



LEGISLATION DRAFTED BY

REPRESENTATIVE SANDRA G. SCOTT

Georgia House District 76



THREE BILLS. ONE MISSION:
SAFE SCHOOLS. STRONG FOUNDATIONS. SUCCESS FOR ALL.



LC 49 2894

TEACHER PROTECTION
& SAFE LEARNING
ENVIRONMENT ACT



LC 49 2895

EARLY LITERACY &
FOUNDATIONAL LEARNING
PROTECTION ACT



LC 49 2896

TEACHER & STUDENT LEARNING
PROTECTION ACT:
GEORGIA STUDENTS'
RIGHT TO LEARN ACT

**1. LC 49 2894 — Georgia Teacher Protection
and Safe Learning Environment Act**

A BILL TO BE ENTITLED

AN ACT

1 To amend Subpart 1A of Part 2 of Article 16 of Chapter 2 of Title 20 of the Official Code
2 of Georgia Annotated, relating to improved student learning environment and discipline, so
3 as to provide protections for school personnel from assaultive conduct by students in schools;
4 to provide for definitions; to provide for teacher authority in maintaining classroom order;
5 to provide protections for teachers assaulted while enforcing school rules or intervening in
6 emergencies; to authorize reasonable self-defense by school personnel under limited
7 circumstances; to prohibit retaliation against school employees acting in good faith; to
8 require immediate administrative response procedures during classroom emergencies; to
9 provide for removal procedures for assaultive and disruptive students; to provide for school
10 safety protocols during student assaultive conduct; to require annual safety training and
11 reporting requirements; to provide for chronic violent behavior interventions; to require
12 notice; to provide for construction; to provide a short title; to provide for legislative findings;
13 to provide for an effective date and applicability; to provide for related matters; to repeal
14 conflicting laws; and for other purposes.

15 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

This Act shall be known and may be cited as the "Georgia Teacher Protection and Safe Learning Environment Act."

SECTION 2.

The General Assembly finds that:

- (1) Teachers and school personnel have the right to work in safe educational environments free from violence, threats, intimidation, and assaultive conduct;
- (2) Increasing acts of aggression against educators have negatively impacted classroom safety, teacher retention, and student learning;
- (3) Teachers are educators and shall not be expected to function as law enforcement officers or security personnel without proper support;
- (4) Students have a right to learn in orderly and disruption-free classrooms;
- (5) School administrators have a duty to respond immediately when classroom safety has been compromised; and
- (6) Respect for teachers and school personnel is necessary to maintain safe and effective schools throughout this state.

SECTION 3.

Subpart 1A of Part 2 of Article 16 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to improved student learning environment and discipline, is amended by adding a new Code section to read as follows:

"20-2-738.1.

(a) As used in this Code section, the term:

(1) 'Administrative personnel' means the school principal, the school principal's designee, another school administrator, a designated crisis response personnel, or a school resource officer.

(2) 'Assaultive conduct' means intentionally:

(A) Hitting, punching, slapping, pushing, kicking, or otherwise striking another person;

(B) Biting another person;

(C) Pulling the hair of another person;

(D) Throwing an object at another person;

(E) Spitting upon another person;

(F) Threatening another person with bodily harm; or

(G) Engaging in any physical act intended to intimidate, injure, or place another person in reasonable fear of physical injury.

(3) 'Classroom emergency' means any situation in which student behavior substantially disrupts classroom instruction or creates a threat to the safety of students or school personnel.

(4) 'Reasonable self-defense' means the limited and proportional use of force necessary to protect oneself or another person from imminent physical harm.

(5) 'School employee' means any school administrator, teacher, paraprofessional, substitute teacher, counselor, social worker, school nurse, bus driver, school resource officer, cafeteria worker, custodian, or other employee or contractor working at a public school or school sponsored activity.

(b)(1) Each local board of education or other public school governing body shall adopt written procedures requiring an immediate response by administrative personnel to classroom emergencies and assaultive conduct incidents.

(2) When a school employee requests assistance for a classroom emergency, administrative personnel shall respond immediately and, when practicable, no later than five minutes after notification.

(3) If administrative personnel fails to respond within five minutes, the school employee shall be authorized to:

(A) Remove uninvolved students from the classroom to a designated safe area; or

(B) Maintain appropriate classroom isolation procedures until assistance arrives.

(4) Each public school shall establish emergency communication procedures allowing teachers immediate access to assistance from administrative personnel.

