

Social Circle City Schools



PK-12 STUDENT HANDBOOK

2025-2026

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BOARD OF EDUCATION

Please visit our [website](#) to learn more about the Social Circle City School District's Exemplary Board!

Superintendent's Welcome

Dear Students and Families,

Welcome to a new school year at Social Circle City Schools! We are excited to begin another year of learning, growth, and success together.

At Social Circle, we are committed to inspiring confident and curious learners who graduate ready to thrive in all their endeavors. Our mission is to create learning experiences that empower each student to succeed in life and make a positive impact on the world.

Our teachers, staff, and administrators work every day to support students by providing a safe and welcoming environment, engaging instruction, and opportunities that challenge them to think critically, solve problems, and grow as individuals. We believe that every student can succeed, and we are here to help make that happen. As we begin this journey together, I encourage each of you to take pride in being part of something special. Let's support one another, celebrate progress, and continue building a strong, united school community. Have a great year, and remember, together, we are **ONE CIRCLE!**

Sincerely,

Matt Remillard
Superintendent
Social Circle City Schools

ACADEMICS

District Improvement Plan

Vision: To inspire confident, curious learners who graduate ready to thrive in our community and the world.

Mission: To create learning experiences that empower each student to succeed in life and make a positive impact on the world.

We Believe...

- In the limitless potential of children and adults.
- If people feel heard, cared for, and challenged, success will follow.
- We are capable of greatness.
- Each learner is unique.
- We are better together than we are apart.
- We grow from our mistakes.
- Students are more than a test score.
- How we define, measure, and share our progress should align with what matters most to our community.
- Our Portrait of a Graduate should be reflected in learning experiences.

Motto: *One student. One teacher. One classroom. One legacy. ONE CIRCLE*

Hashtag: #ONECircle

Formative Assessments

A formative assessment is an assessment *for* learning. While instruction is still occurring, it gathers immediate feedback on students' academic strengths and areas for growth, plans differentiated instruction, and supports student learning. Tools for formative assessment include, but are not limited to, [GKIDS 2.0](#), [i-Ready](#), and [Pear Assessment](#).

Gifted Program

The [Social Circle City Schools Gifted Program](#) aims to provide differentiated services to address the exceptionalities of students in grades kindergarten through 12 who demonstrate high intellectual, academic, creative, and artistic abilities. The curricula for gifted students align the goals of gifted education with the Georgia state standards. Curriculum objectives focus on developing cognitive, research, and meta-cognitive skills at each grade level, utilizing principles of differentiation.

The goals of the Social Circle City School Gifted Program are:

- To help students become critical thinkers and problem solvers
- To guide students in developing and applying a growth mindset
- To provide opportunities for students to become self-directed learners
- To challenge students with a more rigorous curriculum

Promotion/Retention

The Social Circle Board of Education authorizes each school to develop procedures or regulations that specify how the state-adopted assessments will be used in making decisions concerning the promotion, placement, or retention of students, as well as which local promotion criteria will be considered (Policy IHE). Such procedures or regulations must be approved by the Superintendent or designee(s) and shall provide for the following:

1. Each teacher shall be responsible for determining, through a variety of assessments, whether a student appears to be on grade level or achieving at a level that, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.
2. When the teacher believes the student is not performing at such a level, the teacher must implement remediation efforts outlined in regulations or procedures. The teacher must follow the SCCS Multi-tiered System of Supports process.
3. The school should initiate a discussion with the Assistant Superintendent prior to a student's retention, which the Assistant Superintendent must approve.
4. Before a student is retained, the student's parents must be notified of the possibility of retention and allowed to attend a meeting to discuss the matter.
5. School-level promotion and retention decisions may be appealed to a district-level committee, whose decision shall be final and binding.

Special Education Services

Special education services mean specially designed instruction to meet the unique needs of a child with a disability. These services are not a “one-size-fits-all” approach. Special education is tailored to address the unique needs of students eligible to receive services.

Special education services and supports are provided at no cost to parents and include the related services a student needs to access their educational program. Students who qualify for special education services will have their needs addressed through an Individualized Education Plan (IEP).

Standards of Instruction

The Georgia Department of Education provides a framework for the knowledge and skills needed for student success in college or the workforce. The standards were developed in collaboration with K-12 teachers, post-secondary educators, business and industry leaders, parents, and other educational agencies. The standards are regularly reviewed to ensure an appropriate level of challenge and relevance. All content standards are available on [GaDOE SuitCASE](#). Since the 2023-2024 school year, mathematics has been guided by [Georgia's K-12 Mathematics Standards](#). Beginning the 2025-2026 school year, English/Language Arts follows [Georgia's K-12 English/Language Arts Standards](#).

Statewide Summative Assessments

A summative assessment is an assessment of learning. It occurs at the end of an instructional period and measures student achievement or mastery of intended learning outcomes. Statewide summative assessment data are typically used to evaluate instructional programs, support school and district improvement efforts, and inform policy decisions. Social Circle City Schools administer the following statewide summative assessments: ACCESS for ELLs, GAA 2.0, and Georgia Milestones.

POLICIES AND PROCEDURES

Administrative Regulation (Policy JGCD-R(1))

Taken from the School Health Nurse Resource Manual, Georgia Department of Education:

1. All medications (*both prescription and over-the-counter*) must be taken directly to the clinic for safe storage.
2. All medications (*both prescription and over-the-counter*) must be brought to the school by the parent or guardian. Parents must complete the *Authorization to Administer Medications* form, which can be obtained from the school clinic or on the school's website.
3. All medications must be in their original containers, and prescription medications must include the full pharmacy label and the original packaging. Medicines stored in envelopes, bags, or other containers will not be administered.
4. Parents should consult with their physician to determine if medications need to be administered during school hours.

Attendance

NOTICE TO PARENTS O.C.G.A. 20-2-690.1 requires the parent, guardian, or another person who has control or charge of a child or children to sign a statement indicating receipt of such a written statement of possible consequences and penalties; children who are age ten years or older by September 1 shall sign a statement indicating receipt of such written statement of potential impacts and penalties. The law requires any person in this state who has control or charge of a child between the ages of six and sixteen to enroll and send that child to school, including public, private, or homeschooling. This law states that any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school after the child's school notifies the parent, guardian, or another person who has control or charge of the child, and the child has accumulated five unexcused days of absence, shall constitute a separate offense.

Attendance is crucial for students to fully benefit from the school's educational opportunities. A relationship exists between academic success and consistent attendance. Your knowledge and adherence to attendance policies and procedures will enable you to be successful and productive as a student. ***Attendance letters will be mailed for 5 days of excused absences and 10 days of unexcused absences.***

The Students shall be considered excused for the following reasons:

1. When personally ill, and when attendance in school would endanger their health or the health of others.
2. When in their immediate family, there is a serious illness or death that would reasonably necessitate absence from school.
3. On special and recognized religious holidays observed by their faith.
4. When mandated by order of governmental agencies (examples: pre-induction physical examination for service in the armed forces or a court order).
5. Children may be excused from school attendance when prevented from such attendance due to conditions rendering school attendance impossible or hazardous to their health or safety.

6. Children serving as the pages of the Georgia General Assembly shall be credited as present by the school in which they are enrolled for days missed from school for this purpose.
7. A student may be granted an excused absence of at most one day to register to vote or to vote in a public election.
8. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian before such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.
9. A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, a portion of a day, or days missed from school as outlined in O.C.G.A. § 20-2-692.2.
10. Any other absence not explicitly defined in this policy but deemed by the Superintendent or their designee to have merit based on circumstances may be counted as excused as long as make-up work for the absence is completed satisfactorily.
11. A student participating in activities or programs sponsored by 4-H in the same manner as an educational field trip shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, a portion of a day, or days missed from school.

All other absences will be considered unexcused.

- Students present for at least one-half of the instructional day shall be counted as present.
- The principal has the authority to require additional proof of the legitimacy of excessive early check-out requests.
- Parents must submit a written excuse within 3 days for the student's absence to be considered excused. The note or e-mail must state the student's name, the date(s) of absence (s), and the reason for the absence(s). **Parent notes cannot exceed 10 days per year.** A doctor's note will be required for absences over 10 school days. The principal may require students to present appropriate medical or other documentation upon return to school to validate that absences are excused. Getting a note from the doctor for all appointments is always recommended.
- The school system reserves the right not to accept parent notes as valid excuses when they are not received promptly. It has the authority to require additional proof of the legitimacy of the excuse. The school system also reserves the right to verify the accuracy of physicians' notes/excuses. The student must bring a written excuse from a parent/guardian, or a medical or governmental authority, upon returning to school within three days after an absence. It is the student's and/or the parent/legal guardian's responsibility, not the teacher's, to make arrangements for make-up work.
- Truant - Any student subject to compulsory attendance who, during the school calendar year, has more than ten days of unexcused absences.

Students who encounter a long-term illness that will result in absences lasting longer than 10 days should apply for hospital homebound services. Please contact the school social worker for more information.

Chain of Command

The board welcomes constructive criticism of the schools whenever it is motivated by a sincere desire to improve the quality of the educational program or equip the schools to perform their tasks more effectively.

