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DISTRICT ADMINISTRATIVE RULE

IBB-R Charter Schools

~~7/1/23~~ **x/x/24**

RATIONALE/OBJECTIVE:

The Charter Schools Act of 1998, and as amended in 2005, permits a local school system to utilize the flexibility of a performance-based contract called a charter in order to increase student achievement through academic and organizational innovation. Petitions for charter schools within the Cobb County School District (District) must be approved by the Cobb County Board of Education (Board) and the State Board of Education.

RULE:

I. PETITION PROCESS

The District accepts charter school petitions for review that focus on performance-based student achievement. The charter petition must meet all applicable federal and state laws and district regulations, rules, and procedures, except for those subject to waiver under the Charter Schools Act. The charter petition must demonstrate how the curriculum, instruction, and accountability programs combine to create an innovative, unique opportunity for student learning which does not duplicate existing District programs or exist in any District school(s).

A. GENERAL PROVISIONS:

1. Letter of Intent:

A one-page, double-spaced letter of intent is required to introduce the school's vision, mission, grade levels, anticipated number of students, originality ~~or~~ **and** inventiveness to improve student academic achievement and behavior as prerequisite to the submittal of petition. This letter of intent for start-up, conversion, and renewal petitions shall be submitted to the Assistant Superintendent of Accountability, Research & Grants in accordance with the charter petition cycle as published on the District website and as required by State Board Rule.

2. Requirements for Start-Up Charter Petitioners:

a. Pre-petition Process:

In addition to the requirements for charter petitions in this rule, petitioners seeking to submit start-up charter petitions must participate in the pre-petition process as follows.

- (1) Start-up charter petitioners must participate in training regarding petition requirements.
- (2) Start-up charter petitioners must submit a proposed draft petition to the District in accordance with the charter petition cycle. The District will review the proposed draft petition and make recommendations for revisions for the actual petition to be formally submitted to the District by the date listed on the charter petition cycle.
- (3) Conversion and renewal charter petitions may, but are not required to, take advantage of the pre-petition process as described above.

3. Charter Petition:

a. Submission:

A charter school petition shall be submitted to the Assistant Superintendent of Accountability, Research & Grants in accordance with the charter petition cycle.

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b. **Review Committee:**

- (1) A Charter School Review Committee (Committee), approved by the Superintendent or designee, shall conduct the initial examination of each charter petition. In this initial review, the Committee shall determine:
 - (a) If the petition complies with applicable law, state and local board policy, District Rules and procedures; and
 - (b) If the petition demonstrates how the curriculum, instruction, and accountability programs combine to create an innovative, unique opportunity for student learning which does not duplicate existing District programs or exist in any District school(s).
- (2) Upon the completion of the initial review, the Committee shall submit the petition to the Assistant Superintendent of Accountability, Research & Grants to provide a written statement to the petitioner indicating which of the following four groups the petitioner is in and, if appropriate, what they must do if they wish to revise and resubmit their application.
 - (a) **Rejection Group:**
 - i. The application is flawed in some way that is irreparable and will be rejected for the current school year's Petition Review Cycle.
 - ii. The Assistant Superintendent of Accountability, Research & Grants will issue a rejection letter that informs such applicant that their application cannot be considered during the current school year's Petition Review Cycle.
 - iii. The rejection letter shall include a statement of the legal insufficiency that makes the petition irreparable.
 - iv. Applicants in this category are free to submit a **brand-**new application in the following school year's Petition Review Cycle.
 - (b) **Revision Group:**

The application demonstrates minimum quality and compliance or less and would require substantial and material revision before the application could be recommended by the District for approval by the local school board.

 - i. The Assistant Superintendent of Accountability, Research & Grants shall issue a letter informing the applicant that they cannot **receive be considered for** an approval recommendation unless the required material revisions are made within thirty (30) days. This letter shall include mention of the District's agreement to the petitioner's granting the District ninety (90) additional days to accept or reject its petition.
 - ii. If an applicant chooses to make the substantial and material changes required, they shall resubmit their petition within the thirty (30) day window. Their resubmittal letter shall include mention of their granting to the District ninety (90) additional days beyond the initial 90-day review period to accept or reject their petition.
 - iii. Applicants will have only one opportunity to revise their application to make the substantial and material changes required.
 - iv. Applicants who fail to make required revisions will have to wait until the following school year's Petition Review Cycle to submit a new application.
 - (c) **Clarification Group:**

The applicant demonstrates moderate quality and compliance or better but requires clarification and supplemental information to be submitted before their petition could be recommended by the District for approval by the **local-board of education Board.**

 - i. The Assistant Superintendent of Accountability, Research & Grants shall issue a letter informing the petitioner what clarification(s) and/or supplemental information is required. This letter shall include mention of the district's agreement to the petitioner's granting the District ninety (90) additional days to accept or reject its petition.
 - ii. If an applicant chooses to provide the clarification(s) and/or supplemental information required, they shall resubmit their petition within a thirty (30) day window. Their response letter shall include mention of their granting to

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the District ninety (90) additional days beyond the initial 90-day review period to accept or reject their petition.

- iii. Applicants will have only one opportunity to revise their application to make the substantial and material changes required.
- iv. Applicants that fail to make required clarification(s) and/or supplemental information will have to wait until the following school year's Petition Review Cycle to submit a new application.

(d) **Approval Group:**

The applicant demonstrates near-perfect quality and compliance. For these applicants, the District will make a recommendation to the local board of education **Board** for approval of the petition without any further action on the part of the applicant.

c. **Assistant Superintendent of Accountability, Research & Grants:**

The Assistant Superintendent of Accountability, Research & Grants shall:

(1) Assure that all required components, as listed in New Charter School Application form, are included in the petition;

(2) If petitions are incomplete, the Assistant Superintendent of Accountability, Research & Grants will give the petitioner the option to withdraw from the process. All incomplete petitions will be summarily denied.

(3) **Provide the petitioner the option to have an in-person meeting allowing the petitioner to directly address the District's concerns or clarifications the District's needs if the petition falls in the Revision Group or the Clarification Group process. The in-person meeting does not change the petition timeline, and the petitioner may withdraw from the process at this time.**

(4) Request members of the cabinet level staff or heads of any departments/divisions to review and rate the petition;

(5) Submit the petition to the Board's attorney for review; and

(6) Prepare Board of Education agenda items as necessary.

d. **Superintendent:**

Based upon the findings of the Committee, the Superintendent shall make a recommendation to the Board.

e. **Board of Education:**

The Board by a majority vote shall approve or deny the petition no later than ninety (90) calendar days from the date the petition was submitted to the Assistant Superintendent of Accountability, Research & Grants unless the petitioner requests an extension. If the Board denies the petition, it must within ninety (90) calendar days specifically state:

(1) The reason for the denial;

(2) List all deficiencies with respect to the requirements of the Charter Schools Act, State Board of Education Rule, and this policy; and

(3) Provide a written statement of the denial to the charter petitioner and the State Board.

A denial of the petition by the Board shall not preclude the submission to the Board of a revised petition that addresses deficiencies cited in the denial. Any revised petition must be submitted in accordance with the charter petition cycle.

f. **Timelines:**

(1) **Start-up Charters:**

Start-up charter school petitions must be received by the Assistant Superintendent of Accountability, Research & Grants in accordance with the charter petition cycle.

(2) **Conversion and Renewal Charters:**

Renewal and conversion charter school petitions seeking approval for the succeeding fiscal year must be received by the Assistant Superintendent of Accountability, Research & Grants in accordance with the charter petition cycle.

(3) **Late Petitions:**

Any petition submitted after the above due dates may be considered for the fiscal year subsequent to the year proposed in the charter application.

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B. PETITION REQUIREMENTS:

- All charter school petitions submitted to the Assistant Superintendent of Accountability, Research & Grants must include the elements required by the Charter Schools Act and State Board of Education Rule as well as the following District criteria:
1. Evidence that the proposed charter school curriculum, assessments, and design for learning meet or exceed District and state standards.
 2. The proposed performance-based criteria that will be used during the term of the charter to measure the progress of the charter school.
 - a. The petition must specifically identify:
 - (1) The ~~tests~~ **assessments** to be used,
 - (2) The grades to be ~~tested~~ **assessed**,
 - (3) How often each ~~test~~ **assessment** will be administered,
 - (4) How the ~~test~~ **assessment** results will be reported to the District,
 - (5) The baseline data which will be used to demonstrate that student performance has improved, and
 - (6) The benchmarks and timelines that indicate performance goals to be achieved in specific increments of time.
 - b. The charter school assessment program must, at a minimum, include the standardized ~~tests~~ **assessments** used by the District.
 - c. Evidence must be presented that the proposed charter school academic criteria meet or exceed the standards, expectations, and performance set by the District.
 3. Stipulate that the charter school will obtain accreditation by the District's applicable accreditation agencies in accordance with the following schedule and reporting requirements:
 - a. The charter school must make initial contact with applicable accreditation agencies no later than October 1 of its first year of operation;
 - b. The charter school must submit monthly reports to the Assistant Superintendent of Accountability, Research & Grants documenting steps taken and progress made towards achieving accreditation.
 - c. The charter school shall obtain accreditation no later than the end of its second year of operation.
 4. Evidence that the proposed charter school program cited in the petition could not be achieved through application of the Cobb County School District's educational program.
 5. Evidence that the faculty and instructional staff employed in the charter school, at a minimum, hold an appropriate current professional certificate issued by the Georgia Professional Standards Commission. Non-certified personnel shall be considered "at will" employees and shall not be contracted for specific periods of time.
 6. A description of the following practices: plans for resolving employment-related issues, employee grievance and termination procedures.
 7. A budget for the term of the charter, including:
 - a. Projections from the Georgia Department of Education of FTE earnings.
 - b. Evidence that the proposed budget is economically sound for the charter school and the District and that the petitioner is creditworthy.
 8. A financial statement to the District that discloses the cost of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such cost to other schools or other comparable organizations in a format required by the District.
 9. A description of how the charter school facility will be funded and maintained. Additionally:
 - a. Charter school housing for students and staff shall comply with all building code standards and regulations adopted by the city and/or county agencies responsible for building safety standards of the city and/or county in which the charter school is located.
 - b. Before the school may begin operation, the District must be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, and accessibility for the disabled.
 10. A description of the type of liability, workers' compensation, motor vehicle, directors and officers and property insurance to be purchased by the charter school.

11. A provision for appropriate bonding of the governing board and administrators.
12. Acknowledgement that the insurance and bonding will be obtained and in full force and effect at all times during the term of the charter.
13. A description of the student transportation system and the insurance to be purchased in compliance with O.C.G.A. § 20-2-1090. Legal requirements for vehicles and drivers shall be met by the charter school petition.
14. The ways in which the charter school will meet state and federal requirements for student immunization, emergency preparedness plans, food inspections, hazardous chemicals, and other health and safety issues.
15. A description of how the charter school shall comply with the constitutional rights of students including, but not limited to, due process, prohibition against unreasonable searches and seizures, and First Amendment guarantees of freedom of speech and religion.
16. Specification that the charter school is solely responsible for all debts it incurs and will acknowledge that it shall not contractually bind the District with any third party.
17. The charter school's plan for providing services to limited English-proficient students **and to students with disabilities (SWD)**, if any.
18. An indemnification and hold-harmless statement in which the petitioner states that it will indemnify and hold harmless the Cobb County Board of Education, the Cobb County School District, and any officer or employee for liability for any action or inaction on the part of the charter school.
19. A statement of who will be responsible for winding up the business and affairs of the charter school should the charter school cease operation for any reason, including non-renewal or termination.
20. Acknowledgement that the charter school personnel will cooperate fully in the winding up of the affairs of the school.

C. FUNDING:

A charter school that is approved by the Cobb County Board of Education and the State Board of Education shall be included in the allotment of funds to the Cobb County School District. The following guidelines shall be followed:

1. The District and the State Board shall treat the charter school no less favorably than other District schools with respect to the provisions of funds for instructional and administrative programs.
2. The charter school shall:
 - a. Receive local funds according to the formula set out in the Charter Schools Act.
 - b. Be eligible for federal funds on the same basis as other schools in the District.
 - c. Not charge tuition.
3. The District will provide no "up-front money" of any kind to charter school petitioners.
4. The charter school is subject to audit by the District's Internal Audit Services.
5. A charter may be ~~revoked~~ **terminated** or not renewed by the Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's Financial Services Division.

II. REQUIREMENT FOR APPROVED CHARTER SCHOOLS

The Cobb County School District (District) is committed to ensuring excellence in its approved charter schools. To achieve this objective, the District shall implement practices that will develop the expertise and skills of the governing boards of its charter schools as well as require charter schools to provide the District with a meaningful annual report on their academic and fiscal performance.

A. GOVERNANCE TRAINING:

Within six (6) months of receiving District approval for a start-up charter school, the governing board of said charter school shall complete **an Office of Charter School Compliance/State Charter Schools Commission approved course and** District-approved

277 course in charter school board governance training. Each year thereafter of the charter
278 school term, each **governing**-board member shall complete at least one (1) day of
279 governance training and all requirements per State Board Rule. In addition, all new members
280 of the governing board must complete board governance training within two (2) months of
281 joining the board.

282 **B. ANNUAL REPORT:**

283 Beginning in year two of the charter school term, the charter school shall submit an annual
284 report detailing the academic and fiscal performance of the charter school relative to the goals
285 outlined in the charter contract. This report is due to the District by September 1st each year
286 of the charter term thereafter. The annual report will be collected and reviewed by the
287 District staff and presented to the Cobb County Board of Education (Board) for review. This
288 provision shall apply to both start-up and conversion charter schools.
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290 Adopted: 5/25/00

291 Revised: 4/24/03

292 Reclassified an Administrative Rule: 9/1/04

293 Revised: 3/23/06; 10/26/06; 3/14/07; 8/8/07; 3/12/08; 11/10/10; 12/8/11; 8/8/12 (Section II Adopted: 1/18/12)

294 Revised and Re-coded: 9/27/12 (Previously coded As Administrative Rules IHBHD and IHBHDA)

295 Revised: 11/1/13; 7/3/14; 8/28/15; 2/15/18; 7/1/22; 7/1/23; x/x/24

296
297 Legal Reference

298 O.C.G.A. 20-2-2062 Charter Schools Act of 1998-Definitions

299 O.C.G.A. 20-2-2063 Petition to establish a charter school

300 O.C.G.A. 20-2-2064 Approval or denial of petition

301 O.C.G.A. 20-2-2065 Charter schools; requirements for operating; control and management

302 O.C.G.A. 20-2-2066 Charter schools; admission, enrollment, and withdrawal of students

303 O.C.G.A. 20-2-2067 Charter schools; reprisals by local boards or school system employees prohibited

304 O.C.G.A. 20-2-2067.1 Amendment of terms of charter for charter school; initial term of charter; annual report

305 O.C.G.A. 20-2-2068 Termination of a charter

306 O.C.G.A. 20-2-2068.1 Quality basic education formula applies; grants, local tax revenue, and funds from local bonds

307 O.C.G.A. 20-2-2068.2 Facilities fund for charter schools; purposes for which funds may be used; upkeep of charter
308 school property; receipt of surplus from B.O.E.

309 O.C.G.A. 20-2-2069 Responsibilities of State Department of Education Office of Charter School Compliance

310 O.C.G.A. 20-2-2070 S.B.O.E. deadline for reporting to General Assembly the status of the charter school program

311 O.C.G.A. 20-2-2063.1 Charter Systems - Charter Advisory Committee established; members; duties

312 O.C.G.A. 20-2-2063.2 Charter Systems

313 O.C.G.A. 20-2-2064.1 Charter Systems - Review of charter by state board; charters for state chartered special schools

314 O.C.G.A. 20-2-2085 Charter School petition requirements

315 O.C.G.A. 20-2-2086 Petition from existing charter schools

316 O.C.G.A. 20-2-2087 Charter Schools access to information

317 O.C.G.A. 20-2-2088 Charter School annual report

318 O.C.G.A. 20-2-2089 Charter Schools financial responsibility

319 O.C.G.A. 20-2-2090 Charter School funding

320 O.C.G.A. 20-2-2091 Charter School collaborative efforts

321 O.C.G.A. 20-2-2092 Charter School Promulgation of rules and regulations

322 O.C.G.A. 48-8-144 Local charter schools and state chartered special schools as capital outlay project

323 O.C.G.A. 20-2-84.1 Loss of governance for nonperforming schools

324 O.C.G.A. 20-2-880 Plan for public school teachers; definitions

325 O.C.G.A. 20-2-910 Plan for public school employees; definitions

326 O.C.G.A. 20-2-84.5 Applicability to charter systems

327 O.C.G.A. 20-2-2080 Charter School Legislative findings

328 O.C.G.A. 20-2-2081 Charter School definitions

329 O.C.G.A. 20-2-2082 Georgia Charter Schools Commission

330 O.C.G.A. 20-2-2083 Charter Schools Commission; powers and duties

331 O.C.G.A. 20-2-2084 Charter School; application for co-sponsorship

332 O.C.G.A. 20-2-211.1 Clearance certificates issued by the Professional Standards Commission relating to fingerprint
333 and criminal background checks

334 O.C.G.A. 20-2-2071 Validity of charters in effect on July 1, 1998

335 Rule 160-4-9-.04 Charter Schools Definitions

336 Rule 160-4-9-.05 Charter Schools Petition Process

337 Rule 160-4-9-.06 Charter Authorizers, Financing and Management

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DISTRICT ADMINISTRATIVE RULE

IDAI-R Magnet Programs

5/5/17 x/x/24

GSBA Reference: IDAI Demonstration Schools

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) recognizes that students who demonstrate exceptional
4 potential in a specific area may benefit from a specialized program and. **Accordingly, the**
5 **District** permits magnet programs to be developed in designated schools with Board of Education
6 (Board) approval. The purpose of such programs will be to provide students opportunities to
7 pursue their specialized interests, develop their talents, and extend their competencies beyond
8 the usual scope of high school.

9 10 RULE:

11
12 Magnet programs should provide participating students an opportunity to experience an enriched
13 curriculum that is consistent with the emphasis of the magnet program.

14
15 Magnet courses are approved by the Teaching and Learning Division. The courses are designated
16 in each magnet program's required course of study. Advanced Placement (AP) and International
17 Baccalaureate (IB) courses are designated by the College Board and International Baccalaureate
18 organization as meeting the criteria necessary to be approved and offered at the local school.

19 20 A. STUDENT ADMISSIONS

21 To be enrolled in a magnet program, a student must be eligible to attend a District school.
22 Students submit applications online during their eighth-grade year in compliance with
23 published application deadlines. Applicants are evaluated on multiple criteria which may
24 include but are not limited to: middle school grades, teacher recommendations, standardized
25 test scores, academic and extracurricular accomplishments, auditions (Center for Excellence in
26 the Performing Arts), **attendance, behavior,** and written communication skills. Magnet
27 programs evaluate applicants independently; admission to one program does not indicate
28 admission to other programs. Applicants may be offered admission to multiple magnet
29 programs; however, accepted applicants must convey intent to enroll in only one magnet
30 program **or their locally zoned high school by the date established by Teaching and**
31 **Learning.**

32 33 B. LATE ENTRANCE ADMISSIONS:

34 To qualify for late entrance admission, students must be able to meet magnet program and
35 graduation requirements (Administrative Rule IHF-R [Graduation Requirements]) within the
36 remaining high school program **and there must be room within the magnet program for**
37 **additional students.** Please refer to Administrative Rule IDE-R (Co-Curricular Activities) for
38 GHSA eligibility implications.

