

GREEN font indicated content recommended by Teaching and Learning
BROWN font indicates conforming/editorial changes
ORANGE font indicates content recommended by Gregory, Doyle, Calhoun & Rogers
PURPLE font indicates content recommended during the 10-day review



DISTRICT ADMINISTRATIVE RULE

ICFA-R Curriculum Guides and Course Outlines

9/27/12 ~~??/15~~

RATIONALE/OBJECTIVE:

The Cobb County School District (District) maintains ~~curriculum guides and course outlines~~ **teaching and learning resources in the Cobb Teaching and Learning System (CTLS)**. See the organizational structures for the delivery of instruction referenced in Board Policy IB (Instructional Program Goals and Objectives) and Administrative Rule IE-R (Instructional Arrangements).

RULE:

A. GUIDELINES:

- ~~The content for the e~~ Educational program **content** and ~~the its~~ instructional objectives ~~for that content~~ should be maintained in the ~~official curriculum guides and course guides for the levels of instruction of the District~~ **CTLS (Administrative Rule IE-R [Instructional Arrangements])**.
- These documents **teaching and learning resources** should:
 - Include the content found in the Georgia ~~required curriculum~~ **adopted standards**; and
 - Be developed by teachers and other professional staff members under the coordination of District ~~curriculum~~ **teaching and learning** supervisors.
- The District's ~~curriculum guides and course outlines~~ **teaching and learning resources** should be:
 - ~~Published~~ **Available digitally on the CTLS**;
 - Made available to classroom teachers; and
 - Followed in the process of classroom instruction as the basis for each program of study offered ~~(Administrative Rule IKI-R [Lesson Plans])~~.

Adopted: 8/9/78

Revised: 4/28/83; 8/8/84; 4/28/88; 7/28/94; 8/9/95; 11/10/99

Reclassified an Administrative Rule: 9/1/04

Revised: 3/10/10

Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IGE)

Revised: ??/15

Legal Reference

O.C.G.A. 20-02-240
Rule 160-4-2-.01

Powers and duties of SBOE

The Quality Core Curriculum and Student Competencies Required by the Quality Basic Education (QBE) Act

Rule 160-4-2-.03

List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade Prior to 2008

Rule 160-4-2-.20

List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years



DISTRICT ADMINISTRATIVE RULE

IDDM-R Alternative School Programs

9/27/12 ~~??/15~~

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) provides an Alternative Education Program (AEP) for
4 disruptive students to receive educational services in a setting other than their home school.
5 Administration will establish District procedures consistent with local and state guidelines.

6 RULE:

7 A. AEP ASSIGNMENT VIA THE DISCIPLINE PROCESS:

8 1. Students from Outside the District:

- 9
10 a. If a student placed in an alternative educational program in another school district
11 enrolls in the District before the expiration of the period of assignment, the District
12 may continue the student's alternative educational program under the terms of the
13 former school district's order;
14
15 b. If the former district's dismissal period from their alternative program does not
16 coincide with the District's grading period, the student must complete a grading period
17 in the District's AEP;
18
19 c. Students who enroll from outside the District must present certified documentation of
20 the previous district's discipline decision. This documentation must be sent to the
21 District Hearing Officer for verification.

22 2. Students from Inside the District:

- 23 a. Schools may recommend that a student attend the alternative school during his/her
24 long-term suspension/expulsion. Upon this recommendation or a decision of the
25 District Hearing Officer/Tribunal, expelled/long-term suspended students may apply to
26 attend AEP pursuant to a contract;
27
28 b. The student will remain eligible at the AEP for the time period of assignment
29 recommended in the suspension letter or as ordered by the District's Hearing
30 Officer/Tribunal or as agreed upon in a parent/guardian waiver;
31
32 c. Dismissal:
33 (1) If the student violates the terms of the contract, he/she may forfeit the opportunity
34 to attend the AEP during the remainder of his/her expulsion or long-term
35 suspension, pursuant to the Order of the Hearing Officer/Tribunal and/or the terms
36 of the contract;
37 (2) The student may appeal his/her dismissal from the AEP to the District administrator
38 responsible for the supervision of the AEP;
39 ~~(3) Students dismissed from the AEP will be withdrawn from the home school;~~
40 (3) ~~(4)~~ Students dismissed from the AEP are not allowed to return to any District
41 campus or school sponsored event during the time of suspension/expulsion;
42 (4) ~~(5)~~ Students dismissed from the AEP may:
43 (a) Apply to the District's State Department of Education's home school office if
44 the parent/guardian determines to home school the student ~~(See Administrative~~
45 ~~Rule JBC(2)-R [Home Study]);~~
(b) Apply to complete their GED through the District's adult education program
(See Administrative Rule IDC-R [Extended Programs]);
(c) Attend a private school of the parent's/guardian's choice.

