



**CCSD Board Policies
And
Administrative Rules
Revision/Codification Process
Section "I"**



Cobb County School District

A community with a passion for learning!

Policy Development

Proposed Revisions to Board Policy Manual – Section “I”

Again, the majority of the changes proposed for Section “I” only include name and/or code changes. However, there are ten current Administrative Rules that are being moved to Board Policy as mandated by state statute and/or Georgia School Board policy. In addition, there is one mandated Board Policy created that had no existing Administrative Rule. All of the changes, (includes limited conforming changes) are outlined in the Index of Proposed Revisions. As with previous notebooks, ‘old’ policies and rules that have only name/code changes have not been included in the packet but are available upon request.

Index of
Proposed
Revisions

Revised
Section "I"

Revised
Section "J"

Current
Section "I"



Cobb County School District

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Policy Development

Index of Proposed Revisions Section “I”

New Codification	Current Codification	Changes/Comments
Board Policy IA Student Performance Standards and Expectations	* Board Policy IA Student Performance Standards and Expectations	<ul style="list-style-type: none"> No changes made
Board Policy IB Instructional Program Goals and Objectives	* Board Policy IE Organization for Instruction	<ul style="list-style-type: none"> Code change Name change Formatting changes
Admin Rule IBB-R Charter Schools	*Admin Rule IHBHD Charter Schools	<ul style="list-style-type: none"> Code change Reformatting changes No content changes made
	*Admin Rule IHBHDA Requirements for Approved Charter Schools	<ul style="list-style-type: none"> This rule will be combined in Admin Rule IBB-R No content changes made
Admin Rule ICC-R Curriculum Research	Admin Rule ILD Educational Surveys and Research	<ul style="list-style-type: none"> Code change Name change Removal of cross-references to old rules Editorial changes
Admin Rule ICD-R Pilot Projects	*Admin Rule IGC Pilot Projects	<ul style="list-style-type: none"> Code change Editorial changes
Admin Rule ICFA-R Curriculum Guides and Course Outlines	*Admin Rule IGE Curriculum Guides and Course Outlines	<ul style="list-style-type: none"> Code change Editorial changes
Admin Rule IDAI-R Magnet Programs	*Admin Rule IHBHB Magnet Programs	<ul style="list-style-type: none"> Code change Editorial changes
Admin Rule IDB-R Health Education	*Admin Rule IHAM Health Education	<ul style="list-style-type: none"> Code change Procedures (not policies) required by State Board of Education Rule 160-4-2-.12(2)(e) are incorporated in this rule Editorial changes

New Codification	Current Codification	Changes/Comments
Admin Rule IDBC-R Physical Education	*Admin Rule IHAE Physical Education	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Admin Rule IDC-R Extended Programs	*Admin Rule IHC Extended Instructional Programs	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Admin Rule IDCE-R Advanced College Placement	*Admin Rule IDCE Advanced Placement Program	<ul style="list-style-type: none"> • Code change • Name change • Formatting changes
Admin Rule IDD-R Special Programs	*Admin Rule IHB Special Instructional Programs	<ul style="list-style-type: none"> • Code change • Name change
Admin Rule IDDD-R Gifted Student Programs	*Admin Rule IHBB Gifted Education Program	<ul style="list-style-type: none"> • Code change • Name change
Admin Rule IDDM-R Alternative School Programs	*Admin Rule IHBHA Alternative Education Program	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Admin Rule IE-R Instructional Arrangements	*Admin Rule IE School District Organization Plan	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Board Policy IED Scheduling for Instruction	Admin Rule IDC Scheduling for Instruction: High School Minimum Class Enrollment Requirements	<ul style="list-style-type: none"> • Code change • Name change • Additions mandated by State Board of Education Rule 160-5-1-.02 • Editorial changes
Admin Rule IED-R Scheduling for Instruction	*Admin Rule IDB Release Time: Minimum Day, Early Release and Conference Week	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Admin Rule IEJ-R Above-Grade Acceleration	*Admin Rule IKEB Above-Grade Acceleration	<ul style="list-style-type: none"> • Code change
Admin Rule IF-R Instructional Resources	*Admin Rule IJ Instructional Resources and Materials	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes

New Codification	Current Codification	Changes/Comments
Admin Rule IFAA-R Instructional Resources Selection and Adoption	*Admin Rule IJJ Instructional Resources Selection and Adoption	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Board Policy IFBC Media Programs and accompanying Admin Rule IFBC-R Media Programs	Admin Rule IJK Library Media Programs and Supplementary Materials Selection	<ul style="list-style-type: none"> • Code change • Name change • Addition of a Board Policy mandated by State Board of Education Rule 160-4-4-.01 • Deletion of Section E as a cross reference to old rules • Editorial changes
Board Policy IFBGE Internet Safety and Admin Rule IFBG-R Internet Acceptable Use	Admin Rule IJNDB Use of Technology Resources in Instruction and Internet Safety Policy	<ul style="list-style-type: none"> • Admin Rule split in to appropriate rule and policy • Code change • Name change • Mandated by 20 U.S.C. § 6777, 47 U.S.C. § 254(h); O.C.G.A. § 20-2-324
Admin Rule IFC-R Community Instructional Resources	*Admin Rule IJO Community Learning Resources	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Admin Rule IFCB-R Field Trips	*Admin Rule IFCB Field Trips	No changes
Board Policy IH Student Achievement	* Board Policy IK Academic Achievement	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Admin Rule IHA-R Grading Systems	*Admin Rule IKA Grading Systems	<ul style="list-style-type: none"> • Code change • Editorial changes
Admin Rule IHAA-R Final Examinations	Admin Rule ICAA Tests and Examinations: High School Courses	<ul style="list-style-type: none"> • Code change • Name change • Additional language added regarding ESOL students • Editorial changes
Admin Rule IHAB-R Report Cards	*Admin Rule IKAB Report Cards/Progress Reports	<ul style="list-style-type: none"> • Code change • Name change • Editorial changes
Board Policy IHE Promotion and Retention and accompanying Admin Rule IHE-R Promotion and Retention	Admin Rule IKE Promotion, Placement, and Retention Rule	<ul style="list-style-type: none"> • Code change • Name change • Addition of a Board Policy mandated by O.C.G.A § 20-2-284 and State Board of Education Rule 160-4-4-.01

New Codification	Current Codification	Changes/Comments
Admin Rule IHF-R Graduation Requirements	*Admin Rule IKF Graduation Requirements	<ul style="list-style-type: none"> Code change Editorial changes
Admin Rule II-R Testing Program	*Admin Rule IL Evaluation of Instructional Program: Testing Program	<ul style="list-style-type: none"> Code change Name change Editorial changes
Admin Rule IKB-R Controversial Issues	*Admin Rule IMB Teaching About Controversial/Sensitive Issues	<ul style="list-style-type: none"> Code change Name change
	*Admin Rule IHADA Theories of Origin	<ul style="list-style-type: none"> This rule will be combined in Admin Rule IED-R
Board Policy IKD School Ceremonies and Observances	*Admin Rule IMD School Ceremonies and Observances	<ul style="list-style-type: none"> Code change <p>Mandated by O.C.G.A. § 20-2-310</p>
Admin Rule IKDB-R Graduation Ceremonies	*Admin Rule IKFB Graduation Exercises	<ul style="list-style-type: none"> Code change Name change Editorial changes
Admin Rule IKF-R School Stores	*Admin Rule IMI School Stores	<ul style="list-style-type: none"> Code change Editorial changes
Admin Rule IKI-R Lesson Plans	*Admin Rule IMK Lesson Planning and Recordkeeping by Teachers	<ul style="list-style-type: none"> Code change Name change Editorial changes
Admin Rule JBC(2)-R Home Study	Admin Rule IHBG Home Study Program	<ul style="list-style-type: none"> Code change Name change Content changes to bring rule up-to-date with new state law
	*Admin Rule ICA School Calendar	<ul style="list-style-type: none"> Move to Board Policy AEA in May, 2012
	*Admin Rule ID School Day	<ul style="list-style-type: none"> Move to Board Policy AF and Admin Rule AF-R in May, 2012

*Copies are not included in packet. Any changes made are changes in wording of a conforming or editorial nature such as grammar corrections, changes of personnel titles, wording clarification, etc., which do not alter the intent or provisions of the Rule, or changes that have already been presented in previous packets.

Index of
Proposed
Revisions

Revised
Section "I"

Revised
Section "J"

Current
Section "I"

IA Student Performance Standards and Expectations

5/14/08

GSBA Reference: IA (Instructional Program Philosophy)

The Cobb County School District (District) realizes that student learning is a cumulative process of educational experiences. Therefore, beginning in Kindergarten and continuing through 12th Grade (K-12), the District provides the learning opportunities necessary for students to acquire the skills, knowledge, communication, thinking and reasoning abilities as outlined in the following Graduate Profile.