Social Circle City Schools does not recognize social media (Facebook, Instagram, X (formerly known as Twitter), blogs, etc.) as the primary means of communication regarding student, parent, personnel, or school system issues. If you wish to address a concern, please contact the school and/or system personnel via email, phone, letter, or in person to attempt to resolve the matter. Additionally, please follow the prescribed Chain of Command to address concerns.

Members of the Social Circle Board of Education have confidence in the professional staff and desire to support their actions, so that they are free from unnecessary, spiteful, or negative criticism and complaints. The Board advises the public that the proper steps and most effective way to resolve complaints involving instruction, discipline, transportation, or learning materials is to contact the individual at your student's school who is designated by position in the chart below to deal with such concerns. The principal should address any issues not listed in this chart. The Board will consider hearing complaints when they cannot be resolved through the use of the channels below:

Discipline	Curriculum	Transportation
Teacher	Teacher	Assistant Principal
Assistant Principal	Assistant Principal	Principal
Principal	Principal	Transportation Supervisor
Assistant Superintendent	Assistant Superintendent	Assistant Superintendent
Superintendent	Superintendent	Superintendent
School Board	School Board	School Board
State Department of Education	State Department of Education	State Department of Education

The Board will consider hearing citizen complaints when the administration is unable to resolve them. Matters referred to the Board must be in writing, include the address, contact phone numbers, and the complainant's signature, and specify the desired action.

After reading such complaints, if more information is needed that might challenge or question an individual's good name or character, the Board shall consider this in an Executive Session. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level or if the proper chain of command has not been followed.

Dexter Mosley Act (Grades 6-12)

Under the Dexter Mosley Act (Senate Bill 51), home study students in grades six through 12 are eligible to participate in extracurricular and interscholastic activities in the Social Circle City School District.

To participate, home study students must complete at least one qualifying course during any semester in which they participate in an extracurricular or interscholastic activity. A "qualifying course" means an on-site course, an online course facilitated by SCCS, or a dual enrollment course. Participation is only available at the public

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school where a home study student would be enrolled based on their residence. To enroll a home study student in at least one SCCS course in order to participate in extracurricular and interscholastic activities, please complete the [SCCS Dexter Mosley Act - Parent Request to Participate](#) and the [ONLINE REGISTRATION](#) form. Once you have completed the forms, a school-level representative will contact you with additional information.

Please note: Families interested in enrolling under the Dexter Moseley Act must complete the same online enrollment application as full-time SCCS students. When completing the Student Demographics Section of the application, please check the box labeled "Is this student enrolling under the Dexter Mosley Act (For Homeschool Students).

State law requires parents to provide a 30-day notice to the resident school before the semester in which the student intends to participate.

Early Checkout and Tardy

Social Circle City Schools has adopted the following policies governing early checkouts and tardiness across all grade levels to promote academic success and ensure instructional continuity. The progression of consequences will be defined in each school-level handbook.

Early Checkouts (PK–12)

An early checkout occurs when a student leaves school before the scheduled end of the day without a valid reason.

- A parent/guardian listed in Infinite Campus must check students out through the front office.
- Early checkouts are discouraged, except in cases of medical or family emergencies.
- Checkouts for convenience (e.g., avoiding traffic, lunch, etc.) are unexcused.
- A Pre-K - 6th-grade student must be present for at least 50% of the school day to be counted present.
- A 7th- to 12th-grade student must be present for at least 50% of the class period to be considered present.

Excused Early Checkouts

- Medical/dental appointments, funerals, court appearances, or school-authorized activities.
- **Parent-written notes to excuse checkouts are limited to five (5) per semester.** After the fifth checkout, a written note from a medical or governmental authority will be required. The principal may require students to present appropriate medical or other documentation upon return to school to validate that additional tardies are excused.

Tardy to School (PK–12)

A student is considered tardy to school if they are not in their assigned location when the school day begins, unless the tardiness is excused through proper documentation.

- All students arriving after the start of the school day must report to the front office to be signed in and receive a pass.
- A tardiness without documentation is considered unexcused.

Excused Tardiness to School

- Valid excused reasons include medical appointments, court appearances, funeral attendance, or other events approved by the administration.

- **Parent-written notes for excused tardies are limited to five (5) per semester.** After the fifth tardiness, a written note from a medical or governmental authority will be required. The principal may require students to present appropriate medical or other documentation upon return to school to validate that additional tardies are excused.
- Excessive tardiness to school may result in the student receiving disciplinary action or loss of privileges (i.e., field trips, reward days, etc., as determined by the school administration).

Tardy to Class (Grades 7–12)

A student is tardy to class if they are not present inside the classroom when the bell rings, without a valid excuse.

- A student who misses more than 5 minutes of a class period without documentation will be considered absent.
- Tardiness is cumulative across periods and may reset at the beginning of each semester.

Family Engagement Reminder

Parental support is critical in helping students understand the importance of punctuality and full-day attendance. We recognize that emergencies may arise; however, consistent unexcused early dismissals or tardiness will result in missed instructional time and may lead to disciplinary interventions or conferences.

Equal Educational Opportunities (Policy JAA)

Social Circle City Schools does not discriminate on the basis of race, color, national origin, sex, or disability in any of its student programs or activities. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and all accompanying regulations.

Any student, applicant for admission, parent or guardian, or another person who believes they or any student has been discriminated against or harassed in violation of this policy must make a complaint in accordance with the procedures outlined in policy JAA.

Family Educational Rights and Privacy Act (FERPA)

Student records shall be confidential, with access provided to parents, eligible students, and school officials with legitimate educational interests, as described in the annual parent notice.

Except for directory information as defined below, personally identifiable information will not be released by the school district from an education record without the prior written consent of the parent or eligible student, except to the extent authorized by FERPA and its implementing regulations at 34 C.F.R. § 99.31.

The Board of Education designates the following information as directory information, unless a parent or eligible student requests that the principal of the school where the student is enrolled not designate such information as directory information for the individual student in a timely manner. In such cases, this information will not be considered confidential and may be disclosed upon request.

- a. Student's name, address, and telephone number
- b. Student's date and place of birth
- c. Student's participation in official school activities and sports

- d. Weight and height of members of an athletic team
- e. Dates of attendance at schools within the district
- f. Honors and awards received during the time enrolled in district schools
- g. Photograph
- h. Grade Level

Gender Equity in Sports Nondiscrimination Notification

Georgia State Law prohibits discrimination based on gender in athletic programs of local systems (Equity in Sports Act, O.C.G.A. 20-2-315). Students are hereby notified that Social Circle City Schools, the local school system, does not discriminate on the basis of gender in its athletic programs. The Sports Equity Coordinator for this school system is:

Mr. Craig Hargrove, Assistant Principal
craig.hargrove@socialcircleschools.org
 154 Alcova Drive, Social Circle, GA 30025
 770-464-2611

Inquiries or complaints concerning sports equity in this school system may be submitted to the Sports Equity Coordinator.

General Grievance Process

If stakeholders have concerns that cannot be addressed through regular school channels, they may submit a written general grievance. All complaints should:

- Be addressed initially at the lowest appropriate level (e.g., teacher, then principal).
- Be submitted in writing with the date, description, and desired resolution.
- Follow the SCCS Chain of Command for escalation if the issue is not resolved at the school level.

Health and Immunization Records

Any student enrolling in a Georgia school for the first time must present a Georgia Health Certificate. This certificate can be obtained from a private physician or the Health Department. All students must present a statement from the Health Department or a doctor confirming that all required immunizations are up to date; otherwise, they will not be permitted to enter or remain in school. The statement includes certificates for eye, ear, and dental examinations. Ga. School Law, Title 20, Article 16, Part 3, 20-2-770 and 771.

Media Release

*****PLEASE COMMUNICATE WITH YOUR CHILD’S PRINCIPAL IMMEDIATELY IF YOU
 OBJECT TO YOUR CHILD’S PHOTOGRAPH BEING PUBLISHED.*****

The Social Circle City Schools continually shares its successes with the community. To make our information as attractive and interesting as possible, we often include pictures of people involved in school functions alongside textual details. Various types of student work (e.g., creative writing, artwork, slide presentations, multimedia projects) and student photographs (groups or individuals) are used in the following types of media:

- School/System-based website(s)/Social Media
- Local/School radio, television, or cable broadcast
- Local/School newspapers or newsletters
- Local/National educational periodicals

The use of text information about a person or a picture of a person will generally be restricted to the minimum necessary to tell the story of the program and make it engaging and visually appealing. We will not publish home addresses, telephone numbers, personal email addresses, or materials protected by federal regulations.

Medications (Policy JGCD)

All medications, whether prescription or over-the-counter, may be administered only in accordance with the guidelines as outlined in JGCD-R (1). Any possession of prescription or over-the-counter medication by students that does not comply with these guidelines will be considered a violation of school district policies and will be punished accordingly.

Notice of Non-Discrimination

No one in the Social Circle City Schools will discriminate based on race, color, religion, national origin, political affiliation, age, disability, or sex. This policy applies to all matters concerning employees, students, parents, the general public, educational programs and services, and individuals with whom the system conducts business.