(5) Repeated documented failures by administrative personnel to respond to classroom emergencies shall be subject to review by the local board of education or other public school governing body.

(c)(1) A school employee may direct a student to leave the classroom when such student:

(A) Engages in assaultive conduct;

(B) Creates an unsafe classroom environment; or

(C) Substantially interferes with instruction or the safety of others.

(2) Any student directed to leave the classroom pursuant to this subsection shall immediately comply with such directive. A student's refusal to comply with such a directive shall constitute insubordination and may result in disciplinary consequences pursuant to state law and local board policy.

(3) A student removed from the classroom for assaultive conduct shall not return to the same classroom on the same school day unless:

(A) The classroom teacher consents; and

(B) Appropriate safety interventions have been implemented.

(d) A school employee physically assaulted by a student while performing official duties, enforcing classroom rules, giving lawful directives, attempting to restore classroom order, or protecting students or staff from harm shall be presumed to be acting within the scope of employment and lawful authority.

(e) If a student engages in assaultive conduct directed at a school employee after being instructed to sit down, stop disruptive conduct, leave the classroom, follow classroom rules, or comply with lawful school instructions, the school employee shall not be subject to disciplinary action solely for taking appropriate steps to restore or maintain classroom order.

(f) If a school employee intervenes in good faith to stop, separate, or deescalate a student altercation and is assaulted by a student during such intervention, the school employee shall be considered a victim of workplace assault. In such instances, the local school system or public school shall:

(1) Immediately remove the offending student;

(2) Provide medical assistance if necessary;

(3) Document the incident in writing within 24 hours;

(4) Notify parents or guardians immediately;

(5) Offer counseling or support services to the employee; and

(6) Conduct a formal safety review.

(g)(1) No school employee shall be terminated, suspended, demoted, reprimanded, transferred, negatively evaluated, or otherwise retaliated against for engaging in reasonable self-defense while acting within the scope of employment.

(2) For purposes of this subsection:

(A) Reasonable self-defense may include:

(i) Blocking blows;

(ii) Shielding oneself or another person;

(iii) Holding or restraining a student to prevent injury;

(iv) Separating oneself from danger; or

(v) Other necessary protective actions reasonably intended to prevent imminent harm; and

(B) Reasonable self-defense shall not include:

(i) Excessive retaliation;

(ii) Punitive conduct after the threat has ended; or

(iii) Actions intended to inflict unnecessary injury.

(3) Prior to imposing an adverse employment action against a school employee arising from a physical altercation with a student, the local school system or public school shall conduct a documented investigation including:

(A) Review of available video footage;

(B) Witness statements;

(C) Review of prior documented behavioral incidents involving the student;

(D) Documentation of administrative response times; and

(E) Consideration of whether the school employee acted reasonably under the circumstances.

(h)(1) No school employee shall be required to physically intervene in a student fight or violent altercation unless necessary to prevent imminent death or serious bodily injury.

(2) No school employee shall suffer adverse employment action for declining to physically intervene in a student altercation in accordance with local policy and training.

(3) Each local school system and public school shall adopt written policies stating that:

(A) Administrative personnel shall be primarily responsible for physical intervention during student fights or violent altercations; and

(B) During a student fight or violent altercation, teachers shall prioritize protecting uninvolved students and immediately contacting administrative personnel.

(i) Each local board of education or public school governing body shall provide annual training for administrative personnel and school employees regarding:

(1) Classroom deescalation techniques;

(2) Emergency response procedures;

(3) Documentation of assaultive conduct incidents;

(4) Safe classroom evacuation procedures;

(5) Teacher rights and protections under this Code section;

(6) Crisis intervention procedures; and

(7) Appropriate self-protection measures consistent with state law and local policy.

(j)(1) Any assaultive conduct directed toward a school employee shall be documented in writing within 24 hours.

(2) Parents or guardians of students involved in assaultive conduct incidents shall be notified immediately.

(3) Each local school system or public school shall annually report to the Department of Education:

(A) The number of assaultive conduct incidents against school employees;

(B) Types of incidents reported;

(C) Administrative personnel response times;

(D) Repeat violent offender data; and

(E) Disciplinary outcomes.

(4) The Department of Education shall compile and publish an annual statewide school employee safety report.

(k)(1) A student involved in repeated assaultive conduct incidents may be referred for:

(A) Behavioral intervention services;

(B) Mental health evaluations;

(C) Alternative educational placement;

(D) Threat assessment review; or

(E) Other appropriate intervention services.