39
40 Four categories of qualified students may be admitted to magnet programs after the beginning
41 of the freshman year, as space is available:

- 42 a. Students attending the school in which the magnet program is housed;
- 43 b. New-to-District students;
- 44 c. **Program-to-Program Transfers:**

45 Before the beginning of the sophomore year, students currently enrolled in a magnet
46 program in the District who are in good academic standing may request a transfer to

47 another magnet program to which they were previously accepted. Transfer is subject
48 to the discretion of the receiving school. The student and parent/guardian must first
49 notify the current coordinator in writing of the intent to transfer to another program. If
50 transfer is approved, the student and parent/guardian must meet with the coordinator
51 of the new magnet program to review program requirements.

52 d. **Center for Excellence in the Performing Arts applicants:**

53 Performing Arts applicants may be considered for late admissions until the fall of their
54 senior year.

55
56 **C. CONTINUATION CRITERIA:**

57 The following criteria are required for continued participation in the magnet program:

- 58 1. Academic Performance: A student must maintain minimum academic performance as
59 outlined in the individual Magnet Program Contract (available on individual school websites
60 and the District's website).
- 61 2. Behavior: A student must adhere to the policies outlined in the individual Magnet Program
62 Contract to remain in good standing.

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64 **D. PROGRAM PROBATION:**

- 65 1. Academic Performance: A student who does not maintain minimum academic performance
66 as outlined in the individual Magnet Program Contract will be placed on program probation.
67 A student and his or her parent/guardian will receive written notification of program
68 probation prior to the beginning of the probation period. A student on probation will
69 receive appropriate intervention and support from magnet program staff. The probation
70 period ends and the student returns to good standing upon the successful completion of
71 the subsequent magnet-related, AP, or IB course. If the student on probation does not
72 maintain minimum academic performance as outlined in the individual Magnet Program
73 Contract, he or she may be dismissed from the program.
- 74 2. Behavior: A student who violates the Magnet Program Contract will be placed on
75 probation. A student and his or her parent/guardian will receive written notification of
76 program probation immediately following the violation(s). If the student receives no
77 additional violations during the current or subsequent semester, the probation period ends
78 and the student returns to good standing. If the student commits another violation **of** the
79 Magnet Program Contract before the end of the subsequent semester, he or she may be
80 dismissed from the program.

81 **E. DISMISSAL/WITHDRAWAL:**

82 Parents of students dismissed from the program will be notified in writing by the magnet
83 coordinator at the end of the semester for which the student was on probation. For students
84 who voluntarily withdraw, parents are required to submit written notification to the magnet
85 coordinator.

- 86 1. Immediate Program Dismissal may result if a student:
 - 87 a. Fails to meet minimum academic performance for any magnet-related, AP, IB or
88 performing arts major (Center for Excellence in the Performing Arts only) course as
89 outlined in the individual Magnet Program Contract;
 - 90 b. Is retained in his or her grade level for the subsequent school year (IHE-R: Promotion
91 and Retention); or
 - 92 c. Receives a suspension that is in violation of the Magnet Program Contract.
- 93 2. A student who withdraws or is dismissed from a magnet program may continue District
94 enrollment in accordance with the same requirements as a student who moves between
95 school attendance zones within the District (see Administrative Rule JBCD-R [Transfers]).

96
97 **E. DISMISSAL APPEAL PROCESS:**

98 Students who are dismissed from the program may appeal their dismissal to a review panel
99 composed of an Area **a Level** Assistant Superintendent other than the one representing the
100 magnet school or student's zoned high school, a District Teaching and Learning Division
101 Director, and the Superintendent or designee. The student initiates the appeal processing by
102 submitting a written request for reconsideration with all materials supporting the request, a
103 return address, and a daytime telephone number to:

104 Advanced Learning Programs Department

105 Cobb County School District
106 514 Glover Street
107 Marietta, Georgia 30061-1088
108

109 Notification of a final decision will be sent from the review panel.
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112 Adopted: 9/25/03
113 Revised: 5/12/04
114 Reclassified an Administrative Rule: 9/1/04
115 Revised: 4/15/09; 4/14/10
116 Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IHBHB)
117 Revised: 7/24/13; 7/16/14; 5/5/17; ~~x/x/24~~

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DISTRICT ADMINISTRATIVE RULE

IDB-R Health Education

8/22/19 ~~x/x/24~~

1 **RATIONALE/OBJECTIVE:**

2
3 The Cobb County School District (District) recognizes health as a distinct discipline essential to
4 the developmental needs of students at every educational level in their primary years through
5 their secondary school experiences.
6

7 **RULE:**

8
9 Health education is an integral part of each student's total school experience and shall be
10 maintained in compliance with state standards.
11

12 **A. GENERAL PROVISION:**

13 **The District's health education program shall be maintained in compliance with state**
14 **requirements including State Board rule 160-4-2-.12. Health education shall be**
15 **provided for all students K-12 and will help students develop a life-long healthy**
16 **living lifestyle. This Rule supports the intent of Administrative Rule EEE-R (Wellness**
17 **Program).**
18

19 **B. ~~A.~~ CURRICULUM REQUIREMENTS:**

- 20 1. The District has developed and implemented an accurate, **will follow the Georgia State**
21 **Board of Education adopted standards in its implementation of a** comprehensive
22 health program. ~~that includes information and concepts in the following areas:~~
23 a. Alcohol and other drug use;
24 b. Disease prevention;
25 c. Environmental health;
26 d. Nutrition;
27 e. Personal health;
28 f. Sex education/AIDS education;
29 g. Safety;
30 h. Mental health;
31 i. Growth and development;
32 j. Consumer health;
33 k. Community health;
34 l. Health careers; and
35 m. Family living.
- 36 2. **Alcohol/Drug Education:**
37 Each grade K-12 shall be provided annual alcohol and other drug use education. In
38 accordance with State Board of Education rule, such instruction shall provide information
39 about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs, **including**
40 **vaping products**. The instruction is intended to discourage the use of alcohol, tobacco,
41 and controlled substances and communicate that the use of illicit drugs and improper use
42 of legally obtained drugs is wrong and dangerous.
- 43 3. **Cardiopulmonary Resuscitation (CPR):**

44 In accordance with State Board of Education rule, instruction in CPR and the use of an
45 automated external defibrillator (AED) shall be provided as a requirement in the health
46 education program at each high school.

47 4. **Human Trafficking Awareness:**

48 **In accordance with State Board of Education rule, instruction in human**
49 **trafficking awareness will be provided on an annual basis in grades 6 through 12.**

50
51 **C. ~~B.~~ INSTRUCTIONAL MATERIAL REVIEW AND PARENTAL PERMISSION:**

52 Sex education and AIDS education shall be a part of a comprehensive health program. Prior
53 to the parent/guardian making a choice to allow his/her **child or ward student** to take the
54 specified unit of instruction, he/she should be told what instruction is to be provided and have
55 the opportunity to review all instructional materials to be used, print and non-print (See also
56 Rule IFAA-R [Instructional Resources Selection and Adoption]; Rule IFBC-R [Media Programs];
57 and Rule ICC-R [Curriculum Research]. **In accordance with State Board rule 160-4-2.12**
58 **sex education shall also include annual age-appropriate sexual abuse and assault**
59 **awareness and prevention education in kindergarten through grade 9.**

60 1. **Parent/Guardian Permission:**

- 61 a. Prior to the beginning of sex education instruction, the school shall send
- 62 parents/guardians written notice of the course of study;
- 63 b. The parent/guardian will be provided an opportunity to review the curriculum and
- 64 instructional materials as provided above;
- 65 c. Parents/guardians who elect to allow their child to participate in the sex education
- 66 course of study shall return a signed permission form to the school;
- 67 d. Students who do not return a signed permission form shall not participate in the course
- 68 of study but shall be provided other health-related instruction.

69 2. **Review Committee:**

70 The District shall establish a committee to periodically review sex/AIDS education
71 instructional materials and make recommendations concerning age/grade level use.

72 a. **Materials Adoption:**

73 Materials and other recommendations of the committee shall be approved by the Board
74 of Education before implementation.

75 b. **Membership:**

- 76 (1) The committee shall be composed primarily of non-teaching parents/guardians
77 who:
 - 78 (a) Have children enrolled in the District; and
 - 79 (b) Who represent the diversity of the student body.
- 80 (2) Other community representatives such as educators and health profession
81 representatives; and
- 82 (3) A male and female student currently enrolled in the District and attending the 11th
83 or 12th grade.

84
85 **C. ~~C.~~ MINIMUM PROGRAM PARTICIPATION:**

86 1. **Elementary:**

87 Students in grades K-5 shall be provided a minimum of 90 contact hours of instruction **per**
88 **year** at each grade level K-5 in health and physical education;

89 2. **Middle:**

90 Students in grades 6-8 shall be provided the opportunity to receive health instruction
91 **annually.**

92 3. **High:**

93 High school students are required to complete ½ unit of health education as a requirement
94 for graduation (see Administrative Rule IHF-R [Graduation Requirements]).

95
96
97 Adopted: 8/9/78

98 Revised: 4/28/83; 8/8/84; 7/28/94

99 Reclassified an Administrative Rule: 9/1/04

100 Revised: 7/27/06; 8/13/08; 2/10/10; 10/12/11

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

102 Revised: 2/12/14; 7/1/15; 8/22/19; ~~x/x/24~~

103

104	Legal Reference	
105	O.C.G.A. 20-2-13	Educational research; preparation/publication of instructional material
106	O.C.G.A. 20-2-142	Prescribed courses; development/dissemination of instructional materials on effects of alcohol
107	O.C.G.A. 20-2-143	Sex education and AIDS prevention instruction; implementation; student exemption
108	O.C.G.A. 20-2-187	School lunch program/personnel; instruction in nutrition, hygiene, etiquette and social graces
109	O.C.G.A. 20-2-778	Required information to parents of students regarding meningococcal meningitis
110	O.C.G.A. 20-2-777	Annual Fitness Assessments; reporting and compliance
111	Rule 160-4-2-.12	Comprehensive Health and Physical Education Program Plan
112	Rule 160-4-2-.48	High School Graduation Requirements

GREEN highlights indicate content recommended by Teaching and Learning

ORANGE highlights indicate content recommended by ParkerPoe

TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IDBC-R Physical Education

4/22/21 x/x/24

1 RATIONALE/OBJECTIVE:

2
3 Physical education is an important part of the educational curriculum of the Cobb County School
4 District (District). It plays a significant role in the total development of all students through its
5 unique contribution to their physiological development. The following guidelines apply to physical
6 education classes at the elementary, middle, and high school level.

8 RULE:

10 A. GENERAL PROVISIONS:

11 The District's physical education program shall be maintained in compliance with state
12 requirements including State Board rule 160-4-2-.12. Physical education shall be provided for
13 all students K-12 and will help students develop a life-long physically active lifestyle. This Rule
14 supports the intent of ~~the~~ Administrative Rule EEE-R (Wellness Program).

16 B. **INSTRUCTION CURRICULUM REQUIREMENTS:**

17 1. Curriculum:

18 The physical education curriculum shall be directly related to the needs and interests
19 appropriate for the growth, development, and maturity level of each student involved **and**
20 **follow the Georgia State Board of Education adopted standards**. The comprehensive
21 physical education program shall endeavor to align with the Society of Health and Physical
22 Education (SHAPE) Standards and include two major areas:

- 23 a. Class instruction; and
- 24 b. Extra-class activities (i.e. intramural, extra-murals, field day).

25 2. **State Requirements Assessment:**

26 The District will provide a physical education program that complies with state laws, rules
27 and guidance in the following areas: **conduct an annual fitness assessment program**
28 **as approved and funded by the State Board of Education for students in grades 1-**
29 **12.**

- 30 a. Motor skills;
- 31 b. Physical fitness;
- 32 c. Lifetime sports;
- 33 d. Outdoor Education; and
- 34 e. Fitness Assessment in the manner prescribed by the State Board of Education.

35 3. Physical Activity:

- 36 a. Students should be given opportunities for physical activity through a range of before,
37 during, and/or after-school programs including recess, intramurals, interscholastic
38 athletics, physical activity clubs, and related community activities.
- 39 b. Physical activities that expose students to rhythm, balance, cross lateral activities, and
40 activities that increase oxygen to the brain can have positive impacts on a students'
41 academic success and should be incorporated into physical education programs where
42 appropriate.
- 43 c. Recess, while separate and distinct from physical education, supports the District's
44 physical activity and movement philosophy. Therefore, the District encourages
45 classroom teachers, parents/guardians, and community members to provide

46 opportunities for students to engage in moderate to vigorous physical activity daily
47 where appropriate.
48 d. Physical activity or recess should not be withheld regularly from students as a form of
49 punishment.

50 4. **Staff Training:**

51 ~~The District will provide training to enable teachers and other school staff to promote~~
52 ~~enjoyable physical activities among students.~~

53

54 **C. SAFETY:**

55 1. **Supervision:**

56 Teachers and other designated staff should supervise physical education activities.

57 2. **Adventure Activities:**

58 The adventure activities unit in the 8th grade curriculum should only be taught by
59 instructors who have been professionally trained to conduct such activities.

60 3. **Inspection:**

61 All physical education apparatus should be inspected annually by the Principal or
62 designee, and maintained in safe working condition.

63 4. **Training:**

64 **The District will provide training to enable teachers and other school staff to**
65 **promote enjoyable physical activities among students.**

66 5. ~~4.~~ **Cold Weather Guidelines:**

67 When the outside temperature or wind chill factor is 40 degrees Fahrenheit or below,
68 school staff should take students outside no longer than 15 minutes. Students should wear
69 appropriate clothing.

70 6. ~~5.~~ **Hot Weather Guidelines:**

71 When the heat index is between 80 – 89 degrees, school staff should use precaution and
72 avoid intense and/or prolonged exercise when outdoors. When the heat index is above 90
73 degrees, students should not participate in outdoor activities.

74

75 **D. DRESS:**

76 1. Attire for participation in physical education activities at all grade levels should permit
77 freedom of movement, safe participation, and will not damage equipment or facilities.

78 2. **Elementary School:**

79 Elementary students, though not required to dress out, should provide for appropriate
80 clothing to allow participation in such activities as gymnastics and tumbling without
81 embarrassment when such activities are scheduled.

82 3. **Middle/High Schools:**

83 The dress standard for most physical education activity classes in the middle and high
84 schools should be shorts or athletic pants, shirts, socks and athletic shoes. Students or
85 parents/guardians should contact their school administrator to discuss any religious
86 concerns regarding physical education dress.

87 4. Students may be required to "dress out" even if excused from active participation in an
88 instructional unit, if in the judgment of the teacher it will not jeopardize the health of those
89 students.

90

91 **E. EXCUSES:**

92 1. An excuse in physical education from total participation of any duration or restrictive
93 participation beyond five consecutive days after returning to school shall be confirmed by a
94 physician's statement specifying the type of illness or injury and the nature and duration of
95 the restriction. Excuses should indicate what a student can do in order for the physical
96 educator to modify instruction for that student.

97 2. Chiropractor's excuses will be recognized in regard to problems of the skeletal framework,
98 sprains and muscular difficulties. However, excuses related to colds, sinus conditions, and
99 other illnesses generally treated by medical doctors should not be accepted from
100 chiropractors.

101

102

103

104 Revised: 4/28/83; 8/8/84; 7/28/94
105 Reclassified an Administrative Rule: 9/1/04
106 Revised: 7/27/06; 8/13/08; 10/12/11
107 Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IHAE)
108 Revised: 7/1/15; 7/1/19; 7/22/21; ~~x/x/24~~
109
110 Legal Reference
111 O.C.G.A. 20-2-777 Annual Fitness Assessments; reporting and compliance
112 Rule 160-4-2-.12 Comprehensive Health and Physical Education Program Plan

GREEN highlights indicate content recommended by Accountability
BLUE highlights indicate content recommended by Teaching and Learning
ORANGE highlights indicate content recommended by ParkerPoe
TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IDC-R Extended Programs

2/25/16 x/x/24

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) realizes that learning is a cumulative process of
4 educational experiences (Board Policy IA [Student Performance Standards and Expectations]). In
5 support of continued learning, the District provides opportunities for youth and adults to continue
6 their educational growth through instructional programs that extend beyond the District's general
7 educational program.

8 9 RULE:

10 11 A. PROGRAMS:

12 The District provides the following extended instructional programs which are operated on a
13 State funded/in-kind contribution basis involving participant tuition support when necessary
14 for the instructional services provided through the continuing education operations:

15 1. Adult Education:

16 A program for adults who are sixteen (16) years of age and older who are not enrolled in a
17 conventional school program.

18 2. Continuing Education Centers:

19 A program which offers secondary education in an alternative style to that of the regular
20 high school. Students may meet District graduation requirements which are based on
21 Georgia State Board of Education Rule 160-4-2-.47 48 (Administrative Rule IHF-R
22 [Graduation Requirements]) through continuing education centers and be eligible for
23 graduation from the high school in their attendance area.

24 3. Summer Schools:

25 The following directives shall be observed in the District's summer school program:

26 a. Program Plan:

27 The plans for each summer school program, including the cost to students, shall be:

- 28 (1) Developed annually by the Teaching and Learning Division; and
- 29 (2) Submitted to cabinet level staff and the Superintendent for approval.

30 b. Graduation Unit Credit:

31 Unit credit for graduation shall be given only for those summer studies which are
32 conducted through the District or other public or private schools accredited by at least
33 one of the approved agencies outlined in Georgia State Board of Education Rule 160-
34 5-1-.14 15 which have been pre-approved by the District and which meet unit
35 credit criteria outlined in Administrative Rule IHF-R (Graduation Requirements).

36 c. Procedures:

- 37 (1) Each student participating in the summer school program must submit a complete
38 District summer school registration form. **Course offerings for District-led
39 summer school will be published prior to registration.**
- 40 (2) A minimum number of students must be registered for any course before it may be
41 offered. This minimum will be determined each year after reviewing teacher
42 salaries and student costs.
43 (3) Students enrolled in a summer school program must do satisfactory work
44 before credit is allowed. Unsatisfactory behavior will result in immediate dismissal.
45 Students must meet attendance criteria established in summer school guidelines to

46 earn credit. Refunds will not be given for students who fail to meet attendance or
47 performance criteria.

48 d. **Non-District Summer Educational Activities:**

49 ~~Student participation in summer educational activities such as the Governor's Honors~~
50 ~~Program, music camps, etc. may be noted on the student's permanent record as non-~~
51 ~~credit participation.~~

52
53

54 Adopted: 8/9/78
55 Revised: 7/9/80; 4/28/83; 8/8/84; 7/28/94; 8/9/95; 2/1/02
56 Reviewed: 9/11/02
57 Reclassified an Administrative Rule: 9/1/04
58 Revised: 10/8/08; 4/15/09; 1/18/12
59 Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IHC)
60 Revised: 2/1/13; 7/3/14; 2/25/16; **x/x/24**

61
62 Legal Reference
63 O.C.G.A. 20-2-184.1 Funding for additional days of instruction
64 O.C.G.A. 20-2-259 Extended day program for students in grades 9 through 12
65 O.C.G.A. 20-2-150 Eligibility for enrollment
66 Rule 160-4-2-.14 Instructional Extension
67 Rule 160-4-2-.17 Early Intervention Program (EIP)



DISTRICT ADMINISTRATIVE RULE

IDCE-R Advanced Placement

~~12/14/16~~ **x/x/24**

1 **RATIONALE/OBJECTIVE:**

2
3 In order to provide appropriate educational opportunities for high school students at advanced
4 instructional levels, the Cobb County School District recognizes the Advanced Placement Program
5 of the College Board and authorizes that opportunities for instruction through this program be
6 made available through Cobb County high schools according to the needs of students and the
7 availability of staff and instructional resources.

8 **RULE:**

9
10
11 The following regulations shall be observed regarding the advanced placement program for high
12 school students.