Privacy: Parents and Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment affords parents and eligible students rights and protections regarding instructional materials used in educational programs, surveys administered to students, and specific physical examinations. The rights and protections established by the PPRA include:

- Instructional Materials: The parent or eligible student has the right to inspect any instructional material used in the student's educational curriculum.
- The parent or eligible student has the right to inspect any survey created by a third party prior to its administration or distribution and to opt the student out of participation in any such survey.
- In addition, before a student may be required to submit a survey that reveals Protected Information, the written consent of the parent or eligible student is required.
- Finally, a minor student may not be required to participate in a survey that reveals Protected Information without providing the student's parent with prior written notice of the study's administration and an opportunity to opt out of the survey. Protected Information is information in the following categories:
 - Political affiliations or beliefs of the student or the student's parent
 - Mental and psychological problems of the student or the student's family
 - Sex behavior and attitudes
 - Illegal, anti-social, self-incriminating, and demeaning behavior
 - Critical appraisals of other individuals with whom respondents have close family relationships
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
 - Religious practices, affiliations, or beliefs of the student or parents
 - Physical Examinations: Parents have the right to notice of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.

A parent or eligible student who believes their rights under PPRA may have been violated may contact the Director of Student Services at 770-464-2731 and file a written complaint. Complaints must contain specific allegations of fact that give reasonable cause to believe a violation of PPRA has occurred.

Professional Qualifications for Teachers

In compliance with the Every Student Succeeds Act requirements, the Social Circle City School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Teachers' state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction;
- Teachers teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Teacher is instructing in the field of discipline of the certification
- Paraprofessional qualifications, if applicable.

If you wish to request information concerning your child's teacher and/or paraprofessional's qualifications, please contact the principal of your child's school:

- Social Circle Elementary School: Dr. Maria Hargrove, maria.hargrove@socialcircleschools.org, (770)464-2664
- Social Circle Middle School: Dr. Ryan Clark, ryan.clark@socialcircleschools.org, (770)464-1932
- Social Circle High School: Mr. Tim Armstrong, tim.armstrong@socialcircleschools.org, (770)464-2611

Sexual Harassment of Students (Policy JCAC)

Social Circle City Schools 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. An education program or activity includes locations, events, or circumstances over which the District exercises substantial control, affecting both the respondent and the context in which the sexual harassment occurs. The Social Circle City Schools intend to comply with the Title IX federal regulations concerning sexual harassment. To the extent that additional requirements are specified in federal law or regulations, the District shall comply with such requirements.

Reports or complaints made to the School District regarding alleged sexual harassment in violation of Title IX shall be processed in accordance with policy JCAC. SCCS investigates all reports of sexual harassment in accordance with Title IX guidelines. A formal complaint triggers an impartial investigation led by the Title IX Coordinator. The complainant and respondent will be notified of their rights, interim measures will be provided, and a written decision will be rendered following the completion of the process. In order to comply with Title IX, the Title IX Coordinator for the system is:

Dr. Juanasha Watkins
Juanasha.Watkins@socialcirclechools.org
147 Alcova Drive, Social Circle, GA 30025
770-464-2731

Dr. Watkins should be contacted regarding any grievances, questions, or complaints dealing specifically with Title IX. Regular communication channels, from the student to an administrator to the Board of Education, must be followed before initiating the student grievance procedure.

Student Records (Policy JR)

It is the policy (JR) of the Social Circle Board of Education that the School District shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy, Accessibility, and Transparency Act of Georgia (the Act). For this policy, a “parent” is defined as a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. An “eligible student” is a student who has reached 18 years of age or is attending an institution of postsecondary education.

The Superintendent shall implement procedures whereby every principal is directed to develop a means to notify, on an annual basis, parents and eligible students, including parents or eligible students who are disabled or who have a primary or home language other than English, of their rights under the FERPA and the Act, either through a student handbook distributed to each student in the school or by any means that form them of their rights. Generally, a parent or eligible student will be permitted to obtain a copy of the student’s education records upon reasonable notice and payment of reasonable copying costs.

Title I, Family and Community Engagement Plan

In support of enhancing student academic achievement, Social Circle City Schools has developed this parental engagement policy along with the faculty, leadership, PTO, Parent Advisory Council, School Council, and all parents that establishes the district’s expectations for family engagement and guides the strategies and resources that strengthen school and parent partnerships in the Social Circle City Schools. This plan outlines Social Circle City Schools' (SCCS) commitment to engaging families in their children's education and to enhancing the district's capacity to implement family engagement strategies and activities that support academic achievement goals for both the district and its students.

When schools, families, and communities collaborate to support learning, children tend to perform better in school, stay in school longer, and enjoy their educational experience more. Title I, Part A provides for substantive parental involvement at every program level, including the development and implementation of district and school plans, as well as the implementation of district and school improvement provisions. Section 1010 of the Every Student Succeeds Act of 2015 (ESSA) contains the primary Title I, Part A requirements for schools and school systems to engage parents in their children’s education. Consistent with Section 1010, the Social Circle City Schools will ensure that the required school-level parental engagement policies meet the requirements of Section 1010(b), and each includes, as a component, a school-parent compact consistent with Section 1010(d) of the ESSA.

Visitors and Volunteers

All visitors must report to the front office and sign in upon arrival. Volunteers must complete the required application and background check prior to participating in school activities. Please contact the school's front office for more information.

ADDITIONAL SUPPORT SERVICES

Bullying Policy (Policy JCDAG)

The Social Circle Board of Education believes that all students can learn more effectively in a safe school environment. Behavior that infringes on students' safety will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as an act that is:

1. any willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so
2. any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm
3. any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1
 - b. has the effect of substantially interfering with a student's education
 - c. is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
 - d. has the effect of substantially disrupting the orderly operation of the school

The term applies to acts that occur on school property, on school vehicles, at designated school bus stops, or at school-related functions or activities, or by use of data or software accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying that occur through the use of electronic communication, whether or not the electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended to threaten the safety of those specified or substantially disrupt the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.

Procedures may be developed at each school, encouraging a teacher, other school employee, student, parent, guardian, or other person who has control or charge of a student to report or otherwise provide information on bullying activity, either anonymously or in the person's name, at the person's option. Any teacher or other school employee who, in exercising their personal judgment and discretion, believes they have reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to report it to the school principal immediately. The administration will promptly investigate any report based on the nature of the complaint to determine whether bullying has occurred, whether other procedures related to illegal harassment or discrimination are necessary, and what additional steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as required by this policy and in accordance with school procedures.

As stated in the Code of Conduct, acts of bullying shall be punished by a range of consequences through the progressive discipline process. Upon a school administrator's finding that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone or written notice, which may be done electronically. Students and parents will be notified of the prohibition against bullying and the penalties for violating the ban by posting information at each school and including such information in the student/parent handbooks. To submit a Bullying/Harassment Report, visit: [SCCS Bullying Report](#).

Character Education

In accordance with state law (Code Section 20-2-145) and the State Board of Education policy, the Social Circle City Schools have created and implemented a character education program. Character education will be addressed during advisory periods and through the implementation of the Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) frameworks.

Child Find

The Social Circle City School District has an obligation under the Individuals with Disabilities Education Act (IDEA) to identify, locate, and evaluate all students with disabilities or those suspected of having a disability residing in the district who require special education and related services from ages 3 through 21. This includes students attending public, private, or home schools in Social Circle. If you have a child or know of a child who has a disability or is suspected of having a disability, please contact:

Allison Clarke, Special Education Director
allison.clarke@socialcircleschools.org
770-464-2731

Emergency Preparation in Social Circle City Schools

As a parent, you can feel confident that when you send your children to school, you are sending them to a safe and orderly place. Our schools are secure because our school communities work hard to ensure safety.

- Each year, school administrators review and make any necessary modifications to their schools' emergency management plans.
- Each school has key staff members with assigned roles and responsibilities to perform during an emergency. The school system's emergency response plan is modeled on the Georgia Emergency Management Agency (GEMA)
- Every school conducts emergency drills throughout the year to ensure that students and staff are aware of the most effective and safe emergency responses.
- Students take an active role by following the rules and reporting those who do not.

The Board considers the provision of an appropriate, sensitive, and timely response by school staff to crises to be of utmost importance. Emergencies may occur at schools at any time. The objective of school personnel is to respond in a way that minimizes the impact of the situation on students and staff.

Guidance Services

Personal information shared with the school counselor will remain confidential unless the information requires the counselor, by law, to report it to the administration, social services, police, and/or other professionals

deemed necessary and appropriate by law. Please note that the school counselor, as well as all other system-wide staff members, are, by law, Mandated Reporters.

Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the challenges that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including public preschool education, as other children and youth.

The McKinney-Vento Homeless Assistance Act defines “homeless children and youth” as “individuals who lack a fixed, regular, and adequate nighttime residence.” However, because the circumstances of homelessness vary with each situation, determining the extent to which the family or youth fits the definition must occur on a case-by-case basis. The SCCS Liaison for Homeless Children and Youth must gather information from the family or youth and determine eligibility. For more information, please call the Liaison for Homeless Children and Youth:

Joslyn Holten, System Social Worker
joslyn.holten@socialcircleschools.org
770-464-1932

Hospital Homebound Services

Hospital Homebound (HHB) services are provided to students who are physically or mentally unable to attend school for 10 consecutive or intermittent school days due to medical needs. HHB eligibility requires medical documentation and approval. Parents must contact the school’s counselor or the District HHB coordinator for referral procedures. For assistance, contact:

Dr. Juanasha Watkins, Director of Student Services
juanasha.watkins@socialcircleschools.org
770-464-2731

Impaired/Handicapped Access

The Social Circle City Schools wishes to meet the needs of all of its students and families. If any family member needs assistance or has any questions regarding mobility-impaired issues or handicapped access, please contact the principal of your local school.

