



GRIFFIN HIGH SCHOOL

Faculty & Staff Handbook

2026 – 2027

Home of the Bears

"Sapere Aude" — Dare to Know

Distinctive Brand. Strong Leaders. Great Schools.

Griffin-Spalding County School System

Mission: IMPACT — Academic • Leadership • Culture • Community

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1.0 Introduction

This handbook is a working tool to help every staff member carry out their important work at Griffin High School. Like any tool, it should help you work more efficiently and effectively. Staff should treat this as a living document and refer to it often; it may be revised as needs arise. The most current version is maintained on the GHS Shared Drive. Teachers are asked to read the handbook and become familiar with its contents.

1.1 Mission, Vision & Beliefs

GHS Mission. The mission of Griffin High School is to establish a safe and rigorous learning environment where students have opportunities to experience success and compete in a global society.

GHS Vision. Griffin High School fosters change by providing an environment for self-motivated, reliable, and productive students who will impact the local community and global society.

GSCS Mission. To empower each student to graduate college and career ready.

We believe:

- Every scholar deserves a high-quality education.
- Differentiated instruction supports the success of all scholars.
- Diversity is a valued strength.
- Parental and community involvement supports the learning process.
- Curricula and practices are most effective when driven by research and supportive data.
- A qualified staff with the right skills is essential to a scholar's success.
- Stakeholders must actively identify and remove barriers to learning through cooperative problem-solving.
- Griffin High School is a safe and responsive learning environment for all scholars, staff, and stakeholders.

1.2 Mission: IMPACT & 2026–2027 Goal Areas

All GHS work is organized under our school theme, Mission: IMPACT, and its four pillars — Academic, Leadership, Culture, and Community. Our school improvement priorities for 2026–2027 connect every department, team, and classroom to the same outcomes:

Goal Area	2026–2027 Focus
Supportive Learning Environment	Reduce office discipline referrals (ODRs) through PBIS and Leader in Me, with a 9th-grade emphasis.
Student Achievement	Increase EOC proficiency (Algebra: Concepts & Connections, American Literature, Biology, U.S. History).
High-Performing Staff	Strengthen Tier 1 instruction through PLCs and GA LEADS/walkthrough (IAW) data.
Family & Community Engagement	Reduce chronic absenteeism, using family engagement as the primary mechanism.

Note: Specific numeric targets are finalized in the GHS Continuous School Improvement Plan (CSIP) and will be inserted here once approved for 2026–2027.

These goals align to GSCS Strategic Priorities: (I) execute cohesive systems and innovative practices; (II) champion a culture that attracts and develops great employees; (III) grow and develop via coaching and feedback; (IV) build deep partnerships with students, families, and industry; (V) provide rigorous learning where students read, write, speak, and solve on grade-level content; and (VI) increase the percentage of proficient learners.

1.3 School Colors, Mascot & Alma Mater

Colors: Green & Gold **Mascot:** Bears (Grizzly Bear) **Motto:** “Sapere Aude” — Dare to Know.

Our Alma Mater and Fight Song (by Peggy Allen and Carol Foster Spano, Class of 1975) remain part of GHS tradition and are used at school programs and ceremonies.

1.4 Instructional Framework (Non-Negotiable)

Every classroom uses the district instructional framework. The following must be visible in the daily Board Configuration in each room:

- Learning Target (“I can...”)
- Standard(s)
- Instructional Framework: Opening → Transition to Work Session → Work Session → Closing
- Success Criteria / Look-Fors (“Students will be able to...”)

Instruction is bell-to-bell, anchored in High-Quality Curriculum, and informed by The New Art and Science of Teaching and the Instructional Awareness Walk (IAW) look-fors.