13 **A. RESTOCK FEES:**

- 14
15 1. If a student orders an advanced placement exam and does not take the ~~test~~ **exam**, he/she
16 will pay the **registration** cost of the exam ~~or~~ **and** restock fee ~~set by the local school~~.
17 2. Local schools may set a testing fee of no more than \$15 per student in addition to fees
18 required by the College Board.
19 3. **A student who has paid full price for an exam, and cancels or does not sit for the**
20 **exam, may request a refund for any funds over the registration and restocking**
21 **fees.**

22 **B. ADVANCED PLACEMENT ACCOUNT:**

- 23 Money in the advanced placement account may be used for:
24 1. Costs associated with administration of the advanced placement exams.
25 2. Supplementary materials for advanced placement courses.
26 3. Fee reduction for students.
27 4. Registration fees for teachers to attend advanced placement ~~seminars~~ **trainings**.

28 **C. TESTING PARTICIPATION:**

29
30
31 Local schools are not required to test students who are not currently enrolled at the school.
32
33

34 Reclassified an Administrative Rule: 9/1/04

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

36 Revised: 7/14/16; **x/x/24**

37
38 Legal Reference

39 O.C.G.A. 20-2-157

Uniform reporting system for certain purposes; dual credit courses; academic eligibility requirements to receive HOPE scholarship

40
41 Rule 160-4-2-.34

Dual Enrollment – Move on When Ready

GREEN highlights indicate content recommended by Accountability

ORANGE highlights indicate content recommended by ParkerPoe

TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IDDM-R Alternative Education Programs

7/1/18 x/x/25

GSBA Reference: IDDM (Alternative School Programs)

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 **middle and high school students who display chronic behavioral and/or academic**
6 **difficulties in the traditional classroom setting or who have been suspended or expelled**
7 **from their middle or high school.** The District also provides an Alternative Education School
8 (AES) for high school students in need of an alternative path to obtaining academic credits toward
9 graduation. Administration will establish District procedures for **admittance/enrollment**
10 consistent with local and state guidelines.

11 RULE:

12 I. ALTERNATIVE EDUCATION PROGRAM

13 A. AEP ASSIGNMENT VIA THE DISCIPLINE PROCESS:

14 1. Students from Outside the District:

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

25 2. Students from Inside the District:

- 26 a. ~~Schools may recommend that a student~~ **A student may** attend the alternative
27 **education** program during his/her long-term suspension/expulsion. Upon ~~this a~~
28 recommendation **from the student's home school** ~~or a~~ **and with a final** decision of
29 the District Hearing Officer/Tribunal, expelled/long-term suspended students may
30 apply to attend AEP pursuant to a contract;
- 31 b. The student will remain eligible ~~at~~ **to attend** the AEP for the time period of assignment
32 recommended in the suspension letter or as ordered by the District's Hearing
33 Officer/Tribunal or as agreed upon in a parent/guardian waiver;
- 34 c. Dismissal:
 - 35 (1) If the student violates the terms of the contract, he/she may forfeit the opportunity
36 to attend the AEP during the remainder of his/her expulsion or long-term
37 suspension, pursuant to the Order of the Hearing Officer/Tribunal and/or the terms
38 of the contract;
 - 39 (2) The student may appeal his/her dismissal from the AEP to the ~~District administrator~~
40 ~~responsible for the supervision of the AEP~~ **District's Director of Alternative**
41 **Education**;
 - 42 (3) Students dismissed from the AEP are not allowed to return to any District campus
43 or school-sponsored event during the time of suspension/expulsion; **or**

- 47 (4) Students dismissed from the AEP may:
48 (a) Apply to the State Department of Education's homeschool office if the
49 parent/guardian determines to homeschool the student;
50 (b) Apply to complete their GED through the District's adult education program
51 (See Administrative Rule IDC-R [Extended Programs]);
52 (c) Attend a private school of the parent's/guardian's choice.
53 3. If there are discipline violations while enrolled in the AEP, the student may also receive
54 further discipline, in addition to the reinstatement of his/her expulsion or long-term
55 suspension.
56 4. Students with disabilities attending the AEP as a result of a manifestation determination
57 who are removed from the AEP will continue to receive educational programming
58 consistent with the Individuals with Disabilities Education Act (IDEA).
59

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

- 61 1. If a student in grades 6-~~10~~ **12** has demonstrated difficulty with discipline at his/her home
62 school, the parent/guardian may request that the student be allowed to apply to the AEP
63 for a specific grading period or periods.
64 2. **Prior to submitting a direct referral for a student to the AEP, the home school**
65 **should have assessed the needs of the student and implemented strategies for**
66 **addressing those needs, consistent with District Administrative Rules.**
67 3. ~~2.~~ The parent's/guardian's request must be approved by the Principal of his/her home
68 school before the AEP application may be submitted to the ~~Executive~~ **District's** Director of
69 Alternative Education.
70 4. ~~3.~~ If accepted into the AEP, the student must complete the agreed upon grading period. If
71 the parent/guardian withdraws the student from AEP, the student may be required to wait
72 until the next grading period before re-enrolling in his/her home school.
73 5. ~~4.~~ To refer a special education student to the AEP, **the parent's/guardian's request**
74 **must be approved by the Principal of his/her home school before the AEP**
75 **application may be submitted** the special education supervisor must request a referral
76 packet from the Office of the Assistant Superintendent for Special Student Services. The
77 Assistant Superintendent or designee will review the referral packet. Subsequent to this
78 review **approval of the application**, the IEP team and the ~~Executive~~ **District's** Director
79 of Alternative Education will determine if the AEP **will convene to affirm if the AEP**
80 **determination** is the appropriate location for the student.
81

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

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

85 1. **Entrance Procedures:**

- 86 a. Prior to submitting a direct referral for a student to the AEP, the home school should
87 have assessed the needs of the student and implemented strategies for addressing
88 those needs, consistent with District Administrative Rules. ~~The home school will~~
89 ~~provide the AEP with documentation of the strategies it has utilized at the time of the~~
90 ~~referral;~~
91 b. Prior to the referral for the student to apply to the AEP, the home school administrator
92 will schedule a conference with the student and his/her parent/guardian to inform
93 them:
94 (1) That the school desires to refer the student to the AEP and the reasons for the
95 referral;
96 (2) If the parent/guardian does not agree with the referral, the student remains at the
97 home school;
98 (3) If the parent/guardian agrees with the school recommendation, the **home school**
99 **will submit a Direct Referral application to the District's Director of**
100 **Alternative Education, and the application** recommendation will be reviewed by
101 the AEP Director and **District's Director of Alternative Program administration**
102 **Education** to determine if the referral is within guidelines for application to the
103 AEP;
104 (4) The decision of the AEP Assignment Review regarding a student's application to the
105 AEP is final;

- 106 (5) Transportation to the AEP is to be provided by the parent/guardian or student.
107 c. The Referral Packet (Packet):
108 (1) Contains all requested information, including documentation of strategies and
109 interventions utilized by the referring school;
110 (2) Is reviewed by ~~AEP staff~~ **District's Director of Alternative Education** upon its
111 receipt:
112 (a) The referring school ~~should~~ **will** be notified of any missing information. This
113 notice will provide sufficient opportunity for the referring school to respond in
114 time to permit the AEP Assignment Review to occur as scheduled.
115 (b) The referring school will be notified if the student has been accepted to apply.
116 2. A student may not attend the AEP until the referral process and the AEP application is
117 complete and approved.
118 3. **Minimum Length of Attendance:**
119 a. Students must attend the AEP for a minimum of one semester. Students who enter the
120 program within two weeks of the end of a semester, will remain until the end of the
121 next semester.
122 b. The minimum length of assignment may be extended by the ~~AEP Director in~~
123 ~~collaboration with the District's AEP administrator~~ **District's Director of Alternative**
124 **Education**.

125 126 **D. ACADEMIC/BEHAVIOR COMPONENTS:**

- 127 1. The AEP focuses on English/Language Arts, Math, Science, Social Studies, and Social
128 Skills. Course credit is earned ~~in the same manner as other programs~~ **according to**
129 **Administrative Rule IHA-R;**
130 2. The services provided include the ~~Georgia Performance Standards Curriculum~~ **Cobb**
131 **Teaching and Learning Standards in alignment to current state standards;**
132 3. ~~Foreign language, honors and advanced placement (AP) classes are not offered through~~
133 ~~the AEP program~~ **Students currently enrolled in Advanced Placement (AP) or world**
134 **languages (Spanish, French, German) may be eligible to continue in the AEP**
135 **curriculum for said classes. Student's home school counselor will need to contact**
136 **the CCSD Alternative Education Director.**

137 138 **E. STANDARDIZED TESTING:**

- 139 ~~1. All State and/or District required testing for students in the AEP will be conducted by the~~
140 ~~Alternative Education Center~~ **Program staff;**
141 ~~2. Students who are dismissed from the AEP may take Georgia and/or District required~~
142 ~~testing at the discretion of the Principal of the student's home school.~~

143 144 **F. PARENT/GUARDIAN INVOLVEMENT:**

- 145 1. The District's Alternative Education Program requires the parent/guardian and the student
146 to agree to the conditions of the ~~Ombudsman~~ **AEP** contract in order to be accepted into
147 the program.
148 2. Parents/guardians are critical partners in their children's academic achievement and social
149 development. Prior to a student attending the Alternative Education Program, the
150 parent/guardian and student are required to:
151 a. Attend an ~~intake~~ **orientation** session at the Alternative Education Center; and
152 b. Commit to the requirements of the District's Alternative Education Program in order to
153 enroll the student.
154 3. **Grade Reporting:**
155 a. Progress reports are provided by the AEP.
156 b. Report cards are issued by the home school from grades reported from the AEP.

157 158 **G. EXIT PROCEDURES:**

- 159 1. Students are recommended to return to their ~~home zoned~~ **schools** at the end of their
160 minimum assignment period if they have fulfilled the requirements of their ~~AEP contract~~
161 **disciplinary hearing decision, waived disciplinary hearing decision, or conclusion**
162 **of the Direct Referral decision.**
163 ~~If the student is approved to apply to attend the AEP as a result of a disciplinary hearing,~~
164 ~~or a waived disciplinary hearing, the AEP will abide by that recommendation.~~

- 165 2. ~~3.~~ When the student is approved to return to his/her home school, the home school **in**
166 **collaboration with the District's Director of Alternative Education** will schedule a
167 conference for the student and the parent/guardian to discuss re-entry issues.
168 3. ~~4.~~ **Notification/Records Exchange:**
169 a. ~~a. Home Schools:~~
170 ~~(1)~~ The AEP will provide to the home school all necessary information, including
171 attendance and grades, for all returning students.
172 b. ~~(2)~~ If a student's home school has changed during his/her assignment at the AEP, the
173 AEP should also provide the new home school a copy of the packet that resulted in the
174 student's assignment.
175 ~~The AEP should send a letter to the parent/guardian of students who are returning to~~
176 ~~their home school which should include the procedures they are to follow when re-~~
177 ~~enrolling students. This letter should be mailed with sufficient time for the~~
178 ~~parent/guardian to receive it prior to the student's withdrawal from the AEP.~~

180 **II. ALTERNATIVE EDUCATION SCHOOL**

181 **A. AES ENROLLMENT VIA APPLICATION:**

- 182
183
184 1. Students may apply to attend the AES instead of their designated District high school if
185 they are in need of a different path to obtain enough credits to earn a high school diploma.
186 2. **To enroll, a student must:**
187 a. Eligible to attend a District high school;
188 b. Be at least 16 years of age;
189 c. Have previously earned a minimum of five (5) credits;
190 d. Have reliable transportation to and from the AES daily; and
191 e. Attend an informational session prior to enrollment.
192 3. **Applications/Admissions:**
193 a. Admission will be granted to students who are closest to meeting graduation
194 requirements with priority placement going to juniors and seniors.
195 b. Applications remain on file for one semester from the date of submission.
196 c. Students will be notified when space is available.
197 d. After an initial interview, a student's file will be reviewed by the admissions committee
198 and applicant will be notified of his/her acceptance status.
199 e. A student is not guaranteed admission merely because he or she submits an
200 application or has an interview.
201 f. Following the interview, a student's file will be reviewed by the admissions committee
202 and applicant will be notified of his/her acceptance status.
203

204 **B. AES DIRECT ENROLLMENT:**

- 205 1. Students enrolling/re-enrolling at their zoned high school will be evaluated to determine
206 academic status.
207 2. Students who are determined to be two years or more behind their 9th grade enrollment
208 class will be assigned to attend the AES high school.
209 3. Students seeking a transfer under the District's transfer programs (see Administrative Rule
210 JBCD-R) may be assigned to attend the AES based on academic status.
211
212
213

214 **III. SPECIAL EDUCATION STUDENTS:**

215
216 Nothing in this Rule shall be interpreted to infringe on any right provided to students by the
217 Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or
218 the Americans with Disabilities Act.
219

220
221 Adopted: 8/25/05

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

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

224	Revised: 10/14/15; 7/1/18; x/x/25	
225		
226	Legal Reference	
227	O.C.G.A. 20-2-751.4	Policies prohibiting bullying; assignment to alternative school; notice
228	O.C.G.A. 20-2-150	Eligibility for enrollment
229	O.C.G.A. 20-2-154.1	Alternative education programs; intent; description; funding
230	O.C.G.A. 20-2-300	Implementation and funding authorized
231	O.C.G.A. 20-2-768	Expulsion/suspension for commission of a felony; alternative education system
232	O.C.G.A. 50-27-2	Legislative findings and declarations
233	O.C.G.A. 50-27-3	Georgia Lottery for Education Act; definitions
234	Rule 160-4-7-.10	Discipline
235	Rule 160-4-7-.19	Services for Agency-Placed Students
236	Rule 160-4-8-.12	Alternative Education Programs
237	Rule 160-5-1-.28	Student Enrollment and Withdrawal

GREEN highlights indicate content recommended by Accountability
BLUE highlights indicate content recommended by Teaching and Learning
ORANGE highlights indicate content recommended by ParkerPoe
TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IED-R Scheduling for Instruction

~~10/14/15~~ x/x/23

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 **unless waived under the District's Strategic Waiver School System contract**. The
6 District also recognizes that **digital learning days and/or** shortened school days offer
7 opportunities to both individual students and entire schools for academic enrichment and
8 professional learning. Students, for example, can use these days, if in an organized, endorsed
9 program, to pursue career and other transition-to-work opportunities while schools can use them
10 for training, planning, data analysis, and communication with parents/guardians.

11 12 RULE:

13 14 A. MINIMUM SCHOOL DAY FOR HIGH SCHOOL SENIORS (MINIMUM DAY **PROGRAM**):

15 1. Length of School Day:

16 The length of the school day for District high schools shall be maintained at a minimum
17 330 ~~required~~ instructional minutes for all students with the exception of those in:

- 18 a. State-approved internship or work-based learning programs; **and/or**
- 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 State** Board of Education provisions, fifth year seniors may
36 enroll in the course(s) needed to meet graduation requirements and be dismissed
37 directly 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 Students entering ninth grade in 2008-2009 and subsequent years must:

61 (a) Have passed a minimum of the following to qualify for Minimum
62 Day:

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

64 2) Two (2) required Mathematics credits, and

65 3) Two (2) required Science credits; and

66 (b) Be able to schedule all specified courses for high school graduation.

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

68 Students who are enrolled in a career technical education Internship/ Work-Based
69 Learning program and planning to take only **2½ two and one-half (2.5)** units per
70 semester their senior year must:

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

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

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

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

89 6. **Extracurriculars:**

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

93 7. **Program Evaluation:**

94 The Minimum Day program shall be periodically evaluated. Minimum Day shall also be
95 reviewed with the Georgia Department of Education on an annual basis to ensure
96 compliance with State Department policies and regulations.
97

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

99 1. The District may schedule **digital learning days or** early release days during the school
100 year for the purpose of school planned and conducted staff training or school improvement
101 planning/assessment activities.

102 2. **Students will utilize CTLs on digital learning days to access assignments from**
103 **their teacher(s).**

104 3. ~~2.~~ Students will be dismissed two hours early on Early Release days.

105 4. ~~3.~~ **Digital learning days and** early release days will be identified on the School Year
106 Calendar.

107

108 **C. CONFERENCE WEEK:**

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

111 1. Students will be released approximately two hours before the end of the regular school
112 day in order that parent/guardian conferences can be scheduled for each student.

113 2. A procedure shall be established to annually assess the effectiveness of parent/guardian-
114 teacher conferences.

115

116

117 Adopted: 1/27/83

118 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

119 Reviewed: 9/11/02

120 Reclassified an Administrative Rule: 9/1/04

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

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

123 Revised: 10/14/15; ~~x/x/24~~

124

125 Legal Reference

126 O.C.G.A. 19-09-0122 Delegation of authority; hardship

127 O.C.G.A. 20-02-0159.5 Dual credit courses; requirements

128 Rule 160-4-2-.12 Comprehensive Health and Physical Education Program Plan

129 Rule 160-4-2-.31 Hospital/Homebound Instruction

130 Rule 160-4-2-.34 Dual Enrollment

131 Rule 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First

132 Time in the 2008-09 School Year and Subsequent Years

133 Rule 160-4-3-.14 Work-Based Learning Programs

134 Rule 160-4-8-.09 Student Advisement

135 Rule 160-5-1-.02 School Day and School Year for Students and Employees

136 Rule 160-5-1-.18 Competitive Interscholastic Activities in Grades 6-12

137 Rule 160-8-1-.01 Georgia Virtual School Program



DISTRICT ADMINISTRATIVE RULE

IEJ-R Above-Grade Acceleration

7/22/15 ~~x/x/24~~

GBSA Reference: IEJ (Performance Contracting)

1 **RATIONALE/OBJECTIVE:**

2
3 In recognition that students who exceed grade level standards may benefit from acceleration,
4 **whole grade or single subject**, administration will establish District procedures which take the
5 whole child into consideration.
6

7 **RULE:**

8 **A. GENERAL PROVISIONS:**

- 9
10 1. The following items are critical to successful acceleration: academic ability, aptitude,
11 achievement, developmental factors/interpersonal skills, attitude, and support.
12 2. Oversight and guidance are provided by District Advanced Learning Program (ALP) staff.
13 Local schools are responsible for the implementation of the acceleration process.
14 3. Acceleration forms are provided to the local school by the ALP office.
15 4. A student must be enrolled in a Cobb County School District school for a minimum of six
16 (6) weeks before he/she can be considered for the acceleration process.
17 5. Acceleration from middle school to high school may not take place after the first ten days
18 of the school year.
19

20 **B. PROCEDURES:**

- 21 1. **Request:**
22 A formal request for consideration of acceleration, **whole grade or single subject**, must
23 be initiated by a parent/guardian, teacher, counselor, school administrator, or District ALP
24 staff, utilizing the approved Request for Consideration of Acceleration form obtained from
25 the local school.
26 2. **Review of Data:**
27 a. Once a request has been received, the local principal will designate a Local School
28 Contact to manage the acceleration process.
29 b. In conjunction with the student's regular classroom teacher, the Local School Contact
30 will compile student performance data on the Local School Data Review form.
31 c. A Child Study Team consisting of the school administrator, the student's current
32 classroom teacher, the ALP lead teacher at the school, and any other staff as
33 designated by the principal should review the parental request, student data, and
34 current sample of classroom work.
35 d. The Child Study Team may make a recommendation to submit the student's file to the
36 District ALP office for further consideration or may deny the request. This decision
37 should be based on quantitative and qualitative data and should be noted on the Local
38 School Data Review form along with rationale. If the request is denied, the
39 parent/guardian should be informed of the decision by the Local School Contact.
40 e. If the Child Study Team makes a recommendation for assessment, the ALP office
41 should review all documents and data provided and approve or deny the Child Study
42 Team recommendation for consideration of acceleration. The decision will be
43 communicated to the Local School Contact.
44 (1) If approved, a Parental Consent for Testing form will be sent to the parent/guardian
45 by the local school. The ALP office will provide appropriate assessment and
46 administrative documents to the Local School Contact. Administration and scoring
47 of assessments will be the responsibility of the local school.