(2) Nothing in this Code section shall prohibit referral to juvenile court authorities or law enforcement when otherwise authorized by law.

(l) At the beginning of each school year, each local school system or public school shall provide written notice to school employees regarding the rights and protections established under this Code section.

(m) Nothing in this Code section shall be construed to:

(1) Encourage excessive force against students;

(2) Limit lawful student protections under state or federal law;

174 (3) Prevent trauma-informed discipline practices when safety is not at risk; or
175 (4) Restrict lawful disciplinary procedures authorized under state law.

176 SECTION 4.

177 This Act shall become effective on July 1, 2027, and shall apply beginning with the
178 2027-2028 school year.

179 SECTION 5.

180 All laws and parts of laws in conflict with this Act are repealed.

2. LC 49 2895 — Georgia Early Literacy and Foundational Learning Protection Act

A BILL TO BE ENTITLED
AN ACT

To amend Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, the "Quality Basic Education Act," so as to prohibit the use of digital devices by students in kindergarten and first grade except in limited circumstances; to provide for a readiness assessment prior to student use of digital devices; to provide for limited use of digital devices in grades two through five; to strictly prohibit certain uses of digital devices; to establish foundational learning requirements; to provide for parental engagement and transparency; to provide for reports; to provide for legislative findings and intent; to prohibit waivers; to provide for a short title; to provide for definitions; to provide for related matters; to provide for an effective date and applicability; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

This Act shall be known and may be cited as the "Georgia Early Literacy and Foundational Learning Protection Act."

SECTION 2.

(a) The General Assembly finds that:

(1) Early childhood education is a critical period for cognitive development, literacy acquisition, and foundational skill building;

(2) Excessive exposure to digital devices at early ages has been associated with reduced attention spans, delayed literacy development, and diminished fine motor skills;

(3) Students must develop strong foundational skills in reading, writing, and mathematics prior to engaging in regular use of digital learning tools; and

(4) Schools and families share responsibility in ensuring that children acquire these essential skills; and

(b) It is the intent of the General Assembly to prioritize foundational learning in early education and ensure that technology supports, rather than replaces, essential skill development.

SECTION 3.

Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, the "Quality Basic Education Act," is amended in Part 2, relating to competencies and core curriculum, by adding a new Code section to read as follows:

"20-2-140.2.

(a) As used in this Code section, the term:

(1) 'Digital device' means any computer, laptop, tablet, smartphone, or other internet enabled or electronic device capable of displaying digital content or interactive applications.

(2) 'Foundational skills' means basic competencies including, but not limited to:

(A) Recognition and ability to read grade level sight words;

(B) Ability to write one's name legibly;

(C) Ability to write complete sentences and age-appropriate paragraphs;

(D) Recognition of numbers, shapes, and colors;

(E) Reading fluency at grade level; and

(F) Mathematical proficiency including addition and subtraction using numbers 0 through 20.

(3) 'Readiness assessment' means a state approved evaluation measuring a student's mastery of foundational skills.

(b)(1) Except as otherwise required by law or as provided for in paragraph (2) of this subsection, no student enrolled in kindergarten or first grade in any public school shall use or be permitted to use a digital device during the instructional day.

(2) A student enrolled in kindergarten or first grade shall be permitted to use a digital device during the instructional day:

(A) When the use of such device is part of such student's Individualized Education Program (IEP) or Section 504 Plan;

(B) During teacher-led whole-group instructional demonstrations where students are not individually operating devices; or

(C) During emergency situations as determined by the school administration.

(3)(A) Beginning in the second grade, no student shall be permitted independent use of a digital device unless such student has demonstrated proficiency in foundational skills as determined by a readiness assessment approved by the State Board of Education.

(B) Students who do not demonstrate proficiency shall receive targeted interventions and may be reassessed periodically.

(C) Students who do not demonstrate proficiency shall receive targeted interventions and may be reassessed periodically.

(4) Students in grades two through five may use and be permitted to use digital devices during the instructional day only:

(A) For teacher directed instructional purposes; and

(B) For no more than a maximum duration established by the State Board of Education, not to exceed 60 minutes per instructional day.

(5) Passive or entertainment based use of digital devices by students in kindergarten through grade five during the instructional day shall be strictly prohibited.

(6) Local school systems and public schools shall adopt policies to ensure compliance with this subsection.