2.0 Leadership & Staff

2.1 Administrative Team & Duty Assignments (2026–2027)

Each Assistant Principal serves as lead administrator for a grade-level cohort — following that cohort’s attendance, discipline, MTSS, and family engagement — supervises assigned content departments for coaching, PLC support, and IAW walkthroughs, and carries a set of school-wide operational portfolios. GaLEADS evaluation caseloads are balanced by headcount (about 19 teachers each) with the Special Education department distributed across evaluators; the principal retains DES/Special Education and Gifted oversight. Each Assistant Principal is paired with a counselor and, new for 2026–2027, conducts that counselor’s annual conference. See Appendix A for the full evaluation-load distribution.

Note: Assistant Principal assignments and cohort pairings are confirmed for 2026–2027. The GaLEADS evaluation-load distribution — observations, annual conferences, and feedback cycles — is summarized in Appendix A.

Principal — Naja Douglas

Departments	Assistant Principal, DES, Front Office, Contributing Member (Instructional Coaches, MTSS Specialist, Graduation Coach
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School-Wide Portfolios	School Testing Coordinator (EOC/GMAS, ACCESS, GAA, End-of-Pathway); Senior activities & graduation support; Credit Recovery; Course Grades
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Provides strategic and instructional leadership; sets the Mission: IMPACT vision and CSIP direction; supervises and evaluates the administrative team; chairs the Better Seeking Team (BST); and holds final authority over personnel, budget (Fund 150), master scheduling, and discipline.

Ms. Princess Banks — Assistant Principal, 12th Grade Cohort (continuing)

Departments	CTAE, Fine Arts, World Language
School-Wide Portfolios	School Testing Coordinator (EOC/GMAS, ACCESS, GAA, End-of-Pathway); Senior activities & graduation support; Credit Recovery; Course Grades

Mr. Samuel Wright — Assistant Principal, 10th Grade Cohort (continuing)

Departments	ELA, Social Studies
School-Wide Portfolios	Master Schedule development, Attendance & chronic-absenteeism, Media Center oversight; Governor's Honors Program Coordinator; Hospital/Homebound liaison New-teacher mentoring & induction;

Dr. McElroy — Assistant Principal, 9th Grade Academy

Departments	Mathematics; ESOL
School-Wide Portfolios	MTSS & PBIS Administrator; Leader in Me / Character Education Lead (IF Block, Year 1); interventions, middle school transitions.

Dr. Daymond Ray — Assistant Principal, School Operations & 11th Grade Cohort (new — succeeding Mr. Smith)

Departments	Science, Physical Education / Health, JROTC
School-Wide Portfolios	School Operations lead; Athletics / Athletic Director supervision; Advanced Placement (AP) program & exam coordination and SAT/ACT; Facilities & Custodial oversight; Minga administrator (hall-pass & tardy system)

Dean of Students — Tony Hall: supports discipline, climate, and progressive consequences across all four cohorts.

Cohort counselor pairings (2026–2027): 9th — Odom; 10th — Stewart; 11th — Buckner; 12th — Harris. Each Assistant Principal conducts the annual conference for their paired counselor (new for 2026–2027).

2.2 Counselors, Coaches & Support Staff

Role	Staff
Counselors	Kendria Buckner, Kearra Harris, Jacosta Odom, Michelle Stewart
Instructional Coaches	Candace Mumphery, Dr. Takiah Ogunlusi
Graduation Coach / Parent Liaison	Dr. Dedrey Elam
MTSS Specialist	Shaquita Blount
Media Specialist	Jared McClelland
School Resource Officers	Officer Davenport, Officer Rice
Principal's Secretary	Shawanda Cole
Assistant Principals' Secretary	
Counselors' Secretary	Clarissa Goggins
Front Office Secretary	Rhonda Brock
Bookkeeper / Athletic Secretary	Teresa Graddick
Registrar	Nathalie Walker
Attendance Clerk	Sandra Clayton

2.3 GSCS Instructional Role Summary

Principal — Leads the school; provides strategic and instructional leadership and oversees day-to-day operations.

Assistant Principal — Assists the principal in leadership, coordination, supervision, and management so teachers can teach effectively and improve student learning.

