

*Baldwin STEAM Academy 2.0*

*21st Century Community Learning Centers*

*After School/Summer Program*

*2020-21*

*Baldwin County School District*

*Lakeview Primary*

*Midway Hills Primary*

*Staff Handbook*

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**Remote Learning Overview**

**FY21**

**Due to The Pandemic, Baldwin STEAM Academy and Baldwin STEAM Academy 2.0 will start programming in a virtual format on September 8, 2020 and end on May 22, 2021. It is our intent to continue this format until the January 2021. We will be accessing the situation all year long and as we make changes, all parents and staff will receive prior notices.**

**Responsibilities to the Student**

• Parent or guardian will attend virtual orientation and follow up orientations when scheduled

• Daily on-line and live hours. Monday –Thursday 4pm-6:30pm-- Google Meet sessions will be open during these hours for students to participate and get assistance needed. A teacher will be present in this google classroom.

•Conduct live briefing sessions as needed to assist students and parents in understanding and planning the week’s deadlines.

• live instructional sessions via Google Meets, Zoom or other platforms

• Staff will respond to all emails/voicemails within 24 hours.

• Staff will establish and maintain positive relationships with students and provide opportunities for students to engage with each other in exciting, yet academically appropriate activities.

**Our** **Responsibilities to the Parent/Guardian**

• Provide individual and specific feedback to you.

• Support parents with student curricular and instructional issues.

• Track student academic progress and attendance

• Conduct conferences with students and parents/guardians as requested.

• Document and communicate all concerns

**Teachers Responsibilities to the Classroom**

• Provide an engaging and comfortable learning environment

• Communicate expectations and demonstrate an active interest in student achievement.

• Use a variety of resources to respond to the needs of all learners.

• Collaborate with staff to share student information, strategies, assessment data, needed support, etc.

**Live Session Conduct**

21stCCLC Virtual Instructors are required to spend a great deal of time on-camera to provide the quality and quantity of instructional support our students need to be successful. It is imperative that virtual instructors uphold the same standards of professionalism online as would be expected in a physical classroom. Whenever visible on camera, virtual instructors are expected to follow the guidelines listed below:

* Staff camera must be turned on. It is important that our students see us to help build connections and positive relationships. Students will be encouraged to have their cameras on as well as this will increase engagement and accountability.
* The background of our camera footage will be appropriate; a well-lit desk or table, or stand in front of an instructional surface (i.e. whiteboard).
* Follow the district dress code. All virtual instructors are expected to be in professional attire while broadcasting or recording.

**Set up Process**

1. Establish Google Classroom as the main point of contact for you and your students. Teachers will invite their students into their courses before the start of program.
2. Work with academic coaches and dayschool teachers for assignments and student information

**Instructional Tools**

|  |  |
| --- | --- |
| Google Meet | Our recommended virtual meeting and collaborative workspace. |
| Google Voice | Use a personal (non-district provided) Google account to create a FREE Google Voice number that you can use to call or text students and parents without having to give out your personal number. |
| Google Suite | Google’s Suite of core tools allow students to access top-tier word processing, slideshow making, and spreadsheet tools for all of their instructional needs. Students and teachers can collaborate both synchronously and asynchronously. All work is saved in the cloud so items are much less likely to be lost. |
| Loom | Loom is our recommended screencasting software. This is great for recording tutorials, updates, or other instructional videos. |
| Explain Everything | Explain Everything is a virtual instruction powerhouse. Record lessons, create interactive activities, engage students with live, collaborative lessons, and much more. |
| FlipGrid | FlipGrid offers an impressive suite of tools for engaging and interacting with your students for instruction and assessment. |

**Introduction**

The Baldwin County School District, desiring to provide a well supervised and varied educational enrichment

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programs for students, applied for and received a Grant that endorses the concept 21

programming.

Century afterschool

**Mission**

The mission of the 21st Century afterschool program is to offer a safe, fun, enriching and supervised environment for the children at Lakeview Primary and Midway Hills Primary(grades k-2), where developing self-esteem, creativity, and individual growth through hands-on experiences, peer interaction and adult supervision will be provided.

**Philosophy**

Create an environment that provides academic, artistic and cultural enrichment opportunities for

children, particularly students who attend high-poverty and low-performing schools, in order to meet state and local standards in core academic subjects such as reading, math and science. This program is also intended to offer students a broad array of activities and to include families in the educational process.

**Purpose**

The focus of BSA 2.0 will be to offer afterschool and summer programming that provides additional academic support aligned to Georgia Standards of Excellence for targeted struggling students. Students with disabilities, all students regardless of gender, race, or ethnicity will be encouraged to apply for BSA 2.0.

**Advisory Committee**

The advisory committee for the 21st Century Community Learning Centers initiative will be composed of a representative from School Administration, the Evaluator, at least 3 parents, the Site coordinator, 3

students and other community stakeholders. Meeting dates will be announced.

**Management Committee**

The management committee for the 21st Century Community Learning Centers initiative will be composed of

the Project Director for the 21st CCLC grant, the site coordinators, A teacher from each grade level ,1 Enrichment instructor and 1 tutor. Meetings will be at least once during each 9 week grading period.

**Goals**

Goal 1: The first goal of this proposed project is to improve academic achievement in the core content areas of

Reading, Language Arts, Science, and Math.