(2) If denied, the local school will be notified and the parent/guardian should be informed of the decision by the Local School Contact.

3. **Assessment:**

- a. No assessment will be conducted unless parental permission is provided ~~and hearing and vision screenings are current within the last nine (9) month.~~
- b. The Local School Contact should determine that all critical items are met, as determined by the District's current national acceleration assessment instrument.

4. **Acceleration:**

- a. The Local School Contact will compile all the data from the District's current national acceleration assessment instrument in the Summary and Planning Record and the Acceleration Assessment Results form. The appropriate point requirement must be met for acceleration consideration.
- b. The Local School Contact should schedule a meeting with the parent/guardian, the Child Study Team, and additional staff as needed. If the student is eligible based upon his/her score for consideration for acceleration, a representative from the next grade level should attend. If acceleration to the next level (i.e. child is accelerating from elementary to middle or middle to high) is being considered, the ALP supervisor and/or designee and an administrator or designee from the receiving school should also attend if possible.
- c. The parent/guardian and Child Study Team should each receive a copy of the Acceleration Assessment Results form. The Child Study Team should review and discuss the data with the parent/guardian as needed.
- d. The decision to accelerate the student must be a unanimous decision of the parent/guardian, the Child Study Team and other relevant staff (see item B.4.b. above).
- e. If the decision is not unanimous, the student's placement may not be changed. A subsequent meeting may be scheduled after an additional six (6) weeks if new data is presented.
- f. The Local School Contact should record the team's decision ~~and any applicable intervention plan~~ on the Summary and Planning Record **as well as on the acceleration transition plan.**

5. If acceleration is pursued, the student advances on a probationary status. A review date should be scheduled six (6) weeks later so that committee members can review whether the acceleration has been successful. At that time a final determination regarding long-term acceleration should be made. If it is determined at the review that the acceleration has been successful, the probationary period will be concluded. **If it is determined that the acceleration has not been successful, the student will be returned to their previous placement unless the student has been accelerated to high school.**

6. **Recordkeeping:**

Upon the conclusion of the acceleration process, test results should be placed in the student's permanent record. Copies of the results should be provided to the parent/guardian and forwarded to District ALP staff.

7. **Monitoring:**

School staff should continue to monitor accelerated student placement and performance in accordance with the plan developed by the Committee.

Adopted: 9/25/03

Reclassified an Administrative Rule: 9/1/04

Revised: 5/26/05; 2/13/08

Revised and recoded: 9/27/12 (Previously coded as Administrative Rule IKEB)

Revised: 5/14/14; 7/22/15; ~~x/x/24~~

GREEN highlights indicate content recommended by Teaching and Learning

ORANGE highlights indicate content recommended by ParkerPoe

TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IFAA-R Instructional Resources Selection and Acquisition

~~7/1/22~~ **x/x/24**

GSBA Reference: IFAA (Textbook Selection and Adoption)

1 **RATIONALE/OBJECTIVE:**

2
3 In the Cobb County School District (District), ~~the identification of~~ **identifying** effective learning
4 resources is a systematic, data-driven process in which teaching & learning supervisors, **District**
5 **leaders,** teachers, and community members carefully review and evaluate learning resources.
6 The review process is vital for gathering feedback and data to inform the recommendation of
7 resources to the Board of Education.

8 **RULE:**

9
10 Teachers and students need access to a comprehensive collection of learning resources ~~that can~~
11 ~~be~~ customized to meet ~~the~~ **students'** diverse learning needs ~~of students~~ and provide teachers
12 with the necessary tools to ~~effectively~~ teach the Cobb Teaching & **and** Learning Standards
13 **effectively.**

14
15
16 Instructional resources shall be approved based on the extent to which they are aligned with the
17 Cobb Teaching and Learning Standards and District goals.

18
19 If requested, curriculum and instructional resource vendors shall be required to certify that all
20 curriculum and resources provided to the District comply with applicable state law and district
21 policies and rules.

22 **A. SOURCES OF CONTENT:**

- 23
24 1. Locally Developed Resources (LDR) are resources created by the **District's local school**
25 educators ~~in the District that.~~ **They** include, but are not limited to, multimedia resources,
26 problem-based activities, unit and lesson plans, and assessments.
- 27 2. Open Educational Resources (OER) are any ~~resources~~ print or non-print **resources** avail-
28 able at little or no cost that can be used to support teaching and learning. The ~~term~~
29 **content** can include, but is not limited to, textbooks, course readings, multimedia
30 resources, simulations, games, quizzes, assessment tools, and related content that can be
31 used for educational purposes.
- 32 3. Publisher-Produced Resources (PPR) are purchased content in print and/or non-print
33 formats that could include, but are not limited to, textbooks, full courses, content
34 cartridges, multimedia resources and professional learning services.
- 35 4. **Custom Content Development (CCD) are resources and educational materials**
36 **created or adaptations of educational materials adapted to meet specific District**
37 **needs, ensuring alignment with Cobb Teaching and Learning Standards and**
38 **District goals. Formats can include but are not limited to multimedia resources,**
39 **lesson plans, work text, digital content, and assessments.**

40 **PART I**

41 **A. CORE LEARNING RESOURCES:**

42 ~~Core Learning Resources are instructional materials and content which constitute the principal~~
43 ~~source of study for a state funded course, not including supplementary or ancillary material~~

(see Part II below) that include print and non-print resources provided for use by a whole class or specific course and are highly aligned to the Cobb Teaching and Learning Standards. These resources shall be presented to the Board for approval following a review process outlined below. **Core learning resources are the primary instructional materials for state-funded courses, excluding supplementary or ancillary content (See Part II below). These resources may include print or non-print materials, and custom-developed content, provided for use by entire classes or specific courses and aligned with the Cobb Teaching and Learning Standards.**

B. CORE LEARNING RESOURCES NEEDS ASSESSMENT:

1. Prior to the selection of **Before selecting** core learning resources, an evaluation of current resources by course/subject will be conducted to determine and address learning resource needs.
2. An analysis of the needs assessment will be conducted by the **The** Learning Resources department and respective Teaching & **and** Learning supervisor to determine the needs of a course/subject **will analyze the needs assessment**. The data gathered from the needs assessment will help determine the resources needed for review **content for the review committee Core Learning Resources Review Committee**.

C. CORE LEARNING RESOURCES REVIEW COMMITTEE:

Review Committees are established for each course/subject area. The Review Committee will be created jointly by the Learning Resource department and the Teaching & Learning supervisor based on recommendations made by the local school principals. Every school who teaches the course/subject under review will have the opportunity to be represented. **If the District identifies the need to purchase publisher content, the Learning Resource Department and the Teaching and Learning Supervisor will collaborate to form a Content Review Committee. Educators will be selected based on recommendations from local school principals.** Members will:

1. Review Committee members will have **unlimited** access to all materials, including print and non-print **materials, to evaluate the resources' alignment with the Cobb Teaching and Learning Standards**.
2. The material and digital access information will be available at the school site/location to allow for hands-on, daily experiences with the resources.
3. Committee members will have unlimited access to the resources during the review process, so they can evaluate the effectiveness of the resources and collect student feedback.
4. All communication with the learning resource provider will be made through the Learning Resource department.

D. CUSTOM-CREATED CONTENT REVIEW COMMITTEE:

If the District identifies the need to create custom content based on the needs assessment, a Custom Content Development Committee will be established to oversee the development and review of all materials. The review committee will be created jointly by Learning Resources, Teaching and Learning, Accountability, and representatives from the relevant subject areas and schools.

1. **Committee members will have unlimited access to all materials, including print and digital, to evaluate the resources' alignment with the Cobb Teaching and Learning Standards.**
2. **All communication with the publisher will be through the Learning Resource Department.**

E. ~~D.~~ DISTRICT-WIDE REVIEW OF CORE LEARNING RESOURCES REVIEW PROCESS:

1. **After the review committee(s) have evaluated the materials, the recommended resources will be made available at all schools for content/subject area teachers**

98 **to review over 30 days. During this time, teachers can assess the print, non-**
99 **print, and/or custom-developed content through hands-on, daily interactions.**

- 100 2. ~~1. The following general criteria shall be used in the selection and evaluation of core~~
101 ~~learning resources~~ **The subject/content teachers will evaluate the resources on the**
102 **following general criteria:**
- 103 a. Resources shall support and be consistent with the District's mission, vision, and goals.
 - 104 b. Resources shall directly support the ~~instruction of the~~ Cobb Teaching and Learning
 - 105 Standards.
 - 106 c. Resources shall include digital learning resources that are device agnostic and Learning
 - 107 Tools Interoperability (LTI) compliant **can be integrated into the Cobb Teaching**
 - 108 **and Learning System (CTLS).**
 - 109 d. Resources shall promote the integration of higher-level thinking skills.
 - 110 e. Resources shall meet high standards of quality in factual content and presentation.
 - 111 f. Resources shall be appropriate for the course/subject area.
 - 112 g. Resources shall be appropriate for the student's age, **and** emotional and social
 - 113 development.
 - 114 h. Resources shall enhance the user's experience and have aesthetic and literary value.
 - 115 i. Resources shall avoid bias and adhere to standards of sensitivity relative to student
 - 116 race, gender, religion, culture, ethnicity, disability, and socioeconomic status in
 - 117 compliance with applicable state **and federal** law and district policies and rules.
 - 118

119 **F. COMMUNITY REVIEW OF CORE LEARNING RESOURCES:**

- 120 1. ~~The resources under review will be made available district wide and to the public~~
121 ~~throughout the review period. All print, non-print, and digital resources will be made~~
122 ~~available for review at a central location during regular business hours for a minimum of~~
123 ~~ten (10) working days. To the extent possible, all digital resources will be made available~~
124 ~~through the district website. District staff and community members who wish to review~~
125 ~~suggested resources will be asked to provide feedback, and this data will be used to inform~~
126 ~~the decision-making process.~~
- 127 2. Any materials identified as possibly inappropriate shall be brought to the attention of the
- 128 Superintendent or designee **Superintendent's or designee's attention.**
- 129 3. Material determined to be inappropriate to the general population of Cobb County shall be
- 130 returned to the review committee for re-consideration **reconsideration.**
- 131 4. The Superintendent or designee shall be responsible for securing Board approval prior to
- 132 the opening of each school year for any course or program K-12 for which students will not
- 133 be provided instructional resources on a one per student basis or class sets.

134

135 **G. RECOMMENDATION FOR ACQUISITION OF CORE LEARNING RESOURCES:**

- 136 1. ~~2. The procedure for selection and acquisition of core learning resources is as follows:~~
- 137 a. ~~Develop specific criteria for the subject area course to be used in the selection and~~
 - 138 ~~evaluation of learning resources.~~
 - 139 b. ~~Complete the review of subject area and course needs assessment.~~
 - 140 c. ~~Identify the type and number of core learning resources to be reviewed based on the~~
 - 141 ~~results of the needs assessment.~~
 - 142 d. ~~Select review committee members for each subject area and course being reviewed.~~
 - 143 ~~Every school that offers the course/subject under review will have the opportunity to~~
 - 144 ~~be represented.~~
 - 145 e. ~~Evaluate submitted resources by the learning resource review committee.~~
 - 146 f. ~~Provide for district wide and public review of print and non-print resources~~
 - 147 ~~throughout the process.~~
 - 148 g. Collect **The learning resources committee will collect** and analyze all data
 - 149 gathered during **the** review period regarding:
 - 150 a. ~~(1) Cobb Teaching and Learning Standards alignment;~~
 - 151 b. ~~(2) General criteria;~~
 - 152 c. ~~(3) Specific subject area and course criteria;~~
 - 153 d. ~~(4) Digital resources and ease of use;~~

- 154 e. ~~(5)~~ Student and teacher feedback; **and/or**
155 f. ~~(6)~~ District wide and public feedback.
- 156 2. ~~a.~~ A technical **Technology Services will conduct a technical** review of all
157 recommended resources ~~will be conducted by Technology Services to assure~~ **ensure**
158 compatibility with CCSD hardware and networks.
- 159 3. ~~b.~~ Based on the data collected and the outcome of the process a recommendation will be
160 made **and technical review, the learning resources committee will recommend**
161 **make a recommendation** to the Superintendent.
- 162 4. ~~c.~~ The Superintendent or designee will present a full report and recommendation to the
163 Board.
- 164 5. ~~d.~~ The criteria for the acquisition of **acquiring** supplementary resources should be
165 consistent with the general criteria ~~used for the selection of~~ **for selecting** core learning
166 resources.
- 167 6. ~~e.~~ If the need arises for a limited review of core learning resources, such as for a newly
168 developed course, an ad hoc committee must be formed to review proposed material. Ad
169 hoc committees must have a minimum of three members familiar with the ~~standards of~~
170 ~~the newly developed course~~ **course's standards**. The criteria for the acquisition of core
171 learning resources for a newly developed course should be consistent with the general
172 criteria.

173
174 **F. ~~E.~~ COMMUNITY & DISTRICT WIDE REVIEW OF CORE LEARNING RESOURCES:**

- 175 1. The resources under review will be made available district wide and to the public
176 throughout the review period. All print resources will be made available for review at a
177 central location during regular business hours for a minimum of ten (10) working days. To
178 the extent possible, all digital resources will be made available through the district
179 website. District staff and community members who wish to review suggested resources
180 will be asked to provide feedback, and this data will be used to inform the decision making
181 process.
- 182 2. Any materials identified as possibly inappropriate shall be brought to the attention of the
183 Superintendent or designee.
- 184 3. Material determined to be inappropriate to the general population of Cobb County shall be
185 returned to the review committee for re-consideration.
- 186 4. The Superintendent or designee shall be responsible for securing Board approval prior to
187 the opening of each school year for any course or program K-12 for which students will not
188 be provided instructional resources on a one per student basis or class sets.

189
190 **PART II**

191
192 **A. SUPPLEMENTAL LEARNING RESOURCES:**

- 193 1. ~~Supplementary~~ **Supplemental** learning resources are **resources in** any medium, print or
194 non-print, designed to supplement the core learning resources purchased at the District or
195 local school level. These materials include, but are not limited to, articles, online
196 simulations, worksheets, novels, biographies, speeches, videos, music, and similar
197 resources in any medium, including both physical or digital.
- 198 2. Local ~~Schools~~ **schools** have the flexibility to acquire supplemental learning resources to
199 support the District-provided core learning resources.
- 200 a. In no instance shall a school purchase instructional resources which supplant the Board
201 approved core learning resources without following the procedure for pilot projects as
202 outlined in **Administrative** Rule ICD-R (Pilot Projects).
- 203 3. **Non-School Materials/Outside Presenters:**
- 204 All non-school print and non-print materials utilized in the instructional program by
205 teachers, students, and guest presenters shall be supportive of the adopted curriculum for
206 the course being taught and appropriate for the targeted audience. It is the responsibility
207 of the teacher to preview non-school materials prior to use and to inquire of a guest
208 presenter information regarding his/her objectives and the contents of his/her
209 presentation prior to the presentation.

210 4. **Materials Provided by Businesses and Commercial Concerns Entities:**

- 211 a. The intent of the business or commercial **concern entity** contributing the material must
- 212 be judged to be of a community service nature rather than a matter of commercialism
- 213 **or profit.**
- 214 b. The use of instructional materials provided by businesses and commercial **concerns**
- 215 **entities** must be in keeping with District procedures intended to protect students from
- 216 commercial exploitation and to preserve instructional time from non-educational
- 217 interference. The District's procedures are detailed in Administrative Rule JHA-R
- 218 (Student Activities Fund Raising) and Administrative Rule KJ-R (Advertising in the
- 219 Schools).
- 220

221 **B. SELECTION OF SUPPLEMENTAL LEARNING RESOURCES**

222 Supplemental learning resources should be considered on the basis of the following:

- 223 1. The author or producer should be qualified as a subject specialist;
- 224 2. Concepts, content, and vocabulary should be appropriate for the potential user;
- 225 a. Content harmful to minors shall be prohibited. As defined in O.C.G.A. §20-2-324.6,
- 226 "harmful to minors" means that quality or description or representation, in whatever
- 227 form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:
- 228 (1) Taken as a whole, predominantly appeals to the prurient, shameful, or morbid
- 229 interest of minors;
- 230 (2) Is patently offensive to prevailing standard in the adult community as a whole with
- 231 response to what is suitable material for minors; and
- 232 (3) Is, when taken as a whole, lacking in serious literary, artistic, political, or scientific
- 233 value for minors.
- 234 b. Content that advocates for divisive concepts shall be prohibited. As defined in O.C.G.A.
- 235 §20-1-11, "divisive concepts" means any of the following concepts, including views
- 236 espousing such concepts:
- 237 (1) One race is inherently superior to another race;
- 238 (2) The United States of America is fundamentally racist;
- 239 (3) An individual, by virtue of his or her race, is inherently or consciously racist or
- 240 oppressive toward individuals of other races;
- 241 (4) An individual should be discriminated against or receive adverse treatment solely or
- 242 partly because of his or her race;
- 243 (5) An individual's moral character is inherently determined by his or her race;
- 244 (6) An individual, solely by virtue of his or her race, bears individual responsibility for
- 245 actions committed in the past by other individuals of the same race;
- 246 (7) An individual, solely by virtue of his or her race, should feel anguish, guilt, or any
- 247 other form of psychological distress;
- 248 (8) Performance-based advancement or the recognition and appreciation of character
- 249 traits such as a hard work ethic are racist or have been advocated for by individuals
- 250 of a particular race to oppress individuals of another race; or
- 251 (9) Any other form of race scapegoating or race stereotyping.
- 252 (a) As defined in O.C.G.A. §20-1-11, "race scapegoating" means assigning fault or
- 253 blame to a race, or to an individual of a particular race because of his or her
- 254 race. Such term includes, but is not limited to, any claim that an individual of a
- 255 particular race, consciously and by the virtue of his or her race, is inherently
- 256 racist or is inherently inclined to oppress individuals of other races.
- 257 (b) As defined in O.C.G.A. §20-1-11, "race stereotyping" means ascribing character
- 258 traits, values, moral or ethical codes, status, or beliefs to an individual because
- 259 of his or her race.
- 260 3. Facts presented should be accurate and up to date;
- 261 4. Information should be logically arranged;
- 262 5. Subject matter should hold the attention of the student;
- 263 6. Format of the material should be attractive and durable;

- 264 7. Illustrations should be pertinent and well executed;
 265 8. Items should meet a real or potential need;
 266 9. Evaluations from standard selection aids should be given consideration;
 267 10. Topics of a sensitive nature (i.e. social, political, religious) should be given a balanced
 268 treatment, with both pros and cons represented; **and**
 269 11. Equipment for purchase shall be considered on the basis of the following:
 270 a. ~~12.~~ Quality;
 271 b. ~~13.~~ Durability;
 272 c. ~~14.~~ Ease of use;
 273 d. ~~15.~~ Ease of maintenance and serviceability;
 274 e. ~~16.~~ Functionality;
 275 f. ~~17.~~ Safety; and
 276 g. ~~18.~~ Cost.

277
 278 **C. SUPPLEMENTAL LEARNING RESOURCES PREVIEW/PERMISSION:**

- 279 1. **Preview:**
 280 Teachers are responsible for completely previewing all supplemental materials (regardless
 281 of their source) before using them for whole-class instruction.
 282 2. **Permission:**
 283 The Teacher, **or** Principal **or** ~~/~~designee of a school may require written permission (Form
 284 IFAA-1 [Parent/Guardian Permission Form for Supplementary Materials]) of
 285 parents/guardians prior to the reading/viewing of supplementary materials if in his/her
 286 opinion the content may be of a sensitive nature within the school's community or the age
 287 group served by the school.