Instructional Coach — Builds capacity with all teachers (Tier 1–3) in content, instructional strategies, data analysis, and assessment through coaching cycles and professional learning.

Teacher — Supervises and instructs students to ensure growth and achievement while maintaining continual professional growth, developing college- and career-ready students.

Instructional Support Paraprofessional — Provides academic support under a lead teacher; mentors students in small groups or individually and assists with materials, grading, attendance, and classroom routines.

2.4 Teams & Committees

Standing teams include the Guiding Coalition, Lighthouse Team, Attendance/Family Engagement Team, Graduation Committee, Governor's Honors Committee, Textbook/Inventory Committee, the GHS School Council (advisory; meets quarterly), the Principal's Student Advisory Committee, the Homecoming/Prom Committee, and the Vibe Committee. Current membership rosters are maintained on the Shared Drive and reviewed at the start of each year.

3.0 Schedules

The official workday is 7:30 a.m. – 3:30 p.m. School doors open at 7:45 a.m.; scholars are held in the Commons and Gym until 8:35 a.m. (no tardy bell rings before 8:45 a.m., as students are not expected in class until then).

3.1 Master Schedule

[Master Schedule](#) Attached.

3.2 Daily Bell Schedule

Period	Time	Length
1st Block	8:45 – 10:00 a.m.	75 min
2nd Block	10:05 – 11:20 a.m.	75 min
IF (Instructional Focus)	11:25 a.m. – 12:10 p.m.	45 min
3rd Block (Lunch Block)	12:15 – 1:55 p.m.	75 min
4th Block	2:00 – 3:15 p.m.	75 min

3.3 Lunch Schedule (3rd Block)

Lunch	Time
1st Lunch	12:15 – 12:40 p.m.
2nd Lunch	12:40 – 1:05 p.m.
3rd Lunch	1:05 – 1:30 p.m.
4th Lunch	1:30 – 1:55 p.m.

3.4 Activity Bell Schedule

On designated activity days, blocks are shortened to accommodate a school-wide Activity Period (2:15 – 3:15 p.m.). The full Activity Bell Schedule is posted on the Shared Drive and in the weekly memo when in effect.

3.5 IF (Instructional Focus) Block Framework

The IF Block is a dedicated daily period designed so every student receives the support, intervention, acceleration, or enrichment needed to maximize success. It is data-driven, student-centered, targeted, and monitored — not a study hall or unstructured time — and it directly supports our CCRPI outcomes in Content Mastery, Progress, Readiness, and Closing Gaps. Placement is determined by student data and adjusted regularly, and teachers maintain documentation of intervention and enrichment plans.

Approved IF opportunities (Grades 9–12). Reading intervention; mathematics intervention; credit recovery; graduation support; SAT and ACT preparation; AP course support and AP skinny courses; Dual Enrollment support; CTAE career development and industry-certification preparation; academic tutoring; study skills and success coaching; and career awareness.

Placement priority. Students at risk of course failure; needing credit recovery; requiring literacy or mathematics intervention; needing support for AP, Dual Enrollment, SAT/ACT, or CTAE pathways; or needing additional support to meet graduation requirements.

The IF Block IS	The IF Block is NOT
Data-driven, student-centered, targeted, and monitored; focused on academic growth and readiness.	A study hall, unstructured free time, a makeup-work-only period, or teacher planning time.

Students should not be on cell phones during the IF Block.

Leader in Me (Year 1). Beginning August 2026, GHS launches Leader in Me / the 7 Habits in the IF Block, targeting our two highest ODR behavior categories — student incivility and skipping/attendance — with a 9th-grade emphasis. A separate scope-and-sequence calendar maps each habit to the targeted behaviors across the year.

Evidence & outcomes. Implementation is documented through placement rosters, graduation-tracking and credit-recovery reports, AP and SAT/ACT participation, and CTAE pathway-completion data. Expected outcomes include higher literacy and mathematics achievement, improved CCRPI Content Mastery, stronger growth and progress measures, narrowed achievement gaps, and improved graduation and college/career-readiness indicators.