Objectives: BSA 2.0 expects that 1) 50% of regularly participating students (defined as those attending

30 or more days) will achieve benchmark level in reading and 50% of regularly participating students (attending the program 30 days or more) in grades K-2 will score average or above in math.

Goal 2: The second goal of this proposed project is to increase the positive student behaviors.

Objectives: In this area 1) 70% of regularly participating students (attending the program 30 days or more) will be absent 15 days or less during the academic year 2.2) 50% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion 2.3) 50% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in classroom behavior

|  |  |  |  |
| --- | --- | --- | --- |
| 3) Increase Family Involvement | |  | | --- | | 3.1) Families of all participating students will be offered a minimum of 4 learning opportunities throughout the academic year | | 3.2) A minimum of 60% of parents/caregivers of participating students will attend at least one of the 4 learning opportunities throughout the academic year | |

**Strategy #1: Reading and Academic Intervention**

GaDOE Area Frameworks is an online resource at GeorgiaStandards.org that is intended to be

models for teaching-learning activities. Students will explore the sciences with lessons planned and

guided by the science content framework. Each grade level will explore science through grade- appropriate project-based learning once per month during the academic year and every day during summer programs.

Khan Academy is a free online learning resource whose mission is to guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. In addition to the talented staff, Khan partners with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content. Day and BSA teachers can monitor the student’s progress and assign specific lessons in Math, Science and Reading to close gaps and strengthen subject area learning. Every student will work in the Khan Academy 1 to 2 sessions per week.

myON is a state of the art learning platform that provides digital enhancement of reading content aligned with the Lexile Framework. It provides embedded metrics to monitor activity and growth. Each day all students will have 30 minutes of reading instruction with flexible reading scaffolds-audio

narration to model fluency- allowing learners to develop academic-specific vocabulary in context. The

students can select a book of interest, choose from an individualized recommended book list, or a book set created by the day school teacher. There are more than 10,000 text opportunities; 70% non- fiction and 30% fiction. Reading strategies for afterschool will be developed in partnership with the Striving Reader’s Grant and Dr. Sandra Webb, Georgia College education faculty with expertise in literacy and reading strategies. All afterschool reading strategies will be designed to supplement and not replicate day school.

Student progress will be assessed using real-time measurement tools embedded in the myON program. Benchmarks will be established for each student using the automated literacy tools that will capture data such as number of books browsed and read, number of words and pages read, time spent reading and the frequency of literacy tools use such as highlighters and annotation that creates their own copy of the text and end of book quizzes. Every student will work on myON for 30 minutes each day.

Schoology is a comprehensive Learning Management System (LMS) and Assessment Management system that provides informed instruction and high-level assessment in the same workflow. Easily created and distributed standards-aligned assessments from one central location provides deep,real- time insights that serve to inform more personalized instruction.

SuccessMaker is a math and literacy digital program that provides adaptive and prescriptive intervention programs for both reading and math. Formative assessments will provide benchmarks and adjust instruction with every student response. The program provides real-time data and prescriptive analysis to keep students on track. The prescriptive scheduling tool advises when students will reach

key milestones, and dynamic reporting provides intervention data. Every student will work on

SuccessMaker for 30 minutes each day.

USATest Prep is an online test prep program based in technology and designed to improve student test performance and curriculum mastery. The randomly generated questions mimic an actual state- administered test. Detailed analysis will offer teachers and tutors direction in academic gap-filling strategies and prescriptive tutoring. All students will practice using USATest Prep for a minimum of 30 minutes once a month in preparation for the End of Grade (EOG) test in ELA, math and science.

**Strategy #2: Homework Help**

Each day of the program, all students will participate in the Homework Help activity. During this session,

teachers and tutors will provide homework assistance with day school assignments. The purpose of this homework time is not to complete homework, but rather provide students with a deeper understanding of their assignment(s) that will empower them to perform better on future assignments and during class time. The Program Coordinator will maintain data related to homework completion and submission and communicate individual needs to the homework session teacher as well as the day school teacher. This strategy will increase student knowledge and meet the goals and objectives defined in this proposal.

**Strategy #3: Enrichment Activities**

All students will participate in one enrichment activity each day. The enrichment activities will be grounded in STEAM (Science, Technology, Engineering, Art and Math), youth development, and virtual travel all designed around inquiry-based learning. The enrichments will provide targeted students

with the opportunity to participate in activities that otherwise might not be available to them. Activities such as Taekwondo will teach self-discipline; dance, culinary and wellness will provide a health and fitness components; construction and other like enrichments will teach 21st century skills and the importance of “giving back” to their school, and science exploration will teach higher-order thinking. All of the enrichments activities are designed to serve the “whole” child and increase attendance and academic achievement during day school.

**Strategy #4 – Parent Engagement and Learning Opportunities**

Parents/caregivers of YES students will have a minimum of four learning opportunities and two orientation sessions during the program year. In August and in January, parents/caregivers will be required to attend a Parent Conference to learn about the activities, expectations, and goals and objectives of the 21st CCLC funded afterschool program for the semester. The Adult Program Coordinator and Program Coordinators will work to plan three additional quality activities that parents/caregivers and their student(s) can do together such as Milestones Skill Building Workshops, Family Observation events at the GC Pohl Observatory, Math and Science Nights provided by the GC Science Education Center. Parents/caregivers will also be encouraged to visit the classrooms and

meet with the Program Coordinator as often as possible. These opportunities will positively impact open

lines of communication and serve to enhance the school-home relationship. Evaluation will consist of sign-in sheets, surveys, and/or session materials.