Insurance

We encourage all students involved in any school club or activity to purchase insurance. Peach-Care is available to families who meet the qualifications. For more information, call: 1-877-GAPEACH (877-427-3224) or visit www.peachcare.org.

Multi-Tiered System of Supports (MTSS)

The mission statement of the Social Circle City Schools is to “create learning experiences that empower each student to succeed in life and make a positive impact on the world.” Achieving this goal and positively impacting student learning requires tailoring instruction to meet students' individual needs.

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-driven problem-solving and decision-making are practiced across all levels of the educational system to support students. The idea behind the MTSS framework is that all students should be given access to adequate instruction. Then, those who are unsuccessful should be given additional support, which becomes more intensive and individualized as necessary (Ciolfi & Ryan, 2011). *The MTSS framework begins with the assumption that instructional deficits are the primary cause of academic or behavioral difficulties, rather than assuming that a student is disabled in some way.* Given this assumption, students experiencing academic or behavioral challenges receive increased academic and behavioral support. If, after sufficient instructional problem-solving, the student does not “respond” to the increased support, he/she may be referred for a comprehensive evaluation to determine if there is a disability that is impeding adequate performance.

MTSS is a framework designed to provide high-quality instruction and interventions tailored to students' needs. MTSS addresses academic, behavioral, and social-emotional development. It includes three tiers:

- Tier I: Universal supports for all students
- Tier II: Targeted interventions for students at risk
- Tier III: Intensive, individualized support

School-level MTSS contacts are available at each school.

Michael Wright, SCES MTSS Coordinator, michael.wright@socialcircleschools.org

Dr. Patty McCain, SCMS MTSS Coordinator, patty.mccain@socialcircleschools.org

Heather Parkerson, SCHS MTSS Coordinator, heather.parkerson@socialcircleschools.org

Notice of Rights of Students and Parents under Section 504

Social Circle City Schools Section 504 Procedural Safeguards

1. Overview: Any student, parent, or guardian (“grievant”) may request an impartial hearing due to the school system’s actions or inactions regarding your child’s identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system’s Section 504 Coordinator; however, a grievant’s failure to request a hearing in writing does not alleviate the school system’s obligation to provide an impartial hearing if the grievant orally requests a hearing through the school system’s Section 504 Coordinator. The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

2. Hearing Request: The Request for the Hearing must include the following:

- a. The name of the student.
- b. The address of the student’s residence.
- c. The name of the school the student is attending.
- d. The decision is the subject of the hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant.

Within ten business days of receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge it in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the Grievant of the specific information needed to complete the request. All timelines and processes will remain in place until the Request for Hearing contains the necessary information noted above.

3. Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in their Request for Hearing. Mediation is voluntary, and both the grievant and the school system must agree to participate in the mediation process. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for a Hearing.

4. Hearing Procedures:

- The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from receiving the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- Upon a showing of good cause by the grievant or school system, the impartial review official may grant a continuance and set a new hearing date at their discretion. The request for a continuance must be in writing and served on the opposing party.
- The grievant will be able to review the child's educational records before the hearing.
- The grievant will have the opportunity to be represented by legal counsel at their own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- The grievant will have the burden of proving any claims they may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present evidence and witnesses, respond to the grievant's testimony, and answer questions posed by the review official.
- The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and to provide the names of witnesses who will be present at the hearing.
- The impartial review official shall determine the weight to be given to any evidence based on its reliability and probative value.
- The hearing shall be closed to the public.
- The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

- The party that calls witnesses will question them directly. Witness cross-examination will be allowed. The impartial review official, at their discretion, may allow further examination of witnesses or ask questions of the witnesses.
- Testimony shall be recorded by court reporting or audio recording at the recipient's expense. The recipient shall retain all documentation related to the hearing.
- Unless otherwise required by law, the impartial review official shall uphold the school system's action unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- Failure of the grievant to appear at a scheduled hearing, unless prior notification of absence was provided and approved by the impartial review official or just cause is shown, shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision: The impartial review official shall issue a written determination within 20 calendar days of the date the hearing was concluded. The determination of the unbiased review official shall not include any monetary damages or the award of any attorney's fees.

6. Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action, or claim available to them under the law or existing state or federal rules or regulations.

Parent Information Regarding Safe Schools

The school district is committed to providing a safe environment for students, staff, and visitors. It works closely with national, state, and local safety personnel—police, fire, emergency medical services, emergency management agencies, and public health—to ensure our schools are well-prepared for an emergency.

School Resource Officers, or SROs, are police officers employed by the school system who are assigned to each of our schools. In addition to policing school campuses, these officers focus on educating students and staff about safety issues and collaborating with school administrators to develop and implement school safety plans.

Social Circle City Schools updates its district and school emergency operations plans annually. These plans serve as guides to help staff and our public safety partners respond swiftly in the event of a crisis in our schools.

Parent Portal

Parents are encouraged to visit the Social Circle City Schools offices to request an Infinite Campus username and password, which will allow them to access their child's grades, attendance records, online payments, and other important school information.

Responsible Use of Technology and Electronic Media for Students (Policy IFBG)

We strive to provide a safe and supportive learning environment for all our students. Therefore, we periodically review and update our procedures to ensure that our high expectations for safety are met for all students, teachers, staff members, and facilities. Individual student searches shall be conducted by school officials without the aid of law enforcement officers except in unusual circumstances. No search shall be conducted of a

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student's person, whether by a metal detector wand, dog-sniffing, or otherwise, except where based on reasonable grounds for suspecting that the search will turn up evidence that the particular student has violated, or is violating, either state/federal law, and/or a school rule. Such a search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Students may be charged with, but not limited to, (33) Other-Student Incivility up to Level III of the Student Code of Conduct for failure to comply.

This section reflects the SCCS Board of Education's Policy IFBG: Internet Acceptable Use. In accordance with Georgia SB 351 (2023), SCCS restricts the use of personal devices during the school day for students in grades K–8, unless explicitly authorized by a teacher or administrator. High school students may use personal devices only under the direction of school staff for instructional purposes. Students are expected to follow district digital citizenship guidelines. Inappropriate use of technology, including cyberbullying, accessing prohibited content, or attempting to bypass network protections, may result in disciplinary action. The district's technology and Internet resources are for educational use only and are subject to monitoring. The full Responsible Use Policy is reviewed annually and can be found on the SCCS website.

It shall be the policy of the Social Circle City Schools' Board of Education that the school system shall have in continuous operation, concerning any computers belonging to the school, 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 matters on the Internet and the World Wide Web;
 - b. Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
 - c. Prevent unauthorized access, including so-called "hacking" and other unauthorized activities by minors online;
 - d. Prevent the unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
 - 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.

The district's technology resources are provided for educational purposes that promote and are consistent with the instructional goals of the Social Circle City School System. Use of computers and network resources outside the scope of this educational purpose is strictly prohibited. Students and employees accessing network services or any school computer shall comply with the district's acceptable use guidelines. The district reserves the right to monitor, access, and disclose the contents of any user's files, activities, or communications.

It is also essential to recognize that the Internet is a global, fluid community that remains largely unregulated. While it is an extremely valuable tool for educational research, some sections are not commensurate with community, school, or family standards. The Board believes that the Internet's advantages far outweigh its disadvantages. The Social Circle City Schools' Board of Education will, through its administrative staff, provide an Internet screening system that blocks access to a large percentage of inappropriate sites. It should not be assumed, however, that users are completely prevented from accessing inappropriate materials or from sending or receiving objectionable communications.

Additionally, access to the Internet and computer resources is a privilege, not a right. Therefore, users violating the Social Circle City Schools' Board of Education's acceptable use policy shall be subject to revocation of these privileges and potential disciplinary action.

Safe Schools Plans/Required Drills Policy

Each local school is responsible for implementing the Safe Schools Plans developed by the district and conducting staff training to familiarize them with the school's emergency plans. Each school has a Safe School Team, which provides leadership in carrying out the plans. The team is composed of appropriate school personnel, such as principals, assistant principals, counselors, grade-level chairs, department heads, coaches, and selected teachers.

Each local school shall develop, periodically update, and implement specific plans tailored to its particular campus. The District Safe Schools Plan shall include, but is not limited to, guidelines for actions to deal with the following specific hazards: injuries and illnesses, fires, thunderstorms, tornadoes, floods, hurricanes, winter storms, hazardous materials, earthquakes, utility failures, bomb threats, civil disturbances, terroristic acts, and nuclear emergencies. The plans also require drills, as appropriate, for emergencies arising from these hazards. It shall also include provisions for communicating information on emergency preparedness procedures to staff and students, tailored to their respective grade levels.

Everyone has a Role.