- 46 3. If there are discipline violations while enrolled in the AEP, the student may also receive
47 further discipline, in addition to the reinstatement of his/her expulsion or long-term
48 suspension.
49 4. Students with disabilities attending the AEP as a result of a manifestation determination
50 who are removed from the AEP will continue to receive educational programming
51 consistent with the Individuals with Disabilities Education Act (IDEA).
52

53 **B. PARENT/GUARDIAN REQUEST TO ATTEND THE AEP:**

- 54 1. If a student in grades 6-10 has demonstrated difficulty with discipline at his/her home
55 school, the parent/guardian may request that the student be allowed to apply to the AEP
56 for a specific grading period or periods;
57 2. The parent's/guardian's request must be approved by the Principal of his/her home school
58 before the AEP application may be submitted **to the Executive Director of Alternative**
59 **Education**;
60 3. If accepted into the AEP, the student must complete the agreed upon grading period. If
61 the parent/guardian withdraws the student from AEP, the student may be required to wait
62 until the next grading period before re-enrolling in his/her home school ~~unless the student~~
63 ~~is under the age of 16 (See Form JB-1 [Georgia's Compulsory Attendance Law]);~~
64 4. To refer a special education student to the AEP, the special education supervisor must
65 request a referral packet from the Office of the Assistant Superintendent for Special
66 Student Services. The Assistant Superintendent or designee will review the referral packet.
67 Subsequent to this review, the IEP team **and the Executive Director of Alternative**
68 **Education** will determine if the AEP is the appropriate location for the student.
69

70 **C. ALTERNATIVE EDUCATION PROGRAM DIRECT REFERRAL PROCESS:**

71 The following procedures apply to students who, as the result of a long-term pattern of
72 behaviors, are referred directly to the AEP for assignment consideration.

73 1. **Entrance Procedures:**

- 74 a. Prior to submitting a direct referral for a student to the AEP, the home school should
75 have assessed the needs of the student and implemented strategies for addressing
76 those needs, consistent with District Administrative Rules. The home school will
77 provide the AEP with documentation of the strategies it has utilized at the time of the
78 referral;
79 b. Prior to the referral for the student to apply to the AEP, the home school administrator
80 will schedule a conference with the student and his/her parent/guardian to inform
81 them:
82 (3) That the school desires to refer the student to the AEP and the reasons for the
83 referral;
84 (4) If the parent/guardian does not agree with the referral, the student remains at the
85 home school;
86 (5) If the parent/guardian agrees with the school recommendation, the
87 recommendation will be reviewed by the AEP Director and District Alternative
88 Program administration to determine if the referral is within guidelines for
89 application to the AEP;
90 (6) The decision of the AEP Assignment Review regarding a student's application to the
91 AEP is final;
92 (7) Transportation to the AEP is to be provided by the parent/guardian or student.
93 c. The Referral Packet (Packet):
94 (3) Contains all requested information, including documentation of strategies and
95 interventions utilized by the referring school;
96 (4) Is reviewed by AEP staff upon its receipt:
97 (a) The referring school should be notified of any missing information. This notice
98 will provide sufficient opportunity for the referring school to respond in time to
99 permit the AEP Assignment Review to occur as scheduled.
100 (b) The referring school will be notified if the student has been accepted to apply.
101 2. A student may not attend the AEP until the referral process and the AEP application is
102 complete and approved.
103 3. **Minimum Length of Attendance:**

- 104 a. Students must attend the AEP for a minimum of one semester. Students who enter the
105 program within two weeks of the end of a semester, will remain until the end of the
106 next semester.
107 b. The minimum length of assignment may be extended by the AEP Director in
108 collaboration with the District's AEP administrator.