**Strategy #5 – Summer Programs**

Research indicates that summer instruction, often an opportunity only for the economically advantaged students, contributes to the achievement gap between poor students and their more affluent peers. Therefore, the BSA summer program will produce an increase of student knowledge and enthusiasm for science, technology, engineering, art, and math (STEAM) through a summer camp

experience. BSA will offer one 4-week summer programs Monday through Thursday from 8:00am until

1:00 pm. A total of 80 students will participate for rising K students from Midway Hills and Lakeview schools along with current BSA students recommended by their day and BSA teachers for the additional program time, with the primary focus being on STEAM skills. Supplemental programs and activities used during the program year will continue during the summer months (science exploration activities and enrichment activities). Each day will consist of a schedule that includes breakfast, academic programming, enrichment programming, and lunch. Lessons will be fun and exhibit well-integrated academic content, be project-based and science- focused, and include higher order thinking. Staff will be best prepared to teach this summer camp since they will participate in professional development offered by faculty and staff from our partner Georgia College.

**Program Components**

**Snacks**

All students participating in the after school program will receive a nutritious snack at the conclusion of the regular school day. Students attending summer school will receive breakfast and lunch each day. Water fountains will be available in various areas throughout the school.

**Tutoring / Homework Component / Philosophy**

A component of BSA After-School Program will be to assist students in problem academic areas. The After

School Program is neither an exclusive tutoring program nor an exclusive homework assistance program;

however, assistance will be provided under the following conditions:

 The students must realize that the responsibility for completing homework assignments ultimately

rests with the student.

 The student needs to come to the After-School Program with the necessary school supplies such as paper and pencil and homework assignments.

 Academic assistance may be in the form of group sessions, individual assistance, or peer tutoring.

**Enrichment Activities**

Monday through Thursday, students will participate in an enrichment activity that will be both engaging

and rewarding. These activities will focus on Art -Technology-Science-Math and Health. Reading will be the

common element in all activities. These activities will be designed to add another dimension to the students’ learning

experience.

**Daily Programming Schedule**

**3:00 – 3:30 Snacks, Prevention/Recreation**

**3:30 – 4:45 Homework/Academic**

**Reading Enrichment**

**4:45 – 6:15pm STEAM Activities**

**6:15 Dismissal of Students**

**Summer Schedule**

**8:00 – 8:30 Breakfast, Prevention Activities**

**8:30 – 10:30 Academics**

**10:30 – 12:30 STEM, Recreation and Fitness Activities**

**12:30 – 1pm Lunch and Dismissal**

**Attendance Policy**

Students must attend regularly to receive the full benefits of the After-School Program. 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 3:00 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 3:00. This is to ensure that parents are aware

that the child will be arriving home early. Either the director or the site coordinator/ both will meet with the parent(s) of students that are having chronic attendance issues. Attendance will be monitored weekly and calls will be made to parents concerning student attendance.

**Check in/Check Out Procedures**

Parents are required to complete the names and phone numbers of at least two 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 authorized adults pick-up a student early, the adult must sign the student out in the office/designated area.

When there is a change in transportation for the student, the Afterschool must be notified by a note from the parent or a phone call to the school. When the students are dismissed each afternoon, the person picking them up must provide a legal ID to staff.

**Student Transportation:**

All students are eligible to ride the school bus home. The buses and certified drivers are provided by the Baldwin County School District. Parents must provide the program with an address and contact number for bus riders. Staff supervises the loading of students on the buses and a dispatcher is on duty until all the buses are complete. Monitors are on the buses to assist drivers with discipline and delivery. Students must follow all school bus guidelines.

**Discipline Rules and Regulations**

All general school rules and regulations for the hallways, bathrooms, lunchroom and school bus that are discussed in the Baldwin County Elementary Schools Handbook apply to the Afterschool Program. Your child should have been given a copy of the Baldwin County Elementary Schools Handbook (which outline code of conduct) when he/she entered school, if you do not have a copy of the student handbook, please contact the school or visit the BOE website.

**Discipline Policy**

General rules for good conduct for all students

Listen to and follow all directions given by the teachers and staff

Be prepared with necessary materials

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 time

If a student **does not** comply with the above discipline policy the following consequences will be enforced:

Teacher / student conference/ written warning

Write-up and Parent conference

Write-up and possible suspension

Write-up and possible dismissal from program

Telephone notification to parent for each infraction

Students will be expect to follow all school rules and all infraction will be handled by the site coordinator and/Director. When necessary, STEAM administration will seek guidance from the school administration.

All serious infractions will be reported to school administration as soon as possible-within 24 hours.

**Emergency Preparedness-Crisis/Severe Weather/School Safety/Safety Drills - Plan and Procedures**

Fire Drills, Severe Weather Drills, and Lockdown Drills will be conducted on a regular basis to ensure the safety of the students and staff. Program will conduct emergency drills at least once per semester. All staff will communicate via the intercoms in their rooms or cell phones to site coordinator and/or 911.