(c)(1) Each local school system and public school shall annually report to the Department of Education:

(A) Implementation of policies required under this Code section; and

(B) Average daily student digital device usage in grades two through five.

(2) The Department of Education shall compile and publish such data in a publicly accessible report.

(d) The State Board of Education shall adopt rules and regulations necessary to implement and enforce the provisions of this Code section.

(e) This Code section shall not be subject to waiver pursuant to Code Section 20-2-82 for a strategic waivers school system, Code Section 20-2-2063.2 or 20-2-2065 for a charter system, Code Section 20-2-2065 for a charter school, Code Section 20-2-2096.3 for a completion special school, or Code Section 20-2-244."

SECTION 4.

Said article is further amended in Part 3, relating to educational programs, by adding a new Code section to read as follows:

"20-2-153.3.

(a) As used in this Code section, the term:

(1) 'Foundational skills' means basic competencies including, but not limited to:

(A) Recognition and ability to read of grade level sight words;

(B) Ability to write one's name legibly;

- (C) Ability to write complete sentences and age-appropriate paragraphs;
- (D) Recognition of numbers, shapes, and colors;
- (E) Reading fluency at grade level; and
- (F) Mathematical proficiency including addition and subtraction using numbers 0 through 20.

(2) 'Readiness assessment' means a state approved evaluation measuring a student's mastery of foundational skills.

(b) Local school systems and public schools shall ensure that instruction in kindergarten and first grade includes and prioritizes:

- (1) Phonics based reading instruction and sight word mastery;
- (2) Handwriting, including the ability to write one's name and complete sentences;
- (3) Early writing skills, including sentence and paragraph development;
- (4) Mathematic instruction emphasizing number sense and operations, including addition and subtraction using numbers 0 through 20; and
- (5) Recognition of shapes, colors, and basic concepts necessary for early learning.

(c)(1) Local school systems and public schools shall provide parents and guardians with:

- (A) Information regarding foundational skill expectations;
- (B) Guidance on supporting learning at home; and
- (C) Results of any readiness assessments administered to their child.

(2) Such materials shall emphasize the role of families in supporting early literacy and foundational skill development.

(d)(1) Each local school system and public school shall annually report to the Department of Education:

- (A) Implementation of policies required under this Code section; and
- (B) Student literacy rates in kindergarten through third grade.

(2) The Department of Education shall compile and publish such data in a publicly accessible report.

(e) The State Board of Education shall adopt rules and regulations necessary to implement and enforce the provisions of this Code section.

(f) This Code section shall not be subject to waiver pursuant to Code Section 20-2-82 for a strategic waivers school system, Code Section 20-2-2063.2 or 20-2-2065 for a charter system, Code Section 20-2-2065 for a charter school, Code Section 20-2-2096.3 for a completion special school, or Code Section 20-2-244."

SECTION 5.

This Act shall become effective July 1, 2027, and shall apply to all school years beginning with the 2027-2028 school year.

SECTION 6.

All laws and parts of laws in conflict with this Act are repealed.

**3. LC 49 2896 — Teacher and Student
Learning Protection Act: Georgia Students'
Right to Learn Act**

A BILL TO BE ENTITLED

AN ACT

1 To amend Subpart 1A of Part 2 of Article 16 of Chapter 2 of Title 20 of the Official Code
2 of Georgia Annotated, relating to improved student learning environment and discipline, so
3 as to declare the rights of all students enrolled in Georgia's public schools to learn in safe and
4 orderly environments free from chronic disruptions and threatening behavior by other
5 students; to provide for the removal of students from classrooms and for the conditions upon
6 which removed students may return to the classroom; to provide for emergency classroom
7 responses; to provide for the authority of teachers to manage their classrooms; to prohibit
8 adverse employment actions and other negative consequences for teachers and other school
9 personnel under certain circumstances; to provide for Classroom Stability Review Teams and
10 intervention services; to establish the Statewide Classroom Stability and Instructional
11 Protection Office within the Department of Education; to provide for parent notifications; to
12 provide for reports; to provide for legislative findings; to provide for construction; to provide
13 for definitions; to provide a short title; to provide for an effective date and applicability; to
14 provide for related matters; to repeal conflicting laws; and for other purposes.

15 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

This Act shall be known and may be cited as the "Teacher and Student Learning Protection Act: Georgia Students' Right to Learn Act."

SECTION 2.