**COBB COUNTY SCHOOL DISTRICT
GRADUATE PROFILE**

A diploma from the District represents the completion of state-required courses of study and the acquisition of academic competencies. These K-12 competencies are obtained through a composite of educational experiences, are multi-disciplinary in nature, and are aligned to the mission of the District. The District recognizes that, in addition to what students learn, personal characteristics such as motivation, social and coping skills, and adaptability are critical skills for post-secondary success.

1. As a **SELF-DIRECTED LEARNER**, the Cobb County School District graduate:
 - Values learning as a necessary life-long process
 - Sets priorities for long and short-term goals and assumes personal responsibility for achieving them
 - Participates actively in the learning process
2. As a **PERCEPTIVE THINKER**, the Cobb County School District graduate:
 - Perseveres to find answers or solutions to problems and sees the task to completion
 - Uses problem-solving strategies effectively, including observation, organization of information, and critical analysis of information in the formation of logical conclusions
 - Appreciates the arts and recognizes how they contribute to understanding ourselves, our society, and our world
 - Understands the implications of decisions
 - Recognizes and uses resources responsibly to sustain the quality of life for all
 - Develops questions, determines relationships, and draws conclusions from:
 - A piece of literature, art, or music
 - A narrative or historical document or artifact
 - An editorial
 - A table or graph
 - A set of mathematical symbols
 - Analyzes various perspectives
3. As an **EFFECTIVE COMMUNICATOR**, the Cobb County School District graduate:
 - Communicates effectively in oral and written forms
 - Comprehends, interprets, and evaluates oral and written communication
 - Understands non-verbal cues in communication and employs them appropriately
4. As a **COLLABORATIVE TEAM MEMBER**, the Cobb County School District graduate:
 - Understands and participates in effective group dynamics
 - Exhibits a positive attitude
 - Considers other viewpoints
 - Accepts constructive feedback
5. As a **QUALITY PRODUCER**, a Cobb County School District graduate:

- Uses technology for personal and work-related needs
 - Comprehends the value of a balanced life and the continuing need to develop physically, mentally, socially, and emotionally
 - Exhibits preparedness for career choices
 - Demonstrates a strong work ethic to include:
 - Punctuality
 - Accuracy
 - Reliability
 - Product quality
 - Perseverance
 - Generates creative solutions
6. As a CONTRIBUTING CITIZEN, a Cobb County School District graduate:
- Understands the importance of integrity and honesty in dealing with self and others
 - Assumes personal responsibility for actions including punctuality, self-management, and flexibility
 - Demonstrates respect for self, others, the environment, and responsible authority
 - Uses personal resources and decision-making skills to improve the health/welfare of self and others
 - Understands and fulfills the responsibilities and rights of a citizen by participating in the democratic process
 - Participates as a responsible member of the local, national, and international community
 - Clarifies personal values which prompt decisions and behaviors and adjusts those as necessary to accommodate democratic principles

Adopted: 5/14/08

IB Instructional Program Goals and Objectives

?/?/12

The Cobb County Board of Education (Board) recognizes that curriculum development and evaluation as well as appropriate instructional goals are important to student learning. Specifically, the Board acknowledges the following:

A. CURRICULUM:

1. Curriculum development is the blueprint for student achievement. Its development should include the following components and considerations:
 - a. Research;
 - b. Input from educational staff, students, parents/guardians and community;
 - c. Annual data regarding student achievement;
 - d. Alignment of learning standards, assessment and graduation requirements; and
 - e. Community and student expectations for courses and programs.
2. Evaluation of curriculum keeps the curriculum current and linked to instructional needs. Without a deliberate plan of curriculum development and evaluation, the instruction received by students may be outdated, inappropriate or off-target for student learning needs. Therefore, the Board expects the Superintendent to develop District Rules and guidelines which provide for:
 - a. The curriculum to be developed congruent with the requisite student knowledge base for:
 - (1) Lifetime success;
 - (2) Meeting local standards consistent with local philosophy; and
 - (3) Meeting state and national standards and requirements, as well as required testing.
3. The evaluation and development of curriculum on a cyclical basis to ensure that what is taught is perpetually updated to provide the instruction students need to meet the above objectives.

B. INSTRUCTION:

1. Instructional goals provide the integrated framework for delivering the District's curriculum as well as teaching students the knowledge and skills necessary to become productive members of the community. Therefore, the Board expects the Superintendent to develop District Rules and guidelines which provide for instructional goals that:
 - a. Align with learning standards for students;
 - b. Focus on the District's overall vision/mission for its schools; and
 - c. Assure that the District shall achieve the academic requirements necessary for the District to make Adequate Yearly Progress (AYP) as defined in Georgia's plan for complying with the federal No Child Left Behind Act (NCLB).
2. Finally, the Board recognizes that by consulting with community and staff to set instructional goals, it articulates the community's vision for teaching and learning and establishes the means for the District's professional staff to use to evaluate instructional strategies used in the District's schools and classrooms.

Adopted: 5/14/08

Revised and recoded: ?/?/12 (Previously coded as Board Policy IE)

Legal Reference

O.C.G.A. 20-02-0132 Primary goals of QBE program

Ga. Constitution Art. 8, Sec. 1, Par. 1

Public Education; free public education prior to college or post-secondary level; support by taxation

IBB-R – Charter Schools

?/?/12

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 that focus on performance-based student achievement. The charter petition must meet provisions of Chapter 2 of Title 20 of the Official Code of Georgia Annotated (O.C.G.A.), state and local Rules, regulations policies and procedures except for waivers that may be granted pursuant to State Board of Education Rule 160-4-9-.04(5)2(ii). The charter petition must demonstrate 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. PETITION PROCESS:

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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 inventiveness to improve student academic achievement and behavior as prerequisite to the submittal of petition. This letter of intent for both start-up and conversion petitions shall be submitted to the Director of Alternative Education in accordance with the Charter Petition Cycle Schedule (Form IHBHD-6).

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 prepetition 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 Schedule (Form IHBHD-6). 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 Schedule (Form IHBHD-6).

(3) Conversion and renewal charter petitions may, but are not required to, take advantage of the prepetition process as described above.

3. Charter Petition:

- a. Submission:
A charter school petition shall be submitted to the Director of Alternative Education Programs (Director) in accordance with the Charter Petition Cycle Schedule (Form IHBHD-6).
- 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 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 either:
 - (a) Submit the petition to the Director to continue the process of review and recommendations; or
 - (b) Return the petition to the petitioner with an indication of its deficiencies and procedures for re-submission. Should the petitioner elect not to resubmit the petition, the Committee will submit the petition with existing deficiencies to the Director to continue the process of review and recommendations.
- c. Director of Alternative Education Programs:
The Director shall:
 - (1) Assure that all required components, as listed in Form IHBHD-1 (Charter Petition Rubric), are included in the petition;
 - (2) Request members of the Senior Staff or heads of any departments/divisions that would be impacted if the petition is approved rate the petition utilizing Form IHBHD-1 (Charter Petition Rubric);
 - (3) Submit the petition to the Board's attorney for review; and
 - (4) 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 sixty (60) calendar days from the date the petition was submitted to the Director of Alternative Education Programs unless the petitioner requests an extension. If the Board denies the petition, it must within sixty (60) 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 Schedule (Form IHBHD-6). (Form IHBHD-5 [Charter Amendment Guidelines])
- f. Timelines:
 - (1) Start-up Charters:
Start-up charter school petitions must be received by the Director of Alternative Education Programs in accordance with the Charter Petition Cycle Schedule (Form IHBHD-6), fourteen months in advance of the fiscal year for which approval is being sought.
 - (2) Conversion and Renewal Charters:
Renewal and conversion charter school petitions seeking approval for the succeeding fiscal year must be received by the Director of Alternative Education Programs in accordance with the Charter Petition Cycle Schedule (Form IHBHD-6).
 - (3) Late Petitions:

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

B. PETITION REQUIREMENTS:

All charter school petitions submitted to the Director of Alternative Education Programs must include Form IHBHD-1 (Charter School Petition Review) to be considered. The petition itself must include the following elements required by the Charter Schools Act and State Board of Education Rule:

