the first two days of implementation.

Sumter County School District utilizes Google Classroom to share digital content between teachers and students. During school closures, BtB staff will use Google Classroom to offer virtual digital learning. The first level of security will be implemented through account authentication. Teachers and students will be required to enter a school-assigned Gmail address as their username and password to gain access to the platform. With additional cybersecurity grant funding, a second level of security will be implemented

through Multi Factor Authentication (MFA) on all Gmail accounts to ensure cybersecurity and student privacy.

Additionally, teachers and staff will secure all student information on password-protected devices. BtB students and staff will be provided with Hotspots whenever needed. During extended school closures, BtB staff will implement a blended approach utilizing a combination of digital indoor and outdoor experiences. It should be noted that there is always a virtual option for parents and caregivers to engage and participate with BtB students since lack of reliable transportation is a barrier for many. The web-based platforms have been and will continue to be useful when the need to switch to learning from home is necessary. Using GoGuardian will enhance learning, ensure safety, and promote responsible technology use. The program allows adults to monitor student activity; facilitate focused learning; support homework and academic needs; ensure digital safety; encourage STEM and technology-based activities; support remote or hybrid programs; encourage digital citizenship, and; manage device usage during free time. Individualized Learning Plans, modifications and 504 accommodations will be utilized or appropriately amended for virtual learning, whenever necessary.

Attendance Students must attend regularly to receive the full benefits 21st CCLC programming. Students with chronic unexcused absences may be dismissed from the program. At the end of the regular school day, students will report to the lunchroom. The after school teacher will pick them up from the lunchroom each day. Students will not be allowed to ride the 3:45 bus home unless the school has been notified by a note from the parents or a phone call from the parents or guardians that the student has permission to be dismissed at 3:45. This is to ensure that parents are aware that the child will be arriving home early. · The “We Care” program: after a student is absent for two days; telephone to check on the student. If the student continues to be absent after the telephone call, a follow –up home visit and/or parent conference is scheduled. When you sign in daily, you can make a note of any student for whom you have concerns. In addition, engaging activities involving Enrichment Groups that involve the production and creation of specially cooked products and the creation of projects and board games. Many academic and enrichment activities for STEAM involve things students can make and eat or use. Students will be involved in projects to supplement small snacks until the district applies for and receives a USDA supper grant. The administrative assistant to the superintendent monitors attendance in addition to BtB personnel.

2025-2026 BtB Programming Calendar

After School Days: Monday – Thursday (3:45 – 6:50 PM)

After School Duration: September 15, 2025 – May 18, 2026

After School and Summer School Locations: Sumter County Middle & High Schools

Saturday Sessions: SCMS Only

Monthly Service Dates and Notes *Adjusted due to initial delay in funding

September 2025 *Sept 15 – 18, 22 – 25, 29 – 30 Program Begins 9/15

October 2025 Oct 1–2, 6–9, 21–23, 27–30 No Service Oct 13-16

November 2025 Nov 3–6, 10–13, 17–20 No Service Nov 24–27 (Thanksgiving Break) December 2025

December 2025 1–4, 8–11, 15–18 No Service Dec 22 – Jan 12 (Winter Break)

January 2026 Jan 13–15, 19–22, 26–29 Program Resumes 1/13

February 2026 Feb 2–5, 9–12, 17–19, 23–26 No Service Feb 16 (Presidents Day); Saturday 2/7 & 2/28

March 2026 Mar 2–5, 9–12, 17–19, 23–26, 30–31 Saturday 3/21

April 2026 Apr 1–2, 14–16, 20–23, 27–30 No Service Apr 6–9 (Spring Break); Saturday 4/11 May 2026
May 4–7, 11–14, *18 Last Day of Program May 18

Child Abuse Reporting Procedures

All employees of the Sumter County Board of Education, as well as persons who attend to a child pursuant to their duties as a volunteer for the school system, who have reason or cause to believe that suspected child abuse has occurred shall notify the site coordinator who will report it to the program director who will notify the principal. The program director shall report such abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that suspected child abuse has occurred, in accordance with Georgia law and the protocol for handling child abuse cases for Sumter County, Georgia. Under no circumstances shall the coordinator/director to whom a report of child abuse has been made exercise any control, restraint, modification or make other change to the information provided by a mandated reporter. although the reporter may be consulted prior to the making of a report and may provide any additional, relevant and necessary information when making the report.

STATEWIDE, TOLL-FREE HELPLINE 1-800-532-3208

Communication Plan

The chain of communication is as follows:

Students will share with their BtB teachers and their parents/caregivers any celebrations, needs or concerns they have. It is expected that we communicate with those first with whom we have a concern unless there is a safety issue.

Students, parents/caregivers and BtB employees should share related information with the BtB site coordinator.

Site coordinators will share pertinent information with the program director who will share with the principal and appropriate district staff.

One should always think about the chain of communication before discussing concerns with others before discussing with those who are next in the chain of communication.

PARENT PORTAL/ INFINITE CAMPUS MESSENGER The Sumter County School District is using the student information system, Infinite Campus, to communicate with parents about their child's progress at school through a Parent Portal. The Parent Portal allows parents to monitor their child's daily academic progress as well as attendance. All parents are strongly encouraged to sign up for this program at each school at the beginning of the school year. Contact your child's school for information on how to register. Infinite Campus Messenger is an automated student/parent/staff telephone and information center. A link to the parent portal is located on the school's homepage at www.scms.sumterschools.org or www.schs.sumterschools.org.

Beyond the Bell staff communicate to stakeholders in English and identify native languages for migrant and English learners. Interpreters/translators are utilized whenever needed to reach specific people and populations. The BtB program director collaborates with system program directors and the family engagement coordinator to develop family-friendly BtB communications. The IGNITE Academy marketing and education students will assist in developing engaging signage and flyers to share throughout the community. The BtB 21st CCLC website and the district's social media accounts are

updated by the program director or district technology director.. Collaboration and communication are fundamental to the success of SCS extended day and year programming. Specifically, the BtB Personalized Plan Setting Form will be used to track, monitor and communicate the current status of academic, youth development and family engagement. The SEE-KS Ladder and Language Developmental Continuum Bands provide excellent research-based resources. Staff, students and parents will learn how to help improve self-competence, self-monitoring, self-efficacy by using the tools.

Family Challenges and BtB Personalized Plans will be used by families and monitored by staff to document language, learning and family reading. The goal is to help families use tools like the Language Band to apply in everyday home and school life. Information will be stored electronically so it can be assessed by families, students and staff.