**Fire Procedure**

1. Site Coordinator/ staff will Activate the alarm/all call (code yellow) Call 911

2. Evacuate students and staff

3. Follow normal fire drill routes which are posted in each classroom

4. Teachers take roll and check all students

5. Site coordinator notifies police and emergency agencies and school administration

6. No one re-enters the building until building is declared safe by fire and police personnel

7. Administration notifies students and staff to resume normal operations. (Code Green)

**Hurricane, Electrical Storm**

1. Site coordinator activate the alarm through all call system(code blue) or runners
2. Bring all persons inside building

2. Close window and blinds

3. Move students and staff to designated area posted in each classroom

4. Take class rolls

5. Account for all students

6. Remain in safe area until all clear signal is given by Site coordinator(code Green)

**Intruder / Student Safety**

1. Site Coordinator or staff will issue the alarm (code Red) over the intercom or by cell and alert 911

2. All teachers, visitors, and students move into the classrooms

3. Lock classroom doors and turn off the lights

4. Move away from the windows and doors

5. Everyone get down on the floor and remain quiet

6. No one leaves or enters the room until the administration announces all is clear (code Green)

**In all emergencies 911 will be called and school administration will be notified immediately**

**Recruitment/Enrollment Plan**

Parents of all students, including special education and ESOL students will be informed about program during Open House when they visit their child’s classroom. Interested parents will be asked to complete an interest form for the BSA program. Site Coordinator, will review forms, reviews files, checks academic history and other factors to determine their eligibility. Classroom teachers will recommend students from their classes who may benefits form participation in the program. These lists/forms will be examined to determine students at-risk and in need of the services provided. Once selections are made, registration information/Applications are sent home to parents of qualifying students. We will take applications all year and maintain a waiting list. We are also planning to include the private schools in our newsletter emails. All articles and press releases will include enrollment information. It is our goal is to accommodate as many students as the grant will allow

Staff and advisory board will advocate on all levels for this program. When needed, applications and recruitment information will be translated into language needed or an interpreter will be made available.

**FIELD TRIPS**

Students enrolled in BSA are involved in field trips at various times during the school year. Permission forms

will be sent home for parent signature prior to each trip. Parent/Guardian permission is required before a child can participate in a field trip; therefore, failure to secure parental permission for the trip will result in lack of participation for that child. Also, please note that inappropriate school behavior or failure to complete

schoolwork can result in the denial of field trip privileges. **Prior to the field trip all chaperones must complete**

**a background check (which takes two or more weeks to process).**

**ADA GRIEVANCE PROCEDURE**

The Baldwin County Board of Education has adopted an internal grievance procedure providing for prompt

and equitable resolution of complaints alleging any action prohibited by the U. S. Department of Justice

regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity. Complaints should be addressed to the Director of

Programs for Exceptional Children, who has been designated to coordinate ADA compliance efforts.

• Complaint should be filed in writing or verbally, contain the name and address of th e person filing it, and

briefly describe the alleged violation of the regulations.

• A complaint should be filed within ten (10) days after the complainant becomes aware of the alleged violation. (Processing of allegations of discrimination which occurred will be considered on a case by case

basis.)

• An investigation, as may be appropriate, shall follow a filing of complaint. A local school representative shall conduct the investigation. These rules contemplate informal but thorough investigations affordin g all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a

complaint.

• Under the Department of Justice regulations, the Baldwin County Board of Education needs not process

complaints from applicants for employment or from applicants for admission to postsecondary educational

institutions.

• A written determination as to the validity of the complaint and description of the resolution, if any, shall be issued by the Director of Programs for Exceptional Children and a copy forwarded to the complainant no later than ten (10) days after its filing.

• The ADA coordinator shall maintain the files and records of the Baldwin County Board of Education relating

to the complaints filed.

• The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with

the resolution. The request for reconsideration should be made within ten (10) days to, the Superintendent of

Schools.

• The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal government or agency.

Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

• These rules can be construed to protect the substantive rights of interested persons to meet appropriate due process standards, and to assure that the Baldwin County Board of Education complies with the ADA and implementing regulations

**Limited English Proficient Students:**

a. Schools using Title III funds to provide services to English Learners (EL) students must notify the parents of

EL designated students, in English and the language they understand, that their child has been ident ified as EL

and of their child’s placement in an instructional bilingual or freestanding

English as a second language program.

b. Information on the English to Speakers of Other Language (ESOL) program can be fo und by contacting the

Assistant Superintendent for Curriculum and Instruction.

**PROCEDURE TO RESOLVE PARENT / TEACHER DISAGREEMENTS**

Occasionally academic or discipline problems may arise. BSA staff members are there to help resolve these

difficulties. Frequently, a phone call or conference is all that is necessary. The site coordinator will be happy to

arrange for a teacher to call, or will set up a conference with a staff member.

• When a complaint concerns a policy or procedure the first step is to discuss it in conference with the BSA

program director and/ or Principal

• If the problem is not resolved as a result of the conference with the program Director and /or Principal, it

may be appealed to the Superintendent of

Schools.