1. Designate the performance to be improved and how it will be improved through the waiver, in whole or in part, of specifically identified state and local rules, regulations, policies, procedures, or provisions of Title 20 of the Official Code of Georgia, other than the provisions of the Charter Schools Act of 1998;
2. Describe how the charter school will measure the improvement in such performance and over what period of time, provided that such requirement shall not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41;
3. Demonstrate how any such waiver does not undermine and is consistent with the intent of the waived state and local rules, regulations, policies, and procedures, or the provisions of Title 20 of the Official Code of Georgia;
4. Describe the school's mission, the students to be served, including students with special needs and disabilities, and the ages and grades to be included. For students with disabilities, describe how the charter school will provide state and federally mandated services;
5. Address the focus of the curriculum, the instructional methods to be used, and any distinctive or unique instructional techniques or educational programs to be employed;
6. State whether the charter school will utilize a local school council, as provided for in O.C.G.A. § 20-2-85, or another similar board, which shall be subject to the provisions of O.C.G.A. § 50-14-1, *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70, *et seq.* (Inspection of Public Records). If the charter school elects to utilize a board other than a local school council as provided for in O.C.G.A. § 20-2-85, the petition shall state its role, function, composition, and how and when members should be selected;
7. Describe the proposed staff qualifications, employee recruitment procedures, hiring practices, compensation, and employee evaluation procedures. If the petition proposes that students will be taught by individuals other than those certified by the Georgia Professional Standards Commission, the petition shall so state and shall generally describe the qualifications of such personnel;
8. Describe financial policies and procedures proposed that are to be followed by the charter school to assure sound fiscal management and by the local board or state board to assure a predictable flow of funds to the charter school. Petitioner's plan shall include a financial plan for the first fiscal year and a budget for the full term of the proposed charter. The financial plan shall include:
 - a. An estimate of all public and private dollars available per student;
 - b. Itemized list of working capital and assets, including cash, bonds and real estate;
 - c. A monthly cash flow projection detailing revenues and expenditures; and
 - d. All potential sources of funding that petitioner is actively pursuing;
9. Specify the proposed duration of the charter;
10. Specify the proposed attendance zone for the school and address rules and procedures concerning admission of students.
11. Address rules and procedures concerning student discipline and dismissal, including the school's code of conduct;
12. Identify the manner in which the school will be insured, the terms and conditions thereof, and the amounts of coverage;
13. Describe the facilities to be used and their location. The petition must include documentation of ownership or lease of the facility and certification that the building is in compliance with all building code standards and regulations and fire, safety, environmental and accessibility requirements. If the facilities have not been obtained or the documentation is not available at the time the petition is submitted, petitioner shall provide a timeline for obtaining such facilities or providing such documentation;
14. Describe the manner in which annual financial audits will be conducted;

15. Provide that all personnel employed by the charter school shall be fingerprinted and have a criminal record check prior to employment;
16. Address whether transportation will be provided and, if so, provide a brief description of the transportation program for the charter school;
17. Address whether food service will be provided and, if so, provide a brief description of the charter school's proposed food service program;
18. Specify that the charter school shall provide an annual report to parents or guardians of students attending the charter school, the local board, and the state board. The charter school shall make available to the community copies of the annual report. The annual report must indicate the progress made in the previous year in meeting the performance-based goals identified in the charter and include all state-mandated assessment scores and state-mandated accountability indicators.
19. For start-up charter schools:
 - a. Describe how parents, members of the community and other interested parties were directly and substantially involved in developing the petition;
 - b. Describe how parents, members of the community and other interested parties will be involved in the school;
 - c. Specify that the charter school will be organized and operated as a nonprofit corporation under the laws of Georgia and attach a copy of the Articles of Incorporation of the nonprofit corporation, a list of the current board members of the nonprofit corporation, and provide the name of a primary contact for the petitioner;
 - d. If the nonprofit corporation intends to contract or has contracted for the services of a for-profit entity, the petition shall so state and petitioner shall attach a finalized and fully executed copy of the contract to the petition.
20. For conversion charter schools:
 - a. Describe how parents or guardians of students enrolled in the school, as well as the faculty, instructional staff, and the broader community, were and will be directly and substantially involved in developing the petition;
 - b. Describe how parents or guardians of students enrolled in the school, as well as the faculty, instructional staff, and the broader community will be involved in the school.
21. Provide for the charter school to be subject to the control and management of the Cobb County Board of Education, as provided in the charter and in a manner consistent with the Charter Schools Act of 1998 and the Constitution.
22. For any charter high school, specify the credits or units to be earned and what completion credential will be awarded.
23. **The following Cobb County School District criteria shall be met:**
 The petition must include the following elements required by the District:
 - a. Evidence that the proposed charter school curriculum, assessments, and design for learning meet or exceed District and state standards.
 - b. The proposed performance-based criteria that will be used during the term of the charter to measure the progress of the charter school.
 - (1) The petition must specifically identify:
 - (a) The tests to be used,
 - (b) The grades to be tested,
 - (c) How often each test will be administered,
 - (d) How the test results will be reported to the District,
 - (e) The baseline data which will be used to demonstrate that student performance has improved, and
 - (f) The benchmarks and timelines that indicate performance goals to be achieved in specific increments of time.
 - (2) The charter school assessment program must, at a minimum, include the standardized tests used by the District.
 - (3) Results must be submitted to the District at the end of the school year.
 - (4) Evidence must be presented that the proposed charter school academic criteria meet or exceed the standards, expectations, and performance set by the District.
 - c. Stipulate that the charter school will obtain accreditation by the Southern Association of Colleges and Schools (SACS) in accordance with the following schedule and reporting requirements:

- (1) The charter school must make initial contact with SACS no later than October 1 if its first year of operation;
 - (2) The charter school must submit monthly reports to the District's Director of Alternative Education documenting steps taken and progress made towards achieving SACS accreditation.
 - (3) The charter school shall obtain SACS accreditation no later than the end of its second year of operation.
- d. 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.
 - e. 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.
 - f. A description of the following practices: plans for resolving employment-related issues, employee grievance and termination procedures.
 - g. A budget for the term of the charter, including:
 - (1) Projections from the Georgia Department of Education of FTE earnings. The Department of Education for budget and cash-flow purposes may provide potential charter school petitioners estimates of state funds to be available per FTE and the basis for the estimates as well as approximate dates of availability of funds.
 - (2) Evidence that the proposed budget is economically sound for the charter school and the District and that the petitioner is creditworthy.
 - h. 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.
 - i. A description of how the charter school facility will be funded, and maintained.

Additionally:

 - (1) 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.
 - (2) 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.
 - j. A description of the type of liability, workers' compensation, motor vehicle and property insurance to be purchased by the charter school.
 - k. A provision for appropriate bonding of the governing board and administrators.
 - l. Acknowledgement that the insurance and bonding will be obtained and in full force and effect at all times during the term of the charter.
 - m. 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.
 - n. 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.
 - o. 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.
 - p. 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.
 - q. The charter school's plan for providing services to limited English-proficient students, if any.
 - r. 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.

- s. 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.
- t. 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. Charter school petitioners requesting fiscal autonomy will receive their fair share of state and local funds as earned on a pro-rata basis (elementary, middle, or high). Funds will be prorated to the charter school just as the state prorates revenues to the District.
5. The charter school is subject to audit by the District's Internal Audit Services.
6. A charter may be revoked 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 a District-approved course in charter school board governance training. Each year thereafter of the charter school term, each board member shall complete at least one (1) day of governance training. In addition, all new members of the governing board must complete board governance training within two (2) months of joining the board.

B. Annual Report:

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

Legal Reference

O.C.G.A. 20-02-2062	Charter Schools Act of 1998-Definitions
O.C.G.A. 20-02-2063	Petition to establish a charter school
O.C.G.A. 20-02-2064	Approval or denial of petition
O.C.G.A. 20-02-2065	Charter schools; requirements for operating; control and management
O.C.G.A. 20-02-2066	Charter schools; admission, enrollment, and withdrawal of students
O.C.G.A. 20-02-2067	Charter schools; reprisals by local boards or school system employees prohibited
O.C.G.A. 20-02-2067.1	Amendment of terms of charter for charter school; initial term of charter; annual report
O.C.G.A. 20-02-2068	Termination of a charter
O.C.G.A. 20-02-2068.1	Quality basic education formula applies; grants, local tax revenue, and funds from local bonds
O.C.G.A. 20-02-2068.2	Facilities fund for charter schools; purposes for which funds may be used; upkeep of charter school property; receipt of surplus from B.O.E.
O.C.G.A. 20-02-2069	Responsibilities of State Department of Education Office of Charter School Compliance
O.C.G.A. 20-02-2070	S.B.O.E. deadline for reporting to General Assembly the status of the charter school program
O.C.G.A. 20-02-2063.1	Charter Systems - Charter Advisory Committee established; members; duties
O.C.G.A. 20-02-2063.2	Charter Systems
O.C.G.A. 20-02-2064.1	Charter Systems - Review of charter by state board; charters for state chartered special schools
O.C.G.A. 20-02-2085	Charter School petition requirements
O.C.G.A. 20-02-2086	Petition from existing charter schools
O.C.G.A. 20-02-2087	Charter Schools access to information
O.C.G.A. 20-02-2088	Charter School annual report
O.C.G.A. 20-02-2089	Charter Schools financial responsibility
O.C.G.A. 20-02-2090	Charter School funding
O.C.G.A. 20-02-2091	Charter School collaborative efforts
O.C.G.A. 20-02-2092	Charter School Promulgation of rules and regulations
O.C.G.A. 48-08-0144	Local charter schools and state chartered special schools as capital outlay project
O.C.G.A. 20-02-0084.1	Loss of governance for nonperforming schools
O.C.G.A. 20-02-0880	Plan for public school teachers; definitions
O.C.G.A. 20-02-0910	Plan for public school employees; definitions
O.C.G.A. 20-02-0084.5	Applicability to charter systems
O.C.G.A. 20-02-2080	Charter School Legislative findings
O.C.G.A. 20-02-2081	Charter School definitions
O.C.G.A. 20-02-2082	Georgia Charter Schools Commission
O.C.G.A. 20-02-2083	Charter Schools Commission; powers and duties
O.C.G.A. 20-02-2084	Charter School; application for co-sponsorship
O.C.G.A. 20-02-0211.1	Clearance certificates issued by the Professional Standards Commission relating to fingerprint and criminal background checks
O.C.G.A. 20-02-2071	Validity of charters in effect on July 1, 1998
Rule 160-4-9-.04	Charter Schools Definitions
Rule 160-4-9-.05	Charter Schools Petition Process
Rule 160-4-9-.06	Charter Authorizers, Financing and Management