The General Assembly finds that:

- (1) Every child enrolled in Georgia's public schools has the fundamental right to receive a quality education in a safe, orderly, and academically focused classroom environment;
- (2) Teachers have the right to teach in classrooms free from chronic disruption, violence, intimidation, and repeated instructional interference;
- (3) Chronic classroom disruptions substantially interfere with the educational rights of students who are prepared to learn and undermine the effectiveness of classroom instruction;
- (4) Repeated violent, threatening, or severely disruptive behaviors create unsafe learning conditions, emotional distress, and significant instructional loss for students and school personnel;
- (5) Students exhibiting behavioral challenges require meaningful intervention, structured support, accountability measures, and appropriate educational placements rather than repeated ineffective removals without sustained behavioral improvement;
- (6) The educational rights of compliant students shall not be continuously diminished due to repeated classroom disruptions;
- (7) Protecting classroom stability and instructional integrity is essential to academic achievement, teacher retention, school safety, and student success; and
- (8) Nothing in this Act shall be construed to deny students with disabilities the protections afforded under federal law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA); however, such protections shall not eliminate the obligation

of public schools to maintain safe and effective learning environments for all students and teachers.

SECTION 3.

Subpart 1A of Part 2 of Article 16 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to improved student learning environment and discipline, is amended by adding a new Code section to read as follows:

"20-2-738.1.

(a) As used in this Code section, the term:

(1) 'Administrative personnel' means the school principal, the school principal's designee, another school administrator, a designated behavioral response personnel, or a school resource officer.

(2) 'Alternative educational placement' means a temporary or long-term educational setting designed to provide behavioral, therapeutic, academic, or structured support services outside the traditional classroom setting.

(3) 'Chronic classroom disruption' means repeated behaviors that result in substantial instructional loss or that substantially interfere with classroom safety or school operations. Examples of chronic classroom disruptions include, but are not limited to:

(A) Throwing objects;

(B) Flipping desks or chairs;

(C) Physical aggression;

(D) Verbal threats;

(E) Screaming or other similar loud outbursts;

(F) Destruction of school property;

(G) Refusal to comply with reasonable classroom directives;

(H) Leaving the classroom without permission; or

(I) Conduct requiring classroom evacuation.

(4) 'Instructional loss' means any interruption to classroom instruction resulting in the loss of teaching or learning time for students.

(b) It is the policy of the State of Georgia that each student enrolled in a public school in this state shall have the right to:

(1) A safe and orderly learning environment;

(2) Access to instructional time free from substantial interference;

(3) Uninterrupted classroom instruction;

(4) Protection from chronic classroom disruption; and

(5) Protection from repeated violent or threatening conduct in the classroom.

(c)(1) No student shall repeatedly deny other students access to a quality education through chronic classroom disruption.

(2) A student removed from a classroom for a chronic classroom disruption or other violent, threatening, or severe disruptive behavior shall not automatically return to the classroom on the same school day without appropriate administrative review, which shall include, at a minimum, the following determinations:

(A) Whether the student can safely return to the classroom;

(B) Whether continued or escalated disruptive behavior by the student is likely;

(C) Whether sufficient and appropriate supports for the student are in place;

(D) Whether the student's return would substantially interfere with the educational rights of other students; and

(E) Whether repeated classroom return has proven ineffective.

(3) Behavioral interventions for students who engage in chronic classroom disruptions or other violent, threatening, or severe disruptive behavior shall include structured accountability and evidence based corrective measures.

(4) No public school shall utilize any of the following as the sole response to chronic classroom disruptions or other violent, threatening, or severe disruptive behavior by a student:

- (A) Snacks;
- (B) Toys;
- (C) Rewards;
- (D) Hallway walks;
- (E) Recreational breaks; or
- (F) Nontherapeutic incentives.

(5) A student who engages in chronic classroom disruptions or other violent, threatening, or severe disruptive behavior over multiple grading periods shall receive a mandatory behavioral and academic review prior to promotion to the next grade level.

Such review shall determine:

- (A) Whether behavioral interventions were effective;
- (B) Whether alternative educational placement is warranted;
- (C) Whether additional behavioral services are required; and
- (D) Whether promotion without intervention would likely continue substantial classroom disruption.

(6) When documented evidence demonstrates that a student has engaged in chronic classroom disruptions or other violent, threatening, or severe disruptive behavior over multiple school years, the local school system or public school shall implement escalating behavioral interventions and alternative educational placement reviews.