**SECTION 504**

Section 504 of the Rehabilitation Action of 1973, as amended, is designed to eliminate discrimination based on

disability in any program or activity receiving federal financial assistance. This act requires that no qualified

student who demonstrates (1) a physical or mental impairment, (2) that substantially limits, (3) one or more major life activities, (i.e. selfcare, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, operation of a major bodily function, and communicating) shall be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity offered by Baldwin County

School District (the “District”). Each student who is determined to have a disability under Section 504 has the

right to an appropriate education to meet his or her individual educational needs as adequately as the needs

of nondisabled students. While services provided to qualified students are not required to produce identical

results or levels of achievement with nondisabled peers, services must be designed to offer an equal

opportunity to gain the same benefit within the least restrictive environment with nondisabled peers to the maximum extent appropriate.

If it is determined that a student is eligible for special education, special educational services, special educational services will be provided under the

Individuals with Disabilities Education Act (IDEA) through an Individualized Education Plan (IEP).

Please see the Notice of Parent and Student Rights for more information. You may also contact the Section

504 Coordinator and ADA Coordinator with any questions at (478) 4572916.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

Under the Family Education Rights & Privacy Act, you have a right to:

• Inspect and review, within 45 days of a request, the education records of a student who is eighteen (18) years of age or older or those who are emancipated, your own educational records. Parents or eligible students should submit to the child’s school principal a written request and identify the record(s) they wish to inspect. The child’s school principal will make arrangements for access and provide notice of such arrangements.

• Request an amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record

they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. If the district decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

• Consent to disclosures of personally identifiable information contained in the stude nt’s education records, except to the extent that the Act and the regulations promulgated pursuant to the Act authorize disclosure without consent. One exception, which permits disclosure without consent, is to school officials with legitimate education interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member; a member of the school board; a person with whom the district has contracted to perform a specific task (such as attorney, auditor, or therapist); or a parent or student serving on an official committee (such as disciplinary or grievance committee). A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility.

Upon request, the school district shall forward educational records without prior consent to another school in which the student seeks or intends to enroll.

• File with the United State Department of Education a complaint under 20 C.F.R. 99.64 concerning the alleged failures by the BCBOE to comply with the requirements of the Act or the regulations promulgated there under.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S . Department of Education, 400 Maryland Avenue, SW, Washington, D. C. 202024605.

**Equal Education Opportunities**

The BCSD’s policy is to provide equal opportunities without regard to race, color, gender, religion, national

origin, handicapping condition, disability, genetic information or veteran status in its educational programs

and activities. This includes, but is not limited to: admissions, educational services, access to facilities, financial aid, and employment. Any student, parent or other person who believes he or she or any student has been

discriminated against or harassed based on these areas must make a complaint in accordance with procedures

outlined below. Inquiries regarding the BCSD’s Equal

Opportunity policies may be referred to the coordinators at numbers listed below.

Title VI, VII IX, Georgia Equity in Sports, and EEO Coordinator:

(478) 4572916

Section 504/ADA Coordinator:

(478) 4572916

**Complaints Procedures**

Complaints made regarding students alleging discrimination or harassment based on sex/gender,

race, color or national origin, religion, genetics, or disability, in violation of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, will be processed in accordance with the following procedure:

1. Any student, employee, parent or other person with a complaint or report al leging a violation as described

above shall promptly notify, in writing or orally, to either the principal for his/h er school or to the appropriate coordinator designated above. 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 or the principal, the complaint shall be made by the

complainant to the Superintendent. If the complaint is initially made to the schoo l principal, the principal will report the complaint to the Superintendent. If the alleged offending individual is the Superintendent, the complaint shall be made to the designated coordinator, who shall, without fu rther investigation, report the complaint to the Chairman of the Board.

3. The coordinator or 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 information, determine the facts relating to the complaint, review the action requested by the complain ant, and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator or designee shall prepare

written response to the complaint detailing any action to be taken and copies of this response shall be furnished to the complainant, the appropriate coordinator and the principal 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, the complainant shall have the right, within fiv e 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.

5. 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 furni sh to the complainant a written response setting forth either his or her approval of the action recommended by the coordinator or the action to be taken by the School District in response to the complaint.

6. This policy is not intended to deprive any student or parent of any right th ey may have to file a complaint

under any other applicable policy of the local board or to contact the Office of Ci vil Rights or other appropriate state or federal agency with regard to any allegations that the School District has violated the statutes described above.

7. The School District shall be responsible for distributing and disseminating information relevant to this policy

and procedure to students, parents and employees through appropriate procedures.

8. No reprisal shall occur as a result of reporting either unlawful discrimination or ha rassment under this policy, and any attempt to retaliate against a complainant shall be disciplined as is appropriate.

9. The confidentially of any individual making a complaint or report in accordance with this policy, to the

extent it is reasonably possible and complies with the law, shall be protected although the discovery of the truth and the elimination of unlawful harassment shall be the overriding consideration.

*A victim of discrimination or harassment is encouraged to use BCSD’s internal complain t procedures outlined above, but may also seek assistance from the following:*

The Office of Civil Rights

U.S. Department of Education

61 Forsyth Street SW

Suite 19T70

Atlanta, GA 30303 (478) 5626350

**State Mandated Process for Student Reporting of Acts of Sexual Abuse or Sexual Misconduct:**

Any student ( *or parent or friend of a student* ) who has been the victim of an act of sexual abuse or sexual

misconduct by a teacher, administrator or other school system employee is urged to make an oral report of

the act to any teacher, counselor or administrator at his/her school.