IBD-R Health Education

?/?/12

RATIONALE/OBJECTIVE:

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

RULE:

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

A. REQUIREMENTS:

The District has developed and implemented an accurate, comprehensive health program that includes information and concepts in the following areas:

1. Alcohol and other drug use;
2. Disease prevention;
3. Environmental health;
4. Nutrition;
5. Personal health;
6. Sex education/AIDS education;
7. Safety;
8. Mental health;
9. Growth and development;
10. Consumer health;
11. Community health;
12. Health careers; and
13. Family living.

B. INSTRUCTION:**1. Curriculum/Participation:**

The minimum State GPS guidelines and Cobb Performance Standards for health education at each level will be followed. The District will provide for student participation in a health education program that complies with Georgia laws, rules and guidance.

a. Alcohol/Drug Education:

Each grade K-12 shall be provided annual alcohol and other drug use education.

b. Human Growth and Development:

(1) Sex education and AIDS education shall be a part of a comprehensive health program;

(2) Materials Review:

Prior to the parent/guardian making a choice to allow his/her child or ward to take the specified unit of instruction, he/she should be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and non-print (See also Rule IFAA-R [Instructional Resources Selection and Adoption]; Rule IFBC-R [Media Programs]; and Rule ICC-R [Curriculum Research]).

(3) Parent/Guardian Permission:

(a) Prior to the beginning of sex education instruction, the school shall send parents/guardians written notice of the course of study;

- (b) The parent/guardian will be provided an opportunity to review the curriculum and instructional materials as provided above;
 - (c) Parents/guardians who elect to allow their child to participate in the sex education course of study shall return a signed permission form to the school;
 - (d) Students who do not return a signed permission form shall not participate in the course of study but shall be provided other health related instruction.
- (4) **Review Committee:**
 The District shall establish a committee to review sex/AIDS education instructional materials and make recommendations concerning age/grade level use.
- (a) **Materials Adoption:**
 Materials recommended by the committee shall be approved by the Board of Education before implementation.
 - (b) **Membership:**
 - 1) The committee shall be composed primarily of non-teaching parents/guardians who:
 - a) Have children enrolled in the District;
 - b) Who represent the diversity of the student body.
 - 2) Other community representatives such as educators and health professionals representatives; and
 - 3) A male and female student currently enrolled in the District and attending the 11th or 12th grade.
2. **Minimum Program Participation:**
- a. **Elementary:**
 Grades K-5 shall be provided a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education;
 - b. **Middle and High:**
 Grades 6-12 shall be provided the opportunity to receive health instruction.
3. **Teacher Qualifications:**
 Health education instruction shall be provided by a teacher who is certified in health education at the level they teach (6-12).
4. **Class Size:**
 Class sizes should not exceed the limits set forth in state laws, rules and guidance. Additionally, the District will maintain the standards set by the Southern Association of Colleges and Schools (SACS).

Adopted: 8/9/78
 Revised: 4/28/83; 8/8/84; 7/28/94
 Reclassified an Administrative Rule: 9/1/04
 Revised: 7/27/06; 8/13/08; 2/10/10; 10/12/11
 Revised and re-coded: ??/12 (Previously coded as Administrative Rule IHAM)

Legal Reference	
O.C.G.A. 20-02-0778	Required information to parents of students regarding meningococcal meningitis
O.C.G.A. 20-02-0777	Annual Fitness Assessments; reporting and compliance
O.C.G.A. 20-02-0013	Educational research; preparation/publication of instructional material
O.C.G.A. 20-02-0142	Prescribed courses; development/dissemination of instructional materials on effects of alcohol
O.C.G.A. 20-02-0187	School lunch program/personnel; instruction in nutrition, hygiene, etiquette and social graces
Rule 160-4-2-.12	Comprehensive Health and Physical Education Program Plan

ICC-R Curriculum Research

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) acknowledges the importance of educational research, but balances this activity with student privacy and the need to utilize instructional time effectively. The District will annually notify parents/guardians and students of their rights under the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h. Where notice and consent is required by this Rule, the District will directly notify parents/guardians through e-mail, U.S. mail or other methods.

RULE:**A. RESEARCH PROCEDURES:**

1. Persons, including District employees, and/or groups, including school support organizations (Administrative Rule KF [Use of School Facilities]) desiring to conduct research activities in the District must apply for permission through the Academic Division (Form ICC-1). Included with the request must be a copy of any document, printed material, surveys or tests to be utilized during the project.
2. The completed application is to be submitted to the Academic Division, and must include all questionnaires, surveys or materials to be used with the research.
3. The Academic Division will review the application and, if acceptable, will seek approval of the project from the appropriate Division(s) and the Principal(s) of the school(s) involved.
4. The applicant will be notified in writing the approval status of his/her request.
5. The District prefers that the researcher obtain approval from the applicable Instructional Review Board (IRB) prior to submitting an application for research within the District. IRB approval must be obtained before the initiation of research. IRB approval does not guarantee District approval of the proposed research.
6. The researcher must follow all terms found in the application and Applicant Agreement.
7. The District, and school(s) or participant(s) shall not be identifiable in any research activity. All research activity will comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h (See Section B below).
8. The District is to receive a copy of all completed research findings and the Academic Division will maintain a copy of these findings.
9. Approval of research projects within the District shall be subject to the project's having no undue effect or interference with the operations of the schools. The District may terminate research being conducted within the District at any time for any reason deemed appropriate by the District.

B. STUDENT PRIVACY AND PARENTAL/GUARDIAN INVOLVEMENT:**1. Protected Information Survey:**

- a. Written parental/guardian consent will be obtained before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey"):
 - (1) Political affiliations or beliefs of the student or student's parent/guardian;
 - (2) Mental or psychological problems of the student or student's family;
 - (3) Sex behavior or attitudes;
 - (4) Illegal, anti-social, self-incriminating, or demeaning behavior;

- (5) Critical appraisals of others with whom respondents have close family relationships;
 - (6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - (7) Religious practices, affiliations, or beliefs of the student or parents/guardians; or
 - (8) Income, other than as required by law to determine program eligibility.
- b. When parental/guardian consent for a protected information survey is solicited, the consent form will contain instructions to allow a parent/guardian to inspect the survey prior to administration, as well as contact information for questions or concerns. (See Form ICC-2).
2. **Non-Invasive Screenings and Marketing Materials:**
 Parents/guardians will receive notice and an opportunity to opt a student out of:
- a. Any non-emergency, non-invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - b. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. Upon request, parents/guardians will also have the opportunity to inspect materials for this purpose prior to use or administration. Such requests for inspection will be granted in a reasonable amount of time after the request is made. (See also Rule JRA [Student Records]; Directory Information Notice contained in the Parent Information Guide; Rule KH [Solicitation and Advertising on School Property]).
3. **Other Surveys:**
 Parental/guardian consent shall be obtained in writing unless:
- a. The Chief Accountability and Research Officer approves an exception to this requirement; or
 - b. The survey is required by the State of Georgia or United States Government and provides for a different form of parental/guardian consent.
4. **Inspection:**
 Parents/guardians may conduct a reasonable inspection, upon request and before administration or use of instructional material used as part of the educational curriculum. Inspection will be permitted within a reasonable amount of time of such request. Instructional materials means instructional content that is provided to a student, including printed/representational materials, audio-visual materials, and materials in electronic or digital formats. This term does not necessarily include academic tests or academic assignments. Parents/guardians should contact their students' Principal or designee with such requests.