Students will document their learning by reflecting on activities they want to include in their check-in/out reflection journals. Students will use Google Classroom and products whether they want to capture their learning electronically in digital scrapbooks that can be shared electronically.

Meaningful collaborative study of what students must know, understand and do is fundamental to the success of SCS students. The system's strategic plan is built by collaborative stakeholders communicating to plan and monitor activities that will improve student achievement, youth development and family engagement. Regular day teachers meet a minimum of twice weekly during collaborative planning and study groups. The district uses the GaDOE Collaborative Process Guide's ten high impact practices to guide activities and discussions in meetings. One of the practices is to plan for enrichment, remediation and acceleration. At least monthly teachers will document how they are collaborating and communicating with BtB teachers, many will be one and the same, about the needs of CCLC students.

Collaborating and communicating with community stakeholders will continue to take place through regular attendance by district staff and the BtB program director in Family Connection monthly meetings. The program director will provide bi-monthly updates to the Teaching and Learning Collaborative. The superintendent or his designee will provide updates regarding BtB during governance board meetings which reach many because they have a virtual viewing option.

Information to be distributed: Effective, ongoing communication with all stakeholders is key to continuing parental, partner, and community involvement that will result in long-term program sustainability and program effectiveness. It is also essential to program support and program success that school administration, regular school day teachers, and students are a part of the ongoing communication. Beyond the Bell programming information is shared with the public, school administrators, teachers, parents, BTBAC members, and partners will include BtB schedules for regular school year and summer program, special student activities, the BtB annual summative evaluation results, progress toward achievement of the program's goals and objectives, improvements in students' test scores as compared to state results, achievements in student academic performance, student attendance, student project achievements, special student cultural activities, and family engagement activities. The special contributions of BtB program partners will be recognized and shared with the community, parents, and school. Ongoing two-way and regular communication will be maintained with parents about student progress and concerns throughout the year. The BtB Student/Parent Handbook and parent orientations will communicate basic program procedures and information. Communication with regular school-day teachers will be facilitated during grade/subject area collaborative meetings at both sites. BtB staff may use Class DOJO for communications as well. The program director and site coordinators will maintain close working relations with both building administrators that emphasizes not only communication, but collaboration. The program director reports directly to the superintendent or designee thus strengthening communication. School email service and face-to-face contact will ensure ongoing communication about student progress and needs. Family engagement activities planned throughout the year will facilitate and

strengthen communication with parents and family members. Dissemination of information in various languages: English language learners who enroll in the school system, the 21st CCLC program will provide all communications translated into appropriate language(s) for non-English students and parents. A translator will be provided during in-person meetings.

Method of information distribution: School calendars, monthly newsletters, parent/student handbooks, and a variety of parent notices via traditional means, on the district and schools' websites, Facebook pages, and in the local newspaper will inform parents of information about the program and of upcoming afterschool events.

The program director will be responsible for reviewing, approving, and ensuring the timely dissemination of all information related to program activities. Information relating to upcoming scheduled events will be disseminated at least two weeks prior to the event. If an unusual or emergency situation arises, those involved will be notified ASAP. Information will be communicated through system electronic recorded calls, written notices, text, email, and the district's website and Facebook page. In addition, in case of inclement weather or an emergency, announcements would also be made on local television and radio stations. Written flyers will be sent home to communicate certain types of information such as registration, special events, parent workshops, and special information.

Behavior and Discipline Sumter County Middle and High Schools implement Positive Behavior Intervention Supports (PBIS). All general school expectations, rules and regulations for the hallways, bathrooms, lunchroom and school buses that are discussed in each school's handbooks apply to BtB programs. Students should have received a copy of the annually updated handbook when he/she entered school. If you do not have a copy of the student handbook, you will find one posted on the Beyond the Bell 21st CCLC website on the district's homepage. Source: [Beyond the Bell 21st CCLC website](#)

Students are expected to listen to and follow all directions in a timely manner as given by BtB staff. Students should be prepared with necessary materials like homework. Respectful behavior at school and on the bus is expected at all times. Non-aggressive behavior at school and on the bus is expected at all times. Non-disruptive behavior at school and on the bus is expected at all times. If a student chooses not to follow expectations and rules for good conduct, they may be dismissed from BtB programs. Please know that the school's discipline policy will be used to determine consequences.

Beyond the Bell employees should follow general consequences including: teacher / student conference; teacher / student conference and time out with site coordinator with a phone call to parents; telephone, virtual or personal conference with parents; phone, virtual or personal conference with parents with possibility of dismissal from program and finally, dismissal from program following personal communication with the student and parents.

Emergency Preparedness

Fire Drills 1. As an alarm sounds or notice is provided, all employees will supervise evacuation of students and adults to calmly move to the designated areas outside the building quickly, quietly, and as orderly as possible. 2. Gather them in line in that area and visibly account for all. 3. If anyone is not accounted for, employees will hand signal to the persons standing in the designated areas assigned to scan for signal communications. 4. Designated employees will have phones and/or walkie talkies to communicate. Evacuation charts are posted in each room. In the unlikely event that you suspect a fire, activate the nearest fire alarm located on halls and large group areas throughout the buildings. 6. No one will re enter buildings until the all clear signal is provided by site coordinators and designees.

Inclement Weather 1. Bring all persons inside building 2. Close windows and blinds 3. Move students and staff to designated area posted in each classroom, foyer or hallway 4. Employees must account for all for whom they are responsible 5. Electronically call/signal from room or hall to notify central command post 6. Remain in safe area until all clear signal is given

Lockdown, Intruder 1. Site coordinators/designee will issue code word over the intercom 2. All teachers, visitors, and students move into the classrooms 3. Lock classroom doors and turn off the lights 4. Cover and move away from the windows and doors 5. Everyone will get down on the floor and remain quiet 6. No one leaves or enters the room until the administration announces that normal operations may resume Beyond the Bell programming. In the event we find ourselves in a large setting like a cafeteria, we will need to move under or behind furniture.

Closures The Superintendent/designee is authorized to take action to close one or more of the system's schools if conditions exist that may threaten the health and safety of students and personnel. The program director is authorized to take action to close Beyond the Bell if conditions exist that may threaten the health and safety of students and personnel. Notification to all stakeholders will be made by the program director and instructions for virtual learning/alternative programming will be provided. day and/or release students and personnel before the normal school day ends if hazardous conditions exist. Advance notification is vital to students, parents and staff and will be made without delay once a decision to close has been made.

Curriculum, Instruction, Monitoring and Evaluation

Use GaDOE [Inspire Link](#) resources or district approved resources. If you would like to use another resource, first seek approval from your site coordinator.