288
 289 **D. ALTERNATIVE ASSIGNMENTS:**

290 Professional discretion of the Principal or designee and staff must be used in the use of
 291 supplementary materials which might include topics of a sensitive nature as perceived by the
 292 community served. Parents/guardians of a student always have the option of requesting
 293 alternative assignments.
 294

295 **PART III**

296 **A. SPECIAL EDUCATION:**

297 Due to the unique needs of students in special education programs, teachers and
 298 administrators are authorized to select instructional resources to be consistent with the
 299 Individualized Education Program (IEP) of each student. While separate adoption is not
 300 required for special education programs and courses, special education students must be
 301 provided, free of charge, appropriate instructional materials as dictated by their IEP's or other
 302 program planning conducted for each student.
 303
 304

305 Adopted: 7/26/79
 306 Revised: 4/28/83; 8/8/84; 6/7/91; 6/25/92, 1/13/93; 7/26/93; 7/28/94; 8/9/95; 11/10/99
 307 Reclassified an Administrative Rule: 9/1/04
 308 Revised: 1/13/10
 309 Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IJJ)
 310 Revised: 2/25/16; 7/1/22; ~~x/x/24~~

311
 312 Legal Reference

313 O.C.G.A. 20-1-11	Protecting Students First Act
314 O.C.G.A. 20-2-1010	SBOE prescribes textbooks
315 O.C.G.A. 20-2-168	Distribution of federal funds; summer school programs; year-round operation
316 O.C.G.A. 20-2-324.6	Content Harmful to Minors
317 O.C.G.A. 20-2-786	Parent Bill of Rights
318 Rule 160-4-4-.10	Textbook/Instructional Materials Selection and Recommendation
319 Rule 160-4-4-.20	Learning Resources Advisory Committee



DISTRICT ADMINISTRATIVE RULE

IG-R School Counseling Program

~~12/8/22~~ x/x/24

RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes the importance of balanced educational programs and services designed to provide academic and career preparation of all the district's children and youth. The District's school counselors advocate to remove barriers to student learning while contributing to a school culture where students feel safe and supported.

RULE:

A. PROGRAM DEVELOPMENT:

1. The counseling program shall provide school counseling and advisement services in accordance with State Board of Education Rules and the Cobb County School District School Counseling Comprehensive Guide by certified school counselors in each of the schools and alternative school programs in the District. Some components of the counseling program may be provided by, or in collaboration with, other staff members and/or qualified consultants.
2. Each school will develop a comprehensive school counseling program plan in accordance with the Cobb County School District School Counseling Comprehensive Guide to address the needs of their school and students in areas of academics, college and career readiness, and interpersonal skills.

B. PROGRAM COMMUNICATION:

Information will be provided annually to parents/guardians and community stakeholders regarding access to counseling services, academic advisement, and upcoming events pertinent to the counseling program.

C. PROGRAM ACTIVITIES:

The counseling program shall be responsible for ensuring that the following are provided through developmentally appropriate activities:

1. Counselors will provide information to students annually on how to access counseling services including maintaining a referral system, providing both planned programs for all students, and providing responsive services as requested by students and parents.
2. Counselors will provide interpersonal skills counseling in individual and small group settings and respond, as needed, in a timely manner to situations requiring crisis counseling.
3. Counselors will provide or and support programs in their schools that align with standards and competencies described in the Cobb County School District School Counseling Comprehensive Guide, and any state or federal law or state board rule related to school counseling or career development programming.
4. Counselors will provide and/or support programs in their schools to address academic achievement, college and career readiness, and interpersonal skills.
5. Counselors will provide opportunities for students to develop and achieve goals through the implementation of a comprehensive school counseling program that includes delivery

- of services through individual counseling, small group counseling, classroom instruction, and/or large group activities.
6. Counselors will address college and career awareness and/or career skill development at every grade level.
 7. Counselors will plan appropriate transition **and advisement** activities to prepare and inform students and **parents families** regarding successful transition from elementary school to middle school, middle school to high school, and high school to a wide variety of post-secondary options.
 8. **Counselors will provide instruction on suicide prevention in grades K-12 and Erin's Law/SB401 lessons in grades K-5.**

Adopted: 12/8/22

Revised: x/x/25

Legal Reference:

O.C.G.A. 19-7-5

O.C.G.A. 20-2-143

O.C.G.A. 20-2-161.3

O.C.G.A. 20-2-182

O.C.G.A. 20-2-211

O.C.G.A. 20-2-327

O.C.G.A. 20-3-242

O.C.G.A. 20-2-779.1

Rule 160-4-2-.48

Rule 160-4-8-.05

Rule 160-4-8-.01

Rule 160-4-2-.34

Rule 160-4-8-.09

Reporting child abuse

Sex education and AIDS prevention instruction; implementation; student exemption

Dual Enrollment Act; purpose; dual credit courses; eligibility for participation; eligibility for payment

Program weights to reflect funds for payment of salaries and benefits; maximum class size; reporting requirements; application to specific school years

Annual contract; disqualifying acts; job descriptions

Recognition of advanced proficiency/honors courses; counseling and development of individual graduation plans

Web based counseling and resources for students

Suicide prevention and awareness training

High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years

School Counseling

Student Support Services

Dual Enrollment

Student Advisement

GREEN highlights indicate content recommended by Teaching and Learning

BLUE highlights indicate content derived from Administrative Rule IDD-R and Board Policy JQM

ORANGE highlights indicate content recommended by ParkerPoe

TAN highlights indicate conformation/editorial changes



DISTRICT ADMINISTRATIVE RULE

IGB-R Student Support Teams/Response to Intervention

~~10/14/15~~ x/x/25

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 **provide accelerated interventions to all students at**
7 **risk for poor learning and/or behavior outcomes**. The procedures of this rule will be applied
8 for students in Grades **Pre-K-12** to help assure that the **tiered support and** SST/Response to
9 Intervention (RtI) process will be **are** consistently applied.

10 11 RULE:

12 13 A. DEFINITIONS:

14 1. ~~Additional Instruction:~~

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

20 2. ~~Data Teams:~~

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

23 3. ~~Differentiated Instruction:~~

24 Instructional strategies designed to meet individual student learning needs **by adjusting**
25 **the content, process, products, or learning environment through ongoing**
26 **assessment and flexible grouping**.

27 4. ~~Early Intervention Program (EIP):~~

28 A program designed to support students in need of additional assistance in the elementary
29 grades with reading and mathematics **Instructional programming designed for**
30 **students in grades kindergarten through fifth who are at risk of not reaching or**
31 **maintaining their academic grade level based on their performance on state or**
32 **national assessments or performance measures in English Language**
33 **Arts/Reading, Mathematics, or both to help them meet grade-level expectations**
34 **within the shortest possible time. EIP is established by State Board Rule 160-4-**
35 **2-.17 with guidance from the Georgia Department of Education's Early**
36 **Intervention Program (EIP) Guidelines.**

37 5. ~~Response to Intervention (RtI) Remedial Education Program (REP):~~

38 A practice of academic and/or behavioral interventions designed to provide early, effective
39 assistance to underperforming students. Researched-based interventions are
40 implemented and frequent progress monitoring is conducted to assess student response
41 and progress. The student's response is used as feedback to more accurately target
42 interventions. When students do not make progress, increasingly more individualized
43 interventions are introduced. **Instructional programming designed to provide**
44 **individualized basic skills instruction for students in grades 6-12 who have**
45 **identified deficiencies in reading, writing, or mathematics. REP provides a**

46 **structure for additional instruction and evidence-based interventions to ensure**
47 **students meet grade level expectations at the middle and high school level. REP**
48 **is established by State Board Rule 160-4-5-.01 with guidance from the Georgia**
49 **Department of Education Remedial Education Program Guidelines.**

50 5. **Tiered Support:**

51 **A structured framework consisting of multiple levels designed to address the**
52 **academic and behavioral needs of students. This approach is proactive and**
53 **preventive, utilizing data and tailored instruction to address students' academic**
54 **and behavioral requirements, facilitating their overall growth.**

55 6. **6. Student Support Team (SST):**

56 An interdisciplinary group **team** that uses a systematic process to address learning and/or
57 behavior problems of students, K-12, in a school. **This team develops an intervention**
58 **plan that is progress monitored and located in the District-provided platform (see**
59 **the District's intervention guidance documents).** **The SST program is established**
60 **by State Board Rule 160-4-2-.32 with guidance from the Georgia Department of**
61 **Education Student Support Team Resource Manual.**

62
63 **B. RESPONSE TO INTERVENTION (RTI) PROCESS ASSESSMENT AND IDENTIFICATION:**

64 1. The Response to Intervention (RtI) Process is a problem-solving process in every school.
65 Students requiring additional instruction to meet individual learning expectations will
66 receive support through a systematic and purposeful RtI process. The number of students
67 requiring interventions will decrease as the level of intensity of the intervention increases.
68 **The District shall provide a universal screener in reading and math conducted**
69 **three times per year for students in grade K-8 to help identify students who may**
70 **be at risk for poor outcomes across one or more domains (i.e., reading and**
71 **math).**

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

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

75 b. Evidence-based instruction as the core of classroom instruction.

76 c. Evidence-based interventions of increasing levels of intensity based on progress
77 monitoring.

78 d. The use of a variety of ongoing assessment data to determine which students are not
79 meeting success academically and/or behaviorally.

80 e. Data Teams in each school serve as the driving force for instructional decision making in
81 the building.

82 f. Purposeful allocation of instructional resources based on student assessment data.

83 **In grades K-3, the universal screener will also serve as the state-mandated**
84 **dyslexia screener.**

85 3. **Interventions:** are recorded and progress is monitored at Tiers 2 and 3. Scheduled team
86 meetings are held to either continue monitoring student progress or change/add
87 interventions as needed. If the student is improving, the strategies may stay the same,
88 continue or discontinue. If the student is not responding, problem-solving continues and
89 more intensive strategies for improvement are applied. If the student does not
90 demonstrate adequate progress, a recommendation to conduct formal assessments to
91 determine eligibility for Special Education Services or other programs may result.

92 a. **K-12 students at risk for poor learning outcomes based on available**
93 **assessment data, including but not limited to universal screeners, will receive**
94 **interventions through tiered support.**

95 b. **For K-3 students scoring significantly at-risk on the reading universal**
96 **screener, an intervention plan shall be developed within fifteen (15) school**
97 **days of the assessment.**

98 c. **Parent(s)/guardian(s) shall be notified of the intervention plan which will**
99 **begin within thirty (30) days of the assessment.**

100
101 **C. RTI—APPLYING INTERVENTIONS EARLY INTERVENTION PROGRAM (EIP):**

102 1. Schools and teachers are to address the needs of students to the extent possible within
103 the classroom through differentiation of instruction, activities, and support in grades K-12.
104 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;
- (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);
- (2) Report card grades;
- (3) Early Intervention Program (EIP) assessments; and/or
- (4) Student records.

d. Recommendations from teachers, administrators, counselors, other school staff, and parents/guardians.

Eligibility:

Entrance and exit criteria for EIP eligibility are established by the Georgia Department of Education.

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. **Interventions/Monitoring:**
 - a. **Early intervention programming shall include targeted, evidence-based interventions and frequent progress monitoring.**
 - b. **Students qualifying for EIP will receive evidence-based interventions that are supplemental to core instruction and delivered to small groups or individually.**
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
 - (5) School psychologist
 - (6) Subject area specialist
 - (7) ESOL teacher
 - (8) Special education teacher
 - (9) School social worker
 - (10) Central office personnel
 - (11) Section 504 coordinator
 - (12) Other appropriate personnel
 - b. Parents/guardians shall be invited to participate in all meetings of their child's SST/Tier 3 and in the development of interventions for their child.

Parental Notification:

- a. **Parent(s)/guardian(s) shall be notified when their student qualifies for EIP support and offered the opportunity to be involved in EIP decisions.**

- 163 b. **Schools shall provide a 10-day notice of opportunity to conference about a**
164 **potential EIP student's performance and EIP.**

166 **D. DOCUMENTATION OF SST/RtI ACTIVITIES REMEDIAL EDUCATION PROGRAM (REP):**

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

- 168 1. Student's general information;
- 169 2. Names of team members;
- 170 3. Meeting dates;
- 171 4. Identification of student learning and/or behavior problems;
- 172 5. Any records of assessment;
- 173 6. Intervention plan and implementation results; and
- 174 7. Follow up and, as appropriate, continuous evaluation.

175
176 In general, no student, who has shown a pattern of underachieving throughout the course of a
177 school year, should be retained without being a part of an intervention process, which may
178 include: identification, assessing, analyzing the results, providing intervention strategies,
179 notifying parents/guardians and monitoring progresses.

181 The Remedial Education Program (REP) is an instructional program designed for students in
182 grades 6-12 who have identified deficiencies in reading, writing, or math. The REP Program
183 can be designed to be a part of a tiered system of support to address the needs of the whole
184 child. The REP provides a schedule-based structure for additional supplemental instruction and
185 evidence-based interventions to ensure students meet grade level expectations at the middle
186 and high school level.

187 1. **Eligibility:**

188 **Eligibility criteria for REP is established by the Georgia Department of Education.**

189 2. **Interventions/Monitoring:**

- 190 a. **Remedial programming shall include additional instruction and/or evidence-**
191 **based interventions and progress monitoring.**
- 192 b. **Students qualifying for REP will receive instruction and/or interventions that**
193 **are supplemental to core instruction and delivered to small groups or**
194 **individually.**

196 **E. NOTIFICATION TO PARENTS/GUARDIANS SST/TIERED SUPPORT:**

197 **District schools will provide evidence-based academic and behavioral interventions**
198 **that target the area(s) of need with increasing frequency, intensity, and duration.**
199 **Student progress will be monitored and analyzed to assess the effectiveness of**
200 **interventions and adjustments made accordingly.**

- 201 1. Reasonable efforts should be made to keep parents/guardians informed and active in their
202 child's education. When the student is identified as needing prescribed interventions for a
203 specific concern, parents/guardians are to be notified in writing, through email or by
204 phone. Parents/guardians are partners and play a strong role in the Response to
205 Intervention (RtI) process and progress analysis. Once intervention strategies have been
206 implemented, parents/guardians are to be kept abreast of progress or lack thereof through
207 meeting notifications or regular progress updates.

208 **Tier 1:**

209 **Schools will provide high-quality, school-wide academic and behavioral**
210 **instruction and supports to meet the diverse needs of all students through**
211 **differentiated instruction.**

- 212 2. Prior to any recommendations for retention, promotion or placement for students, refer to
213 the established criteria in the Administrative Rule IHE-R (Promotion and Retention).

214 **Tier 2:**

215 **Students whose screening results and/or other data sources indicate academic**
216 **and/or behavior risks, including risk for significant reading deficiencies and/or**
217 **characteristics of dyslexia, receive evidence-based small group intervention that**
218 **targets the students' area of need and supplements core instruction and supports**
219 **provided at Tier 1. Parents will be notified that their student is receiving**
220 **intervention(s) in the area of need.**

- 221 3. **SST/Tier 3:**

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Each school's SST shall establish support team procedures. Identified students will receive intensive and individualized evidence-based interventions provided with more intensity, frequency, and duration than Tier 2 interventions, as determined by the SST. Interventions are provided in addition to core instruction and the supports provided at Tier 1. Parents will be invited to participate in the interdisciplinary meetings, in which an intervention plan is developed, and progress is discussed.

F. FEDERAL/STATE PROGRAMS

1. **Nothing in this Rule shall be interpreted to supplant services provided to students under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.**
2. **Nothing in the Rule shall be interpreted to supplant services provided to students under State Board Rule 160-4-5-.02 (Language Instruction Program For English Learners).**

Adopted: 2/13/13
Revised: 10/14/15; ~~x/x/25~~

Legal Reference	Special Education Services
O.C.G.A. 20-2-152	<u>Early Intervention Program</u>
<u>Rule 160-4-2-.17</u>	Student Support Team
Rule 160-4-2-.32	<u>Remedial Education</u>
<u>Rule 160-4-5-.01</u>	Evaluations and Re-evaluations
Rule 160-4-7-.04	

GREEN highlights indicate content recommended by Accountability
BLUE highlights indicate content recommended by Teaching and Learning
PURPLE highlights indicate content recommended by Policy and Planning
ORANGE highlights indicate content recommended by ParkerPoe
TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IHA-R Grading Systems

7/1/19 x/x/25

1 RATIONALE/OBJECTIVE:

2
3 The Accountability and Research Division, in conjunction with the Academic Division, of the Cobb
4 County School District (District) shall devise a grading system which shall be used to report
5 student progress toward academic standards to parents/guardians and to record this progress in
6 each student's educational record.

7
8 The administration is also authorized to establish differentiated quality points based upon the
9 academic demands of specified high school courses.

10 RULE:

11 The following grading systems shall be used in the District:

12 A. GENERAL GUIDELINES:

13 1. Assignment of Grades:

14 While the District's grading system has been developed cooperatively between the
15 Accountability and Research Division, the Academic Division, and local school educators, the
16 final evaluation of students and the assignment of grades is the responsibility of school
17 administrators and teachers. The following guidelines shall be followed in the calculation of
18 grades:

19 a. Courses with state-required end-of-course assessments will count this test as the only
20 comprehensive final exam and must calculate the score as part of the final grade.

21 b. Grade Changes:

22 In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher shall be required,
23 coerced, intimidated, or disciplined in order to change the grade of a student. **This Rule**
24 **shall not apply when a teacher has failed to comply with the grading Policies or Rules**
25 **adopted by the District or written procedures established by a school within the District**
26 **that are applicable to the grading process unless such a** **However, teachers are**
27 **required to abide by Board Policies, District Rules, and the school's written**
28 **procedures that are applicable to the grading process, unless the** Policy, Rule,
29 or procedure would require a student be given a grade different than the actual grade
30 achieved. Nothing in this Rule shall be construed to prevent a principal or other school
31 administrator from discussing the grade of a student with a classroom teacher. Further,
32 this Rule shall not be construed to prevent the Superintendent, Chief Accountability
33 and Research Officer, or designee from changing a student's grade. Any grade change
34 made by a person other than the classroom teacher must be clearly indicated in the
35 student's school records and must indicate the person responsible for making such
36 grade change.

37 2. Late Enrollment:

38 Students enrolling in the District when two weeks or less remain in the evaluation period
39 shall receive evaluation marks based on the transcript from the sending school.

40 Parents/guardians shall be notified of this procedure.

41 3. Notification of Failure:

45 The Principal should establish school procedures requiring parent/guardian notification
46 prior to a student's receiving a failing grade as a final grade for an evaluation period,
47 quarter or semester.

48 **4. Accommodations/Modifications:**

- 49 a. Accommodations are changes in instruction that enable students to demonstrate their
50 classroom abilities. They provide equity, not advantage. Appropriate accommodations
51 for students with disabilities do not reduce or lower the standards or expectations for
52 content and do not invalidate assessment results. Therefore, students with
53 accommodations may earn the same credit as those not receiving accommodations.
54 Accommodations will adhere to the State Special Education Accommodations Manual
55 and the decisions of the IEP/504 Team.
- 56 b. Modifications are alterations that change, lower, or reduce learning expectations.
57 Modifications can increase the gap between the achievement of students with
58 disabilities and expectations for proficiency at a particular grade level. Consistent use
59 of modifications could adversely affect students throughout their educational career.
60 Modifications in statewide assessments may invalidate the results.

61
62 **B. ELEMENTARY SCHOOL:**

63 **1. Kindergarten and Grades 1, 2, and 3:**

- 64 a. Students shall be evaluated on two scales that reflect the implementation of state
65 mandated standards along with District-developed additions to those standards.
- 66 b. **Academic Areas:**
67 Performance in some academic areas shall be marked on the following scale:
68 **3+** = Exceeds Standards-in addition to the 3, makes applications and inferences
69 beyond expectations;
70 **3** = Meets Standards-consistently and independently;
71 **2** = Progressing toward meeting the standards;
72 **1** = Limited progress or does not meet the standards; and
73 **N/A** = Not assessed at this time.
- 74 c. **Learning Skills/Behaviors:**
75 Learning skills and behaviors shall be marked on the following scale:
76 **S** = Successful;
77 **P** = Progressing; and
78 **N** = Needs Improvement.
- 79 d. As provided by **Georgia State** Board of Education Rule 160-4-2-.13 and confirmed by the
80 Board, standards-based report cards will be limited to Kindergarten and Grades 1, 2, and
81 3.