Ensuring school safety is everyone's responsibility— staff, students, parents, and the entire community. Please report any safety concerns you may have to your school principal. In addition, ask your local school about its safety plan. One crucial role you can play in keeping schools safe is to report any illegal behavior or concerns you may have to the appropriate authorities.

Safety Frequently Asked Questions

As a parent, how can you prepare for a school emergency?

The number-one step that you can take to prepare for a school emergency is to provide accurate emergency contact information to your child's school and notify the school if your information changes.

What should I do in the event of a school emergency?

During a crisis, your first instinct may be to call the school. However, a high volume of calls may bog down the phone system. When a school emergency occurs, a parent can get important information by doing one or all of the following:

- Visit www.socialcircleschools.com or your local school website.

- If your school is affected, the district's Parent Square notification system will send a notice. Check your messages. Monitor local television and radio for news alerts.

You will want to obtain necessary information and directions from school officials before heading to the school in the event of an emergency. You can be confident that accurate and timely information will be released to parents, the public, and the news media in the event of any emergency incident.

What is a lockdown?

During a hard lockdown, all school interior doors are locked, students are confined to their classrooms, and no entry or exit of the school is allowed. A hard lockdown occurs when there is a threat or a potential threat within the school. During a soft lockdown, all exterior doors are locked. A soft lockdown happens when the danger is outside the school. In some cases, parents with proper identification could be admitted into the school.

- *If the school is in a soft lockdown, what type of identification will I need to enter the school and/or pick up my child?*

Suppose it is deemed safe to allow others to enter the building. In that case, you or your designated emergency contact will need to show a proper form of identification, such as a driver's license or valid photo identification.

- *Who determines whether or not a school should be evacuated?*

In the event of an emergency at or near the school, school leaders follow the direction of law enforcement and emergency response agencies to determine whether to evacuate the facility.

- *What does shelter-in-place mean?*

Shelter-in-place means taking refuge in a small, interior room in the school and remaining there until it is safe to release students. Shelter-in-place is a precaution to keep our students safe from hazardous materials that may have been released into the atmosphere. (This is not the same thing as going to a shelter in case of a storm.) This procedure is implemented if it is determined that evacuation or dismissal could pose a risk to students.

- *If the school is evacuated, how will I be able to locate my child?*

Each school has a procedure in place to help parents reunite with their child in the event of a school emergency. Parents will be directed to a specific location where they will be required to show proper identification. Remember, a student can generally only be released to an adult who is documented as an emergency contact. If you are a noncustodial parent, you must be listed on your child's emergency contact information as a guardian, and you will be required to show proper identification.

- *Regarding school emergencies, what should my child be aware of?*

Essential rules for students during a school emergency are:

- 1) Follow the directions given by the teacher or principal.
- 2) Before using a cell phone, make sure it is safe to do so.
- 3) Do not leave the school campus unless instructed to do so. In the event of an evacuation situation or if school is dismissed early, follow the directions provided by the principal.

School Bus Safety Guidelines and Procedures

Students residing within the Social Circle City Schools' attendance area can utilize public transportation. School bus safety procedures (Safety, Order, and Respect, S.O.A.R.) will be issued to students in compliance with SB 291 and reviewed by the bus manager (driver). Failure to comply with all school bus safety procedures will result in the implementation of appropriate consequences and/or removal from the bus. The opportunity to utilize public transportation is a privilege, not a right.

THE FOLLOWING BUS SAFETY RULES WILL BE ENFORCED:

1. The school system and local school discipline rules are enforced on school buses.
2. Conversation should be with other students unless you must talk to the driver.
3. Distraction of the driver in any way may jeopardize the safety of students on the bus.
4. As music can be a distraction to the drive, all forms of music are prohibited. Students may listen to music with earbuds as long as they use only one earbud at a time.
5. Seats are designed for three students. Seat saving will not be permitted.
6. The driver and principal have the authority to assign seats or seating orders.
7. Students and the driver share the responsibility of keeping the bus clean. Help keep the interior clean and free of dirt and debris by placing trash in the designated container located at the front of the bus.
8. Students should stand on the curb or sidewalk while waiting for the bus. Always remain clear of the bus until it has come to a complete stop before attempting to load.
9. Take your seat promptly when boarding the bus.
10. State regulations require that bus windows be lowered no more than halfway. Students' body parts (arms, head, legs, etc.) should remain in the bus at all times.
11. When loading or unloading, students should pass at least 12 feet in front of the bus. Be sure to look both ways before crossing the road and always cross in front of the bus, never behind it. The driver will signal when it is safe to load or unload. Follow the driver's hand signals before crossing.
12. Per recommendations from the Georgia Department of Family and Children's Services, students aged eight and under must be met by a parent, guardian, or other approved designee at the bus stop in the afternoon.
13. Students are to be transported to the school where they attend. The driver is not permitted to make unauthorized stops at stores or businesses.
14. Students shall not be permitted to change buses without written approval from the parent and consent of the principal. They should ride their regular assigned bus to and from school.
15. Students should remain quiet at all railroad crossings and must respect the driver's request for silence at any time.
16. No standing allowed. No student is allowed to ride in the step well or anywhere within the driver's seat area.
17. No pushing or shoving when loading or unloading is permitted. Remain seated while the bus is in motion.
18. Students shall not carry drink bottles, cans, or glass containers onto the bus.

Bus Discipline:

To ensure the safety and effective management of our school bus, we are providing written notification of our bus discipline policy and procedures. The driver will do everything possible to handle mild misconduct on the bus by conferring with the student and parent, assigning a seat, and providing verbal warnings and reminders as needed. If misbehavior continues, the bus driver will complete a bus Discipline Referral, which will be given to the principal or assistant principal. The administrators will confer with the student and call the parents, which will serve as a written warning. Chronic misbehavior or incidents that jeopardize the safety of the student(s) may/could result in the following disciplinary action(s):

NOTE: Consequences may be adjusted at the discretion of school administration.

1 st Referral	Warning/Conference
2nd Referral	One-day suspension from the bus (Elementary School Students) Three-day suspension from the bus (Middle & High School Students)
3rd Referral	Three-day suspension from the bus (Elementary School Students) Five-day suspension from the bus (Middle & High School Students)
4th Referral	Five-day suspension from the bus (Elementary School Students) Ten-day suspension from the bus (Middle & High School Students)
5th Referral	Ten-day suspension from the bus (Elementary School Students) Loss of bus privileges for the remainder of the school year (Middle & High School Students)
6th Referral	Loss of bus privileges for the remainder of the school year (Elementary School Students)

****ALL OF THE ABOVE CONSEQUENCES MAY BE ADJUSTED AT THE DISCRETION OF THE ADMINISTRATION***

Important Transportation Updates

At Social Circle City Schools, safety is our top priority. As we plan for the upcoming school year, we would like to inform you of a few changes we must make to ensure the safety of each student. The following procedures will begin with the 2025-2026 school year.

Bus Routes: As a school system, we provide transportation to our in-district students and students residing in Zone 5. *Bus transportation is not offered to students from outside the district.* To plan our bus routes correctly and efficiently, we need accurate information for each student in our student information system, Infinite Campus. Therefore, each student is required to provide an updated address and contact information on an annual basis. We will also require proof of residency for every student.

Bus Riders: Students riding a bus are expected to ride their designated bus. A designated bus means the Transportation Department has approved the student to ride the bus to/from the assigned bus stop. The Transportation Department must approve a student's address/bus stop before they can ride a bus.

Bus Transportation Changes: To ensure the safety of each student, please reserve bus change requests for emergencies only. Every time a student's transportation routine changes, there is a chance for error. If a student needs to ride a different bus, that student can only be dropped off at an approved bus stop. Bus stops can only be approved by the Transportation Department.

Bus stops are identified based on safety and logistical variables. For safety purposes, students will only be dropped off at an approved bus stop.

Whenever a student's transportation needs change due to an emergency or an address update, a parent or guardian must complete an online [Transportation Change Form](#) through the SCCS website. Any written notes, emails, or phone calls to teachers or the secretary will not be accepted or processed. If a student's address has been changed due to a move or relocation, the parent will need to submit a [Transportation Change Form](#) online and also call the appropriate school registrar to complete residency affidavits. The parent will be required to

submit the paperwork to the Registrar and update the address information in Infinite Campus before the Transportation Department can process a permanent bus change.

Parents or guardians must use the [Transportation Change Form](#) available on the district website if a transportation change is needed after the school day has begun. *All transportation changes must be sent in before the last two hours of the school day.* This is the only way to ensure the notice will be received and communicated to the student before dismissal. All of these measures are intended to ensure the safety of all our students.

New Enrollees: The Transportation Department may require up to three days to assign a bus and bus stop to a new student.

- Once the stop has been approved, new students will receive a bus pass from the Transportation Department. The Department will give the bus pass to the registrar or secretary to deliver to the student.

Proof of Residency: It is the responsibility of the parent/guardian to update student records annually and provide current proof of residency. Falsifying residency information may result in withdrawal from SCCS and referral to appropriate legal authorities.

Student Bus Pass: Students can only ride a bus other than the one assigned to them with a bus pass approved by the Transportation Department.