Lesson Plans: Complete this lesson plan template [BTB Programming LP Template](#) while planning. Lesson plans are to be submitted a minimum of one hour prior to the planned lesson. Keep a printed copy of your plans in the lesson plan folder provided and keep it with you during all BtB instructional time.

Formal and informal observations will be completed by school and system coordinators and directors. The lesson plan will be used for formal observations. BtB staff will receive an email with feedback within fifteen BtB working hours of the formal observation.

Mid Year and Summative Evaluations with emailed feedback will be completed by the Program Director. Informal feedback will be provided consistently by school and system administrators (ESOL, SWD, Curriculum). Evaluations will have final ratings of: Exceptional, Proficient, Satisfactory, Needs Improvement and Not Satisfactory. Evaluation conferences will occur in Jan-Feb and May.

Mandated Sexual Harassment Procedures

It is the policy of Sumter County Schools' 21st CCLC program to prohibit any act of harassment of students by other students or employees based upon race, color, national origin, sex, 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 by a student or employee shall result in prompt and appropriate discipline, including the possible termination of employment or suspension or expulsion of the student. 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 or students experience as inappropriate or illegal harassment which should also be reported; harassment can take many forms and it is not possible to itemize every aspect of the harassment forbidden by this policy. Any student, parent, employee, or other individual who believes that a student has been subjected to harassment or discrimination by other students or employees of the School District as prohibited by this policy should promptly report the same to the BtB site coordinator. The site coordinator will report to the BtB program director who will implement the board's discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their school counselor or any administrator. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual harassment of a student, the coordinator or designee determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation. It is the duty of all employees to promptly report harassment forbidden by this policy. The program director and site coordinator will instruct all BtB staff as to the content of this policy and, through appropriate professional learning activities, enlighten employees as to the varied forms or expression of prohibited harassment. The site coordinator shall ensure that students and parents are informed through student handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy.

Any student or employee who believes he or she has been subjected to harassment or discrimination by other students or employees of the school district based upon his or her race, religion, national origin, age or sex should report the same to the site coordinator who will notify the principal and program director. The program director will implement the SCS discriminatory complaints or harassment procedures.

Professional Learning Plan and Schedule *Adjusted dates from RFA due to delay in funding

Professional learning will be provided throughout the month. Site coordinators will arrange schedule adjustments so BtB employees can receive job-embedded training. Agendas and sign in sheets will be kept on site by the site coordinator.

The program director will work with BtB employees, school and district administrators, and experts to provide training and professional learning as follows:

September: SCS 21st Century CCLC Program Staff Overview, Orientation and Expectations for Success
[Orientation Presentation](#)

October: Site Specific Safety First: Intruder, Lockdown, Tornado/Hazardous Weather, Fire and Emergency

November: INSPIRE: Using GaDOE Curriculum Standards and Resources to Support 21st CCLC Students and Their Families

November: Using web-based curriculum platforms in BtB programming: iReady, Edgenuity, Progress Learning, YouScience or Pathful (these programs have PL videos and suggestions embedded as well for self-paced help when needed)

December: Documenting Learning, Communication, Growth and Success: 21st CCLC tracking and monitoring forms; Understanding Lexiles; Cross-cutting Skills Integration; Seamless Transition to Virtual Learning, Requirements and Best Practices; GaDOE High Impact Best Practices

1st Quarter Topics: Numeracy Project for CCLC; Leveraging Lexiles; Picture Perfect STEAM; SEE-KS; Cross-Cutting Skills Modeling and Application; Assisting Students with Service Projects

2nd Quarter: Using Rubrics with Students for Presentations; Student Growth - What's Working? What's Not? What Will We Do?; SEE-KS; Using the ASYD Toolbox; Preparing for Saturday BtB at SCMS

3rd Quarter: Revisiting Cross-Cutting Skills and How They Can Impact Achievement; Preparing for GMAS - Modeling Test Taking Strategies Needed for Success

4th Quarter: Preparing for Summer BtB; Evaluation of Goals and Performance Objectives; SCS 2st CCLC Most Promising Practices

Student Pick Up and Drop Off Check in/Check Out Procedures: Parents are required to complete the names and phone numbers of at least three adults that are authorized to pick-up their child/children from the after school/summer school program. If the parents have a specific person that is NOT to pick up their child, they must alert the after school administration and the required legal documentation must be attached. When an authorized adult pick-up a student early, the adult must sign the student out in the office. When there is a change in the method of transportation for the student, the school must be notified by a note from the parent or a phone call to the school. When the students are dismissed each afternoon, they will identify to the after school staff the name of the person picking them up. A list of the students riding the bus home each afternoon will be given to the bus driver as the students are entering the buses.

All students must be signed in and out daily, at the beginning of the program day through their virtual check in; at the end through check out journal entries. The data entry clerks or trained designees will be responsible for ensuring students attendance is recorded and that no student leaves the building with any one other than a parent or parent authorized individual with a photo identification. Students leaving early must be signed out prior to leaving the program with the record indicating the time of departure and with whom the student is leaving. Only individuals designated on the registration form or an individual approved by parent or guardian in writing on a document included in the student's file will be allowed to pick up the student. The person picking up the child must have his/her government issued photo ID for identification. In the interest of safety, there will be no exceptions. If an unauthorized adult attempts to pick up a student, the student will not be released under any circumstance and the parent/guardian will be notified. Parents are notified of this information during orientation, written reminders and through the Student/Parent Handbook which outlines the procedure. The information is reviewed during parent orientation sessions, at parent meetings throughout the year, on the school website and the school Facebook page, and in news releases. The Sumter County School System has a positive and close working relationship with the Sumter County Sheriff's Department, and the Americus Police Department. An officer is available if needed during the regular school year program and during the summer program.

Student Transportation Most BtB students will travel by Sumter County school buses driven by regular school day bus drivers. A few students will travel by family vehicles. The transportation director and bus drivers ensure all buses meet all the safety requirements mandated by state and federal laws. Bus drivers must maintain a commercial driver's license (CDL). Bus drivers have an orientation and training at the beginning of each school year to review the system discipline policy and effective methods of diffusing student disciplinary behavior. Video surveillance cameras are installed on all buses for monitoring student and bus driver behavior. Only Sumter County BOE certified bus drivers including substitute drivers will

be employed. It is important to note that bus drivers are subject to unannounced drug tests. State mandated inspections, safety checks, routine maintenance, and motor vehicle driving record checks with resolution procedures for driving irregularities guidelines and policies are followed by the SCS transportation department and the Superintendent. Since sites are located in school buildings, no transportation will be required at the end of the school day. During the school year, Sumter County buses will transport students from the middle and high schools to their homes. Sumter County school buses will transport students requiring transportation to and from after school, summer and Saturday school programs.