109 **D. ACADEMIC/BEHAVIOR COMPONENTS:**

- 110 1. The AEP focuses on English/Language Arts, Math, Science, Social Studies, and Social
111 Skills. Course credit is earned in the same manner as other programs;
112 2. The services provided include the Georgia Performance Standards Curriculum;
113 3. Foreign language, honors and advanced placement (AP) classes are not offered through
114 the AEP program.
115

116 **E. STANDARDIZED TESTING:**

- 117 1. All State and/or District required testing for students in the AEP will be conducted by the
118 Alternative Education Center;
119 2. Students who are dismissed from the AEP may take Georgia and/or District required
120 testing at the discretion of the Principal of the student's home school.
121

122 **F. PARENT/GUARDIAN INVOLVEMENT:**

- 123 1. The District's Alternative Education Program requires the parent/guardian and the student
124 to agree to the conditions of the Ombudsman contract in order to be accepted into the
125 program;
126 2. Parents/guardians are critical partners in their children's academic achievement and social
127 development. **Prior to a student attending the Alternative Education Program, the**
128 **parent/guardian and student are required to:**
129 a. Attend an intake session at the Alternative Education Center ~~prior to attendance~~; and
130 b. Commit to the requirements of the **District's Alternative Education Program in**
131 **order to enroll the student.**
132 3. **Grade Reporting:**
133 a. Progress reports are provided by the AEP;
134 b. Report cards are issued by the home school from grades reported from the AEP.
135

136 **G. EXIT PROCEDURES:**

- 137 1. Students are recommended to return to their home schools at the end of their minimum
138 assignment period if they have fulfilled the requirements of their AEP contract.
139 2. If the student is approved to apply to attend the AEP as a result of a disciplinary hearing,
140 or a waived disciplinary hearing, the AEP will abide by that recommendation.
141 3. When the student is approved to return to his/her home school, the home school will
142 schedule a conference for the student and the parent/guardian to discuss re-entry issues.
143 4. **Notification/Records Exchange:**
144 a. Home Schools:
145 (3) The AEP will provide to the home school all necessary information, including
146 attendance and grades, for all returning students.
147 (4) If a student's home school has changed during his/her assignment at the AEP, the
148 AEP should also provide the new home school a copy of the packet that resulted in
149 the student's assignment.
150 b. The AEP should send a letter to the parent/guardian of students who are returning to
151 their home school which should include the procedures they are to follow when re-
152 enrolling students. This letter should be mailed with sufficient time for the
153 parent/guardian to receive it prior to the student's withdrawal from the AEP.
154

155 **H. SPECIAL EDUCATION STUDENTS:**

156 Nothing in this Rule shall be interpreted to infringe on any right provided to students by the
157 Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or
158 the Americans with Disabilities Act.
159

160 Adopted: 8/25/05

161 Revised: 7/1/06; 8/8/07; 7/1/08; 7/23/09
162

163 Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IHBHA)

164 **Revised: ?/?/15**

165

166 Legal Reference

167 O.C.G.A. 20-02-0751.4 Policies prohibiting bullying; assignment to alternative school; notice

168 O.C.G.A. 20-02-0150 Eligibility for enrollment

169 O.C.G.A. 20-02-0154.1 Alternative education programs; intent; description; funding

170 O.C.G.A. 20-02-0300 Implementation and funding authorized

171 O.C.G.A. 20-02-0768 Expulsion/suspension for commission of a felony; alternative education system

172 O.C.G.A. 50-27-0002 Legislative findings and declarations

173 O.C.G.A. 50-27-0003 Georgia Lottery for Education Act; definitions

174 Rule 160-4-7-.10 Discipline

175 Rule 160-4-7-.19 Services for Agency-Placed Students

176 Rule 160-4-8-.12 Alternative Education Programs

177 Rule 160-5-1-.28 Student Enrollment and Withdrawal

GREEN font indicates content recommended by Teaching and Learning
BROWN font indicates conforming/editorial changes
ORANGE font indicates content recommended by Gregory, Doyle, Calhoun & Rogers
PURPLE font indicates content recommended during the 10-day review



DISTRICT ADMINISTRATIVE RULE

IED-R Scheduling for Instruction

9/27/12 ~~??/15~~

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) complies with the requirements established by the
4 Georgia Board of Education for scheduling minimum class enrollment requirements and release
5 time. The District also recognizes that shortened school days offer opportunities to both individual
6 students and entire schools for academic enrichment and professional learning. Students, for
7 example, can use these days, if in an organized, endorsed program, to pursue career and other
8 transition-to-work opportunities while schools can use them for training, planning, data
9 ~~assessment~~ analysis, and communication with parents/guardians.