Reclassified an Administrative Rule: 9/1/04

Revised: 3/12/08

Revised and re-coded: ??/12 (Previously coded as Administrative Rule ILD)

Legal Reference

O.C.G.A. 20-02-0013

Educational research; preparation/publication of instructional material

O.C.G.A. 20-02-0254

Educational research

ICD-R Pilot Projects

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes that instructional needs requiring additional investigation of materials or programs may arise outside of the curriculum adoption cycle. The District additionally recognizes that students will be treated in a dignified, considerate, fair and respectful manner during any pilot projects and that they will be kept in a safe environment conducive to learning (Board Policy SD-2 (Treatment of Students)).

RULE:**A. PILOTS DEFINED:****1. Pilot Programs/Courses:**

A pilot program/course is any program/course which deviates from the existing, District-adopted curriculum.

2. Pilot Textbooks/Materials:

Pilot materials are any materials which would be used in lieu of the District-adopted textbook/material for the majority of any one class being instructed.

3. Student Rights:

Pilots shall adhere to the applicable Board of Education (Board) Policies and Administrative Rules including the following:

Board Policy SD-2 (Treatment of Students)

Board Policy SD-5 (Financial Planning and Budgeting)

Administrative Rule ICC (Curriculum Research)

B. PROCEDURES:**1. School Initiated Pilots:**

School staff members who desire to implement programs or use materials other than those officially adopted by the Board must request permission from Curriculum, Instruction and Assessment to implement these on a pilot basis. The approval process is as follows:

a. Approval:

Pilot project applications initiated by schools will be considered for approval only during the two-year period prior to the scheduled year of the District textbook adoption for the affected area;

b. Project Outline:

Upon approval of the Principal, an outline including estimated cost and timeline of the proposed pilot project must be submitted to the appropriate curriculum supervisor and director at least one semester prior to the projected starting date of the pilot. The outline shall include:

(1) The academic targets, feasibility and possible timeline for implementation and completion of the project;

(2) Appropriate evaluation techniques and instruments that can demonstrate the impact on student achievement;

c. Evaluation:

At the conclusion of the project, the school receiving permission to conduct a pilot project must submit an evaluation. The evaluation should:

(1) Be completed by the teacher(s) involved;

(2) Be signed by the department chair or building subject coordinator (if applicable) and the Principal;

(3) Include the impact on student achievement for the academic targets identified in the outline submitted for the project; and

(4) Be returned to the District curriculum supervisor upon completion of the project.

2. **District Initiated Pilots:**

Pilot programs/courses may also be initiated and implemented by the District with the written approval of the appropriate District supervisor, director, and the Assistant Superintendent, Curriculum, Instruction and Assessment. District-initiated projects:

- a. May occur without regard to the textbook adoption cycle;
- b. Shall include appropriate evaluation techniques and instruments that can demonstrate the impact on student achievement;
- c. Shall require a permission from schools participating in the pilot; and
- d. Shall include a final evaluation with recommendations submitted to Curriculum, Instruction and Assessment at the conclusion of the study.

3. **Evaluation:**

The following evaluation provisions apply to both school-initiated and District-initiated pilots:

- a. Evaluation benchmarks, measures and goals shall be identified/approved as part of the pilot application;
- b. Interim Evaluations:
 - (1) All pilot programs/courses and materials will be evaluated at specific intervals in order to determine their continuance, termination or status change as outlined in the regulations;
 - (2) Data from interim evaluations will be shared with District subject supervisor and director before making determination to change the status of the pilot;
- c. A final report will be submitted to Curriculum, Instruction and Assessment within the approved timeframe of the pilot.

C. PROGRAM IMPACT:

If the evaluation of the pilot reveals significant positive results, appropriate action will be taken to incorporate the project into the approved curriculum.

Adopted: 8/9/78

Revised: 4/28/83; 8/8/84; 8/8/90; 7/28/94; 2/1/02

Reclassified an Administrative Rule: 9/1/04

Revised: 1/13/10

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IGC)

ICFA-R Curriculum Guides and Course Outlines

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) maintains curriculum guides and course outlines. See the organizational structures for the delivery of instruction referenced in Board Policy IE (Organization for Instruction) and Administrative Rule IE (School District Organization Plan).

RULE:

A. GUIDELINES:

1. The content for the educational program and the instructional objectives for that content should be maintained in the official curriculum guides and course guides for the levels of instruction of the District (Administrative Rule IE (School District Organizational Plan]).
2. These documents should:
 - a. Include the content found in the Georgia required curriculum; and
 - b. Be developed by teachers and other professional staff members under the coordination of District curriculum supervisors.
3. The District's curriculum guides and course outlines should be:
 - a. Published;
 - b. Made available to classroom teachers; and
 - c. Followed in the process of classroom instruction as the basis for each program of study offered (Administrative Rule IKI-R (Lesson Plans).

Adopted: 8/9/78

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

Reclassified an Administrative Rule: 9/1/04

Revised: 3/10/10

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

Legal Reference

O.C.G.A. 20-02-0240

Rule 160-4-2-.01

Rule 160-4-2-.03

Rule 160-4-2-.20

Powers and duties of SBOE

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

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

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

IDAI-R Magnet Programs

?/?/12

GSBA Reference: IDAI Demonstration Schools

RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes that students who demonstrate exceptional potential in a specific area may benefit from a specialized program and permits magnet programs to be developed in designated schools with Board of Education (Board) approval. The purpose of such programs should be to create a forum for educational innovation while allowing students to pursue their specialized interests, develop their talents, and extend their competencies beyond the usual scope of high school.

RULE:

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

A. MAGNET PROGRAM QUALITY:**1. Indicators:**

The following indicators are provided as a means of assessing the quality of a specific magnet program:

- a. The magnet program has a well-developed purpose, focus, philosophy, curriculum, plan, and procedures, which are effectively communicated to parents/guardians, students, and community.
- b. The magnet program reflects the District's commitment to equal educational opportunity.
- c. School administration and staff support the magnet program's focus through commitment of resources and leadership.
- d. Curriculum offerings are congruent with the magnet program's focus, appropriate for student levels, and based on best-practice research.
- e. Magnet students are selected according to specified criteria.
- f. A talent development program exists to increase student participation of local attendance area students in the magnet program.
- g. Magnet students and families are integrated into the total school program.
- h. Magnet teachers participate in quality staff development to enhance the program's focus and curriculum.
- i. Magnet teachers have high expectations for student performance, and parents/guardians are made aware of these expectations.
- j. Administration and magnet staff closely monitor student motivation and achievement.
- k. Magnet students demonstrate high motivation and achievement.
- l. The magnet program engages in regular program review and improvement.
- m. The magnet program adheres to existing Board Policies and District Rules.

2. Annual Program Report:

The magnet program coordinator should develop and submit a yearly report to the magnet program board, the Area Assistant Superintendent, the Assistant Superintendent for Curriculum, Instruction and Assessment, and the Supervisor, Advanced Learning Programs that includes the following:

- (1) Support for the school improvement plan;
- (2) Projected program revisions; and
- (3) Projected budget for the subsequent school year.

B. PROCEDURES FOR GRADES 9-12 MAGNET PROGRAMS:**1. Curriculum:**

Curriculum for magnet programs must reflect the mission and focus of the specific magnet program and must extend curriculum standards of the District. The Advanced Learning Programs Supervisor shall coordinate curriculum development with appropriate Curriculum, Instruction and Assessment supervisors and the Magnet Program Coordinator.

2. **Student Admissions (beginning for Class Entering in 2009):**

a. **Application/Admission:**

To be admitted into a magnet program, a student must be eligible to attend a District school. Applications are accepted by magnet coordinators in the student's eighth grade year in compliance with published application deadlines. Candidates are evaluated on multiple indicators of potential success, including academic achievement, teacher recommendations, good behavior, and regular attendance. Students are notified of admission decisions in the spring for the following school year.

b. **Multiple Offers:**

Students may accept admission from one magnet program only.

c. **Student Contracts:**

With the approval of the Area Assistant Superintendent and Policy Development, individual magnet programs may develop student codes of conduct, contracts, rules, or regulations for continued participation in the program. If these student codes of conduct, contracts, rules, or regulations extend Board Policies or Administrative Rules, they must also be reviewed by the Board prior to implementation.

3. **Late Entrance Admissions:**

a. Only two categories of qualified students may be admitted to magnet programs after the beginning of the freshman year, as space is available:

- (1) Students attending the school in which the magnet program is housed; or
- (2) New-to-District students.

b. Students who may qualify for late entrance admission are defined as those who have:

- (1) Completed the prerequisite requirements of the program; and
- (2) Demonstrated successful academic performance that is consistent with program admissions criteria.

c. In addition, to qualify for late entrance admission students must be able to meet magnet program and graduation requirements Administrative Rule IHF [Graduation Requirements]) within the remaining high school program. Please refer to Administrative Rule JJIC (Student Activities: Standards for Student Participation in Extracurricular Activities) for eligibility implications.