Student Selection Process A Student Selection Committee is established at each school site. The student selection committee includes the BtB program director, principal (or assistant principal), one regular education core content teacher, one EL, and one special education teacher, and the WBL coordinator. The BtB SCMS program will serve 85 students; 85 regular and EL education students and 5 special education students. The BtB SCHS program will serve 75 students; 75 regular and EL and 5 special education students.

Student selection process:

1. Failed one or more of the targeted content areas (reading/ELA, math,) based on report cards.
2. Scores beginning learner or developing learner in one or more of the targeted content areas (reading/ELA, math) on the GA Milestones Test.
3. Classroom performance based on Panorama results and day school teacher recommendations.
4. Evaluated as at-risk of failing based on STAR test performance or class performance results.
5. GPA lower than 2.5
6. Not on track to graduate or does not qualify for sports or WBL.

The content areas are prioritized on a rubric based on the overall needs assessment:

a. Student failed one or more targeted content areas for two or more nine-week periods during the prior academic year. Content areas are prioritized as follows:

Mathematics - 6 points; Reading/ELA - 7; Science - 4; Social Studies - 2 points

b. Students failed to meet state standards on one or more grade level Georgia Milestones Tests. The tests are prioritized as follows:

Mathematics - 6 points; Reading/ELA - 7; Science – 4, Social Studies – 3.

c. Day school teacher recommendations - 2 points

d. EL or 504 plans - 3 points

d. Student evaluated as at-risk of failing - 3 points.

Points for each applicant are tallied. Student scores are placed in rank order from maximum to minimum scores. The top 40 regular education students, with maximum points are selected for 7th grade and 8th grade. The total will be 80 regular education students. This will ensure both grade levels are represented. High school students will be rank ordered based on score and selected according to rank from 1 to 70 regular education students. The 7th-8th and 9th-12th special education student scores will be placed in rank order from maximum to minimum scores. The committees will consider students' ranking score and representation of a range of grade levels. Students not selected are placed on a waiting list based on the rank order of their scores.

Recruitment Plan Recruitment is an ongoing process. Promotional flyers and application forms will be sent to all families at the beginning of each school year during open registration and periodically throughout the school year. Each year of program operation, application forms and information about the afterschool program will be available at the school; at parent meetings; and at local community agencies. The Program Director will talk with parents at parent engagement activities about recommending students they know who would benefit from the program. The Program Director will work ongoing with the building principals to encourage students to register for the afterschool program. He/she will work with regular day classroom teachers to identify and refer students who need services provided by BtB. Since students receiving Title I services need additional remediation and enrichment, the Program Director will work closely with Title I teachers and the Title I Director to identify and recruit students. Information about the Beyond the Bell 21st CCLC afterschool program will be included in Open House and parent-teacher conferences throughout the school year. BtB will be promoted during morning and afternoon announcements at the school when appropriate and on social media platforms.

Throughout the school year, the BtB Selection Committee accepts applications from families and referral forms for students recommended by school personnel. However, the initial selection of students for the regular school year afterschool program is during open enrollment beginning in August. Open enrollment for the summer program begins in April. However, application forms are available for parents and students throughout the school year. Students or parents may apply at any time. The BtB Selection Committee reviews applications and prioritizes applicants based on scores. Students who cannot be served are placed on a ranked waiting list according to their scores. All applications and recommendations are evaluated by the committee using the selection criteria. After a student has been selected to participate in the program, the Program Director contacts the family and informs them that their child is eligible to participate in the services at no cost. Following selection to participate in the program, students' parents will attend an orientation program where the Program Director explains the program, reviews the schedule, and goes over the Parent/Student Handbook. During orientation, parents fill out the necessary registration form. Parents and students also receive a Parent and Student Handbook that explains the program and includes all rules and requirements of the program. Parents and students are required to sign that they have read the handbook. A BtB Personalized Plan will be developed and placed in Panorama. Family Challenges and Reading Challenges will be explained.

Four primary strategies will be used for recruiting students into the program: written communications, student and adult presentations at various meetings, word of mouth, and media/technology. All communications and presentations will be developed in a manner that is understandable in language and method of presentation to the targeted population. Whenever students are involved, materials and

communication will be provided in a language they understand. A translator will be available to meet personally with families and school personnel who need assistance understanding.

a) Written communication - Informational program flyers will be developed in an attractive and eye-catching format and student created by the Ignite CCA marketing students. These will be distributed to all parents at Open House, sporting events and school council meetings. In addition, written communication will be passed out at PTO and Title I meetings and distributed to local community organizations and agencies, and churches. Dissemination of the written forms of communication will occur immediately after SCS is awarded the grant. For ongoing recruitment purposes, all forms of written communication will be distributed biannually. If needed, written and oral communication will be provided in language understandable to client(s).

b) Presentations - The Program Director will join the SCS collaborative communication structures: Teaching and Learning; MTSS; Leadership Summits; and the Superintendent's collaboratives. The BtB director will meet with school personnel and a variety of community organizations and agencies to explain the program, program services, and criteria for student selection. These will also include presentations to organizations such as kiosk at sports events, SOUL meetings, school councils, Title I parent meetings, Sumter County Family Connections, local service clubs, and churches. Presentations will be tailored to specific audiences and may include such things as Power Point presentations, visuals, handouts, and student application forms. Newly enrolled English language learners will have recruitment materials explained by a translator in an introductory meeting.

c) Word of Mouth - In a small rural community, one of the best ways to spark interest is by word of mouth. We will encourage all stakeholders and purposefully plant some to communicate throughout the community in hair salons, barber shops, churches, sorority and fraternity meetings and sporting events.

d) Media/technology - A variety of student-generated and SCS media and technology will be utilized to inform parents and the local community about the afterschool program and to recruit eligible students. Information explaining the program and its services, a student application form, and contact information will be placed on the website and will be announced in the school during morning/afternoon announcements. Public service announcements will be placed in the local newspapers.

Private School consultation will take place annually as required. System administrators are in communication with the Head of School at Southland Academy. We frequently informally communicate at community meetings and events as well.