Any teacher, counselor or administrator receiving a report of sexual abuse or sexual miscon duct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal’s designee, and shall submit a written report of the incident to the school principal or principal’s designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent’s designee.* Any school principal or principal’s designee receiving a report of sexual ab use as defined in O.C.G.A. 1975shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney. Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 1975 or 2021184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, an immediate written report shall be made to the superintendent and the Professional Standa rds Commission Ethics Division. Pursuant to Baldwin County procedures, upon receipt of a report under this policy, the principa l shall immediately contact the Human Resources Director or Title IV Coordinator, who will initiate an investigation into the allegations.

**Child Abuse and Neglect: Mandatory Reporting Requirements**

The Baldwin County School District is committed to providing the best possible and most appropriate learning

experiences for all children. Occasionally, there are factors in a student’s appearance and behavior that lead to suspicions of child abuse or neglect. Georgia law requires that all educators and other school employees, including volunteers, report *suspected* abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. School District policy supports Georgia laws in this regard and requires that all school staff report suspected or alleged abuse and neglect to the Department of Family and Children’s Services and local law enforcement officials. At all times, the intent is to protect children from harm by providing services to maintain and strengthen the child’s own family. Should you have questions regarding the information in this notice, feel free to discuss them with appropriate staff in your child’s school.

**Fraud, Waste, Abuse and Corruption Procedures**

**Baldwin County School District**

**Purpose**

In compliance with White House Executive Order 12731, the Baldwin County School District provides all employees, clients, vendors, and individuals with confidential channels to report suspicious activities. The Baldwin County School District shall not tolerate fraud, waste, abuse or corruption of any kind and has an

established system for the reporting and investigating of suspicious activities. Definitions

“Fraud” means the intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to Baldwin 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

**Statement of Administrative Regulations:**

Any and all reports of suspicious activity and/or suspected fraud, waste, abuse, or corruption, shall be

investigated. The Baldwin County School District 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 the Superintend ent’s designee of the

Baldwin County Board of Education at 110 North ABC Street, Milledgeville, GA

31061.

2. Any employee with the Baldwin 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 (478) 457-3303. Employees have the responsibility to report suspected fraud, waste, or abuse. All

reports can be made in confidence.

3. The Baldwin 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 posted in a visible location at all schools and facilities and on the Baldwin County Schools website (www.baldwin-county- schools.com)

7. A report shall be made to the Chairman of the Baldwin Coun ty 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.

**Internet Acceptable Use**

The Board of Education authorizes the use of the Internet in instructional programs as an educational tool that facilitates digital learning, communication, innovation, resource sharing, and access to information. Furthermore, the board believes that children can benefit from relevant and educational experiences involving a wide array of technological and electronic resources. Access to various software, email, and the Internet will enable students to explore thousands of libraries, databases, and other web resources. Due to the complex nature of accessible networks and the magnitude of potential information available to students and staff utilizing the Internet, the Board believes comprehensive guidelines in the form of administrative procedures and rules are warranted in order best to serve the educational needs of student/staff.

The intent of this policy is to help ensure that all uses of the School District’s Internet connection are for

support of education and research and are consistent with the goals and educational philosophy of the School

Districts’ Mission and Vision statements.

Staff/students using the Internet shall comply with the administrative rules provided by the Superintendent regarding Internet use. The Board, through its administrative staff, reserves the right to monitor all digital/electronic device and Internet activity by staff/students. Staff and students must be advised that privacy in the use of the Internet is not guaranteed. In addition, use of the Internet is a privilege, not a right. Students violating the Board’s policy and administrative rule(s) shall be subject to revocation of privileges and potential disciplinary and/or appropriate legal action.

The Board makes no assurance of any kind, whether expressed or implied, regarding any Internet services provided. The School System or individual schools in the System shall not be responsible for any damages that staff/student users may suffer. Use of any information obtained via the Internet is at the student’s own risk.

The School System specifically denies any responsibility for the accuracy or quality of information or software obtained through its services. This paragraph shall be incorporated verbatim in any school’s or district’s adopted Internet access agreement. In order for student to gain access to the Internet, the student and student’s parent(s)/guardian(s) must sign the appropriate school’s Internet network access agreement, as outlined in the student handbook. By signing the Acceptable Use Policy located in the student handbook, parents hereby accept and agree to their child’s rights to use the electronic resources provided by the District are subject to the terms and conditions set forth in this policy. The Superintendent is authorized to amend or revise or enlarge upon the following Board-approved administrative rules, as he/she deems necessary and appropriate consistent with this policy. With regards to security measures, security on any electronic system is a high priority, especially when the system involves many users. Passwords provide a level of security and

must not be shared. Unauthorized attempts to logon to a Network/Internet as a network administrator or

other system user may result in cancellation/denial of user privileges. Any user(s) identified as a security risk

or having a history of problems with other electronic systems may be denied access to the Network/Internet services throughout the School District. If a security problem on the Network/Internet is suspected, users are required to notify the School District’s Technology and Information Department as soon as possible.