3.6 End-of-Semester Exam Schedule

Final exams are administered at the close of each semester per the published exam schedule. Seniors take second-semester finals early to determine graduation eligibility. The exam schedule is distributed each semester.

4.0 Teacher Expectations & Non-Negotiables

4.1 Memorandum of Understanding

In addition to their instructional roles, classroom teachers report to the principal and will:

- Follow the chain of command in channeling official business through the principal.
- Be on duty regularly, reliably, and predictably for the hours set in the GSCS Employee Handbook.
- Follow GSCS uniform grading procedures as required by Board policy.
- Deliver lessons using the instructional framework.
- Develop lesson plans aligned to the curriculum and school improvement plan.
- Work cooperatively with administration, faculty, and district personnel.
- Participate in system and school professional learning as required.
- Complete and document at least three parent/family contacts per week in Infinite Campus.
- Provide required reports (contact log, grade distribution, etc.) on time.
- Follow all Griffin-Spalding County Board of Education policies, manuals, and the Code of Ethics.

4.2 Behavioral Non-Negotiables

- Adhere to the 10|10 Rule (no passes during first/last 10 minutes and end of day(no passes after 2:45pm).
- Establish firm classroom rules, and be consistent rules from Day 1.
- Use Mingo for ALL passes (restroom, nurse, counselor, etc.).
- Keep doors closed and locked at all times; use audio-enhancement devices.
- Do not keep unauthorized students — only students on your Infinite Campus roster, unless an administrator approves.
- Start instruction on time; do not linger in hallways.
- Actively monitor hallways during class changes from your threshold or assigned duty post, on time.
- Enforce the cell-phone policy (staff and students) and use technology appropriately.
- Dress professionally per the GSCS dress code.
- Arrive by 7:30 a.m. and remain until 3:30 p.m.; clock in/out using Executime.

4.3 Academic Non-Negotiables

- Collaborate to develop weekly lesson plans; submit to the GHS Shared Drive by 4:00 pm on each Thursday.
- Attend all PLCs on time and prepared.
- Implement bell-to-bell instruction with a daily Board Configuration posted.
- Use Bell-Ringers and an effective Opening, Work Session, and Closing.
- Implement the assessment plan (CFAs, tasks, unit post-tests) and provide multiple opportunities to reach mastery.
- Monitor student behavior during independent work and actively facilitate academic ownership and student engagement.
- Use the district High-Quality Curriculum and resources.

5.0 Staff Attendance & Workday

Teachers are expected to attend Open House, Honors Night, Graduation, SST/504/IEP meetings, parent conferences, orientations, and similar school events; absences from these must be approved by the principal. Each person has an assigned duty post — take it seriously; the safety and well-being of our school depend on it. All staff are expected to be visible at their doorway/threshold between class changes, at pep rallies, and at assemblies. Failure to perform assigned duties may result in documentation and an unsatisfactory rating under GA LEADS / TKES Standard 9 (Professionalism).

5.1 Sign-In / Sign-Out

Enter through the front entrance, park in the faculty lot, and sign in and out daily in Executime. Signing in or out for another employee is an ethical violation — only you may sign yourself in and out. See the front office for assistance with Executime corrections.

5.2 Leaving Campus During the Workday

- Staff are expected to remain on campus for the full workday and may not leave without permission from the principal or supervisor.

- Short absences (under 1½ hours) may be approved on a very limited basis for emergencies or extenuating circumstances.
- Staff with approval must sign out and sign back in upon return.
- Leaving without permission may result in leave without pay.

5.3 Absences, Leave & Substitutes

- Enter all leave in Executime promptly. Personal and professional leave must be pre-approved with a confirmation email before the absence.
- Notify your administrator before 6:30 a.m. on the day of an absence so coverage can be arranged; enter the substitute request as early as possible (the night before is preferable).
- Provide documentation for absences of 3 or more consecutive days and beginning with the 5th illness absence.
- Keep an up-to-date substitute folder with plans, seating charts, rosters, and emergency plans; leave your emergency bag and red notebook accessible.