10 11 RULE:

12 13 A. MINIMUM SCHOOL DAY FOR HIGH SCHOOL SENIORS (MINIMUM DAY):

14 1. Length of School Day:

15 The length of the school day for District high schools shall be maintained at a minimum
16 330 required instructional minutes for all students with the exception of those in:

- 17 a. State-approved ~~career technical and special education programs~~ internship or work-
18 based learning programs;
- 19 b. Minimum Day programs for seniors as established by this Rule.

20 2. Program Objectives:

21 The District recognizes the senior year of high school as a time at which many students
22 reach a level of adult responsibility; therefore, it is appropriate that these students be
23 afforded the opportunity to pursue mature responsibilities in addition to their senior year
24 studies. Objectives include the following:

- 25 a. Provide a transition from the regular high school structure to adult responsibilities.
- 26 b. Motivate students in their early high school years to meet the standards necessary for
27 participation in this program.

28 3. Limitations:

29 The following regulations shall be observed regarding Minimum Day for high school
30 students:

31 a. Fourth Year Seniors:

32 The Minimum Day for seniors in the fourth year of high school shall be limited to a
33 reduction of one class period of the school day.

34 b. Fifth Year Seniors:

35 In accordance with Georgia Board of Education provisions, fifth year seniors may enroll
36 in the course(s) needed to meet graduation requirements and be dismissed directly
37 after attendance in the course(s).

38 c. Mentorship and Career Technical Educations' Internship/Work-based Learning 39 Programs Students:

- 40 (1) Students may not be enrolled in both Mentorship and a Career Technical
41 Education's Internship/Work-based Learning program during the same semester.
- 42 (2) Students may not be enrolled in both Internship/Work-based Learning Programs
43 and Minimum Day during the same semester.
- 44 (3) Students may not be enrolled in both Minimum Day and Mentorship during the
45 same semester.

46 4. Responsibility:

47 The Principal or designee is responsible for all aspects of the Minimum Day program.

48 5. **Requirements for Participation:**

49 Seniors may qualify for Minimum Day school day according to the following provisions:

50 a. Students must be eligible for enrolling or being enrolled in sufficient courses to provide
51 for their completing the requirements for high school graduation;

52 b. Students must have exceeded the sixteen (16) units necessary for classification as a
53 senior according to the following:

54 (1) Seventeen and one-half (17.5) units must have been completed in order for a
55 student to participate in Minimum Day during the first semester of the senior year;

56 (2) Nineteen and one-half (19.5) units must have been completed in order for a
57 student to participate in Minimum Day during the second semester of the senior
58 year.

59 (3) **Course/Assessment Requirements:**

60 ~~(a) Pre 2008-09:~~

61 ~~Students who entered ninth grade prior to the 2008-09 school year must have~~
62 ~~passed or be able to schedule all specified courses for high school graduation~~
63 ~~and have posted a passing score on all portions of the Georgia High School~~
64 ~~Graduation Test (GHSGT).~~

65 ~~(b) 2008-09 and Subsequent Years:~~

66 Students entering ninth grade in 2008-2009 and subsequent years **must:**

67 (a) ~~1) must have~~ passed a minimum of the following **to qualify for Minimum**
68 **Day:**

69 1) a) Two (2) required English/Language Arts credits,

70 2) ~~b) Two (2) required Mathematics credits, and~~

71 3) ~~c) Two (2) required Science credits; and~~

72 (b) ~~2) Be able to schedule all specified courses for high school graduation; and~~

73 ~~3) Have successfully completed all required state assessments.~~

74 (4) **Internship/Work-based Learning (WBL) Programs:**

75 Students who are enrolled in a career technical education Internship/ Work-Based
76 Learning program and planning to take only 2½ units per semester their senior
77 year must:

78 (a) Have earned seventeen and one-half (17.5) units prior to fall semester
79 participation to stay on track for on-time graduation. Students entering ninth
80 grade in 2008-2009 and subsequent years will need to pass most or all
81 remaining courses to accumulate sufficient units to graduate).