We appreciate your support as we do everything possible to ensure a safe ride on our school buses. For assistance, please contact:

Megan Chastain, Transportation Supervisor
megan.chastain@socialcircleschools.org
770-464-4850

School Nutrition Plan

As an educational partner, the School Nutrition Program plays a crucial role in fostering a successful academic experience. It encourages a lifetime of healthy eating by providing each student with the affordable opportunity to consume nutritious, appealing meals served by caring professionals in a pleasant environment.

This year, Social Circle City Schools will be able to provide free breakfast and lunch to each student through the Community Eligibility Provision. The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and districts. CEP enables schools and districts to provide breakfast and lunch at no cost to all enrolled students, eliminating the need for household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals, determined by their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance for Needy Families (TANF) program. Students will not receive extras or seconds for free.

Meal costs for the 2025-2026 school year are as follows:

	Meal	2025-2026 Fees
Students	Breakfast & Lunch	No cost
Student Second Meal	Breakfast	\$2.50
	Lunch	\$5.00
Staff & Visitors	Breakfast	\$2.50
	Lunch	\$5.00
	Extra Entree	\$2.00
	Extra Side	\$.50
	Extra Milk	\$.50

- Payments to a student's account can be made online using your Parent Portal Account by clicking Food Service. Click this link for step-by-step instructions - [Food Service / Parent Portal Instructions](#).
- Refunds or Transfers between student accounts shall be processed through the Central Office by submitting a Refund and Transfer Request Form.
- Students are not permitted to bring drinks in glass bottles to school at any time.

For assistance, please contact:

Melinda Marshall, Director of School Nutrition
melinda.marshall@socialcircleschools.org
770-464-4833

Section 504 of the Rehabilitation Act of 1973

Social Circle City Schools - Notice of Rights of Students and Parents Under Section 504

of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact:

Allison Clarke, Special Education Director
allison.clarke@socialcircleschools.org
770-464-2731

Student Acceptable Use Guidelines

Please read the following carefully. Violations of the Acceptable Use Guidelines may result in the revocation of students' access privileges, and disciplinary action and/or appropriate legal action may be taken. Any student who uses the computer lab(s) or any computer equipment at the school must be aware of the specific policies governing the use of the equipment and/or facilities. Procedures are in place to protect students and

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equipment. Students will be held accountable for any violation of the following policies (as would be the case for any classroom disciplinary matter). A student and their parents will be responsible for any damages and will be liable for the costs incurred for service or repair.

Students are only allowed to utilize the computers and network to retrieve information and run specific software applications as directed by their teacher. Students are not permitted to access the operating system to explore, run programs, or attempt to perform any actions for which they are not explicitly authorized. Students are not allowed to perform any actions to circumvent activity monitoring in a student's school account. Students bringing storage devices from outside the school must have them scanned for viruses by an authorized staff member before using them on a computer or the network.

Safety Issues:

1. Any online communication should always be directed by and under the supervision of a teacher.
2. Never provide last name, address, telephone number, or school name online.
3. Never respond to, and consistently report to the teacher or parent, any messages that make you feel uncomfortable or that are from an unknown origin.
4. Never send a photo of yourself or anyone else.
5. Never arrange a face-to-face meeting with someone you met online.
6. Never open attachments or files from unknown senders.

Examples of prohibited conduct include, but are not limited to, the following:

- Accessing, sending, creating, or posting materials or communications that are:
 - Damaging another person's reputation
 - Abusive
 - Obscene
 - Sexually oriented
 - Threatening or demeaning to another person's gender or race
 - Contrary to the school's policy on harassment
 - Harassing
 - Illegal
- Using the network for financial gain or advertising.
- Posting or plagiarizing work created by another person without their consent.
- Using AI technology without instructor approval and/or not disclosing the use of such tools
- Posting anonymous or forged electronic mail messages.
- Attempting to read, alter, delete, or copy the electronic mail messages of other system users.
- Giving out personal information such as phone numbers, addresses, driver's licenses, or social security numbers, and bank card or checking account information.
- Using the school's computer hardware or network for any illegal activity, such as copying or downloading copyrighted software, or violating copyright laws.
- Attempting to circumvent web activity monitoring systems such as GoGuardian
- Load or use games, public domain, shareware, or any other unauthorized program on any school's computer or computer system.
- Purposely infecting any school computer or network with a virus or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
- Gaining access or attempting to access unauthorized or restricted network resources or the

data and documents of another person.

- Using or attempting to use the password or account of another person, or utilizing a computer while logged on under another user's account.
- Using the school's computers or network while access privileges have been suspended.
- Using the school's computer hardware, network, or Internet link in a manner that is inconsistent with a teacher's directions and generally accepted network etiquette.
- Altering or attempting to change the configuration of a computer, the operating system, or any of the software.
- Attempting to vandalize, disconnect, or disassemble any network or computer component.
- Utilizing the computers and network to retrieve information or run software applications not assigned by their teacher.
- Providing another student with user account information or passwords.
- Connecting to or installing any computer hardware, components, or software that is not school system property or in the district's technology resources without prior approval from the district technology supervisory personnel.

Wellness Policy Notification (Policy EEE)

SCCS follows Board Policy EEE to promote student health and wellness. The policy includes goals for nutrition education, physical activity, and other wellness-related activities. Families may request to review the policy by contacting the School Nutrition Director or visiting the SCCS website.

STUDENT DISCIPLINE AND CONDUCT

Authority of the Teacher

The Superintendent fully supports the authority of principals and teachers in the school system to remove a student from the classroom under provisions of state law.

Each teacher shall comply with the provisions of O.C.G.A. § 20-2-737, which requires the filing of a report by a teacher who knows that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior violates the student code of conduct. Such a report shall be filed with the principal or designee on the school day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior. The principal or designee shall, within one school day after receiving a report from a teacher, send a copy of the report to the student's parents or guardians and provide information on how they may contact the principal or designee.

The principal or designee shall notify, in writing, the teacher and the student's parents or guardian of the discipline or student support services that have occurred as a result of the teacher's report within one school day from the imposition of discipline or the utilization of support services. The principal or their designee shall make a reasonable attempt to confirm that the student's parents or guardians have received written notification, including information on how to contact the principal or their designee.

Authority of the Principal

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly

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operation of the school. In cases of disruptive, disorderly, or dangerous conduct not covered in this Code, the principal may undertake corrective measures that he or she believes are in the best interest of the student and the school, provided that any such action does not violate the school board's policy or procedures.

There may be instances when a primary or elementary school-aged student commits an offense that does not have a specific consequence listed for the age level in the code itself. Should that happen, the principal shall determine if the result (s) are appropriate based on the student's age and the behavioral infraction.

Definition of Terms

Academic Dishonesty: Receiving or providing unauthorized assistance on classroom projects, assignments, or exams. Academic Dishonesty may result in grade reduction, additional work assigned, and/or additional disciplinary consequences.

Level 1: Unauthorized assistance

Level 2: Plagiarism or cheating on a minor assignment

Level 3: Plagiarism or cheating on a major exam, or repeated offenses

Alcohol: Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol.

Level 1: Unintentional possession

Level 2: Under influence without possession

Level 3: Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol

Arson: Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices.

Level 1: N/A

Level 2: Attempt to commit arson or use of matches, lighters, or incendiary devices at school; includes, but is not limited to, the use of fireworks

Level 3: Intentional damage as a result of an arson-related activity or the use of an incendiary device

Battery: Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting involves mutual participation.)

Level 1: Intentional physical attack with the intent to cause bodily harm, resulting in no bodily injuries

Level 2: Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries

Level 3: Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Level 3 may be used for students who violate the school policy on battery three or more times during the same school year.

Bullying: A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm

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Level 1: First Offense of bullying as defined in Georgia Code Section 20-2-751.4

Level 2: Second incident of bullying as defined in Georgia Code Section 20-2-751.4

Level 3: Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts the victim in fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person bodily harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment.

Computer Trespass: Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network to delete, obstruct, interrupt, alter, damage, or in any way cause the malfunction of the computer, network, program(s), or data

Level 1: Non-instructional use

Level 2: Repeated Non-instructional use

Level 3: System damage/confidential access

Disorderly Conduct: Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others. (Includes disruptive behaviors on school buses)

Level 1: Mild disruption

Level 2: Severe disruption

Level 3: Repeated/severe/threatening

Drugs, Except Alcohol and Tobacco: Unlawful use, under the influence, cultivation, manufacture, distribution, sale, purchase, possession, transportation, under the influence or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics, or any drug-like substance or substance thought to be illegal drugs, or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school

Level 1: Unintentional possession of prescribed or over-the-counter medication. Does not include the possession of narcotics or any illegal drugs

Level 2: Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival at school

Level 3: Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, under the influence, or importation of any controlled drug or narcotic substance, or any drug-like substance or substance thought to be illegal drugs, or equipment or devices used for preparing or using drugs or narcotics

Electronic Smoking Device: Any device used to deliver nicotine or any other substance intended for human consumption that a person may use to simulate smoking through inhalation of vapor or aerosol from the device. Such devices include those manufactured, distributed, marketed, or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, electronic nicotine delivery system, or any cartridge or other component of the device or related product.

Level 1: Possession/use

Level 2: Repeated possession/use

Level 3: Distribution and/or selling of electronic smoking devices. Level 3 may be used for students who violate the electronic smoking devices policy three or more times during the same school year.