Note: Staff children are not permitted in the building during pre-planning or teacher workdays.

5.4 Required Meetings

Faculty meetings are held at least monthly on designated days; called meetings occur as needed. Attendance and sign-in are expected at all meetings. Non-meeting weeks are used for department, committee, grade-level, and Leadership Team meetings. Each team elects a recorder who submits minutes (with attendance) to the responsible administrator within 48 hours. Non-attendance may affect the GA LEADS / TKES Standard 9 (Professionalism) rating.

6.0 Student Attendance & Tardies

6.1 Daily Attendance Procedures

- Check and accurately record attendance in Infinite Campus (IC) within the first 10 minutes of each block.
- Adjust any attendance change before the end of the day; check IC for absences, tardies, late arrivals, early dismissals, and OSS.
- ISS is marked “IS” by the attendance office (student is in school, not in class); out-of-school suspension is marked “OSS.”
- Finalize and email field-trip lists to the attendance office at least 3 days in advance.
- School-business participation is coded by the attendance office (student present in a school-related activity).

6.2 Hall Passes & the 10|10 Rule

Students have 5 minutes between classes. To leave the classroom for any reason, a student must have an approved Minga pass. No passes during the first or last 10 minutes of any class (the last 30 minutes of 4th Block). Students are limited to three passes per day, and no students should be in the hallway after 2:45 p.m.

6.3 Tardy Policy (Progressive)

Students are tardy if they arrive after the 8:45 a.m. bell. Excused tardies include a late bus, bona fide medical appointments (note required), or other reasons approved by an administrator.

A student arriving after 8:55 a.m. must report to the attendance office to sign in. Parent contact at each step is made through the Minga tardy system.

Tardies	Response
1–4	Warning: Parent contact.
5	MTSS attendance support; counselor referral.
6–7	Lunch detention (missed = before/after-school detention).
8	Mandatory parent/administrator meeting.
9	Office Discipline Referral #1 Mandatory Detention (morning or afternoon)
10	Office Discipline Referral #2 Mandatory Detention (morning or afternoon); MTSS Tier II referral.
11	Office Discipline Referral #3 -ISS;
12	Office Discipline Referral #4 -ISS Mandatory Parent Meeting & Behavior Contract; MTSS Tier III referral; activity restrictions.
13+	Saturday School (1 day per tardy); Attendance Task Force / chronic-discipline meeting.

7.0 Discipline & PBIS

Discipline begins with the classroom teacher. Each teacher's syllabus addresses academic and behavior expectations, and teachers communicate behavior expectations to families. This plan holds all staff accountable for an optimal learning environment by defining infractions by degree of seriousness, administering consequences, and reinforcing positive behavior.

7.1 PBIS & BEARS BELIEVE IN

GHS expectations are framed through BEARS BELIEVE IN — Being Excellent, Being Accountable, Being Respectful, and Being of Service — integrated with the 7 Habits through Leader in Me. Teachers implement Universal Classroom Practices to present a safe and supportive learning environment. Expectations are taught and reinforced across all settings (classrooms, hallways, Commons, online/devices, parking lot, and events) using the school-wide behavior matrix. Teachers record positive reinforcement and Level I infractions in the Minga system.

7.2 Levels of Infractions

Level I (minor) — handled in the classroom and documented in Minga with parent contact and Infinite Campus documentation: tardy to class, eating/drinking, 1–2 dress-code violations, minor disruptions, repeatedly unprepared. Continued misbehavior leads to a parent/teacher/student/administrator/counselor conference.

Level II — referred to an administrator with a Discipline Referral (DR) and at least two documented parent contacts in IC: repeated Level I, 4th dress-code violation, inappropriate

clothing, repeated skipping/walking out, sexual harassment, instigating a fight, repeated refusal to follow directions, disrespect, repeated prohibited device use.