82 **2. Grades 4-5:**

- 83 a. Students in grades 4 and 5 shall be evaluated in Reading, Language Arts, Mathematics,
84 Social Studies, Science, and Health by means of numerical grades. Letter grades
85 represent the following numerical grades:
86 **A** Shall represent an average of 90-100 and shall indicate superior achievement.
87 **B** Shall represent an average of 80-89 and shall indicate above average achievement.
88 **C** Shall represent an average of 74-79 and shall indicate average achievement.
89 **D** Shall represent an average of 70-73 and shall indicate minimum achievement.
90 **F** Shall represent an average of below 70 and shall indicate failure to achieve.
- 91 b. Reading shall be reported as a **numeric** grade and **Above, On,** or **Below Level.**
- 92 c. Art, Music, and Physical Education shall be evaluated by means of an A, B, C, D, or F,
93 according to the following guidelines:
94 **A** Shall indicate superior achievement.
95 **B** Shall indicate above average achievement.
96 **C** Shall indicate average achievement.
97 **D** Shall indicate minimum achievement.
98 **F** Shall indicate failure to achieve.
- 99 d. In grades 4 and 5 a letter grade of D or above shall indicate that the student's
100 academic performance complies with the Georgia Board of Education Rule 160-4-2.13
101 Grading Systems, which establishes 70 as a minimum passing score.

e. Conduct and Study/Work Habits shall be evaluated as:

- S** = Satisfactory;
- NI** = Needs Improvement; or
- U** = Unsatisfactory.

C. MIDDLE SCHOOL:

1. Grades:

All subjects shall be graded by means of numerical grades. Letter grades represent the following numerical grades:

- A** Shall represent an average of 90-100 and shall indicate superior achievement.
- B** Shall represent an average of 80-89 and shall indicate above average achievement.
- C** Shall represent an average of 74-79 and shall indicate average achievement.
- D** Shall represent an average of 70-73 and shall indicate minimum achievement.
- F** Shall represent an average of below 70 and shall indicate failure to achieve.

2. Incomplete Work:

~~I~~ Shall represent incomplete work:

- A student may have fourteen (14) calendar days after the close of each semester to complete make-up work that shall be accepted on the same basis for all students.
- The Principal may extend this time for medical reasons. A student is ineligible for interscholastic activities until the make-up work is completed and the required passing grade(s) is/are recorded.

3. ~~2.~~ Conduct:

Conduct shall be evaluated as:

- S** = Satisfactory;
- NI** = Needs Improvement; or
- U** = Unsatisfactory.

4. ~~3.~~ All high school rules and procedures shall apply to high school courses taken in middle school, including, but not limited to grading, withdrawing, and scheduling.

D. HIGH SCHOOL:

1. Grades:

Student performance shall be recorded on the permanent record using numerical grades. Letter grades represent the following numerical grades:

- A** Shall represent an average of 90-100 and shall indicate superior achievement.
- B** Shall represent an average of 80-89 and shall indicate above average achievement.
- C** Shall represent an average of 74-79 and shall indicate average achievement.
- D** Shall represent an average of 70-73 and shall indicate minimum achievement.
- F** Shall represent an average of below 70 and shall indicate failure to achieve.

2. Incomplete Work:

~~I~~ Shall represent incomplete work:

- A student may have fourteen (14) calendar days after the close of each semester to complete make-up work that shall be accepted on the same basis for all students.
- The Principal may extend this time for medical reasons. A student is ineligible for interscholastic activities until the make-up work is completed and the required passing grade(s) is/are recorded.

3. ~~2.~~ Conduct:

Student conduct shall be evaluated as:

- S** = Satisfactory,
- NI** = Needs Improvement, or
- U** = Unsatisfactory

4. ~~3.~~ Advancement:

Refer to Administrative Rule IHE-R (Promotion and Retention) for requirements to advance with the student's entering class.

5. ~~4.~~ Late Enrollment: Grading of High School Students Who Enter During a Semester:

a. Previously Enrolled:

158 Students who enter a District high school during a semester who have previously been
159 enrolled in a high school program shall be graded on the basis of their transcript from
160 the previous school attended and their performance in class for the remainder of the
161 semester.

162 b. **Not Previously Enrolled:**

163 Students who enroll in a District high school during the semester who have not
164 previously been enrolled in school during that semester shall declare at the time of
165 enrollment whether or not their participation in class shall be on an audit basis or a
166 credit basis:

- 167 (1) The school should make every effort to involve parents/guardians in this
168 declaration of intention at the time of enrollment.
- 169 (2) Students enrolling in a District high school for the first time during a semester on a
170 credit basis shall be responsible for the content and objectives for the total
171 semester's work and all grade-bearing activities for the class. Teachers shall be
172 responsible for informing students of their obligation for grade-bearing activities,
173 but they shall not be responsible for providing information to students on content
174 that was presented prior to the time of the student's enrollment in school. These
175 students will be assigned grades for credit at the end of the semester based upon
176 their declared intention at the time of enrollment.

177 6. ~~5.~~ **Withdrawing:**

178 a. **From a Course:**

179 If a student withdraws from a course after the first ten days of the semester, the
180 withdrawing student will receive the grade of 10 in the course, and the course and
181 grade shall be recorded on the cumulative record. The Superintendent or designee may
182 make exceptions to this paragraph if a different action is appropriate. In the event the
183 Superintendent or designee elects to change a withdrawing student's grade of 10, the
184 grade change and identity of the party responsible for the grade change must be
185 clearly indicated in the withdrawing student's record.

186 b. **From School:**

187 If a student withdraws from school prior to the completion of a semester, the courses
188 taken, grades earned, or attendance shall not be recorded on the cumulative record.
189 This information shall be recorded on the withdrawal form and the decision concerning
190 grades and credits shall be the responsibility of the school to which the student
191 transfers.

192 7. ~~6.~~ **Transfer of Grades and Credits Between Block and Non-Block Schedules
193 Within the District:**

194 The District will make every attempt to accommodate the scheduling needs of high
195 school students who transfer between block and non-block schools within the District.
196 Course placement will be based on courses passed as reflected on the official
197 transcript, the date of the transfer, the availability of classes, and prerequisite
198 requirements.

199 8. ~~7.~~ **Transferring Grades and Credits from Accredited and Non-Accredited
200 Schools:**

201 a. **Course Titles:**

202 Transfer course titles will be changed to the appropriate Cobb County course titles for
203 courses in English, mathematics, science, social studies, foreign language, health, and
204 the specific course Personal Fitness. Transfer elective course titles will be changed to
205 broad categorical titles, such as physical education, business education, and other
206 appropriate categories.

207 b. **Credit:**

208 (1) **Accredited Schools:**

- 209 (a) Carnegie unit credit received from the schools accredited by a designated
210 regional or state accrediting agency will be accepted as established by
211 Georgia State Board of Education Rules and Cobb County School District
212 Administrative Rules.

- 213 (b) Grades of students transferring from schools accredited by a designated
214 regional or state accreditation agency will be recorded as numerical grades.

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(c) **Quality points for transfer grades for Honors, AP, and college/university courses will be determined based upon the issuing district's policies.**

(d) ~~(e)~~ For students transferring to a **Cobb County District** High School from an accredited school as defined previously the following procedures will be followed:

1. Student grades will be subject to the following conversion scale.

A+	= 99	B+	= 89	C+	= 79	D+	= 73	F	= 69 and below
A	= 95	B	= 85	C	= 76	D	= 72		
A-	= 90	B-	= 80	C-	= 74	D-	= 70		

2. In cases where the issuing school uses a grading scale different from Cobb County's, the numerical grade to be recorded will be derived by the following steps:

- Converting the transferred numerical grade to a letter grade according to the issuing school's grading scale, and then,
- Assigning a numerical grade based on the preceding conversion scale.

3. If grades of pass or fail are received, the following procedure must be applied:

- Fail will be recorded as "F", and no credit will be included in the calculation of the cumulative average;
- Pass will be recorded as "P", and no credit will be included in the calculation of the cumulative average.

4. If a situation occurs where the above procedures adversely affects the academic standing of the student, a request for transcript review may be made to the school administration. A written request for a transcript review may be made for a **central District-level** review through the Principal only after the local appeal.

(2) **Non-Accredited Schools, Non-Traditional Education Centers, and/or Home Schools:**

(a) **Probationary Placement:**

Students transferring from a non-accredited school, non-traditional education center or from a home study program will be granted probationary placement based on records of prior school(s), home study programs and/or non-traditional education centers and satisfactory performance of the student for a grading period.

- Students who successfully complete the probationary courses will receive credit and the transfer grade (as documented by an official transcript or paperwork) from the non-accredited school or home study program. Mandatory state testing requirements for specific courses must also be met before **credit shall be is** issued.
- Courses for which there is no counterpart in the **Cobb County District** curriculum will be considered as electives and credit given in that category after academic courses have been validated.

(b) **Ninth Grade:**

Students entering the ninth grade from a non-accredited school, non-traditional education center, or from a home study program will be registered for on-grade-level classes unless the parent(s)/guardian(s) signs a waiver form requesting a different placement.

(c) **Grade Point Averages:**

Grade point averages are based on quality points as specified in 9.a. of this Rule and Administrative Rule IDCH-R (Dual/Joint Enrollment Program). Courses which receive extra quality points are specified in the "Quality Points" table below.

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8. **8. Repeated Courses:**
- a. Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.
 - b. A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and figured in the grade point average.
9. **9. Grade Point Average/Rank In Class/Honor Graduates:**
- a. A student's grade point average is based on quality points awarded for each grade earned.

QUALITY POINTS		
Regular Courses	Honors Courses (see school registration forms)	Advanced Placement (AP), and college/University courses as described in Rule IDCH-R
		International Baccalaureate (IB) 4 th and 5th Year Foreign World Language Mathematics Courses: Multi-Variable Calculus Science Courses: Advanced Physics Robotics Advanced Genetics/DNA Research Advanced Scientific Internship Chemical and Material Science Engineering Advanced Scientific Research
A = 4 0 Quality Points	A = 4.5 Quality Points	A = 5 1 Quality Points
B = 3 0 Quality Points	B = 3.5 Quality Points	B = 4 1 Quality Points
C = 2 0 Quality Points	C = 2.5 Quality Points	C = 3 1 Quality Points
D = 1 0 Quality Points	D = 1.5 Quality Points	D = 2 1 Quality Points
F = 0 Quality Points	F = 0 Quality Points	F = 0 Quality Points

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- b. **Class Rank:**
 - (2) The student's rank in class shall be assigned according to grade point average in descending order.
 - (3) When two or more students have the same grade point average, they shall be given the same rank in class, but each student shall be counted as though he/she were occupying a separate station in the ranking. For example: Students A, B, C have a GPA of 3.729. The immediately preceding average is 3.750 which ranks number 8 in the class. Students A, B, C are assigned rank number 9. Student D, with a GPA of 3.695 is assigned rank number 12.

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(4) Honor Graduates:

After the final computation of the grade point average, Honor Graduates shall be only the students with a grade point average of 3.500 or better.

10. ~~10.~~ Valedictorian/Salutatorian:

It is the option of the local school to recognize the valedictorian and salutatorian of the graduating class. If two or more persons earn exact equivalent GPA's (Grade Point Averages), each may be recognized with valedictory honors. The valedictorian and salutatorian will be determined by the grade point average at the end of the senior year.

11. ~~11.~~ Summer Educational Activities:

Student participation in summer educational activities such as the Governor's Honors Program, music camps, etc. may be noted on the student's permanent record as non-credit participation.

Adopted: 8/11/82

Revised: 4/28/83; 8/8/84; 6/25/92; 7/28/94; 2/1/02

Reclassified an Administrative Rule: 9/1/04

Revised: 8/13/08; 7/1/09

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

Revised: 11/13/13 (to be effective 7/1/14); 4/21/14; 7/3/14; 12/14/16; 7/1/19; ~~x/x/25~~

Legal Reference

O.C.G.A. 20-2-989.20 Grade Integrity

O.C.G.A. 20-2-157 Uniform reporting system (post-secondary op, HOPE, other financial aid eligibility)

Rule 160-4-2-.13 Statewide Passing Score

Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credits and/or Grades

Rule 160-5-1-.18 Competitive Interscholastic Activities in Grades 6-12

GREEN highlights indicate content recommended by Accountability
BLUE highlights indicate content recommended by Teaching and Learning
TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IHAB-R Report Cards

9/19/19 x/x/25

1 RATIONALE/OBJECTIVE:

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3 The Accountability and Research Division, in conjunction with the Teaching and Learning Division
4 shall devise a system to report student progress to parents/guardians.

5 6 RULE:

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8 See Administrative Rule IHA-R (Grading Systems) for guidelines regarding the changing of a
9 student's grade.

10 11 A. ELEMENTARY SCHOOL:

12 Student progress in the elementary schools shall be reported as follows:

- 13 1. Progress updates shall be available to parents/guardians after 4.5 4½ weeks of each
14 quarter.
- 15 2. Progress reports describing the student's progress in grades K-5 shall be available to
16 parents/guardians at the end of each nine-week period.
- 17 3. Parent-teacher conferences shall be scheduled with parents/guardians of all elementary
18 students (Administrative Rule IED-R [Scheduling for Instruction]).
- 19 4. It should be the responsibility of teachers to notify parents/guardians of students'
20 scholastic deficiencies.
- 21 5. ~~Reports indicating pupil placement for the next school year will be mailed to~~
22 ~~parents/guardians after the close of each school year if a stamped, self-addressed~~
23 ~~envelope is provided by the parent/guardian, or parents/guardians may request a copy in~~
24 ~~accordance with Administrative Rule JR-R (Student Records).~~ **Report cards and progress**
25 **reports will be available to parents/guardians digitally. Student placement for**
26 **the next school year will be indicated on the final report card for the school year.**

27 28 B. MIDDLE SCHOOL:

- 29 1. Grades of students in grades 6-8 shall be available to parents/guardians at 4½-week
30 and/or six-week intervals and when the final course grade is given at the close of the
31 scheduling term.
- 32 2. It shall be the responsibility of teachers to notify parents/guardians of students' scholastic
33 achievements and deficiencies through progress updates. These may include deficiencies
34 on progress reports as well as deficiencies related to the continuation criteria for advanced
35 content courses.
- 36 3. Schools should make efforts to inform parents/guardians/students when the student is in
37 danger of failing a course. Where possible, a deficiency notice (academic alert/progress
38 update) should precede a failing grade by a minimum of ten school days.
- 39 4. ~~Report cards may be mailed to parents/guardians after the close of each school year if a~~
40 ~~stamped, self-addressed envelope is provided by the parent/guardian, or~~
41 ~~parents/guardians may request a copy in accordance with Administrative Rule JR-R~~
42 ~~(Student Records).~~ **Report cards and progress reports will be available to**
43 **parents/guardians digitally.**

44 45 C. HIGH SCHOOL:

- 46 1. Grades of students in grades 9-12 shall be available to parents/guardians at six-week
47 intervals and when the final course grade is given at the close of the semester.
48 2. Schools should make efforts to inform parents/guardians/students when the student is in
49 danger of failing a course. Where possible, a deficiency notice (academic alert/progress
50 update) should precede a failing grade by a minimum of ten school days.
51 3. ~~Progress reports may be mailed to parents/guardians after the close of each school year if~~
52 ~~a stamped, self-addressed envelope is provided by the parent/guardian, or~~
53 ~~parents/guardians may request a copy in accordance with Administrative Rule JR-R~~
54 ~~(Student Records).~~ **Report cards and progress reports will be available to**
55 **parents/guardians digitally.**

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58 **D. NON-CUSTODIAL PARENT ACCESS:**

59 See Administrative Rule JC(1)-R (Non-Enrolling Parent Rights) regarding access to student
60 records by non-enrolling parents.

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63 Adopted: 8/11/82

64 Revised: 4/28/83; 7/11/84; 8/8/84; 7/11/85; 6/25/92; 7/28/94

65 Reviewed: 6/1/02

66 Reclassified an Administrative Rule: 9/1/04

67 Revised: 8/13/08

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

69 Revised: 11/13/13 (to be effective 7/1/14); 7/25/16; 9/19/19; ~~x/x/25~~

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71 Legal Reference

72 O.C.G.A. 20-2-989.20

Grade Integrity

73 Rule 160-4-2-.13

Statewide Passing Score

74 Rule 160-5-1-.07

Student Data Collection

GREEN highlights indicate content recommended by Accountability

BLUE highlights indicate content recommended by Teaching and Learning

ORANGE highlights indicate content recommended by ParkerPoe

PURPLE highlights indicate content relocated or cross-referenced to Administrative Rule IGB-R

TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

IHE-R Promotion and Retention

6/14/17 x/x/25

RATIONALE/OBJECTIVE:

The Cobb County School District (District) will, at a minimum, comply with all applicable authority and state requirements regarding the academic promotion, placement, and retention of students. The regulations of this policy apply to students in grades k-12 to help assure that basic promotion, placement, and retention criteria will be consistently addressed.

RULE:

A. DEFINITIONS:

1. ~~Accelerated Instruction:~~

~~Challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Governor's Office of Student Achievement, to meet grade level standards in the shortest time possible.~~

2. ~~Additional Instruction:~~

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

3. ~~Differentiated Instruction:~~

~~Instructional strategies designed to meet individual student learning needs.~~

4. ~~Early Intervention Program (EIP):~~

~~A program designed to support students in need of additional support in both reading and mathematics.~~

5. ~~Grade Level:~~

~~Standard of performance, as defined by the Governor's Office of Student Achievement, on the appropriate state-adopted assessments.~~

6. ~~Placement:~~

~~The assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.~~

7. ~~Placement Committee:~~

~~The committee established by the principal or designee to make placement decisions concerning a student who does not achieve proficiency on the appropriate state-adopted assessments.~~

8. ~~Promotion:~~

~~The assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.~~

9. ~~Response to Intervention (RtI):~~

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

10. Retention:

The re-assignment of a student to his/her current grade level during the next school year.

B. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR KINDERGARTEN:

1. State rules and regulations, as well as District requirements, will be followed regarding assessment procedures and criteria used to determine the readiness of a kindergarten student for first grade. Multiple, state-approved sources of data will be used to identify each student's strengths and needs, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods.
2. Georgia State Board of Education and District regulations will be followed when assessing the readiness of students who are not enrolled in the District's kindergarten programs but who wish to enroll in one of the District's first grade programs. Good cause exemptions may be considered, however, social-emotional or physical development should not be used as the sole criteria for retention or placement.
3. All or part of the following indicators shall be considered for kindergarten promotion:
 - a. Readiness level as established by the results of the state assessment;
 - b. Readiness level as indicated on the student report card; and
 - c. Teacher recommendation for promotion.
4. Placement decisions will be made on an individual basis. If a student is retained in kindergarten, written documentation of evidence supporting the decision will be filed in the student's permanent record.
5. Every effort should be made to consult with the child's parent(s)/guardian(s) about the placement; however, the principal will have the final authority for placement decisions. The student's parent(s)/guardian(s) will be notified of the final placement decision.
6. Students who spend a second year in kindergarten will be provided accelerated **tiered support and/or** differentiated ~~and/or additional~~ instruction **(see Administrative Rule IGB-R)**. No student will be retained in kindergarten more than once.
7. In general, no student should be retained without being a part of an intervention process, which may include: identification, assessment, analysis of results, intervention strategies, parental notification, and progress monitoring.