82 (b) Have earned nineteen and one-half (19.5) units prior to spring semester
83 participation to stay on track for on-time graduation. Students entering ninth
84 grade in 2008-2009 and subsequent years will need to pass most or all
85 remaining courses to accumulate sufficient units to graduate).

86 (c) Must have passed or be enrolled in the specified courses for high school
87 graduation with the exception of specific courses generally limited to seniors
88 (American Government Principles of Economics). Intern/WBL students not
89 meeting these requirements must take a minimum of four (4) classes toward
90 graduation requirements. Students entering ninth grade in 2008-2009 and
91 subsequent years additionally must have passed a minimum of two (2) required
92 English Language Arts credits, two (2) required Mathematics credits, and two
93 (2) required Science credits.

94 (d) Students must have written permission provided by their parent(s)/guardian to
95 participate in this program.

96 6. **Application:**

97 a. ~~Students may request approval of Minimum Day for the purpose of participating in~~
98 ~~non-employment activities which have educational or community services value.~~
99 ~~Approval must be granted by the Principal and the appropriate Curriculum, Instruction~~
100 ~~and Assessment Director. To apply for Minimum Day, students and parents/guardians~~
101 ~~must:~~

102 (1) ~~Make a written request for the modification to the schedule each semester to the~~
103 ~~appropriate Curriculum, Instruction and Assessment Director. The request must:~~

104 (a) ~~Be received by the Director within 10 school days of the new semester;~~

105 (b) ~~State the reason for the request; and~~

106 ~~(c) Give sufficient information for the Director of Instructional Administration to~~
107 ~~evaluate.~~
108 ~~(2) An academic plan must be provided which verifies that the student will qualify for~~
109 ~~graduation within the remaining amount of time normally required to complete the~~
110 ~~diploma requirements (see Administrative Rule IHF-R [Graduation Requirements]).~~
111 ~~b. The appropriate Curriculum, Instruction and Assessment Director should consult with~~
112 ~~the Principal and notify the student and parents/guardians of the approval or rejection~~
113 ~~of the request.~~

114 6. ~~6.~~ **Extracurriculars:**

115 All provisions concerning extracurricular eligibility as specified in Administrative Rule
116 IDE-R (Co-Curricular Activities) shall be applicable to students involved in Minimum
117 Day.

118 7. **Program Evaluation:**

119 The Minimum Day program shall be periodically evaluated. Minimum Day shall also be
120 reviewed with the Georgia Department of Education on an annual basis to ensure
121 compliance with State Department policies and regulations.
122

123 **B. EARLY RELEASE PROFESSIONAL LEARNING DAYS (EARLY RELEASE):**

- 124 1. The District may schedule early release days during the school year for the purpose of
125 school planned and conducted staff training or school improvement planning/assessment
126 activities.
- 127 2. Students will be dismissed two hours early on Early Release days.
- 128 3. Early Release days will be identified on the School Year Calendar.
129

130 **C. CONFERENCE WEEK:**

131 The District shall designate one week as Parent Conference Week for elementary schools and
132 middle schools.

- 133 1. Students will be released approximately two hours before the end of the regular school
134 day in order that parent/guardian conferences can be scheduled for each student.
- 135 2. A procedure shall be established to annually assess the effectiveness of parent/guardian-
136 teacher conferences.
137
138