Retention. Once students are enrolled in BtB, retention will be fostered by engaging academic and enrichment activities, removing barriers to student success, caring and supportive afterschool staff, active involvement of families in the program, ongoing communication between afterschool staff and the day school teachers and administrators, and student incentives. Strong ties between the afterschool program, parents, and students will be facilitated through an appealing and relevant family involvement program that encourages participation of family members in the program throughout the year. In addition, virtual and in-person parent/teacher conferences will promote positive relations between the afterschool program, students, and parents. Some specific practices that will be implemented are:

- Provide effective and meaningful academic support for each student through homework assistance, small group instruction and standardized test preparation.
- Provide academic support and enrichment by certified middle and high school teachers and paraprofessionals working in all BtB programs.
- Provide a variety of enrichment activities based on results of the student and parent needs assessments.
- Provide active student learning through project-based learning.
- Encourage active parent involvement in the program by actively recruiting them to volunteer to help in the program and attend planned parent engagement sessions.
- Implement an effective family engagement program through planned activities that involve parents, students, other family members, and staff.
- Provide a nurturing and safe environment that encourages students to feel accepted and valued.
- The “We Care” program: after a student is absent for two days; telephone to check on the student. If the student continues to be absent after the telephone call, a follow –up home visit and/or parent conference is scheduled.
- Systematic communication during weekly study groups and PLCs with day school teachers about individual student progress and suggestions of how the BtB program staff can supplement the student’s academic success.

Schedules

Sumter County Middle School After School

	Monday - Thursday 85 Students Total	Student:Adult Ratio Maximum
3:45-4:00	Check-In, Snack SEL Circles, Virtual Journals	15:1
4:00-5:00	BtB ELA/SS Power Hour	10:1
4:00-5:00	BtB Math/Science Power Hour	10:1
4:00-5:00	Career Exploration - General	15:1
4:00-5:00	STEAM Rollers	15:1
4:00-5:00	BB Maker Spaces	15:1

4:00-5:00	Physical Fitness and Wellness	15:1
5:00-6:00	BtB ELA/SS Power Hour	10:1
5:00-6:00	BtB Math/Science Power Hour	10:1
5:00-6:00	Career Exploration - General	15:1
5:00-6:00	STEAM Rollers	15:1
5:00-6:00	BB Maker Spaces	15:1
5:00-6:00	Career Exploration - Specific	15:1
6:00-6:40	Fitness and Well Being Activities - CHOICE ● Fitness challenges, Steps ● Hackathons and reading or technology challenge time	15:1
6:40-6:50	BtB Closing Check out Reflection and Dismissal Closing by BtB Peer or Team Leader, Administrator Communication, Announcements, Documentation, Sharing	15:1

SCHS Beyond the Bell After School Schedule

After School Schedule	Monday	Tuesday	Wednesday	Thursday
Transition	Restroom break prior to first block entry			
3:45 - 4:00 First Block Cafeteria	Healthy Snack - 1 adult for every 15 students Check-In and Virtual Journal response Guided Reflections or Discussions - Circles Activity, Journal Writing, positive affirmations Goal Setting/Individualized Plans Reality Check Scenario with Turn and Talk			
4:00-5:20 Second Block 500 Hall	Academic Groups (10:1 adult) Based on Needs of Students ELA/SS BtB Academic Leader 1 Homework Support; Missing Assessments or Assignments, Credit Recovery and Attainment Math/Sci BtB Academic Leader 2 Homework Support; Missing Assessment or Assignments,			

5:20-6:40 Third Block *Groups will be flexible. Some will rotate.	Credit Recovery and Attainment	
	Group E ELA & SS Academics	Career Exploration General
	Group S Sci & Math Academics	Career Exploration Specific
	Depending upon student needs, will flex in the following on any given day: - Academic Tutoring/Remediation - could be 1:1 - Test Preparation (SAT, ACT, GMAS ASVAB) 1:10 Exploration Groups - Engagement and Y&D - Digital Scrapbooking following Field Experiences Career Exploration Group Leader 1 - IGNITE Academy - General Exploration Career Exploration Group Leader 2 - IGNiTE Academy - Specific Exploration Panthers Reading Club - Media Center - Leadership/Personal Development/Mentoring - 500 Hall - Career Exploration -IGNITE Academy - Service Projects - 500 Hall - Ramp Up Reading Club - Media Center - STEAM Activities - 500 Hall - Wellness - Gym - Physical Activities/Sports - Gym - Technology Free Fun - 500 Hall - Creative Expression - 500 Hall	
6:40-6:50 Final Block Cafeterial	Whole Group - Cafeteria - 1 adult for every 15 students - Closing by BtB Peer or Team Leader, Administrator - BtB Student Presentations; Celebrations for Meeting Personalized Plan Goals - Checkout Reflective Journal Entry	
6:50 6:55	Dismissal and transition to transportation Buses Depart	

SCMS Saturday BtB Schedule

Time/Location	Activities
8:55 AM	Supervised transition into building
9:00-9:45 Cafeteria Goal 2	Sign in Healthy breakfast Stretching and Steppin' Board Games
9:45-10:45	*Student Choice

Small Group Rotations Designated classrooms/areas Goals 1 & 2	Readers and Writers Workshop Mathematicians Workshop YDE Workshop: STEAM Connections
10:45-11:45 Designated classrooms/areas Goal 2	Brain Break for mental and physical exercise Restrooms
11:45-12:10 Gym Goals 1-3	Academic Intramurals Core Content Content
12:10-12:30 Goal 2	Restrooms Lunch board games BtB-Home Communications Sign out
12:30 Dismissal	Transition to buses

SCMS Beyond the Bell Summer Schedule

Summer School Schedule	Monday	Tuesday	Wednesday	Thursday
Transition	Restroom break before first block entry			
8:25-9:00 AM Morning Meeting Cafeteria	● Morning Check-In Reflection & Motivation ● Breakfast ● Morning Motivation - Circles Activity, Journal Writing, positive affirmation ● Social-emotional activity (e.g., circle discussions, positive affirmations) ● Goal setting for the day or journaling			
9:00-10:00 10:00-11:00 11:00-12:00 *Groups will rotate	Exploration & Enrichment - Sample Groups Below - 10:1 academics; 15:1 Enrichment ● Academic Tutoring/Remediation ● Test Preparation ● Math /Reading Foundational Skills ● Preview Skills for Upcoming Math/ELA Courses ● Reading Time ● "WIN"- Whatever I Need (Individualized) ● Techno Time			

12:00-12:30 PM	● Transition - restrooms prior to lunch ● Lunch and Learn ● Closing by RampUp Peer or Team Leader, Administrator ● Communication, Announcements, Documentation, Sharing ● Checkout Journal Entry
12:30	Dismissal and transition to transportation