4. **Program-to-Program Transfers:**

Students currently enrolled in a magnet program in the District may request to transfer (utilize School Choice) to attend another District magnet program at the end of their first year in the magnet program. The request must adhere to District School Choice Guidelines. See Administrative Rule JFABC (Admissions/Withdrawals: Transfer Students) for more information about the School Choice process.

a. Transferring students may be ineligible for interscholastic activities in accordance with Administrative Rule JJIC (Student Activities: Standards for Student Participation in Extracurricular Activities).

b. A request for School Choice is activated upon receipt of a letter from the student and parent/guardian to the current magnet program coordinator no later than the last day of school stating the reason for the request. The student must also submit an application Form JFABC-1 (School Choice Application).

c. The student must provide recommendations from all current academic teachers.

d. School Choice applicants must be in good academic standing.

e. Students transferring to another magnet program must meet the criteria of the receiving program. Although a student may be granted School Choice to attend the general educational program of the school that houses the magnet program, the student may not be accepted into that school's magnet program. The receiving program reserves the discretion to refuse to accept a student.

f. If School Choice is granted, the student and parent/guardian must meet with the coordinator of the new magnet program to review program requirements.

g. Attendance in the new magnet program begins on the first day of school.

h. Magnet coordinators arrange for transfer of records (Administrative Rule JRAA [Student Records: Transfer/Articulation of Student Records]).

5. **Probation:**

a. **International Baccalaureate Program:**

A student who receives a grade of D in any Pre-IB or IB course is placed on program probation. The student is then required to earn a grade of C or above in the next magnet course in that content area to remain in the program. Removal from the program also results if a student:

- (1) Earns two or more D's in Pre-IB or IB courses in any given semester;
- (2) Earns a grade of F in any Pre-IB or IB academic course specified within the IB curriculum sequence.

b. **Cobb County Center for Excellence in the Performing Arts:**

A student must maintain a minimum grade average of eighty percent in performing arts major classes and a minimum cumulative Grade Point Average of 2.0.

c. **All Other Programs:**

(1) **Definitions:**

- (a) Magnet courses are those designated with a district-designated course number ending;
- (b) Magnet-related courses are those that are specifically designated in each magnet's required course of study.

(2) **Requirements:**

- (a) A student who receives a grade of C or below in one or more magnet courses is placed on program probation until the next magnet course in that content area is completed. If the student does not receive an A or B in the subsequent course, the student is removed from the program.
- (b) Grades for Advanced Placement (AP) classes must be a minimum of 2.0 (3.0 with the addition of the quality point).
- (c) Removal from the program may also result if a student earns:
 - 1) Multiple grades below B (including quality points) in magnet-related and Magnet courses in any one semester; or
 - 2) A grade of F in any magnet-related or magnet course.

6. **Withdrawal:**

- a. Those students exiting the program after the first two weeks of the semester may remain in the host school for the remainder of that semester only (see Administrative Rule JJIC [Student Activities: Standards for Student Participation] in Extracurricular Activities for eligibility implications).
- b. During the first three years of participation in the magnet program, students who discontinue the magnet program must return to their zoned high school.

7. **Magnet Program Reconsideration:**

Students who are involuntarily removed from the program may request reconsideration of their removal by a review panel composed of an Area Assistant Superintendent other than the one representing the magnet school or student's zoned high school, the District Curriculum Director, and the Superintendent or designee, who serves as chair. The student initiates the reconsideration by submitting a written request for a reconsideration with all materials supporting the request, a return address, and a daytime telephone number to:

Office of Advanced Learning
Cobb County School District
P. O. Box 1088
Marietta, Georgia 30061-1088

8. **Governance/Personnel:**

- a. The host school Principal is responsible for:
 - (1) Supervising student selection;
 - (2) Delivery of instruction by all magnet personnel;
 - (3) Budgets;
 - (4) Enrollment/continuation decisions;
 - (5) Resource utilization;
 - (6) Enforcing student contracts; and
 - (7) Adhering to student recruitment guidelines.
- b. Magnet Program Coordinators report directly to the Principal of the host school.
- c. **Magnet School Program Board:**

Each magnet school principal will appoint a magnet school program board (board) which shall:

- (1) Assist the school in developing its magnet school program proposal (Section C);
 - (2) Develop job expectations for the magnet program coordinator;
 - (3) Meet at least once per semester for the purposes of program development, community relations, and program evaluation;
 - (3) Consist of the Principal, who shall serve as chair, and his/her designees to include the Magnet Program Coordinator and the District Advanced Learning Programs Supervisor.
 - (4) Review the annual program report on each of the indicators of program quality (See Section A above).
- d. The Supervisor, Advanced Learning Programs should provide coordination among magnet programs, and shall provide curriculum oversight in coordination with curriculum supervisors.
 - e. Coordinators of the various magnet programs should meet individually and as a group at designated times with the Supervisor, Advanced Learning Programs for inter-program coordination.

C. DEVELOPMENT OF NEW MAGNET PROGRAMS FOR GRADES K-12:

To create new magnet programs, schools shall adhere to the following process:

1. Conduct Needs Assessment:

- a. The Principal conducts a needs assessment and identifies supporting research prior to developing his/her magnet program concept.
- b. The Principal discusses magnet program concept with the:
 - (1) Area Assistant Superintendent serving that school; and
 - (2) Assistant Superintendent for Curriculum, Instruction, and Assessment.
- c. The school leadership team should serve as an ad hoc committee to:
 - (1) Conduct needs assessment; and
 - (2) Conduct a stakeholder survey to determine the level of interest/need.
- d. Program development proceeds if survey results indicate high interest.

2. Develop Magnet Program Proposal:

The Principal appoints the magnet school program board to:

- a. Explain program themes/goals/need;
- b. Correlate program goals to District goals and school improvement plans; and
- c. Identify:
 - (1) Target student population;
 - (2) Professional development needs;
 - (3) Staffing and facility needs;
 - (4) Local school, budget, and community resources to be committed to establishing and developing the program; and
 - (5) Program evaluation plan.

3. Secure District Support:

- a. The Principal should submit the completed magnet program proposal to appropriate District administrators for review/revision/approval:
 - (1) Supervisor, Advanced Learning Programs;
 - (2) District Curriculum Director;
 - (3) Assistant Superintendent of Curriculum, Instruction and Assessment;
 - (4) Area Assistant Superintendent; and
 - (5) Superintendent or designee.
- b. If the magnet program proposal is approved, the Superintendent should submit the revised program proposal to Board for approval to implement.

4. Select Program Leaders:

The Principal identifies Magnet Program Coordinator (Coordinator) candidate.

5. Develop Magnet Program Curriculum:

The Coordinator should work with the Supervisor, Advanced Learning Programs and appropriate curriculum supervisors, to:

- a. Develop specialized magnet courses consistent with program theme;
- b. Obtain District approval for new course offerings; and
- c. Align magnet curriculum with District curriculum.

6. Identify and Select Staff:

- a. The Principal and Coordinator should work with Human Resources to recruit/reassign appropriate teachers; and
- b. The Coordinator should work with the Supervisor, Advanced Learning Programs, and the Professional Learning Office to identify and provide professional development as needed.

7. Implement Program:

- a. The magnet school program board solidifies community and partnership support;
- b. The Coordinator:
 - (1) Follows District guidelines for student recruitment;
 - (2) Finalizes program budget;
 - (3) Schedules student/parent/guardian orientation;
 - (4) Works with the District Department of Transportation to arrange student transportation; and
 - (5) Schedules classes.

Adopted: 9/25/03

Revised: 5/12/04

Reclassified an Administrative Rule: 9/1/04

Revised: 4/15/09; 4/14/10

Revised and re-coded: ??/?/12 (Previously coded as Administrative Rule IHBHB)

IDBC-R Physical Education

?/?/12

RATIONALE/OBJECTIVE:

Physical education is an important part of the educational curriculum of the Cobb County School District (District). It plays a significant role in the total development of all students through its unique contribution to their physiological development. The program shall be maintained in compliance with state requirements including State Board rule 160-4-2-.12. Physical education shall be provided for all students K-12 and will help students develop a life-long physically active lifestyle. This Rule supports the intent of the Administrative Rule EEE-R (Wellness Program).

RULE:**A. INSTRUCTION:****1. Curriculum:**

The physical education curriculum shall be directly related to the needs and interests appropriate for the growth, development, and maturity level of each student involved. The comprehensive physical education program shall endeavor to align with the National Association for Sport and Physical Education (NASPE) Standards and include two major areas:

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

2. Teacher Qualifications:

Physical education instruction will be provided by a teacher who is certified in physical education.