(d)(1) A mandatory Classroom Stability Review Team meeting shall occur when a student:

- (A) Is removed from a classroom three or more times within ten school days;
- (B) Causes repeated classroom evacuations; or
- (C) Engages in continued or escalating chronic classroom disruptions or other violent, threatening, or severe disruptive behavior despite interventions.

(2) The Classroom Stability Review Team shall include:

- (A) The school principal or his or her designee;

- (B) The classroom teacher;
- (C) A counselor, social worker, or psychologist;
- (D) A behavioral intervention specialist, if available;
- (E) A special education representative, when applicable; and
- (F) A parent or guardian of the student.

(3) If school-based interventions fail after implementation of a Classroom Stability Review Plan, the local school system or public school shall request additional intervention assistance from county level behavioral support services. Such assistance may include:

- (A) Behavioral specialists;
- (B) Mental health professionals;
- (C) Therapeutic intervention teams;
- (D) Wraparound services;
- (E) Juvenile behavioral assessment services;
- (F) Family intervention support;
- (G) Trauma response teams; or
- (H) Alternative educational placement evaluations.

(4) The rights of students repeatedly deprived of instructional access due to chronic classroom disruption shall be considered during all intervention and placement decisions.

(5) When repeated documented interventions fail to restore classroom stability, the local school system or public school shall consider:

- (A) Structured behavioral classrooms;
- (B) Therapeutic educational settings;
- (C) Alternative learning environments;
- (D) Self-contained behavioral support programs;
- (E) Modified schedules; or
- (F) Other legally authorized placements.

(e) If classroom conditions become unsafe due to violent or severely disruptive behavior:

(1) Teachers may initiate emergency classroom evacuation procedures;

(2) Schools shall establish designated safe locations for temporary relocation of students;

and

(3) No educator shall face retaliation for initiating such procedures in good faith.

(f)(1) A teacher shall have the authority to immediately request emergency classroom assistance and temporary removal of any student who engages in chronic classroom disruptions or other violent, threatening, or severe disruptive behavior.

(2) Upon notification by a teacher requesting emergency classroom assistance, administrative personnel shall respond as soon as reasonably practicable but no later than within:

(A) Five minutes for violent, threatening, or unsafe conduct; or

(B) Fifteen minutes for severe instructional disruption.

(3) If no administrative personnel responds within the required time:

(A) The teacher may temporarily relocate the remainder of the class to a safe supervised location;

(B) The teacher shall not be disciplined, reprimanded, evaluated negatively, or accused of ineffective classroom management due to the failure of administration to timely respond;

(C) The incident shall automatically trigger mandatory written documentation by the school administration; and

(D) Within three days, the school principal shall review the failure to timely respond.

(4) Repeated administrative failures to timely respond shall be reported to the local superintendent and the local board of education or public school governing body.

(5) No teacher shall be the subject of any adverse employment action or receive any negative evaluation or performance review arising out of or related to a student's chronic classroom disruptions or other violent, threatening, or severe disruptive behavior when

176 such student behavior has been appropriately reported and documented by the teacher and
177 appropriate intervention requests have been made by the teacher.

178 (6) No teacher, paraprofessional, school administrator, or school personnel shall face
179 retaliation, intimidation, adverse employment action, or disciplinary action for:

180 (A) Reporting unsafe classroom conditions;

181 (B) Requesting student removal;

182 (C) Documenting classroom disruption;

183 (D) Reporting instructional loss; or

184 (E) Requesting behavioral intervention support.

185 (g)(1) Each local school system or public school shall establish procedures for
186 documenting:

187 (A) Classroom evacuations;

188 (B) Violent incidents;

189 (C) Repeated classroom removals;

190 (D) Incidents causing substantial instructional loss; and

191 (E) Chronic classroom disruption patterns.

192 (2) The Department of Education shall annually compile and publish statewide data
193 regarding instructional disruption and classroom safety trends.

194 (h)(1) Following any significant classroom disruption resulting in classroom evacuation,
195 instructional loss, violent conduct, or repeated behavioral incidents, the appropriate
196 administrative personnel shall provide notification to parents or guardians of affected
197 students within five school days.

198 (2) Such notification shall include:

199 (A) Acknowledgment that a significant classroom disruption occurred;

200 (B) Acknowledgment of instructional impact;

201 (C) General actions taken by the school; and

202 (D) Assurances regarding student safety and continued learning support.