C. DISTRICT PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR GRADES 1 through 8:

1. Promotion:

All or part of the following indicators shall be considered:

a. Grades 1, 2, and 4:

- (1) Readiness level as established by the results of the appropriate **state-approved adopted assessment (grades 1 and 2) and the appropriate** state-adopted assessment **(grade 4)** in the areas of reading and/or mathematics.
- (2) Readiness level as indicated on the student report card.
- (3) Teacher recommendation for promotion.

b. Grades 3 and 5:

- (1) Readiness level as established by the results of the appropriate state-adopted assessment in the areas of reading and/or mathematics.
- (2) Readiness level as indicated on the student report card.
- (3) Teacher recommendation for promotion.
- (4) Clear demonstration of grade level competency in mathematics and reading. ~~(see Section E below)~~

c. Grades 6 through 8:

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In order to earn promotion to the next grade level, the student must meet all of the following criteria:

- (1) Pass math, English/language arts, and one additional core subject for the year or demonstrate minimum proficiency on the appropriate state-adopted assessment in math, English/language arts and one additional core subject.
- (2) Earn a combined overall passing average for all scheduled courses for the year; and
- (3) Demonstrate an appropriate level of reading comprehension as measured by Lexile score.

2. Placement/Retention:

- a. The principal or designee shall implement a process to:
 - (1) Determine whether each student shall be retained or placed based on a review of the overall academic achievement and any reasons **for suggesting to consider** a good cause exemption. Factors to be considered include, but are not limited to:
 - (a) Standardized test scores
 - (b) Learning ability of student;
 - (c) Previous interventions (including RtI);
 - (d) Previous retentions;
 - (e) Age and maturity of student;
 - (f) Attendance; **and/or**
 - (g) Teacher recommendation.
 - (2) Develop/revise ~~an accelerated~~ **a tiered support and/or** differentiated ~~and/or additional~~ instructional plan **(see Administrative Rule IGB-R)** for each student who does not earn promotion.
- b. Retention of students should be made at the lowest level.
- c. The principal or designee shall annually notify the parent(s)/guardian(s) that promotion, placement, or retention of a student into a grade, class, or program will be based on the student's academic achievement.
- d. Placement decisions will be made on an individual basis. If a student is retained, written documentation of evidence supporting the decision will be filed in the student's permanent record.
- e. If placement or retention is recommended, the principal or designee will consult with the child's parent(s)/guardian(s). The principal will have the final authority regarding placement and retention decisions. The student's parent(s)/guardian(s) will be notified of the final decision.
- f. In general, no student should be retained without being a part of an intervention process, which may include: identification, assessment, analysis of results, intervention strategies, parental notification, and progress monitoring.

3. Retention Limitations:

No student will be retained more than once in each of the following grade categories:

- Grades 1 or 2
- Grade 4
- Grades 6 or 7

D. RETENTION OF A STUDENT WHO HAS EARNED PROMOTION IN GRADES 6-8:

In order for a student who has earned promotion in grades 6-8 to be retained, written documentation shall be maintained in the student's permanent record and shall include the following information:

1. A parent/guardian written statement outlining the reasons for requesting the retention and/or a school-initiated written request with accompanying written approval of the request by the parent/guardian;
2. Statement from two professional sources from outside the student's school justifying the retention for educational reasons; and
3. Written approval of the retention request and justification of the retention for educational reasons by the principal, the Superintendent, and two teachers, other than an athletic coach, who have taught the student.

155 **E. STUDENT SUPPORT, TESTING AND NOTIFICATION REQUIREMENTS FOR GRADES 3,**
156 **5, AND 7:**

157 1. **Identification:**

158 Any third, fifth or seventh grade student that scores below grade level in mathematics
159 and/or reading, as measured multiple assessments (e.g. nationally normed standardized
160 assessments, DRA, classroom assessments, etc.) administered each fall, will be identified
161 as needing specific interventions to improve the student's performance.

162 2. **Interventions:**

163 An intervention process will be put in place for support of students identified below grade
164 level in mathematics and/or reading. This process includes identification, assessment,
165 analysis of results, intervention strategies, parental notifications, and progress monitoring.
166 If the student's math and/or reading level shows improvement, the strategies may stay
167 the same, continue or discontinue. If the student is not responding more intensive
168 strategies for improvement may be applied.

169 Interventions may include, at the discretion of the local school:

- 170 a. Additional instruction;
- 171 b. Differentiated instruction; and/or
- 172 c. Early Intervention Program (EIP).

173 3. **Notification to Parents:**

- 174 a. Reasonable efforts should be made to keep parents informed and active in their child's
175 education. When the student is identified as performing below grade level,
176 parents/guardians should be notified.
- 177 b. Parents/guardians should also be notified that if these interventions do not yield
178 performance that clearly demonstrates that the student has made enough progress to
179 be considered on grade level by the end of the school year, the student may be
180 retained.

182 **F. HIGH SCHOOL PROMOTION INDICATORS:**

183 Students shall be on track to advance with the graduating class they enter as a ninth grader
184 (or under which they are placed upon transfer) with the following indicators:

- 185 1. Maintain the following minimum units of credit required for promotion.
 - 186 a. 10th grade: 5 units
 - 187 b. 11th grade: 10 units
 - 188 c. 12th grade: 16 units
- 189 2. For students enrolling in the ninth grade for the first time in the 2008-2009 school year
190 and for subsequent years, the following requirements must also be met in order to
191 advance with the entering graduating class:
 - 192 a. 10th grade: 5 units, including one full credit each of state required or core coursework
193 in mathematics, science, and English/language arts.
 - 194 b. 11th grade: 10 units, including two full units each of state required or core coursework
195 in mathematics, science, and English/language arts.

196 **Students placed in ninth grade who do not meet expectations on the math and/or**
197 **reading portions of the eighth grade end of grade Georgia Milestone assessment**
198 **(state rule 160-4-2-.11) shall be placed in skills building math and/or reading**
199 **classes in the ninth grade.**

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202 Adopted: 8/11/82

203 Revised: 4/28/83; 7/11/84; 8/8/84; 7/11/85; 4/28/88; 6/8/88; 1/10/90; 6/25/92; 7/28/94; 8/24/00; 2/1/02; 5/22/03;
204 7/22/04

205 Reclassified an Administrative Rule: 9/1/04

206 Revised: 2/21/06; 7/27/06; 1/10/07; 8/13/08; 4/13/11

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

208 Revised: 2/13/13; 7/4/14

209 Waiver: 9/10/14 (Section D waived for the 2014-2015 school year)

210 Revised: 11/12/14 (to incorporate Policy JQM)

211 Waiver: 5/6/16 (Section D waived for the 2015-2016 school year)

212 Revised: 5/5/17; 6/14/17; ~~x/x/25~~

213
214 Legal Reference

215 O.C.G.A. 20-2-282

Georgia Academic Placement and Promotion Policy

216	O.C.G.A. 20-2-283	Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students
217		in grades three, five and eight; implementation
218	O.C.G.A. 20-2-284	Criteria for local boards of education; model placement and promotion policy
219	O.C.G.A. 20-2-2162	Military children; placement based on current educational assessments; subsequent evaluations
220	O.C.G.A. 20-2-281	Assessment of effectiveness of educational programs
221	O.C.G.A. 20-2-285	Placement and Promotion policy - implementation timetable
222	Rule 160-3-1-.07	Testing Programs- Student Assessment
223	Rule 160-4-2-.11	Promotion, Placement, and Retention
224	Rule 160-5-1-.18	Competitive Interscholastic Activities in Grades 6-12

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DISTRICT ADMINISTRATIVE RULE

IHF-R Graduation Requirements

~~12/7/23~~ x/x/25

1 ~~The District complies with all State Board Rules and policies regarding graduation requirements,~~
2 ~~credit transfers, and awarding of credits to students.~~

3

4 **RATIONALE/OBJECTIVE:**

5 The Cobb County School District (District) shall provide secondary school teaching, learning, and
6 support services that reflect the high school graduation and state assessment requirements and
7 assist all students in developing their unique potential to function in society. **The District**
8 **follows all State Board Rules and policies regarding graduation requirements, credit**
9 **transfers, and awarding of credits to students unless waived under the District's**
10 **Strategic Waiver School System contract and shall meet or exceed all standards as set**
11 **forth by applicable accrediting agencies.**

12

13 ~~Requirements for regular high school graduation from the District shall meet or exceed all rules~~
14 ~~and standards as set forth by the State Board of Education and applicable accrediting agencies.~~

15

16 **RULE:**

17

18 **A. INSTRUCTIONAL SUPPORT AND DELIVERY SERVICES:**

19 The District shall provide instructional support and delivery services. These services shall
20 include, but are not limited to the following:
21 1. Beginning in sixth grade, students will be provided a continuous advisement component to:
22 a. Familiarize students with graduation requirements;
23 b. Help students identify the likely impact of individual career objectives on the program
24 of study they plan to follow, including career pathways; and
25 c. Provide annual advisement updates to report progress and offer alternatives in meeting
26 graduation requirements and career objectives.
27 2. Record keeping and reporting services that document students' progress toward
28 graduation and include information for the school, parents/guardians, and students.
29 3. Diagnostic and continuous evaluation services that measure individual student progress in
30 meeting competency expectations for graduation.
31 4. Instructional programs, resources, and accelerated intervention opportunities to assist
32 each student in meeting graduation requirements.
33 5. Appropriate curriculum and assessment procedures for students who have been identified
34 as having disabilities that prevent them from meeting the prescribed competency
35 performance requirements.

36

37 **B. APPLICATION:**

38 This Rule is effective for students enrolling in the ninth grade for the first time in 2008-2009
39 and subsequent years.

40

41 **C. DEFINITIONS:**

42 1. **Career, Technical and Agricultural Education (CTAE) Pathways:**

43 Three elective units in a coherent sequence that includes rigorous content aligned with
44 industry-related standards leading to college and work readiness in a focused area of
45 student interest.

46 2. **Core Courses:**

47 Courses identified as "c" or "r" in the Georgia Board of Education's list of state-funded
48 courses for the specified program of study (see State Board of Education Rule 160-4-2-
49 .20).

50 3. **Elective Courses:**

51 Any courses identified as "e" in the Georgia Board of Education's list of state-funded
52 courses that a student may select beyond the core requirements to fulfill the unit
53 requirements for graduation (see State Board of Education Rule 160-4-2-.20).

54 4. **Georgia Alternate Assessment (GAA):**

55 An alternate assessment based on alternate academic achievement standards. The GAA is
56 a standardized, task-based assessment with multiple access points designed for students
57 with significant cognitive disabilities under the Individuals with Disabilities Education Act
58 (IDEA) whose Individualized Education Program (IEP) team has determined they are
59 unable to meaningfully access the regular assessment program, even with maximum
60 appropriate accommodations. The purpose of the GAA is to ensure that students with
61 significant cognitive disabilities are provided access to the state academic content
62 standards and given the opportunity to demonstrate achievement of the knowledge,
63 concepts, and skills inherent in the standards.

64 5. **Required Courses:**

65 Specific courses identified as "r" in the Georgia Board of Education's list of state-funded
66 courses that each student in a program of study shall pass to graduate from high school
67 (see State Board of Education Rule 160-4-2-.20).

68 6. **Secondary School Credential:**

69 A document awarded to students at the completion of the high school experience:

70 a. **High School Diploma:**

71 The document awarded to students certifying that they have satisfied attendance, unit
72 requirements, and any applicable state assessments.

73 b. **High School Certificate:**

74 The document awarded to students who have earned 23 units but do not complete all
75 of the criteria for a diploma.

76 c. **Transition Diploma:**

77 The document awarded to students with disabilities assigned to a special education
78 program who have not met the state assessment requirements referenced in Georgia
79 Board of Education Rule 160-3-1-.07 "Testing Programs-Student Assessment" or who
80 have not completed all of the requirements for a high school diploma but who have
81 nevertheless completed their IEP. This document is referenced as a Special Education
82 Diploma in Georgia State Board Rule 160-4-2-.48 **and does not terminate Free and
83 Public Education for students with an Individual Education Plan.**

84 d. **Alternate Diploma:**

85 The document awarded to students with the most significant cognitive disabilities who
86 were assessed using the alternate assessment aligned to the alternate academic
87 achievement standards. While this diploma is standards-based and aligned with the
88 state requirements for the regular high school diploma (High School Diploma), it is not
89 a regular high school diploma. Therefore, an alternate diploma does not terminate Free
90 and Appropriate Public Education (FAPE) for students with an Individualized Education
91 Program (IEP).

92 7. **Significant Cognitive Disabilities:**

93 Students with significant intellectual disabilities or intellectual disabilities concurrent with
94 motor, sensory or emotional/behavioral disabilities who require substantial adaptations
95 and support to access the general curriculum and require **additional instruction an
96 integrated curriculum** focused on relevant life skills and **may** participate in the Georgia
97 Alternate Assessment (GAA).

98 8. **Unit:**

99 One unit credit awarded for a minimum of 150 clock hours of instruction or 135 hours of
100 instruction in an approved block schedule.

101 9. **Unit, Summer School:**

One unit of credit awarded for minimum of 120 clock hours of instruction.

D. GENERAL PROVISIONS:

The District has based local graduation requirements on Georgia State Board of Education Rule 160-4-2-.48 and requires the following:

1. Attendance:

- a. Attendance is required for high school students in accordance with state law and State Board of Education Policies, Georgia Board of Education Rule 160-5-1-.10.
- b. Students must be enrolled in a minimum of two and a half units of credit each semester as they progress toward high school graduation. For exceptions to this Rule, see Administrative Rule IED-R (Scheduling for Instruction).

2. Units of Credit:

- a. All District high schools shall make available to all students the required programs of study.
- b. A course shall count only once for satisfying any unit of credit requirement for graduation.

AREAS OF STUDY

COURSE	UNITS REQUIRED
English/Language Arts*	4
Mathematics*	4
Science*	4 The 4 th science unit may be used to meet both the science and an elective requirement, but shall count as only one unit unless otherwise specified.
Social Studies*	3
CTAE and/or World Languages and/or Fine Arts	3
Health and Physical Education*	1
Electives	4
TOTAL UNITS (MINIMUM)	23

***Required Courses and/or Core Courses**

3. Course Credit:

Credit may be earned in the following ways:

a. Regular School Program:

- (1) Unit credit shall be awarded only for courses, grades 9-12, as approved by the Georgia State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 Georgia standards. The IEP, if applicable, shall specify whether core courses taken as part of an IEP shall receive core unit credit.
- (2) No course credit may be awarded for courses in which instruction is based on the Georgia standards for grade K-8.
- (3) Completion of diploma requirements does not necessarily qualify students for the Hope Scholarship Program.

b. Dual Enrollment:

See Administrative Rule IDCH-R (Dual/Joint Enrollment Programs).

c. Work Experience:

Work Experience credit is awarded during the school year only for on-the-job experience phase of the Career, Technical and Agricultural Education (CTAE) Work Based Learning programs:

(1) Traditional Schedule:

Students may earn from .5 up to a maximum of 1.5 units per semester, depending upon his/her individual schedule, grade level, graduation status, and job placement.

(2) Block Schedule:

145 Students may earn a maximum of two units per semester, depending upon
146 his/her individual schedule, grade level, graduation status, and job placement.

147 d. **Non-Traditional Course Delivery:**

148 (1) **Definition:**

149 Non-Traditional course delivery is course delivery that is outside of the
150 traditional programs as outlined above. This includes online courses,
151 correspondence courses and private school courses taken while concurrently
152 enrolled in Cobb County during the school year and summer.

153 (2) **Requirements:**

- 154 (a) Students may earn credit toward graduation through non-traditional delivery
155 provided the course(s) meet(s) District curriculum and assessment
156 requirements, and the course provider is accredited by a regional accreditation
157 institution.
- 158 (b) Students seeking a diploma from the **Cobb County School** District must meet
159 the enrollment requirements of Administrative Rule IED-R (Scheduling for
160 Instruction).
- 161 (c) **Hardship Cases:**
- 162 The Superintendent or designee shall exercise discretion in approving credit
163 for courses delivered through non-traditional methods or waiving provisions
164 stated above for hardship cases on an individual basis.
- 165 (d) Credit for courses delivered through non-traditional methods may be applied
166 toward the graduation requirements for all diplomas. Options include:

167 1) **Cobb Virtual Academy/Georgia Virtual:**

- 168 a) **Cobb Virtual Academy** provides year-round online courses for initial
169 credit and credit recovery to high school students enrolled in the District.
170 Online course offerings and enrollment information may be found on the
171 **Cobb Virtual Academy** website at www.cobbvirtualacademy.org
172 b) The Georgia Virtual School provides year-round online courses for initial
173 credit and credit recovery to high school students in those courses not
174 offered by **Cobb Virtual Academy** online course offerings and
175 enrollment information may be found on the Georgia Virtual School
176 website at www.gavirtualschool.org

177 2) **Credit Recovery:**

178 The District provides course credit recovery opportunities for students
179 who have previously failed a course through online curriculum delivery
180 systems.

181 (3) **Correspondence Courses, Online Courses, and Private School Courses**
182 **(Other than Cobb Virtual Academy, Georgia Virtual School and other State**
183 **Credit Recovery programs, or courses receiving prior District approval):**

184 Credit will be given for correspondence, online, and private school courses taken
185 while concurrently enrolled in the District (including summer term) for elective
186 credit when the student complies with the following provisions:

- 187 (a) Before the student enrolls in the course, the course is approved using Form IHF-
188 1 (Request for Approval to Take Non-Traditional Courses).
- 189 (b) While the student is enrolled in a District school, completion of one credit as
190 recorded on an official transcript will be required before the school officials
191 authorize enrollment in another non-traditional course.
- 192 (c) The course provider is accredited by a regional accreditation institution.
- 193 (d) The course includes a final evaluation component, and the course provider
194 provides evidence that the administration of the final examination has been
195 appropriately proctored.
- 196 (e) If a course is approved for a graduating senior, the school must receive the
197 transcript no later than the last day of senior classes.

198 e. **Subject Area Competency Testing:**

199 In accordance with State Board Rule 160-5-1-.15, students who successfully
200 demonstrate subject area competency through a state-adopted or state-approved
201 assessment instrument may earn up to three units of credit toward graduation.

202 f. **High School Courses Taken in Middle School:**

- 203 (1) Upon completion of high school courses taken at the middle school level the final
204 grade will be recorded on the high school transcript.
205 (2) High school credit earned in middle school will count toward graduation but grades
206 for these courses will not be calculated into the student's high school Grade Point
207 Average (GPA).

208 g. **Summer School:**

209 The District offers tuition-based course opportunities for all high school students
210 during the summer recess.
211

212 **E. AREAS OF STUDY:**

213 Courses listed below in the program meet the entrance requirements for public post-
214 secondary institutions in Georgia. Students who are planning to attend a school other than a
215 Georgia public institution should check the specific requirements of the school they wish to
216 attend. In order to receive a diploma, students must also pass the requirements as referenced
217 in **Georgia State** Board of Education Rule 160-3-1-.07.

218 1. **General Provisions:**

219 a. Courses that earn unit credit are listed in the **Georgia State** Board of Education's list of
220 state-funded courses.

221 b. Students may select courses listed in the **Georgia State** Board of Education's list of
222 state-funded courses within the following guidelines:

223 (1) **Required Courses:**

224 Any course identified as "r" is required and must be successfully completed.

225 Another course cannot be substituted for them unless otherwise specified in the

226 **Georgia State** Board of Education's list of state-funded courses (see State Board of
227 Education Rule 160-4-2-.20).

228 (2) **Core Courses:**

229 Any course identified as "c" is a core course and may be selected to count as one of
230 the core unit requirements (see State Board of Education Rule 160-4-2-.20).

231 (3) **Elective Courses:**

232 A course identified as "e" is an elective course that may be selected beyond the
233 core requirements to fulfill the unit requirements (see State Board of Education
234 Rule 160-4-2-.20).