3. Class Size:

Class sizes shall not exceed the limitations set forth in state laws, rules and guidance. Additionally, the District will maintain the standards set by the Georgia Department of Education and recommended by Southern Association of College and Schools (SACS/AdvancEd). Smaller class sizes should be scheduled as much as possible to promote quality instruction and student safety.

4. State Requirements:

The District will provide a physical education program that complies with state laws, rules and guidance in the following areas:

1. Motor skills;
2. Physical fitness;
3. Lifetime sports;
4. Outdoor Education; and
5. Fitness Assessment in the manner prescribed by the State Board of Education.

Additionally, this program will comply with Cobb Performance Standards.

5. Preservation of Class Time:

- a. Physical education will not be withheld from students as a form of punishment or as a means to provide additional instructional time.
- b. Physical activity or recess will not be withheld regularly from students as a form of punishment.

6. Physical Activity:

- a. Students should be given opportunities for physical activity through a range of before-during and/or after-school programs including recess, intramurals, interscholastic athletics, and physical activity clubs and related community activities.
- b. Physical activities that expose students to rhythm, balance, cross lateral activities, and activities that make the heart beat faster can have positive impacts on a students'

academic success and should be incorporated into physical education programs where appropriate.

- c. Recess, while separate and distinct from physical education, supports the District's physical activity and movement philosophy. The District encourages classroom teachers, parents/guardians and community members to provide opportunities for students to engage in moderate to vigorous physical activity daily where appropriate.

7. **Staff Training:**

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

B. SAFETY:

1. **Supervision:**

Teachers and other designated staff should supervise physical education activities.

2. **Adventure Activities:**

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

3. **Inspection:**

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

4. **Cold Weather Guidelines:**

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

C. DRESS:

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

2. **Elementary School:**

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

3. **Middle/High Schools:**

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

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

D. EXCUSES:

1. An excuse in physical education from total participation of any duration or restrictive participation beyond five consecutive days after returning to school shall be confirmed by a physician's statement specifying the type of illness or injury and the nature and duration of the restriction. Excuses should indicate what a student can do in order for the physical educator to modify instruction for that student.
2. Chiropractor's excuses will be recognized in regard to problems of the skeletal framework, sprains and muscular difficulties. However, excuses related to colds, sinus conditions and other illnesses generally treated by medical doctors should not be accepted from chiropractors.

Adopted: 8/9/78

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

Reclassified an Administrative Rule: 9/1/04

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

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IHAE)

IDC-R Extended Programs

?/?/12

RATIONALE/OBJECTIVE:

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

RULE:**A. PROGRAMS:**

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

1. Adult Education:

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

2. Continuing Education Centers:

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

3. Summer Schools:

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

a. Program Plan:

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

- (1) Developed annually by Curriculum, Instruction and Assessment; and
- (2) Submitted to Senior Staff and the Superintendent for approval.

b. Graduation Unit Credit:

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

c. Procedures:

- (1) Each student participating in the summer school program must submit a complete District summer school registration form.
- (2) A minimum number of students must be registered for any course before it may be offered. This minimum will be determined each year after reviewing teacher salaries and student costs.
- (3) Students enrolled in a summer school program must do satisfactory work before credit is allowed. Unexcused absences or unsatisfactory behavior will result in immediate dismissal. Students must be present or have excused absences for all days in the school term, and work missed by excused absences must be made up by the end of summer school.

d. Non-District 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: 8/9/78

Revised: 7/9/80; 4/28/83; 8/8/84; 7/28/94; 8/9/95; 2/1/02

Reviewed: 9/11/02

Reclassified an Administrative Rule: 9/1/04

Revised: 10/8/08; 4/15/09; 1/18/12

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IHC)

Legal Reference

O.C.G.A. 20-02-0184.1

Funding for additional days of instruction

O.C.G.A. 20-02-0285.1

Provisions applicable to third grade criterion-referenced reading assessment students

O.C.G.A. 20-02-0259

Extended day program for students in grades 9 through 12

O.C.G.A. 20-02-0150

Eligibility for enrollment

O.C.G.A. 20-02-0312

State program for middle school children during non-school hours; goals; review

Rule 160-4-2-.14

Instructional Extension

Rule 160-4-2-.17

Early Intervention Program (EIP)

IDCE-R Advanced College Placement

?/?/12

RATIONALE/OBJECTIVE:

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

RULE:

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

A. Restock Fee:

If a student orders an advanced placement exam and does not take the test, he/she will pay the restock fee set by the local school.

B. Advanced Placement Account:

Money in the advanced placement account may be used for:

1. Costs associated with administration of the advanced placement exams.
2. Supplementary materials for advanced placement courses.
3. Fee reduction for students
4. Registration fees for teachers to attend advanced placement seminars.

Reclassified an Administrative Rule: 9/1/04

Revised and recoded: ?/?/12 (Previously coded as Administrative Rule IDCE)

Legal Reference

O.C.G.A. 20-02-0157

Rule 160-4-2-.34

Uniform reporting system (post-secondary op, HOPE, other financial aid eligibility)

Dual Enrollment

IDD-R Special Programs

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) complies with federal and Georgia requirements regarding the provision of programs and services for students with identified academic deficiencies. Organizational structures exist to facilitate the delivery of instruction to these students and for the efficient operation of those services that support the delivery of special instruction within the school day.

RULE:**A. PROGRAMS:**

The District provides the following instructional programs for students with identified academic deficiencies in accordance with state and federal guidelines:

1. Remedial Education Program (REP) as established by Georgia Board of Education Rule IDDB (Remedial Education Program) (Rule 160-4-5-.01) and in consultation with *Georgia Department of Education Remedial Education Program Guidelines*.
2. Early Intervention Program (EIP) as established by Georgia Board of Education Rule IDDH (Early Intervention Program [EIP]) (Rule 160-4-2-.17) and in consultation with *Georgia Department of Education Early Intervention Program Guidelines*.
3. Student Support Team (SST) as outlined by Georgia Board of Education Rule IGB (Student Support Team) (Rule 160-4-2-.32) and in consultation with *Georgia Department of Education Student Support Team Resource Manual*
4. Special Education Programs as established by Georgia Board of Education Rules IDDF (01-21) (Special Education) (Rules 160-4-7-.01 through 160-4-7-.21). The District program shall be outlined in the Special Education Comprehensive Plan as approved by the Cobb County Board of Education. The District has established a goal of providing full educational opportunity to all children with disabilities. To that end, the District will offer a free, appropriate public education opportunity for students with disabilities.
5. Programs for Students with Limited English Proficiency as established by Georgia Board of Education Rule IDDG (Language Assistance: Program for Students with Limited English Proficiency [LEP]) (Rule 160-4-2-.38).

Adopted: 10/8/08

Revised and re-coded: ?/?/12 (Previously coded as Administrative Rule IHB)

Legal Reference

O.C.G.A. 20-02-0159	Special education services for students in home study programs
O.C.G.A. 20-02-0152	Special Education Services
O.C.G.A. 20-02-0300	Implementation and funding authorized
Rule 160-4-7-.05	Eligibility Determination and Categories of Eligibility
Rule 160-4-7-.07	Least Restrictive Environment (LRE)
Rule 160-4-7-.21	Definitions

IDDD-R Gifted Student Programs

??/12

RATIONALE/OBJECTIVE:

The Cobb County School District follows all State requirements regarding the development and implementation of a gifted education program, including those found in State Board Rule 160-4-2-.38. The Superintendent or designee will ensure that required notices are provided and that appropriate criterion is set for the gifted education program.

RULE:

The District recognizes that there are students who demonstrate a high degree of intellectual ability and require special service to achieve at levels commensurate with their intellectual abilities. The District offers programs for K-12 gifted education to facilitate exceptional academic achievement.

Guidelines for gifted education service in the District are located in the Cobb County Gifted Procedure Manual. Refer to attached Form IHBB-1.

Adopted: 1/10/90

Revised: 9/25/03

Reclassified an Administrative Rule: 9/1/04

Revised: 1/26/06; 10/26/10; 4/13/11

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IHBB)

Legal Reference

O.C.G.A. 20-02-2162

Military children; placement based on current educational assessments; subsequent evaluations

O.C.G.A. 20-02-0161

QBE formula/program weights

Rule 160-4-2-.09

Governor's Honor Program

Rule 160-4-2-.38

Education Program for Gifted Students

IDDM-R Alternative School Programs

?/?/12

RATIONALE/OBJECTIVE:

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

RULE:**A. AEP ASSIGNMENT VIA THE DISCIPLINE PROCESS:****1. Students from Outside the District:**

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

2. Students from Inside the District:

- a. Schools may recommend that a student attend the alternative school during his/her long-term suspension/expulsion. Upon this recommendation or a decision of the District Hearing Officer/Tribunal, expelled/long-term suspended students may apply to attend AEP pursuant to a contract;
- b. The student will remain eligible at the AEP for the time period of assignment recommended in the suspension letter or as ordered by the District's Hearing Officer/Tribunal or as agreed upon in a parent/guardian waiver;
- c. Dismissal:
 - (1) If the student violates the terms of the contract, he/she may forfeit the opportunity to attend the AEP during the remainder of his/her expulsion or long-term suspension, pursuant to the Order of the Hearing Officer/Tribunal and/or the terms of the contract;
 - (2) The student may appeal his/her dismissal from the AEP to the District administrator responsible for the supervision of the AEP;
 - (3) Students dismissed from the AEP will be withdrawn from the home school;
 - (4) Students dismissed from the AEP are not allowed to return to any District campus or school sponsored event during the time of suspension/expulsion;
 - (5) Students dismissed from the AEP may:
 - (a) Apply to the District's home school office if the parent/guardian determines to home school the student (See Administrative Rule IHBG [Home Study Program]);
 - (b) Apply to complete their GED through the District's adult education program (See Administrative Rule IHC [Extended Instructional Programs]);
 - (c) Attend a private school of the parent/guardian's choice.