(3) Such notifications shall not disclose personally identifiable student information protected under state or federal law.

(i)(1) Nothing in this Code section shall be construed to violate protections afforded under the federal Individuals with Disabilities Education Act (IDEA), Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990.

(2) Students with disabilities shall receive all legally required services and protections; provided, however, that repeated severe classroom disruptions that substantially interfere with the educational rights of others shall require timely intervention review. When a student with a disability repeatedly disrupts instruction, causes classroom evacuations, engages in violent conduct, or creates unsafe classroom conditions, the local school system or public school shall convene:

(A) A meeting of the student's IEP team or Section 504 team;

(B) Manifestation determination review when required;

(C) Functional behavioral assessment review; and

(D) Placement consideration review.

(3) If documented interventions fail to protect the educational environment of other students, the student's IEP team or Section 504 team shall consider whether a more structured educational setting is necessary, including:

(A) Self-contained classrooms;

(B) Therapeutic support classrooms;

(C) Specialized behavioral programs;

(D) Alternative educational environments; or

(E) Other placements authorized under federal law.

(4) The rights of students to receive uninterrupted instruction in a safe and orderly classroom environment shall be considered in all placement and behavioral intervention decisions.

(j) There is established within the Department of Education the Statewide Classroom Stability and Instructional Protection Office. Such office shall:

(1) Monitor statewide trends relating to classroom disruption and instructional loss;

(2) Collect and analyze data regarding:

(A) Classroom evacuations;

(B) Violent incidents;

(C) Chronic classroom disruptions;

(D) Teacher injury reports;

(E) Administrative response failures; and

(F) Instructional loss;

(3) Develop statewide best practices for classroom safety and behavioral intervention;

(4) Provide technical assistance and intervention support to local school systems and public schools experiencing high rates of classroom disruption;

(5) Recommend evidence based behavioral intervention strategies and alternative educational placement models;

(6) Publish annual statewide reports regarding classroom stability and instructional protection; and

(7) Recommend legislative or policy changes to improve classroom learning environments in Georgia public schools.

(k) The Department of Education shall be authorized and is encouraged to collaborate with the following in coordinating intervention and support services:

(1) The Department of Behavioral Health and Developmental Disabilities;

(2) Local school systems and public schools;

(3) County behavioral health agencies;

(4) Juvenile courts;

(5) Mental health providers; and

(6) Other individuals or organizations with appropriate qualifications.

(l) The State Board of Education shall promulgate rules and regulations necessary for implementation of this Code section.

(m) At the beginning of each school year, each local school system or public school shall provide written notice to school employees regarding the rights and protections established under this Code section.

(n) Nothing in this Code section shall be construed to:

(1) Encourage excessive force against students;

(2) Limit lawful student protections under state or federal law;

(3) Prevent trauma informed discipline practices when safety is not at risk; or

(4) Restrict lawful disciplinary procedures authorized under state law."

SECTION 4.

This Act shall become effective on July 1, 2027, and shall apply beginning with the 2027-2028 school year.

SECTION 5.

All laws and parts of laws in conflict with this Act are repealed.



LEGISLATION DRAFTED BY

REPRESENTATIVE SANDRA G. SCOTT

Georgia House District 76



*Protecting Teachers. Preparing Students.
Restoring the Right to Learn.*

THREE BILLS. ONE MISSION: SAFE SCHOOLS. STRONG FOUNDATIONS. SUCCESS FOR ALL.



LC 49 2894
TEACHER PROTECTION
& SAFE LEARNING
ENVIRONMENT ACT

Protects teachers and school employees from assaultive conduct and strengthens emergency response and self-defense protections.



LC 49 2895
EARLY LITERACY &
FOUNDATIONAL LEARNING
PROTECTION ACT

Restricts digital-device use in elementary grades and prioritizes literacy, handwriting, mathematics, and other foundational skills.



LC 49 2896
TEACHER & STUDENT
LEARNING PROTECTION ACT:
GEORGIA STUDENTS'
RIGHT TO LEARN ACT

Establishes a broader student "right to learn" framework addressing chronic disruption, behavioral intervention, classroom stability, and instructional loss.



YOUR VOICE MATTERS!



REVIEW & COMMENT TODAY



Review
the bills



Share your
comments



Help build safer,
stronger schools

★ FOR TEACHERS. FOR STUDENTS. FOR GEORGIA. ★