Fighting: Participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves participation.)

Level 1: No injuries

Level 2: Mild injuries

Level 3: Severe injuries or repeated

Gang-Related: Any student(s) with a common name or common identifying signs, symbols, tattoos, graffiti, or attire who engage in criminal gang activity

Level 1: N/A

Level 2: Apparel/gestures

Level 3: Soliciting, vandalism, intimidation

Kidnapping: The unlawful and forceful abduction, transportation, and/or detention of a person against their will

Level 1: N/A

Level 2: N/A

Level 3: Abduction or detention against one's will

Larceny/Theft: The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence, or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)

Level 1: \$0–100

Level 2: \$100–250

Level 3: \$250+ or repeated

Level 1 Minor Infractions: Level 1 behaviors are those that disrupt the learning process but do not pose a safety risk to others. These infractions are typically handled by the classroom teacher or supervising staff member and may not require administrative intervention unless behaviors become chronic or escalate. Examples of Level 1 infractions include minor classroom disruptions, tardiness to class or school, dress code violations, public displays of affection, unauthorized use of personal electronic devices, minor bus misconduct, and general noncompliance with classroom procedures. Consequences for Level 1 infractions may include verbal redirection, reteaching of expectations, restorative conversations, seat changes, brief time-outs, parent contact, lunch or after-school detention, and loss of minor privileges. Teachers are expected to document repeated behaviors and seek administrative support when necessary.

Level 2 Major Infractions: Level 2 behaviors are more serious, disruptive, or repeated infractions that interfere with the learning environment or demonstrate a disregard for school rules and authority. These behaviors often require administrative involvement and may pose a risk to the emotional or physical well-being of others. Examples include repeated Level 1 offenses, insubordination, truancy, verbal harassment or threats, minor vandalism or graffiti, use of profane or obscene language directed at others, academic dishonesty, and misuse of technology. Appropriate responses may include parent-administrator-student conferences, the development of behavior intervention plans, short-term in-school suspension, Saturday school (where applicable), and temporary loss of privileges, including participation in extracurricular activities. Consequences may also include bus suspension, school counseling

referrals, and restorative practices such as reflection assignments or peer mediation. All Level 2 behaviors are documented by school administration and communicated clearly to parents or guardians.

Level 3 Severe Infractions: Level 3 behaviors are serious violations that compromise the safety, security, or integrity of the school environment. These behaviors may include physical altercations involving injury, possession or distribution of drugs, alcohol, or weapons, sexual harassment or sexual misconduct, severe bullying or cyberbullying, bomb threats, theft, arson, and assault. Level 3 infractions require an immediate administrative response and may result in an out-of-school suspension of up to 10 days, referral to a student disciplinary tribunal, long-term suspension or expulsion, law enforcement involvement, or placement in an alternative educational setting. In all cases, administrators will conduct a thorough investigation, notify the student's parents or guardians promptly, and ensure all due process procedures are followed.

Motor Vehicle Theft: Theft or attempted theft of any motor vehicle

Level 1: N/A

Level 2: N/A

Level 3: Theft or attempted theft of a vehicle

Other - Attendance Related: Repeated or excessive unexcused absences or tardiness, including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.

Other - Felony Offenses and Other Off-Campus Acts that Impact Schools: A student who is charged with an assault on another student, a violation of the drug laws, sexual misconduct of a serious nature or any other felony offense where the student's presence at school is likely to endanger other students or staff or cause a substantial disruption to the educational climate.

Level 1: N/A

Level 2: N/A

Level 3: A student who is charged with an assault on another student, a violation of the drug laws, sexual misconduct of a serious nature, or any other felony offense where the student's presence at school is likely to endanger other students or staff or cause a substantial disruption to the educational climate.

Other - Possession of Unapproved Items: The use or possession of any unauthorized item.

Level 1: N/A

Level 2: The possession of any unauthorized item.

Level 3: The possession and/or use of any unauthorized item.

Other - Student Incivility: Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth.

Level 1: Failure to follow directions or use of inappropriate language

Level 2: Disrespect, insubordination, misrepresentation to staff/peers

Level 3: Blatant/repeated incivility

Prohibited Substance: A prohibited substance is any substance prohibited from school premises by state/federal law and/or by school rules. Examples of prohibited substances include, but are not limited to, narcotics, tobacco, vapes, alcoholic beverages, and firearms.

Reasonable Grounds: shall exist when:

1. School officials or employees observe a particular student to determine if they have any material or substance prohibited by state/federal law.
2. A particular student is observed to be acting in such a strange or unusual manner as to reasonably suggest to the official or employee the likelihood of such possession.
3. Reliable sources report to school officials any of the matters referred to above; or
4. Any other evidence providing a reasonable basis for suspecting that the student has violated or is violating either state/federal law and/or school rules exists.

Repeated Offenses: Collection of offenses not previously assigned a state reportable action that occur on a single or across multiple school days that lead to a state reportable disciplinary action

Level 1: Collection of minor incidents

Level 2: Collection of moderate incidents

Level 3: Collection of severe incidents

Robbery: The taking of, or attempting to take, anything of value that another person or organization owns under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery.)

Level 1: N/A

Level 2: Without a weapon

Level 3: With a weapon

Sex Offenses: Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual.

Level 1: Inappropriate sexually-based physical contact, including, but not limited to, public groping, inappropriate bodily contact, or any other sexual contact not covered in levels 2 or 3

Level 2: Inappropriate sexually-based behavior, including, but not limited to, sexting, lewd behavior, possession of pornographic materials, and simulated sex

Level 3: Engaging in sexual activities on school grounds or during school activities

Sexual Battery: No student shall abuse another student or person by pressuring for sexual activity of any kind or by touching another person on any part of his or her body that is deemed private either through human contact or by using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent.

Level 1: N/A

Level 2: N/A

Level 3: No student shall abuse another student or person by pressuring for sexual activity of any kind or by touching another person on any part of his or her body that is deemed private either through human contact or by using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent.

Sexual Harassment: Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; suggestive jokes; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment

Level 1: Stereotype comments

Level 2: Targeted comments/gestures

Level 3: Repeated advances

Threat/Intimidation: Any threat through written, verbal, or electronic language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack

Level 1: N/A

Level 2: Threat causing fear of harm

Level 3: School-wide threat creating fear of harm

Tobacco/Nicotine: Possession, use, distribution, or sale of tobacco/nicotine products (cigarettes, cigars, etc.) on school grounds, at school-sponsored events, and on transportation to and from school

Level 1: Unintentional possession of tobacco products

Level 2: Use of or knowledgeable possession of tobacco products

Level 3: Distribution and/or selling of tobacco products; Level 3 may be used for students who violate the school policy on tobacco three or more times during the same school year.

Trespassing: Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)

Level 1: N/A

Level 2: Unauthorized presence

Level 3: Repeated trespassing or refusal to leave

Unauthorized Electronic Device: The unauthorized use of electronic devices can significantly distract students from learning in the classroom/school environment. HB 340, the Distraction-Free Education Act, was signed into law in 2025. This bill prohibits students in kindergarten through eighth grade from using personal electronic devices, including but not limited to cell phones, tablets, smartwatches, and headphones, during school hours. For students in grades 9-12, electronic devices, including but not limited to cell phones, tablets, smartwatches, and headphones, may only be used if instructed to do so by a teacher or administrator. The use of non-approved electronic devices may result in disciplinary action.

Vandalism: Intentional physical contact that causes physical harm

Level 1: N/A

Level 2: Minor property damage

Level 3: Major/malicious property damage

Violence Against a Teacher: The willful and/or malicious destruction, damage, or defacement of public or private property without consent.

Level 1: N/A

Level 2: N/A

Level 3: Intentional physical contact that causes physical harm

Weapons - Handgun: Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand, and any combination of parts from which a firearm described above can be assembled. NOTE: This definition does not apply to items such as toy guns, cap guns, BB guns, and pellet guns [Under Gun-Free Schools Act - Public Law 107-110, Section 4141]

Level 1: N/A

Level 2: N/A

Level 3: Possession/use of a handgun

Weapons - Knife: The possession, use, or intention to use any type of knife

Level 1: Unintentional possession

Level 2: Intentional, no harm

Level 3: Intent to harm or intimidate

Weapons - Other: The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms).

Level 1: N/A

Level 2: Unintentional possession

Level 3: Intentional use/possession causing harm

Weapons - Rifle/Shotgun: The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore, either several ball shots or a single projectile for each pull of the trigger. [Under Gun-Free Schools Act - Public Law 107-110, Section 4141]

Level 1: N/A

Level 2: N/A

Level 3: Possession/use of rifle or shotgun

Weapons - Rifle/Shotgun: The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore, either several ball shots or a single projectile for each pull of the trigger. [Under Gun-Free Schools Act - Public Law 107-110, Section 4141]

Level 1: N/A

Level 2: N/A

Level 3: Possession/use of rifle or shotgun

Discipline for Students with Disabilities

Special education and 504 regulations provide an “extra measure of due process” to assure a review of possible impacts of a student’s disability in a disciplinary incident. Please check with the student’s case manager if a disciplinary issue arises.