SCHS Beyond the Bell Summer Schedule

Summer School Schedule	Monday	Tuesday	Wednesday	Thursday
Transition	Restroom break prior to first block entry			
8:25 - 8:45 Morning Meeting Cafeteria	● Breakfast ● Check-In ● Morning Motivation - Circles Activity, Journal Writing, positive affirmations ● Goal Setting/Individualized Plans ● Reality Check Scenario with Turn and Talk ● Transition to 2nd Block			
8:45 - 9:45 First Block	Academic Learning Time ● Credit attainment and recovery ● Academic Tutoring/Remediation ● Test Preparation ● Math /Reading Foundational Skills			
9:45 - 10:45 2nd Block	Exploration Groups - Enrichment ● Leadership/Personal Development ● Career Exploration ● Service Projects ● Ramp Up Reading Club - Media Center ● STEAM Activities ● Wellness ● Physical Activities/Sports ● Technology Free Fun ● Creative Expression			
10:45 - 11:45 Third Block	"WIN"- Whatever I Need (Individualized) ● Credit attainment and recovery ● Academic Tutoring/Remediation ● Test Preparation ● Math /Reading Foundational Skills ● Preview Skills for Upcoming EOC Courses ● Reading Time ● Career Planning/Pathful			
*Groups will rotate				

11:45-12:30 Final Block	● Transition - restrooms prior to dismissal ● Closing by RampUp Peer or Team Leader, Administrator ● Communication, Announcements, Documentation, Sharing ● Checkout Journal Entry ● Lunch
12:30-12:35	Dismissal and transition to transportation

Additional and Required Policies and Procedures

Sexual Harassment Procedures

Any student, parent, employee, or other individual who believes that a student has been subjected to harassment or discrimination by other students or employees of the School District as prohibited by this policy should promptly report the same to the BtB site coordinator. The site coordinator will report to the BtB program director who will implement the board's discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their school counselor or any administrator. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual harassment of a student, the coordinator or designee determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation. It is the duty of all employees to promptly report harassment forbidden by this policy. The program director and site coordinator will instruct all BtB staff as to the content of this policy and, through appropriate professional learning activities, enlighten employees as to the varied forms or expression of prohibited harassment. The site coordinator shall ensure that students and parents are informed through student handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy.

Any student or employee who believes he or she has been subjected to harassment or discrimination by other students or employees of the school district based upon his or her race, religion, national origin, age or sex should report the same to the site coordinator who will notify the principal and program director. The program director will implement the SCS discriminatory complaints or harassment procedures.

INTERNET ACCEPTABLE USE: It is the belief of the Sumter County School System that the integration of technology into daily academic activities is integral to the success of the school's instructional programs. It is, therefore, important that the integrity of the equipment, software, and data be maintained for maximum use by every student. In this regard, the Sumter County School System requires that all students who use technology in any form sign a behavioral contract, acknowledging these guidelines as necessary in order for the school to maintain productive classrooms and equipment. Student use of the computers, printers, peripherals, and other electronic devices are for educational use only. Each student is assigned a lesson with specific objectives. The teacher will give instructions as to what and how the software is to be used. The violation of the provisions of this policy may result in the cancellation of privileges for computer use and in some cases, disciplinary action. Before use, all students will be briefed

on the aspects of security and ethics involved in using technology. The student and parent/guardian agree to the following conditions: Students will not attempt to make any changes in the configuration of the computer system or software. Students will not modify the operating system and network preferences of any workstation. This includes adding/deleting files, changing windows, downloading, installing software, running other software, and changing any files/information on the hard drive/file server. Students will not use portable storage devices including thumb drives in the classroom unless the teacher has granted permission to do so. The instructor may request the opportunity to scan the disk and directory before granting permission for use in the classroom. Students will never use a game disk on computers at Sumter County Schools. Students will not share passwords. The use of scanners and/or digital cameras is for educational objectives only. For their use, students will receive prior permission from the instructor. Students will not share files or directories. This is considered cheating. Students will respect the work of other students at all times. Under NO circumstances will a student login with any credentials other than those assigned to him/her from the network administrators. Students will not attempt to circumvent the network firewall or internet filtering devices by accessing or attempting to access anonymous proxy sites or anonymous browsing sites. Students should report any malfunction of electronic equipment or computers to the teacher immediately. Email addresses assigned to students through the Sumter County School System network will be used for educational use only. Procedures or guidelines developed by the superintendent, administrators and/or other appropriate personnel which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in Section 1703(b)(1) and (2) of the Children's Internet Protection Act of 2000. Such procedures or guidelines shall be designed to: a. Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web; b. Educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response as required by the Children's Internet Protection Act. Student use of the Internet shall be subject to the provisions of Board of Education policy IFBGA-Appropriate use of the Internet. Students agree to follow all school system guidelines in reference to the Internet. The Sumter County School District provides great educational benefits to students with the use of the Internet. The Sumter County Department of Technology provides a content filter to help safeguard students and staff from accessing inappropriate websites. Unfortunately, some material may still be accessible via the Internet and may contain items that are illegal, derogatory, or potentially offensive to some people. Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. We require that students and parents or guardians read, accept, and sign the following rules for acceptable on-line behavior. 1. Students are responsible for good behavior on the Internet just as they are in school. General school rules for behavior and communications apply. 2. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files would always be private. 3. The following are not permitted at Sumter County Schools during the regular school day, after school or summer school: Sending or displaying offensive messages or pictures. Using obscene language. Harassing, insulting, cyber bullying, or attacking others. Damaging computers, computer systems, or computer networks. Violating copyright laws. Using another's password. Trespassing in another's folders, work, or files. Intentionally wasting limited resources, including through the use of "chain letters" and messages broadcasted to mailing lists or individuals. Employing

the network for commercial purposes. Revealing the personal address or phone number of yourself or any other person without permission from your instructor. Entering into a social networking site, a chat room, or an on-line messaging service unless directed by a teacher to respond to a classroom blog post. Checking e-mail without permission to do so.