Level III — processed by administrators with a DR; consequences range to expulsion with an automatic hearing: weapons; tobacco/alcohol/vaping/drugs; profanity or racial slurs; fighting; bullying; theft; destruction of property; bodily harm; terroristic threats; gambling; misuse of devices during an emergency.

7.3 Progressive Classroom Consequences

1. Verbal warning
2. Preferred seating
3. Phone call/email/note home
4. Teacher detention and phone call
5. Teacher/parent conference with a counselor
6. Discipline Referral

7.4 In-School Intervention (ISI/ISS)

In-school suspension is a proactive step that lets students correct conduct while remaining present for the school day. When notified, teachers email assignments to the ISS instructor before first period on the first day — enough work to equal the classroom segment. A student assigned to ISS may not be admitted to the regular classroom; students who refuse ISS are assigned OSS. Students serving OSS may not attend or participate in any school-related activities, on or off campus, and make up work commensurate with days assigned.

7.5 Zero Tolerance for Fighting

GHS maintains a zero-tolerance policy for fighting. Students who violate it may be suspended up to ten (10) days, may face a juvenile petition, and may be referred to a disciplinary tribunal — consequences apply to both the initiator and a student who retaliates.

7.6 Cell Phones & BYOD

Faculty. Model expectations: phones away with ringers off during class. No devices during any testing (benchmarks, EOC, etc.).

Students. Per Board policy and Georgia SB 39, student devices are stored away (bookbag, purse, or teacher-provided storage) during instruction unless directed by the teacher for a class activity. Devices are not used during testing. Refusal to surrender a device on request results in consequences for Student Incivility.

8.0 Communication

8.1 Communication with Families

- Verbal or face-to-face communication is the GHS expectation; email may be used when initiated by a parent (confirm receipt).
- Log all communication in the Infinite Campus Parent Contact Log; record positive contacts as well.
- Be professional and calm with all stakeholders, even when the other party is not.

- Provide verbal notification before progress reports/report cards if a student is failing.
- Respond to parent calls/emails within 48 hours.
- Let's Talk is the preferred written method for families to reach the school.

8.2 Technology Expectations

Maintain a current Google/Outlook calendar and class information for students and families. Use technology appropriately and protect student data; do not store personal information or media on school equipment, and do not share passwords.

8.3 Dress Code

Faculty. Per GSCS Board Policy GBRL / GBRL-R(1), dress in a manner appropriate for your position that reflects professionalism and pride in education. Administrators and department heads enforce the code.

Students. Enforce the GSCS countywide dress code consistently; check students each morning and refer those unable or unwilling to correct violations to the appropriate AP. GSCS schools follow a clear-bookbag policy.

9.0 Grading & Instruction

Grades are semester grades reflecting progress from the start to the end of the semester and must reflect mastery (or progress toward mastery) of standards — not behavior or attendance. Grades should be submitted to IC at least every two weeks. Failure to do so may affect the GA LEADS / TKES Professionalism and/or communication rating.

9.1 Grading Scale & Performance Levels

Scale	Performance Level	Descriptor
90–100 = A	Distinguished Learner	Advanced proficiency; well prepared for the next course and for college/career readiness.
80–89 = B	Proficient Learner	Proficient; prepared for the next course and on track for college/career readiness.
70–79 = C	Developing Learner	Partial proficiency; needs additional support to stay on track.
Below 70 = F	Beginning Learner	Not yet proficient; needs substantial support.
I	Incomplete	Changed to a 65 at the end of the following grading period.

9.2 Grade Weights

Non-EOC courses & EOC courses: 60% Standards-Based Daily Assignments · 30% Tests & Projects · 10% Final Exam (or End-of-Course Assessment for EOC courses: Algebra: Concepts & Connections, American Literature, Biology, U.S. History).