139 Adopted: 1/27/83

140 Revised: 4/28/83; 7/11/84; 8/8/84; 7/11/85; 8/27/87; 3/24/88; 10/26/89; 1/10/90; 7/14/93; 7/28/94; 8/9/95; 8/24/00

141 Reviewed: 9/11/02

142 Reclassified an Administrative Rule: 9/1/04

143 Revised: 8/13/08; 6/8/11

144 Revised and re-coded: 9/27/12 (previously coded as Administrative Rule IDB)

145 **Revised: ??/15**

146
147 Legal Reference

148 O.C.G.A. 19-09-0122

Delegation of authority; hardship

149 O.C.G.A. 20-02-0159.5

Dual credit courses; requirements

150 Rule 160-4-2-.12

Comprehensive Health and Physical Education Program Plan

151 Rule 160-4-2-.31

Hospital/Homebound Instruction

152 Rule 160-4-2-.34

Dual Enrollment

153 Rule 160-4-2-.48

High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First

154 Rule 160-4-3-.14

Time in the 2008-09 School Year and Subsequent Years

155 Rule 160-4-3-.14

Work-Based Learning Programs

156 Rule 160-4-8-.09

Student Advisement

157 Rule 160-5-1-.02

School Day and School Year for Students and Employees

158 Rule 160-5-1-.18

Competitive Interscholastic Activities in Grades 6-12

159 Rule 160-8-1-.01

Georgia Virtual School Program

GREEN font indicates content recommended by Assessment and Personalized Learning

BROWN font indicates editorial changes

ORANGE font indicates content recommended by Gregory, Doyle, Calhoun & Rogers

PURPLE font indicates content recommended during the 10-day review



DISTRICT ADMINISTRATIVE RULE

IGB-R Student Support Teams/Response to Intervention

~~2/13/13~~ 2/15/15

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) has established criteria to address the requirements of
4 the Student Support Team (SST) as outlined by Georgia Board of Education Rule IGB (Student
5 Support Team) (Rule 160-4-2-.32) and in consultation with Georgia Department of Education
6 Student Support Team Resource Manual. The procedures of this rule will be applied for students
7 in Grades K-12 to help assure that the SST/Response to Intervention (RtI) process will be
8 consistently applied.
9

10 RULE:

11 A. DEFINITIONS:

12 1. Additional Instruction:

13 Academic instruction beyond regularly scheduled academic classes that is designed to
14 bring students not performing on grade level, as defined by the Georgia Office of Student
15 Achievement, to grade level performance. It may include more instructional time allocated
16 during the school day, instruction before or after the school day, Saturday instruction,
17 and/or summer/inter-session instruction.
18

19 2. Data Teams:

20 School based teams that review student data in order to make adjustments or
21 improvements to instruction.
22

23 3. Differentiated Instruction:

24 Instructional strategies designed to meet individual student learning needs.
25

26 4. Early Intervention Program (EIP):

27 A program designed to support students in need of additional assistance in the elementary
28 grades with reading and mathematics.
29

30 5. Response to Intervention (RtI):

31 A practice of academic and/or behavioral interventions designed to provide early, effective
32 assistance to underperforming students. Researched-based interventions are
33 implemented and frequent progress monitoring is conducted to assess student response
34 and progress. The student's response is used as feedback to more accurately target
35 interventions. When students do not make progress, increasingly more individualized
36 interventions are introduced.
37

38 6. Student Support Team (SST):

39 An interdisciplinary group that uses a systematic process to address learning and/or
40 behavior problems of students, K-12, in a school.
41

42 B. RESPONSE TO INTERVENTION (RtI) PROCESS:

43 1. The Response to Intervention (RtI) Process is a problem-solving process in every school.

44 ~~Its purpose is to find ways around roadblocks to success for any student referred to it.~~

45 Students requiring additional instruction to meet individual learning expectations will
46 receive support through a systematic and purposeful RtI process. The number of students
47 requiring interventions will decrease as the level of intensity of the intervention increases.
48

49 2. The Response to Intervention (RtI) process includes several key components:

50 a. A 4-Tier delivery model designed to provide support matched to student need through
51 the implementation of standards-based classrooms.

- b. Evidence-based instruction as the core of classroom instruction.
 - c. Evidence-based interventions of increasing levels of intensity based on progress monitoring.
 - d. The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
 - e. Data Teams in each school serve as the driving force for instructional decision making in the building.
 - f. Purposeful allocation of instructional resources based on student assessment data.
3. Interventions, ~~or deliberate strategies,~~ are recorded and progress is monitored at ~~each of the~~ Tiers **2 and 3**. Scheduled team meetings are held to either continue monitoring student progress or change/add interventions as needed. If the student is improving, the strategies may stay the same, continue or discontinue. If the student is not responding, problem solving continues and more intensive strategies for improvement are applied. If the student does not demonstrate adequate progress, a recommendation to conduct formal assessments to determine eligibility for Special Education Services or other programs may result.