FRAUD, WASTE, ABUSE AND CORRUPTION PROCEDURE: Purpose The Sumter County School System provides all employees, clients, vendors, and individuals with confidential channels to report suspicious activities. The Sumter County School System shall not tolerate fraud, waste, abuse or corruption of any kind and has an established system for the reporting and investigating of suspicious activities. These procedures include, but are not limited to the following programs: Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV-A: Title IV-B, 21st CCLC; Title VI, Part B, Special Education and Rural and Low Income, Title X, and Part C-McKinney-Vento Act. Definitions “Fraud” means the intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to Sumter County Schools that could result in a tangible or intangible benefit to themselves, others, or the locality or could cause detriment to others or the locality. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives and is intended to deceive. “Waste” means the intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use or squandering of resources owned or operated by the locality to the detriment or potential detriment of the locality. Waste also includes incurring unnecessary costs because of inefficient or ineffective practices, systems, or controls. “Abuse” means the excessive or improper use of something, or the employment of something in a manner contrary to the natural or legal rules for its use; the intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources owned or operated by the locality: or extravagant or excessive use so as to abuse one’s position or authority. “Corruption” includes dishonest proceedings, bribery, debasement, alteration, or perversion of integrity. Corruption threatens equal access, quantity and quality of education. Examples of Fraud, Waste, Abuse and Corruption (Not all-inclusive): Personal use of district-owned vehicles Long distance personal phone calls Personal use of district owned supplies or equipment Violations of system and/or state procurement policy Excessive or unnecessary purchases Falsification of official documents (timesheets, leave reports, travel vouchers, etc.) Contract fraud Serious abuse of time Inappropriate expenditures Embezzlement Theft or misuse of school funds or property Neglect of duty Bribery

13 Statement of Administrative Regulations: Any and all reports of suspicious activity and/or suspected fraud, waste, abuse, or corruption, shall be investigated. The Sumter County School System shall not tolerate fraud, waste, abuse, or corruption of any kind, and any reported cases of suspected fraud, waste, abuse, and corruption will be thoroughly investigated to determine if disciplinary, financial recovery, and or criminal action should be taken. Confidentiality All reports of suspected fraud, waste, abuse, or corruption must be handled under the strictest confidentiality. Only those directly involved in the investigation should be given information. Informants may remain anonymous but should be encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent act as possible. Procedures and Responsibilities

1. Anyone suspecting fraud, waste, abuse, or corruption whether it pertains to local, state, or federal programs, shall report his or her concerns to the Superintendent or Superintendent’s designee of the Sumter County Board of Education at 100 Learning Lane, Americus, GA..
2. Any employee with the Sumter County Board of Education (part-time staff, full-time staff and contractors) who receives a report

of suspected fraudulent activity MUST report this information within the next business day. The employee should contact the Superintendent or Superintendent's designee at (229) 931-8500. Employees have the responsibility to report suspected fraud, waste, or abuse. All reports can be made in confidence.

3. The Sumter County Board of Education or its designees shall conduct investigations of employees, providers, contractors, or vendors against which reports of suspicious activity are made. All investigations shall be thorough and complete in nature and shall occur in a prompt manner after the report is received.

4. If necessary, the person reporting the fraudulent activity will be contacted for additional information.

5. Periodic communication through meetings should emphasize the responsibilities and channels for reporting suspected fraud, waste, abuse, or corruption.

6. A hard copy of these Fraud, Waste, Abuse and Corruption Administrative Regulations shall be available at all schools and facilities and on the Sumter County Schools website (www.sumterschools.org)

7. A report shall be made to the Chairman of the Sumter County Board of Education if fraud, waste, abuse, or corruption is suspected of or by the Superintendent.

8. Each employee shall review the document and will sign attesting that he or she has indeed received this information and understands its contents.

CONFLICT OF INTEREST The employees of Sumter County School District have the responsibility of administering the affairs of the District honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the District. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with the school system or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decisions and actions. Conflicts of interest may arise in the relations of directors, officers, and management employees with any of the following third parties:

1. Persons and firms supplying goods and services.
2. Persons and firms from whom the District leases property and equipment.
3. Competing or affinity organizations.
4. Donors and others supporters.
5. Agencies, organizations and associations which affect the operations of the District.
6. Family members, friends, and other employees.

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with the District.
2. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the District.
3. Receiving remuneration for services with respect to individual transactions Involving the District.
4. Using time, personnel, equipment, supplies, or good will for other than District/Program approved activities, programs, and purposes.
5. Receiving personal gifts or loans from third parties dealing or competing with the District.

Receipt of any gift is disapproved except gifts of a value less than \$25, which could not be refused without discourtesy. No personal gift of money should ever be accepted. The areas of conflicting interest listed above, and the relations in those areas which may give rise to conflict, as listed above, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management employees will recognize such areas and relation by analogy. The fact that one of the interests described above does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of the District. However, any of the interests described above shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures. Transactions with parties with whom a

conflicting interest exists may be undertaken only if all of the following are observed: 1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. A competitive bid or comparable valuation exists; and 4. The District has determined that the transaction is in the best interest of the organization. Disclosure in the organization should be made to the Superintendent or Federal Programs Director. The Superintendent and/or School Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to District. The decision of the Superintendent and/or School Board on these matters will rest in their sole discretion, and their concern must be the welfare of the District and the advancement of its purpose.

COPYRIGHT POLICY The Sumter County Board of Education abides by the Copyright Laws of the United States (Title 17, United States Code) and prohibits copying or use of copyrighted material not specifically permitted or exempted by the copyright law by employees of the system. The Board places the liability for willful infringement upon the person making or requesting a copy or using the material and designates the Assistant Superintendent, principals and media specialists as disseminators of copyright clearances, maintaining appropriate copyright records and placing warning notices on or near all equipment capable of making or modifying copies. The Board identifies Copyright: A Guide to Information and Resources and updates from the state Department as procedural guides for Sumter County School System employees in complying with Federal law.

WORKERS COMPENSATION is an accident insurance program paid by your employer which may provide you with medical, rehabilitation and income benefits if you are injured on the job. These benefits are provided to help you return to work. It also provides benefits to your dependents if you die as a result of a job related injury. Coverage begins from the first day on your job. You should report any accident occurring on the job to your supervisor immediately. Each school/department has a Workers' compensation designee in the office assigned to assist injured employees in the proper reporting procedure. If you wait longer than 30 days, you may lose your benefits.

PURCHASING/HANDLING SCHOOL FUNDS/SOLICITATION (JKB) The Board of Education must approve all fund-raising activities to be conducted by students. The Superintendent is authorized to promulgate rules guiding approval of fund-raisers. Neither commercial interest nor charitable organizations which have not received approval from the school principal for the fund-raising in question may use students to advertise, solicit funds, or sell any article or subscription. The Sumter County Board of Education believes that certain activities conducted for the purposes of raising funds by school children, including, but not limited to, games of chance and lotteries, are inappropriate and, therefore, prohibits such activities. Students shall not participate in any fund-raising activity which involves them in selling or distributing merchandise of any kind or soliciting contributions, pledges or orders from door-to-door.