Dual Enrollment: Direct course grade (100%), except American Literature, Algebra: Concepts & Connections, and Biology, which are 90% course grade + 10% EOC.

9.3 Minimum Grades, Make-Up, Extra Credit & Homework

- Minimum of 4 grades each 9 weeks (9 by the end of the semester) per course, combining instructional assignments and assessments; include a brief description of each.
- Provide multiple opportunities to reach mastery by reteaching and reassessing; enter the highest grade earned.
- Make-up: students complete missed work by the end of the next 4.5-week period for full credit; OSS make-up days equal days assigned.
- Extra credit must relate to instruction, be offered to the whole class, and be only for students current with coursework.
- Homework reinforces and extends learning toward mastery.

9.4 Syllabus / Parent Letter

Provide a syllabus at the start of each course describing instructional materials, units, assessments, how the final grade is calculated, and reteach/reassess opportunities. File a copy with the principal; instructional materials are available for parent review during the first two weeks of each semester (GSCS Board Policy JRB).

9.5 MTSS

MTSS provides high-quality instruction and interventions matched to student needs, with frequent progress monitoring. It integrates PBIS and SEL and uses evidence-based interventions to meet academic, behavioral, and social needs — with Tier 1 (classroom instruction) as the most critical tier. See the MTSS Specialist for academic support and the PBIS Administrator for behavior support.

9.6 Professional Learning Communities (PLC) / Data Teams

Content PLCs meet weekly to examine instructional design and implementation. Teachers come prepared with student work samples and current data so the team can review the student learning experience and ensure a rigorous, well-designed lesson that supports students mastery of standards. Professional learning is differentiated by GA LEADS career level (Novice = year 1; Induction = years 2–3; Professional = 4+ years).

10.0 Emergency Operations & Safety

Every staff member must know the protocols for fire, tornado/severe weather, intruder/lockdown, and bomb threat. The complete Emergency Operations Plan is on file in the Media Center, Main Office, and Principal's Office and is reviewed annually. Wear your CENTEGIX badge and ID at all times and keep your red emergency notebook/go-bag accessible.

10.1 Fire & Tornado Drills

Fire drills occur monthly at varying times; post exit routes near each classroom door, keep pathways clear, and maintain an orderly, quiet departure. For tornado warnings, close doors and windows, move to the wall farthest from the hallway (per the severe-weather map), and have

students take a tucked position with hands over heads until the all-clear. Teachers carry their roll/emergency folder during any drill or evacuation.

10.2 Status Cards & Crisis Codes

Status cards: GREEN = all students accounted for and protocol followed; YELLOW = a student is unaccounted for or you have critical information; RED = someone needs immediate medical assistance.

Crisis codes: Code Green = normal operations / all-clear; Code Grey = impending severe weather; Code Orange = bomb threat (evacuate at least 1,000 feet).

10.3 Emergency Care of Students & Reporting Injuries

For a scholar who becomes seriously ill or injured, contact the administrative team immediately; trained designees provide first aid and arrange transportation, and families are notified. Report all accidents/injuries (including athletics) on the accident form within 24 hours and notify your administrator.

10.4 Child Abuse & Neglect (Mandatory Reporting)

Under O.C.G.A. § 19-7-5 and Board Policy GAMB/JGI, all staff are mandated reporters. If you have reasonable cause to suspect abuse or neglect, report immediately to the principal, who reports per protocol and notifies the Central Office social worker. “Immediately” means as soon as you become aware — not at a break or after school. Refer to your mandated district training.

11.0 Extra-Curricular & School Activities

11.1 Clubs & Organizations

Clubs build skills, belonging, and service. All clubs must be approved by the principal or designee, complete the annual GHS Club/Organization Agreement, and meet at least monthly with the sponsor present. Students register with a signed participation form and may join up to two clubs (exceptions by principal). Funds are handled through the bookkeeper via the approved payment platform; popularity contests, raffles, and games of chance are prohibited. Hazing is strictly forbidden.