Disciplinary Procedures, Notifications, and Communication with Parents

SCCS administrators will ensure that:

- Parents/guardians are promptly informed of any disciplinary action involving their student.
- Notification methods may include ParentSquare, phone calls, emails, or mailed letters.
- Conferences may be scheduled with parents, teachers, and administrators to review infractions, corrective steps, and student supports.

Parental Involvement

This Code of Conduct is based on the expectation that parents, guardians, teachers, and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns and actions in response to student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts is extremely valuable; therefore, they provide information to parents as well as ongoing opportunities for school personnel to hear parents' concerns and comments.

The Code of Conduct outlines various violations of its standards of behavior, which may result in a school staff member requesting that a parent or guardian attend a conference at the school. Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior. Parents and students should contact the school principal if they have specific questions related to the Code of Conduct.

Progressive Discipline Procedures

SCCS utilizes a clearly defined range of disciplinary consequences to ensure consistency, transparency, and fairness in addressing student misconduct. The consequences are reviewed annually and must be included in the student code of conduct. No new disciplinary measures shall be implemented at the school level without review and approval by the district office. Disciplinary actions may include, but are not limited to:

- Student/parent conference
- Verbal warning
- Reflection time or restorative practice
- Loss of privileges
- Lunch/recess detention
- Before/after school detention
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Bus suspension
- Alternative school placement
- Disciplinary tribunal referral

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be proportionate to the severity of the student's behavior, taking into account the student's disciplinary history, age, and other relevant factors.

The Code of Conduct provides a systematic process of behavioral correction where consequences follow inappropriate behaviors. Disciplinary actions are designed to teach students self-discipline and help them substitute inappropriate behaviors with those that are consistent with the character traits outlined in Georgia's Character Education Program.

Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine that such referral is necessary or proper.

The maximum consequence for an offense includes long-term suspension or expulsion, which may be permanent. Still, these consequences will be determined only by a disciplinary tribunal or hearing officer, as outlined in Section 20-2-754 of the Code. Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriate discipline. In such cases, an agreement may be negotiated, which would include the parents or students waiving their right to a hearing before a disciplinary tribunal or hearing officer.

Before a student is suspended for ten days or less, the principal or their designee will inform the student of the offense for which they are charged and allow the student to explain their behavior. If the student is suspended, their parents will be notified, if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement to report an incident.

School officials may search a student if there is reasonable suspicion that the student has an item that is illegal or against school rules. Students' vehicles brought on campus, student book bags, school lockers, desks, and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Cell phones/multimedia devices, and electronic devices taken from students due to possession and/or use in violation of school rules are subject to having their contents searched. Students are required to cooperate if asked to open book bags, lockers, or any vehicle brought on campus. Metal detectors and drug or weapon-sniffing dogs may be utilized at school or any school function, including activities that occur outside regular school hours or off the school campus, at the discretion of administrators.

This progressive discipline model is divided into three levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior. Parents/Guardians and students are advised that a student's disciplinary history will be taken into account when disciplinary action is required.

- Level 1 - Warnings to In-School Suspension
- Level 2 - In-School Suspension to Out-of-School Suspension
- Level 3 - Out-of-School Suspension to Tribunal

**ALL OF THE ABOVE CONSEQUENCES MAY BE ADJUSTED AT THE DISCRETION OF THE
ADMINISTRATION**

Reporting Requirements

Any employee who has reasonable cause to believe that a student possesses a weapon as defined in paragraph 1, is involved in an assault using a weapon as defined in paragraph 2, or is involved in a second offense with a firearm on campus must report such violations to the principal or assistant principal of the school. Suppose the principal has reasonable cause to believe that such a report is valid. In that case, they must immediately submit an oral report to the Superintendent, the appropriate law enforcement authority, and the district attorney.

This handbook serves as the student's copy of the Code of Conduct, which includes a statement of prohibited conduct regarding weapons and outlines possible disciplinary actions.

It shall be unlawful for any person to carry or to possess or have under control any weapon within a school safety zone (1,000-foot radius) or at a school building, school function, or on school property or a bus or other transportation furnished by the school.

The term “*weapon*” means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, metal knuckles, blackjack, any bat, club, or other bludgeon-type weapons, or any flailing instrument consisting of two or more rigid parts connected in such manner as to allow them to swing freely, which may be known as a nun charka, nunchuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-106. If you think or know someone is carrying a weapon, drugs, or alcohol on school property, please call the Confidential HOTLINE to help keep our school safe. Please call 770-267-1353 or 1-877-SAY-STOP.

You do not have to give your name.

Restraint Compliance Notification

Social Circle City Schools complies with state requirements related to restraint and seclusion as set out in Georgia SBOE Rule 160-5-1-35. Consistent with this rule, physical restraint will be used only in situations where the student is in immediate danger to themselves or others and is not responsive to verbal directives or other less intensive de-escalation techniques. A parent or guardian will be notified in writing each time their student has been restrained. The Social Circle City School System maintains written policies and procedures governing the use of restraint and seclusion.

School Property Search and Seizure

School lockers, desks, and other school property in Social Circle City Schools shall be subject to inspection by a metal detector wand, dog-sniffing, and/or school authorities at all times. The principal of each school or a designee shall take reasonable steps to ensure that students are advised (by the student handbook or by some other means) each year of this policy.

Student Code of Conduct

The purpose of the Social Circle Board of Education is to operate each school in an orderly manner, providing for the welfare and safety of all students who attend the schools within the district. For that purpose, it is the policy of the Social Circle Board of Education that each school within this school district shall develop and implement age-appropriate student codes of conduct designed to improve the student learning environment and which will comply with state law and State Board of Education Rule 160-4-8-.15.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student conflicts with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by the policies, regulations, and rules outlined in the Code of Conduct. The rules contained in the Code of Conduct apply to students, both during and outside regular school hours, who are:

- On the school system property
- Off school system property while attending a school activity, function, or event
- On the way to or from school or school-related activities
- Off school system property if (a) the student's off-campus conduct could result in the student being charged with a criminal offense (or delinquent act) that would be a felony if committed by an adult and the off-campus conduct either makes the student's continued presence at school a potential danger to the educational environment or disrupts the school environment or (b) the student's off-campus expressive behavior (including, but not limited to, written communication, internet postings, communication through social media, cyber bullying [threats or harassment], or texting) could reasonably be expected to come to the attention of school officials and create a substantial risk to the safety of students, staff or others and/or a risk of substantial disruption to the school, program, or school environment.
- School bus stops

Severe offenses, including but not limited to drug and weapon offenses, can lead to schools being designated as Unsafe Schools under the provisions of State Board Rule 160-4-8-.16, Unsafe School Choice Option. The General Assembly of Georgia requires that this code of conduct include language encouraging parents and guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

As required by law, teachers or other school employees will report to the principal or his or her designee those students who have committed aggravated assault with a firearm, aggravated battery, sexual offenses, possession of a deadly weapon, and commission of drug offenses. Such students will be reported to the superintendent, local police authority, and the district attorney as required by O.C.G.A § 20-2-1184.

Parents are encouraged to familiarize themselves with the Code of Conduct and to support it in their daily

interactions with their children and others in the community. Parents and students are required to acknowledge receipt of the code of conduct.

Student Dress Code

Students are required to dress appropriately for school. Each local school will establish and publish a dress code applicable to that school. In addition to the requirements established by the local school, prohibited dress shall include any attire that depicts, promotes, or advertises gang affiliation, illegal activity, illegal drugs, alcohol or tobacco, sexual references, offensive words or designs, and other clothing that is disruptive to the learning environment.

Student Searches

We strive to provide a safe and supportive learning environment for all our students. Therefore, we periodically review and update our procedures to ensure that our high expectations for safety are met for all students, teachers, staff members, and facilities. Individual student searches shall be conducted by school officials without the aid of law enforcement officers except in unusual circumstances. No search shall be conducted of a student's person, whether by a metal detector wand, dog-sniffing, or otherwise, except where based on reasonable grounds for suspecting that the search will turn up evidence that the particular student has violated, or is violating, either state/federal law, and/or a school rule. Such a search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Students may be charged with, but not limited to, (33) Other-Student Incivility up to Level III of the Student Code of Conduct for failure to comply.

Weapons/School Safety Zone

It is the policy of the Board of Education that a student shall not possess, use, handle, or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by a school district, at a school function, or on a bus or other transportation provided by the school district. Weapons may include, but are not limited to:

1. Any handgun, firearm, rifle, shotgun, or similar weapon; any explosive compound or incendiary device; or any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
2. Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapons, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nunchuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any non-lethal air gun, and any stun gun or taser. Such terms shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of one calendar year's expulsion. The Superintendent shall have the authority, either before or after the student is referred for a tribunal hearing, to reduce the mandated one-year expulsion under circumstances

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where the one-year expulsion appears excessive. The tribunal shall also have the authority to modify such expulsion requirements on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the Board of Education, the Board may reduce the mandated sentence. Still, it shall consider whether the superintendent and/or tribunal considered a reduction and, if so, the rationale for denying it.

Students who possess other weapons or hazardous objects, as described in paragraph 2, will be subject to discipline as specified in the student code of conduct.

DISCLAIMER

Any policy or procedural changes that occur after the publication of the student handbook will be shared with families electronically. Such changes will supersede any information listed in the student handbook.