NONDISCRIMINATION POLICY It is the policy of the Sumter County Schools Board of Education to comply fully with the requirements of state law, Title IX and its accompanying regulations. Sumter County School District prohibits discrimination based on sex and sexual harassment of students by other students, employees, volunteers or others over whom the District has authority in any District education program or activity. Education program or activity includes locations, events, or circumstances over

which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

The Sumter County School District does not discriminate on the basis of race, color, national origin, religion, age, disability, or sex in its employment practices. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA) and all accompanying regulations. Any employee, applicant for employment, or other person who believes he or she has been discriminated against or harassed in violation of this policy must make a complaint in accordance with the procedures outlined below. COMPLAINTS PROCEDURE Complaints made to the School District regarding alleged discrimination or harassment on the basis of race, color or national origin in violation of Title VI; religion or sex in violation of Title VII; sex in violation of Title IX; disability in violation of Section 504 or the ADA, or on the basis of age in violation of the ADEA, will be processed in accordance with the following procedure: violation of Title IX; disability in violation of Section 504 or the ADA, or on the basis of age in violation of the ADEA, will be processed in accordance with the following procedure: 1. Any employee, applicant for employment, or other person with a complaint alleging a violation as described above shall promptly notify, in writing or orally, either the principal for his/her school or the appropriate coordinator designated from time to time by the Board of Education. If the complaint is oral, either the coordinator or school principal to whom the complaint is made shall promptly prepare a memorandum or written statement of the complaint as made to him or her by the complainant and shall have the complainant read and sign the memorandum or statement if it accurately reflects the complaint made. If the complaint is made to a school principal, he or she shall be responsible for notifying the appropriate coordinator of the complaint. 2. If the alleged offending individual is the coordinator designated by the Board of Education, the complaint shall either be made by the complainant to the Superintendent or, if the complaint is initially made to the school principal, reported by the principal to the Superintendent. If the alleged offending individual is the Superintendent, the complaint shall be made to the designated coordinator, who shall, without further investigation, report the complaint to the Board chairperson. 3. The coordinator or his or her designee shall have fifteen work days to gather all information relevant to the complaint made, review the information, determine the facts relating to the complaint, review the action requested by the complainant, and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator or designee shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in which such action will be taken and copies of this response shall be furnished to the complainant, the appropriate coordinator and the Superintendent or his or her designee. 4. If the complaint is not resolved at the conclusion of this fifteen-day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right, within five work days of receiving a copy of the written response, to have the complaint referred to the Superintendent of Schools. If the alleged offending individual is the Superintendent, the complainant may have the complaint referred to the Board of Education, rather than the Superintendent. The Superintendent shall have fifteen work days to review the complaint and the response of the coordinator or designee and attempt to resolve the complaint. The Superintendent shall furnish to the complainant a written response setting forth either his or her approval of the action recommended by the coordinator or designee or the action to be taken by the School District in response to the complaint in lieu of that recommended by the coordinator or designee and the time frame in which such action shall be taken. 6. If the complainant is dissatisfied with the

response of the Superintendent, then the complainant shall have the right, within fifteen work days of the receipt of the written response of the Superintendent, to have the complaint referred to the Board of Education. In order to have the Board review the Superintendent's decision, the complainant must file with the Superintendent a written statement setting forth the reasons he or she disagrees with the response of the Superintendent and the action the complainant is requesting the School District to take. The complainant shall also include in the written response a request that his or her complaint be referred to the Board of Education. 7. Within thirty work days of receipt of the written request of the complainant, the Superintendent shall present the matter to the Board of Education at its regular meeting or at a special meeting called for that purpose. The Board shall review the original complaint, the response of the coordinator or designee, the response of the Superintendent, and the response of the complainant. In addition, the Board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint. 8. The Board of Education will either uphold the recommendation of the Superintendent or require the School District to take some other action in response to the complaint. A copy of the action of the Board will be furnished to the complainant, either as a part of the minutes of the Board of Education or as a separate written statement. The Board shall be the final reviewing authority within the School District. 9. This policy is not intended to deprive any employee of any right they may have to file a grievance pursuant to any other policy of the local Board of Education, specifically the policy designed to implement Official Code of Georgia Annotated 20-2-989.5, where appropriate. This policy is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or State Department of Education regulations, specifically including, but not limited to, hearings to be conducted pursuant to the Fair Dismissal Act of Georgia. The complainant retains at all times the right to contact the Office of Civil Rights, the Equal Employment Opportunity Commission or any other appropriate state or federal agency with regard to any allegations that the system has violated the statutes described above. 10. The School District shall be responsible for distributing and disseminating information relevant to this policy and procedure to employees through appropriate procedures. 11. No reprisal shall occur as a result of reporting unlawful discrimination or harassment under this policy, and any attempt to retaliate against a complainant shall be disciplined as is appropriate. 12. The confidentiality of any individual making a complaint or report in accordance with this policy, to the extent it is reasonably possible and in compliance with law, shall be protected, although the discovery of the truth and the elimination of unlawful harassment shall be the overriding consideration. Any questions regarding this policy or other human resources related policies should be directed to site coordinators, the program director and ultimately, the district's human resources department at 229-931-8500.

ACCOUNTABILITY FOR SCHOOL MEDIA EQUIPMENT AND MATERIALS Students and school personnel shall be accountable for media books, periodicals, software, materials and equipment purchased through public and school funds. Reimbursement shall be made through the system procedures. System Procedures Individuals who have checked out or been assigned materials are responsible for the return or reimbursement of those items.* 1. The charge for lost or damaged (beyond use) items will be the purchased price. 2. Hardback books without a documented price will be \$5.00 3. Paperback books without a documented price will be \$3.00 4. Lost periodicals will be the per issue price. 5. Negligence and/or abuse will be addressed by building administrators. 6. No overdue fees will be charged. 7. Fees for damaged barcode labels will be \$1.00. *Items paid for that have been found will be reimbursed upon request by the end of the fiscal year.

RECOMMENDATIONS FOR MATERIAL MANAGEMENT 1 . Material should be returned to the Media Center at the completion of the unit of study. 2. Library books should be kept in one location and counted daily. 3. Periodic circulation printouts will be issued. Teacher may request a printout at anytime. 4. Teachers should return items to Media Center before they are used by another teacher. 5. To preserve the life of equipment and materials, teachers are encouraged to keep items away from the chalk board. 6. Adults should transport equipment. Students are not allowed to transport televisions.