It must be understood by all concerned that the global and fluid nature of the Internet network’s contents

makes it extremely difficult for the Board to completely regulate and monitor the information received or sent by staff/students. As such, the Board cannot assure parents that students will be prevented from accessing undesirable materials or sending or receiving objectionable communications. The Board will continue to adhere to the standards set in the Child Internet Protection Act (CIPA) as a guideline. It shall be the policy of the Baldwin County Board of Education that the school district shall have in continuous operation, these standards of behavior (but are not limited to) with respect to any digital or electronic devices or resources computers belonging to the school having access to the Internet:

1. A qualifying "technology protection measure," as that term is defined in Section

1703(b)(1) of the Children’s Internet Protection Act of 2000; and

2. 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; Engaging in non-educational games and monopolizing resource time and materials is prohibited.

b. Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; submitting, publishing or displaying profanity, vulgarities, defamatory language, intentionally inaccurate information, or inappropriate language is prohibited. Electronic mail (e-mail) instant messages and other forms of messaging using District resources are not private. Inappropriate or illegal messages will be reported to the proper authorities.

c. Prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors

online; users will not intentionally spread electronic viruses, vandalize the data, infiltrate systems, damage hardware or software, or in any way disrupt the use of the network. Use of an identity other than the user's own is prohibited.

d. Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and no conducting of private or personal business using the district's electronic resources. No use of electronic resources for political or religious purposes.

e. Restrict minors’ access to materials "harmful to minors," as that term is defined in Section 1703(b)(2) of the

Children’s Internet Protection Act of 2000.

f. Copying or downloading software illegally from network sources, disks, or other electronic material to

another computer is prohibited. Software installation must be approved by the School District's Department of

Technology and Information.

g. Employee generated files are the property of the School District and may be accessed by appropriate authorized system personnel. Local, state or federal officials may obtain access to electronic communications in conjunction with investigations or other purposes. In addition, messages sent over the electronic network may be subject to disclosure under the Open Records Act.

Disclaimer: The School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, service interruptions and exposure to offensive or threatening material. Use of any information obtained via the Network/Internet is at each user’s own risk. The School District specifically

denies any responsibility for the accuracy or quality of any information obtained through its services. Baldwin County Schools Date Adopted: 10/14/2014

Last Revised: 7/18/2017

Student Safety Plan

1. The students and staff of the 21st CCLC after school program will be housed in facilities maintained and inspected by the Baldwin County Board of Education.

2. Signs will be posted on all exterior doors to the schools that instruct all visitors to enter the building through the front door, sign in at the office and get a visitors pass to visit a classroom.

3. In the case of an emergency, parents will be required to give an address and phone number where they can be notified of the situation.

a. Illness - In case of an illness, the child is to be cared for until the parent arrives. Parents will be called to pick up the children determined to be too ill to remain in school.

b. Minor Injury - In the case of student injury, parents will be notified concerning the severity of the injury. The children will be cared for until the parent arrives.

c. Severe Injury - In the case of serious student injury, child will receive immediate necessary medical assistance. 911 will be called if injury requires immediate attention. Parents will be notified as soon as possible.

d. Unexpected Early Dismissal - In the case of unexpected early dismissal, parents will be contacted through the parent notification system in place with the Baldwin County School System. An additional attempt will be made by the 21st CCLC staff to contact the parents of the students enrolled in the After School / Summer School Programs.

e. Severe Weather - In case of severe weather, students will be placed in the hallways away from windows and doors until it is deemed safe for their return to the classrooms.

f. Fire - In case of fire, students and staff will follow the established procedures for exiting the building.

g. Lockdown -In case of the emergency lockdown of the site, the staff and students will be placed in established safe areas until the emergency lockdown situation has been resolved.

**Hiring Policy/Background Checks**

All staff / volunteers / contract providers employed by the 21st CCLC After-School Program will have current national background checks.

Employees / volunteers / contract providers with negative results from the background check will be terminated from the AfterSchool Program. Federal guidelines stipulate that no federal grant money can be used to employee a person with a felony charge.

**Nepotism Policy**

In compliance with Georgia Board of Education Rule 160-5-1-.36 Local School Board Governance, the Board of Education ("the Board") adopts the following nepotism provisions:

No person who has an immediate family member sitting on the Board or serving as Superintendent or as a principal, assistant principal, or system administrative staff shall be eligible to serve as a member of the Board, provided that the immediate family member’s employment in his or her position began on or after January 1, 2010. This paragraph shall apply only to Board members elected or appointed on or after July 1, 2009. Nothing in this paragraph shall affect the employment of any person who was employed by the Board on or before July 1, 2009, or who is employed by the Board when an immediate family member becomes a Board member.

No person shall be eligible to be appointed, employed, or to serve as Superintendent of Schools who has an immediate family member sitting on the Board or who has an immediate family member hired as or promoted to a position as principal, assistant principal, or system administrative staff on or after July 1, 2009, provided that the immediate family member’s employment in his or her position began on or after January 1, 2010. Nothing in this paragraph shall affect the employment of any person who was employed on or before July 1, 2009, or who is employed when an immediate family member becomes the Superintendent.