Note: *The full GHS Clubs & Organizations list with sponsors and the eligibility-to-hold-office criteria will be provided.*

11.2 Field Trips

Field trips follow Board Policy IFCB / IFCB-R(1) and the GSCS Transportation Department Field Trip Manual, submitted through Trip Tracker. Final-approval timelines: local trips four weeks in advance; overnight/out-of-state three months; out-of-country six months. Money may not be collected and permission forms may not be distributed until the trip is fully approved.

Chaperones must be on the approved volunteer list, complete the Chaperone Agreement (IFCB-E(3)), and ride the bus (high-school ratio 10:1).

11.3 Fundraising

All school-sponsored fundraising must be approved by the principal (and, as required, the superintendent and Board) before it begins and must conform to state and accrediting policies.

12.0 General Policies & Resources

12.1 Complaints & Grievances

Complaints and grievances follow the GSCS Certified and Classified Employee Handbooks. Employees are encouraged to resolve concerns informally at the lowest level when possible; formal procedures are available when needed.

12.2 Ethics

All certified staff adhere to the Georgia Professional Standards Commission (GAPSC) Code of Ethics for Educators in all professional and contractual dealings, including grading and assessment practices and the use of public funds (Standard 5).

12.3 Copyright

Do not violate copyright law. For questions about duplicating, reproducing, or showing materials in class, consult a Media Specialist for the most current guidance.

12.4 Media Center

The Media Center provides print, non-print, and digital resources plus instructional materials (7:45 a.m. – 3:30 p.m.). Students need a complete Minga pass and a current GHS ID to enter or check out materials (up to three items; two-week loan; one renewal). Classes are scheduled with the Media Specialist in advance. Services include printing/copying, laminating, poster printing, and computer/internet use (a signed Acceptable Use Policy is required for student internet access).

12.5 Forms

Complete the appropriate documentation for accidents, leave, parent conferences and contacts, tutoring, and discipline. Current forms are maintained on the Shared Drive and in the Main Office.

12.6 Partners in Education & School Council

GHS is grateful for our community Partners in Education and for the GHS School Council, an elected advisory group that meets quarterly. The current partner list and council membership are maintained on the Shared Drive.

Appendix A — GaLEADS Evaluation-Load Distribution (2026–2027)

Each teacher receives one administrative observation and one annual conference (admin-only), balanced by headcount. Feedback cycles are the coaching layer: the four Assistant Principals are set equal and the principal takes the remainder. Special Education evaluations are distributed across evaluators, while the principal retains DES/Special Education and Gifted program oversight.

Dr. McElroy	9th	Math, ESOL + SPED	19	11
Mr. Wright	10th	ELA, Social Studies + SPED	19	11
Dr. Ray	11th	Science, PE/Health, SPED	19	11
Ms. Banks	12th	CTAE, Fine Arts, World Lang., ESOL + SPED	19	11
Ms. Douglas (Principal)	—	DES/Gifted oversight + SPED share	3	9
Total (administrators)			79	53

Instructional-coach feedback-cycle coverage: Dr. Ogunlusi (ELA & Social Studies) — 22 cycles; Ms. Mumphery (Math & Science) — 21 cycles. Coaches complete feedback cycles before the administrative observation but do not conduct administrative walks or annual conferences.

The full teacher-by-teacher distribution (evaluating administrator, feedback-cycle owner, and SPED content-area routing) is maintained in the GHS GaLEADS Evaluation-Load workbook on the Shared Drive.

Acknowledgement of Receipt

I acknowledge that I have received a copy of the 2026–2027 Griffin High School Faculty & Staff Handbook. I understand it is my responsibility to review its contents and to ask my supervisor or the principal about any covered topic. I am aware the current version is maintained on the GHS Shared Drive, and I have read and understand the GAPSC Certified Code of Ethics referenced in this handbook.

Printed Name: _____ Date: _____

Signature: _____ Date: _____