235 2. **English/Language Arts:**

236 Four units of credit in English language arts shall be required of all students. A full unit of
237 credit in Ninth-Grade Literature and Composition and a full unit of credit in American
238 Literature/Composition shall be required. All courses that may satisfy the remaining units
239 of credit are identified with a "c." The Writing, Conventions, and Listening, Speaking, and
240 Viewing strands of the Georgia Performance Standards shall be taught in sequence in
241 grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

242 3. **Mathematics:**

243 a. Four units of core credit in mathematics shall be required of all students, including
244 Algebra I or its equivalent, Geometry or its equivalent, and **Advanced** Algebra II or its
245 equivalent. Additional core courses needed to complete four credits in mathematics
246 must be chosen from the list of **GSE Georgia Board of Education**/IB/dual enrollment
247 designated courses.

248 b. **Students with disabilities:**

249 (1) The mathematics requirements above apply to each student with a disability,
250 consistent with his or her IEP. Students with Disabilities may, upon determination
251 of the IEP team, who earn credit in Coordinate Algebra/Algebra I/or the equivalent,
252 Analytic Geometry/Geometry/or the equivalent, Advanced Algebra/Algebra II/or the
253 equivalent, along with two support courses (3 core and 2 electives) to meet
254 mathematics diploma requirements. Successful completion of 3 core units of
255 mathematics may not meet the mathematics admission requirements for entrance
256 into a University System of Georgia institution or other post-secondary institution
257 without additional coursework.

258 (2) Students with Disabilities, who were identified prior to high school enrollment and
259 have a disability affecting mathematics achievement, may, upon determination of
260 the IEP team, follow an alternate course sequence to meet mathematics course
261 requirements. The alternate course sequence allows a student earning core credit

262 in Coordinate Algebra or Algebra I and Analytic Geometry or Geometry, with two
263 additional state-approved mathematics courses, to satisfy the minimum
264 mathematics requirements for high school graduation. IEP teams should utilize the
265 Students with Disabilities- High School Mathematics Decision Rubric, as outlined by
266 the Georgia Department of Education when making the determination regarding
267 alternate course sequence. Successful completion of this pathway may not meet
268 the mathematics admission requirements for entrance into a University System of
269 Georgia institution or other post-secondary institution without additional
270 coursework.

271 **4. Science:**

- 272 a. Four units of credit in science shall be required of all students, including:
- 273 (1) One unit of Biology;
 - 274 (2) One unit of either Physical Science or Physics;
 - 275 (3) One unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB
276 course; and
 - 277 (4) One additional science unit.
- 278 b. The fourth science unit may be used to meet both the science and an elective
279 requirement but shall count as only one unit unless otherwise specified.
- 280 c. Any AP/IB science course may be substituted for the appropriate courses listed above.

281 **5. Social Studies:**

282 A total of three units of credit shall be required in social studies:

- 283 a. One unit in United States History;
- 284 b. One unit in World History;
- 285 c. One-half unit of American Government/Civics shall be required; and
- 286 d. One-half unit of Economics shall be required.

287 **6. CTAE/World Languages/Fine Arts:**

288 A total of three units of credit shall be required from the following areas: CTAE and/or
289 World Languages and/or Fine Arts. Students are encouraged to select courses in a focused
290 area of interest.

291 **a. Career, Technical and Agricultural Education (CTAE) Pathways:**

- 292 (1) Students may earn three units of credit in a coherent sequence of CTAE courses
293 through a self-selected pathway leading to college readiness and a career readiness
294 certificate endorsed by related industries.
- 295 (2) Students are encouraged to complete a pathway when selecting electives.

296 **b. World Language:**

- 297 (1) Students are encouraged to earn two units of credit in the same language.
- 298 (2) Students planning to enter or transfer into a University System of Georgia
299 institution or other post-secondary institution must earn two units of the same
300 language.
- 301 (3) Technical College System of Georgia institutions do not require world language
302 credit for admissions.
 - 303 (a) Students whose native language is not English may be considered to have met
304 the world language expectation by exercising the credit in lieu of
305 enrollment option if they are proficient in their native language. A formal
306 examination is not necessary if other evidence of proficiency is available.
307 NOTE: Not all post-secondary institutions may accept credits earned under this
308 provision.
 - 309 (b) Any state board approved world language course may be taken to fulfill the
310 world-language requirements.

311 **c. Fine Arts:**

- 312 (1) Students may earn three units of credit in a coherent sequence of Fine Arts courses
313 in the same area (e.g., band, chorus, dance, orchestra, theater, or visual arts).
- 314 (2) Students are encouraged to complete a pathway when selecting electives.

315 **7. Health and Physical Education:**

- 316 a. One unit of credit in health and physical education is required. Students shall
317 combine one-half or one-third units of credit of Health (17.011), Health and Personal
318 Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement.

- 319 b. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used
320 to satisfy this requirement, beginning with students who enter as 9th graders in the
321 2017-2018 school year.
322

323 **F. REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT:**

- 324 1. **A Unless otherwise waived by the District's Strategic Waiver System contract, a**
325 unit of credit for graduation shall be awarded to students only for successful completion of
326 state-approved courses of study based on a minimum of:
327 a. 150 clock-hours of instruction provided during the regular school year;
328 b. 135 clock-hours of instruction in an approved block schedule during the regular school
329 year; or
330 c. A minimum of 120 clock-hours of instruction in summer school.
331 2. Units of credit for graduation shall be awarded to high school students participating in any
332 dual enrollment program using the ratio referenced in Georgia Board of Education Rule
333 160-4-2-.34 "Postsecondary Options."
334 3. Credit awarded for learning which has occurred outside the 9-12 classroom (for example,
335 home schooling) shall be awarded based on proficiency tests. Equivalency credit shall be
336 shown on the transcript.
337 4. Refer to Administrative Rule IHE-R (Promotion and Retention) for requirements to advance
338 with the student's entering class.
339

340 **G. STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES:**

- 341 1. Students with significant cognitive disabilities who entered the ninth grade for the first
342 time prior to the 2020-2021 school year may graduate and receive a regular high school
343 diploma when the student's IEP team determines that the student has:
344 a. Completed an integrated curriculum based on the GSE that includes instruction in
345 Mathematics, English/Language Arts, Science and Social Studies as well as career
346 preparation, self-determination, independent living and personal care to equal a
347 minimum of 23 units of instruction, ~~and ;~~
348 b. Participated in the GAA during middle school and high school, ~~;~~ and
349 c. Reached the 22nd birthday OR has transitioned to an employment/education/training
350 setting in which the supports needed are provided by an entity other than the local
351 school system.
352 2. Students with significant cognitive disabilities who entered the ninth grade for the first
353 time on or after the 2020-2021 school year may graduate and receive an alternate
354 diploma (as defined above) when the student's IEP team determines that the student has:
355 a. Completed an integrated curriculum based on the Georgia Standards of Excellence
356 (GSE) that includes instruction in Mathematics, English/Language Arts, Science and
357 Social Studies as well as career preparation, self-determination, independent living and
358 personal care to equal a minimum of 23 units of instruction, ~~and ;~~
359 b. Participated in the GAA during middle school and high school, ~~;~~ and
360 c. Has transitioned to an employment/education/training setting in which the supports
361 needed are provided by an entity other than the local school system.
362
363

364 Adopted: 9/26/02

365 Revised: 3/30/03

366 Reclassified an Administrative Rule: 9/1/04

367 Revised: 5/9/07; 8/13/08; 11/11/09; 10/12/11; 4/11/12

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

369 Revised: 11/13/13 (to be effective 7/1/14); 7/3/14; 12/14/16; 4/22/21; 7/1/22; 12/7/23; ~~x/x/25~~

370
371 Legal Reference

372 O.C.G.A. 20-2-70	Requirements and procedures for issuing and awarding high school diplomas to honorably discharged Korean Conflict and Vietnam Conflict veterans
373	
374 O.C.G.A. 20-2-142	Prescribed courses; development/dissemination of instructional materials on effects of alcohol
375 O.C.G.A. 20-2-150	Eligibility for enrollment
376 O.C.G.A. 20-2-154	Remedial education program
377 Rule 160-4-2-.20	List of State Funded K-8 Subjects and 9-12 Courses
378 Rule 160-4-2-.48	High School Graduation Requirements For Students Enrolling In Ninth Grade For The First Time In The 2008-2009 School
379	
380 Rule 160-4-3-.14	Work-Based Learning Programs

GREEN highlights indicate content recommended by Teaching and Learning

ORANGE highlights indicate content recommended by ParkerPoe

TAN highlights indicate conforming/editorial changes



DISTRICT ADMINISTRATIVE RULE

II-R Testing Programs

5/22/15 x/x/25

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) implements and maintains a District-wide assessment
4 program that incorporates standardized tests required by the Georgia Department of Education,
5 state **and/or** federal law, and any other assessments required by the District (Board Policy IH
6 [Student Achievement]) to assist teachers and administrators in providing appropriate instruction
7 for students.

8 9 RULE:

10 11 A. GENERAL PROVISIONS:

- 12 1. Under the direction of the Superintendent, the District test coordinator should develop
13 procedures for test administration and test security. The procedures will be consistent with
14 state and federal requirements.
- 15 2. All tests shall be administered according to established testing procedures.
- 16 3. General publication of test results shall be authorized by the Superintendent. Generalized
17 results of all State- or District-mandated standardized tests should be reported to the
18 **Cobb County** Board of Education (Board) as soon as possible after receipt.

19 20 B. PURPOSE:

21 The testing should fulfill the following purposes:

- 22 1. To identify each school's instructional strengths and weaknesses;
- 23 2. To serve as one source for the evaluation of the educational program;
- 24 3. To facilitate the planning of appropriate curriculum and instructional programs;
- 25 4. To facilitate in the selection of classroom instructional strategies;
- 26 5. To identify the level of achievement of District students as compared with that of other
27 school districts locally and nationally; ~~and~~
- 28 6. To inform parents/**guardians** and the general public of the achievement of Cobb
29 students; ~~;~~ **and**
- 30 7. **To comply with state and federal assessment requirements.**

31 32 C. GUIDELINES:

33 The following regulations should be observed in implementing the testing program in the
34 District:

- 35 1. The Principal ~~should~~ **shall** appoint an administrator **or administrators** to coordinate the
36 school's testing program.
- 37 2. It shall be the responsibility of the Principal to ensure test security and adherence to
38 established administration procedures.
- 39 3. All State-mandated assessments shall be administered by Georgia-certified educators. All
40 personnel involved in the administration of testing, either directly or indirectly, ~~should~~
41 **shall** be trained prior to testing students.
- 42 4. Schools should inform parents/guardians of impending standardized group testing required
43 by the District. Such notification must be provided prior to the first day of testing and
44 should include the name, purpose, and dates of testing.
- 45 5. Any employee or other individual who becomes aware of a testing irregularity or any other
46 circumstance that might affect the integrity of the standardized state or federal

47 assessment program should immediately report the matter to the **Academic Division**
48 **District's Assessment Office**. Testing irregularities might include, but are not limited to,
49 ~~missing test booklets~~; failure to follow administration directions; **failure to follow**
50 **security regulations for distribution and return of secure test materials as**
51 **directed; failure to inventory and account for all secure test materials before,**
52 **during, and after testing;** copying or communicating test content; making relevant
53 teaching aids available to students during test sessions; assisting students with answers
54 during test sessions; **and/or** presenting actual or cloned test items to students before,
55 during, or after test sessions. Such irregularities are serious matters with the potential to
56 compromise test security and result in invalid test scores for students. Where appropriate,
57 or as required by state regulation or authority, such irregularities will be reported to
58 Human Resources, the **State Georgia** Department of Education, and the Professional
59 Standards Commission (Administrative Rule GAGC-R [Employee Ethics]). Serious incidents
60 should also be reported to the Board **of Education**.

- 61 6. Schools may administer assessments beyond the scope of the required District program.
62 The school will be responsible for any costs incurred. The schools must not administer test
63 forms currently used by the District.
- 64 7. Standardized test scores should be posted to the student's record as soon as possible after
65 testing results are received by the school. Each school shall be responsible for offering the
66 opportunity for interpretation of test results to parents/guardians and students.
- 67 8. Individual student assessment scores are confidential and should generally be made
68 available only to the student, the student's parent(s) or guardian(s); appropriate District
69 personnel; and any mandated state or federal entity (See Administrative Rule JR-R
70 [Student Records]). Principals are responsible for implementing procedures consistent with
71 state and federal laws that secure parental and student rights to privacy with regard to
72 assessment results.
- 73 9. Each school is responsible for conducting an annual staff development session for all
74 teachers on the use of test results within the instructional program to improve student
75 academic achievement (**Georgia State** Board of Education Rule 160-3-1-.07).
- 76 10. The District test advisory committee, **which is coordinated by the District's**
77 **Assessment Office, is** composed of principals, teachers, counselors and selected
78 representatives from School Leadership, Teaching and Learning, Special Student Services,
79 and Technology Services. **The District test advisory committee** should meet as
80 needed, but at least annually, to consider relevant issues and make recommendations for
81 implementation of the assessment program to the Superintendent's cabinet level staff.
- 82 11. Testing **District test** advisory committee members are selected by **based on**
83 recommendation of their **direct** supervisor or director. New members are appointed for no
84 more than three (3) year terms.

85
86
87
88 Adopted: 7/23/81

89 Revised: 4/28/83; 8/8/84; 2/10/88; 5/28/92; 7/28/94; 8/9/95; 11/10/99; 2/1/02

90 Reclassified an Administrative Rule: 9/1/04

91 Revised: 3/10/10; 1/18/12

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

93 Revised: 7/3/14; 5/22/15; ~~x/x/25~~

94
95 Legal Reference

96 O.C.G.A. 20-2-283	Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students
97	in grades three, five and eight; implementation
98 O.C.G.A. 20-2-161.3	High school student attending postsecondary institutions; notice; course credit; funding; testing
99 O.C.G.A. 20-2-327	Recognition of advanced proficiency/honors courses; counseling and development of individual
100	graduation plans
101 O.C.G.A. 20-2-159.4	Policies and guidelines for awarding units of high school credit based on demonstrated
102	proficiency
103 O.C.G.A. 20-2-159.5	Dual credit courses; requirements
104 O.C.G.A. 20-2-207	Online course on educator ethics
105 O.C.G.A. 20-2-281	Assessment of effectiveness of educational programs
106 Rule 160-1-3-.09	Waivers and Variances of High School Graduation Assessments
107 Rule 160-3-1-.07	Testing Programs- Student Assessment
108 Rule 160-4-2-.11	Promotion, Placement, and Retention
109 Rule 160-4-2-.13	Statewide Passing Score

110	Rule 160-4-2-.48	High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First
111		Time in the 2008-09 School Year and Subsequent Years
112	Rule 160-4-5-.02	Language Assistance: Program for Limited English Proficient (LEP) Students
113	20 USC 6316	Academic assessment and local educational agency and school improvement



DISTRICT ADMINISTRATIVE RULE

JQK-R Exchange Students

~~2/10/22~~ x/x/25

1 RATIONALE/OBJECTIVE:

2
3 The Cobb County School District (District) recognizes the value of international study and
4 provides rules for student participation in international student exchange programs that have
5 been approved by the U.S. State Department. These approved programs must be consistent with
6 the Council on Standards for International Educational Travel (CSIET) and District rules.
7

8 RULE:

10 A. INTERNATIONAL EXCHANGE STUDENT:

11 An international exchange student shall be defined as a student who requests authorization
12 for enrollment through an international exchange agency approved by the CSIET.
13

14 B. GUIDELINES:

- 15 1. An approved exchange program must have an office within the State of Georgia and must
16 be registered through the Cobb County Schools International Welcome Center (IWC). The
17 IWC reserves the right to decline to accept students from an international exchange
18 agency at its discretion.
- 19 2. Each student exchange agency must comply with the following conditions:
 - 20 a. Provide documentation of non-profit status.
 - 21 b. Assume full responsibility for the student including housing, host families, and all other
22 student needs and concerns that may arise.
 - 23 c. Ensure that exchange students have complete insurance coverage to address injury,
24 illness, and catastrophic events.
 - 25 d. Screen all potential foreign exchange students to determine English proficiency level.
- 26 3. Criteria for acceptance will be established by IWC (see Form JQK-1).
- 27 4. Students accepted for exchange programs may be involved in either a full-year program or
28 a one-semester program.
- 29 5. Admission of international exchange students to the District shall be coordinated by the
30 IWC. Requests for admission must include the following documentation: student name and
31 address, biographical information, school transcripts, English proficiency test scores, and
32 the name and address of the host family.
- 33 6. Student applications will be accepted beginning ~~March~~ **February** 1 and ending ~~June~~ **May**
34 15 for the next school year. Completed applications must be received by the IWC no later
35 than the ~~June~~ **May** 15 deadline for consideration for the upcoming school year.
- 36 7. International exchange students must not be older than 18 on/by September 1st of their
37 year of enrollment in the District.
- 38 8. Students eligible for participation as international exchange students must not have
39 completed the final year of the high school equivalent recognized by their home country.
- 40 9. International exchange students will be placed in the 10th or 11th grade based on age and
41 the last grade level completed. Taking into consideration student interest and academic
42 history, course placement will be determined by local school counselors and
43 administrators.
- 44 10. If an exchange student wishes to participate in interscholastic athletics while enrolled in
45 the District, an official copy of the student's transcript must be provided to the IWC for all
46 years of secondary education. Exchange students must also meet eligibility requirements
47 of the Georgia High School Association.

- 48 11. Students accepted for exchange programs may receive course credit but are not eligible to
49 earn a high school diploma from their host school.
- 50 12. International exchange students not present on the first day of the semester(s) enrolled
51 will be subject to being withdrawn from the program. Agencies that have orientation
52 programs that delay enrollment must seek approval from the IWC and the school in
53 advance.
- 54 13. International exchange students must maintain acceptable attendance and behavior as
55 well as maintain a "C" average in all of their assigned classes.
- 56 14. Should an exchange student need to be removed from the initial host family, it is the
57 responsibility of the exchange agency to notify the IWC and the local school prior to the
58 change. IWC will coordinate with the exchange agency regarding the student's eligibility to
59 continue enrollment in the District in accordance with applicable District rules/policies.
- 60 15. The District reserves the right to limit the number of international exchange students
61 placed in high schools and to determine the criteria for exchange student admittance. The
62 District also reserves the right to refuse exchange students based on their English
63 proficiency scores, academic records, essays, or recommendations.
- 64 16. Communication regarding applications and general inquiries must be directed to the IWC
65 though the exchange agency representative(s). Agency representatives should limit their
66 contact to the IWC, and refrain from contacting local schools directly.
- 67 17. Individual student exchange agencies may place no more than two (2) foreign exchange
68 students per school, District limits permitting.
- 69 18. School Placement:
- 70 a. Exchange students must enroll in the school located in the attendance zone of the host
71 family's residence.
- 72 b. If a host family resides in the attendance zone of a school that does not accept
73 exchange students, the exchange agency may request that the IWC grant permission
74 for the student to attend a school outside of the host family's attendance zone. Should
75 approval be granted, it will be the responsibility of the host family to provide
76 transportation for the student. District transportation will not be provided.
- 77 19. Failure of an exchange agency to abide by these procedures can result in a review of the
78 agency's privilege of placing students in the District.
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81 Adopted: 9/26/02
82 Revised: 10/9/02
83 Reclassified an Administrative Rule: 9/1/04
84 Revised: 10/14/09; 6/8/11
85 Revised and re-coded: 1/7/13 (Previously coded as Administrative Rule JFABB)
86 Revised: 11/13/13; 6/8/16; 5/16/19; 2/10/22; ~~x/x/25~~

87

88 Legal Reference
89 Rule 160-5-1-.28 Student Enrollment and Withdrawal
90 22 USC 2452 Authorization of activities for mutual educational exchange program