**Professional Development Plan**

21st CCLC afterschool program staff will complete a needs assessment survey. Subsequently, we will review the needs assessment results; 21st CCLC program goals and objectives; correlation between goals and objectives and program activities; and the emergency preparedness plan unique to the 21st CCLC after school program. During September - December 2019, we will conduct staff meetings to review the goals and objectives and correlation between the goals and objectives and program activities. We will subsequently make any necessary adjustments to activities. We will also provide professional development opportunities (as identified through the staff needs assessment survey) that supplement the ones already offered by the Baldwin County Board of Education for our regular school day staff. During January - March 2020, we will conduct staff meetings to make any necessary adjustments to ensure compliance with the grant and provide any necessary training. Again, the professional development opportunities that we will provide will be designed to supplement (not duplicate) the ones already offered by the Baldwin County Board of Education for our regular school day staff. In May 2020, 21st CCLC summer program staff will complete a needs assessment survey. The Plan is to provide at least 4 opportunities during the school year—November-January-March—May.

**Communication Plan**

We will develop a system that provide open and continuous communication with all partners, parents, administration, staff and day school staff. We will utilize flyers, letters, news media, emails, texts and face to face meetings. When necessary we will provide all communications or information in other languages as needed. We will maintain a relationship with local colleges and resources to provide interpretation when needed.

**Instructional Communication**

**School Day Teacher and 21st Century Staff**

Most 21st Century employees are school district employees and are assigned to the same grade level afterschool that they teach during the day. This enables 21st Century teachers to meet with regular day teachers during their common planning and weekly collaborative meeting times. During these meetings valuable feedback and ideas for improvement are gathered. Student agendas, emails, instant messages, fax machines, and cellular telephones will also be utilized for communication between school day instructional staff and 21st Century staff.

Site Coordinator and after school program teacher will have email addresses, phone numbers and instant messenger information for each regular school day teacher. Teachers are required to document all communications with day school teachers.

**Communication- Director, Coordinator, School Principal, and Administrators**

The Principals and regular school day teachers will have the email addresses phone numbers and instant messenger information for each Site Coordinator, the Project Director, and 21st Century Teachers. In addition, the Site Coordinators will attend as many school faculty and school leadership meetings as possible. The Project Director and School Principals will meet with other administrators to discuss the 21st Century Program on a monthly basis.

**Communication – Parents/Guardians**

Parents and students will be contacted through various media such as: letters sent home to eligible students in grades 3 – 5; parent visitation at the beginning of the school year; email messages; school website information posting; and notices in student handbooks. All parents will receive communication via telephone calls, student agendas, and letters sent home regarding pertinent initiative-related events and student progress. We will also utilize the Remind101 program to send text messages to parents to remind them of special events or to alert them of early dismissal due to weather or other emergency situations. A completed application will include a parent signature which (1) gives the student permission to participate in the program; (2) documents parent commitment to ensuring regular student attendance; (3) documents parent commitment to attending family activities; (4) gives the Initiative authorization to obtain and track student test scores, grades, attendance, and discipline records; (5) indicates whether or not the parent would like to volunteer during the program; and (6) specifies the child’s daily mode of transportation. Once the initial return deadline has passed, classroom teachers will identify other students in need of academic support and offer those students the opportunity to fill any remaining empty slots.

**Communication to Parents/Guardians with Limited English Proficiency**

All information regarding our program will be available (verbal and written) in English and other languages, when necessary. All written communication will be prepared for a sixth grade reading level or below. Translation services will be provided for any parent or student whose native language is not English as needed. The translator will explain the Initiative’s objectives and emphasize the necessary parenting commitment and potential benefits of regular student attendance. They will also verbally discuss hours and dates of operation, location of activities, and will distribute and review an easy-to read flyer communicating the same information.

**Staff Evaluation**

The site coordinator and or project director will conduct a minimum of two walk through/classroom observations in every classroom during the course of the program. In addition each teacher will receive a formal mid-year evaluation and a formal end-of-year evaluation. The staff will receive written feedback on the classroom observations and the formal evaluations. The site coordinator and/ or director will do informal visits to classrooms and activities to observe students and teachers.

Baldwin STEAM Academy

21st CCLC Site

Walk Through Performance Evaluation

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observed Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Satisfactory Needs Improvement Unsatisfactory

Was it age appropriate? \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Were students actively engaged? \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Was it developmentally appropriate? \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Were clear instructions given? \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Was it a program component? \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Were the diverse need of the students addressed? \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Baldwin STEAM Academy**

**21st CCLC Staff Evaluation Instrument**

**\_\_\_\_\_Mid-Year Observation \_\_\_\_\_Annual Observation**

**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory | Needs Improvement | **Unsatisfactory** |
| Punctual |  |  |  |
| Reliable |  |  |  |
| Attends staff meetings |  |  |  |
| Follows schedule |  |  |  |
| Communicates with Regular Day Teachers |  |  |  |
| Maintains Classroom Control |  |  |  |
| Knowledge of Grant Components, Goals, and Objectives |  |  |  |
| Maintains respectful rapport with the students |  |  |  |
| Consistently monitors students and time on task |  |  |  |
|  |  |  |  |
|  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coordinator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Starts 9/8/2020 and ends 5/20/2021**



Staff Handbook FY21-21stCCLC—1/11/2021

Addendum: Recruitment Plan

Students attending private schools listed with the State of Georgia will be eligible to participate in all 21st CCLC programs. In accordance with 21CCLC guidelines, the private schools will receive notification and given the opportunity to take full advantage of services.

**STAFF ACKNOWLEDGEMENT**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the policies, procedures, and other components of the Baldwin STEAM Academy 21st CCLC afterschool program outlined in the handbook. I understand that I am expected to comply with the requirements of the grant.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Staff Member

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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