C. RtI – APPLYING INTERVENTIONS:

1. Schools and teachers are to address the needs of students to the extent possible within the classroom through differentiation of instruction, activities, and support in grades K-12. Throughout the school year, student performance may increase, decrease or progress steadily due to a variety of factors. It is the responsibility of the teacher to assess and monitor student progress within the classroom and to identify when additional supports or scaffolding are needed. Teachers will identify students in need of additional classroom support early in the school year/course through observation, conversation, assignments, or assessments—formal and informal. Teachers should assure that multiple assessments/sources of evidence are used when identifying students in need of intervention strategies and/or services. Such assessments are not limited to, but may include:
 - a. Developmentally-appropriate measures such as:
 - (1) Diagnostic assessments;
 - (2) Reading assessments/literacy profiles;
 - (3) Assessment portfolios;
 - (4) Performances/demonstrations; and/or
 - (5) Assessments of content skills, concepts, and knowledge.
 - b. Tests of demonstrated achievement such as:
 - (1) Standardized, norm-referenced tests (~~above grade three~~);
 - (2) Standardized, criterion-referenced tests; and/or
 - (3) Other commercially-prepared assessments.
 - c. Review of:
 - (1) Classroom performance (i.e., participation, student work/portfolios, homework completion, ~~running records~~);
 - (2) Report card grades;
 - (3) Early Intervention Program (EIP) ~~checklists~~ **assessments**; and/or
 - (4) Student records.
 - d. Recommendations from teachers, administrators, counselors, other school staff, and parents/**guardians**.
2. For Tier 1, teachers may change their method of instruction, provide a student with individual assistance, offer extended learning opportunities, and/or other supports. If students continue to need additional assistance, a team approach may be applied to Tier 2 and SST/Tier 3 supports.
3. Each school shall have a minimum of one SST/RtI committee and shall establish support team procedures.
 - a. The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student:
 - (1) Principal
 - (2) General education teacher
 - (3) School counselor
 - (4) Lead teacher

- 106 (5) School psychologist
- 107 (6) Subject area specialist
- 108 (7) ESOL teacher
- 109 (8) Special education teacher
- 110 (9) School social worker
- 111 (10) Central office personnel
- 112 (11) Section 504 coordinator
- 113 (12) Other appropriate personnel
- 114 b. Parents/guardians shall be invited to participate in all meetings of their child's SST/Tier
- 115 3 and in the development of interventions for their child.
- 116

117 **D. DOCUMENTATION OF SST/RtI ACTIVITIES:**

118 Documentation of SST/RtI activities shall include the following:

- 119 1. Student's ~~name~~ **general information**;
- 120 2. Names of team members;
- 121 3. Meeting dates;
- 122 4. Identification of student learning and/or behavior problems;
- 123 5. Any records of assessment;
- 124 6. ~~Education~~ **Intervention** plan and implementation results; and
- 125 7. Follow-up and, as appropriate, continuous evaluation.
- 126

127 In general, no student, **who has shown a pattern of underachieving throughout the**

128 **course of a school year**, should be retained without being a part of an intervention process,

129 which may include: identification, assessing, analyzing the results, providing intervention

130 strategies, notifying parents/**guardians** and monitoring progress.

- 131

132 **E. NOTIFICATION TO PARENTS/GUARDIANS:**

- 133 1. Reasonable efforts should be made to keep parents/**guardians** informed and active in
- 134 their child's education. When the student is identified as needing prescribed interventions
- 135 for a specific concern, parents/**guardians** are to be notified in writing, through email or
- 136 by phone. Parents/**guardians** are partners and play a strong role in the Response to
- 137 Intervention (RtI) process and progress analysis. Once intervention strategies have been
- 138 implemented, parents/**guardians** are to be kept abreast of progress or lack thereof
- 139 through meeting notifications or regular progress updates.
- 140 2. Prior to any recommendations for retention, promotion or placement for students, refer to
- 141 the established criteria in the Administrative Rule IHE-R (Promotion and Retention).
- 142

144 Adopted: 2/13/13

145 **Revised: ??/?/15**

147 Legal Reference

148 O.C.G.A. 20-02-0152 Special Education Services

149 Rule 160-4-2-.32 Student Support Team

150 Rule 160-4-7-.04 Evaluations and Re-evaluations