3. If there are discipline violations while enrolled in the AEP, the student may also receive further discipline, in addition to the reinstatement of his/her expulsion or long-term suspension.

4. Students with disabilities attending the AEP as a result of a manifestation determination who are removed from the AEP will continue to receive educational programming consistent with the Individuals with Disabilities Education Act (IDEA).

B. PARENT/GUARDIAN REQUEST TO ATTEND THE AEP:

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

C. ALTERNATIVE EDUCATION PROGRAM DIRECT REFERRAL PROCESS:

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

1. Entrance Procedures:

- a. Prior to submitting a direct referral for a student to the AEP, the home school should have assessed the needs of the student and implemented strategies for addressing those needs, consistent with District Administrative Rules. The home school will provide the AEP with documentation of the strategies it has utilized at the time of the referral;
 - b. Prior to the referral for the student to apply to the AEP, the home school administrator will schedule a conference with the student and his/her parent/guardian to inform them:
 - (1) That the school desires to refer the student to the AEP and the reasons for the referral;
 - (2) If the parent/guardian does not agree with the referral, the student remains at the home school;
 - (3) If the parent/guardian agrees with the school recommendation, the recommendation will be reviewed by the AEP Director and District Alternative Program administration to determine if the referral is within guidelines for application to the AEP;
 - (4) The decision of the AEP Assignment Review regarding a student's application to the AEP is final;
 - (5) Transportation to the AEP is to be provided by the parent/guardian or student.
 - c. The Referral Packet (Packet):
 - (1) Contains all requested information, including documentation of strategies and interventions utilized by the referring school;
 - (2) Is reviewed by AEP staff upon its receipt:
 - (a) The referring school should be notified of any missing information. This notice will provide sufficient opportunity for the referring school to respond in time to permit the AEP Assignment Review to occur as scheduled.
 - (b) The referring school will be notified if the student has been accepted to apply.
2. A student may not attend the AEP until the referral process and the AEP application is complete and approved.
 3. **Minimum Length of Attendance:**
 - a. Students must attend the AEP for a minimum of one semester. Students who enter the program within two weeks of the end of a semester, will remain until the end of the next semester.
 - b. The minimum length of assignment may be extended by the AEP Director in collaboration with the District's AEP administrator.

D. ACADEMIC/BEHAVIOR COMPONENTS:

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

E. STANDARDIZED TESTING:

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

F. PARENT/GUARDIAN INVOLVEMENT:

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

G. EXIT PROCEDURES:

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

H. SPECIAL EDUCATION STUDENTS:

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

Adopted: 8/25/05

Revised: 7/1/06; 8/8/07; 7/1/08; 7/23/09; ?/?/12

Revised and re-coded: ?/?/12 (Previously coded as Administrative Rule IHBHA)

Legal Reference

O.C.G.A. 20-02-0751.4	Policies prohibiting bullying; assignment to alternative school; notice
O.C.G.A. 20-02-0150	Eligibility for enrollment
O.C.G.A. 20-02-0154.1	Alternative education programs; intent; description; funding
O.C.G.A. 20-02-0300	Implementation and funding authorized
O.C.G.A. 20-02-0768	Expulsion/suspension for commission of a felony; alternative education system

O.C.G.A. 50-27-0002	Legislative findings and declarations
O.C.G.A. 50-27-0003	Georgia Lottery for Education Act; definitions
Rule 160-4-7-.10	Discipline
Rule 160-4-7-.19	Services for Agency-Placed Students
Rule 160-4-8-.12	Alternative Education Programs
Rule 160-5-1-.28	Student Enrollment and Withdrawal

IE-R Instructional Arrangements

??/12

RATIONALE/OBJECTIVE:

Organizational structures exist to facilitate the delivery of instruction to students and to optimize the efficiency of operation of those services that support the delivery of instruction.

RULE:

The organization for instruction in the Cobb County School District (District) shall be in keeping with the organization for instruction as prescribed by the Georgia Board of Education and Cobb County Board of Education (Board) Policies and Administrative Rules and regulations.

A. GRADE LEVEL DIVISIONS/COMMUNITY OPPORTUNITIES:

1. Grade Level Models:

The District utilizes the following organization plans: K-1, K-2, 2-5, 3-5, K-5, 6, 7-8, 6-8, and 9-12.

2. Community Opportunities:

The District provides Facility Use (see Administrative Rule KF [Use of School Facilities]) and Adult Education (see Rule IDC [Extended Programs]) programs for county citizens.

B. SCHOOL STRUCTURE:

1. Instructional organization for each school shall be the responsibility of the Principal, consistent with:
 - a. District philosophy and goals for instruction;
 - b. The Standards for Public Schools of Georgia; and
 - c. Standards of the Southern Association of Colleges and Schools (SACS/AdvancEd).
2. It is also the Principal's responsibility to make staff and teaching assignments for personnel which are equitable and instructionally efficient for the school, operating within District allotments and state class size requirements.

C. CURRICULUM DESIGN AND IMPLEMENTATION:

The design of curriculum and the procedures for instruction used in the District shall be established to meet or exceed the requirements of the Georgia Board of Education, the Southern Association of Colleges and Schools (SACS/AdvancEd) and this Rule.

1. Data Collection:

- a. The Superintendent or designated staff shall collect, maintain and report data regarding the following topics:
 - (1) Compliance with the required Georgia curriculum;
 - (2) Compliance with standards of the Southern Association of Colleges and Schools (SACS) and its parent organization AdvancEd;
 - (3) Student enrollment by grades;
 - (4) Student enrollment in selected courses and programs in regular and special education as required by Georgia law;
 - (5) Teacher allocation and teacher/pupil ratios;
 - (6) High school scheduling efficiency including courses offered and courses eliminated in final high school schedules;
 - (7) Number of teachers out of field of certification; and
 - (8) Curricular and instructional emphases for the year.

b. Reports:

Periodic reports summarizing the data collected on these topics shall be made to the Board in compliance with Policy SD-9 (Communication and Support to the Board) and Policy CO (Administrative Reports) and provided to the public upon request.

Adopted: 8/13/75
Revised: 11/9/83; 8/8/84;
Reclassified an Administrative Rule: 9/1/04
Revised: 6/21/05; 10/8/08
Revised and re-coded: ?/?/12 (Previously coded as Administrative Rule IE)

Legal Reference	
O.C.G.A. 20-02-0240	Powers and duties of SBOE
Rule 160-4-2-.31	Hospital/Homebound Instruction
Rule 160-4-7-.07	Least Restrictive Environment (LRE)
Rule 160-4-9-.04	Charter Schools Definitions

IED Scheduling for Instruction

?/?/12

The Cobb County Board of Education (Board) believes that public education is enhanced when instructional time provided for students is not interrupted by non-instructional activities. The Cobb County School District (District) shall comply with the high school requirements established by the Georgia Board of Education for scheduling minimum class enrollment requirements. Instructional time is determined to be all portions of the day when instruction or instruction-related activities take place based on state-approved courses and coordinated by a certified teacher or substitute teacher. For students in grades K-12, time away from classes shall be limited to 10 instructional days per year for school-sponsored non-instructional activities, unless otherwise approved by the Board in accordance with this policy.

HIGH SCHOOL MINIMUM CLASS ENROLLMENT REQUIREMENTS:

District high school students shall be scheduled in classes as established in Georgia Board of Education School Day and School Year for Students and Employees (Rule 160-5-1-.02). State and District exceptions granted for these requirements include:

1. Fifth year seniors (Administrative IED-R [Scheduling for Instruction]);
2. Students participating in State Postsecondary Options for joint enrollment programs (Administrative Rule LBD [Cooperative Program with Higher Education]);
3. Personal situations which warrant a student's attendance at alternative educational settings in the District;
4. Students approved for Minimum Day in accordance with Administrative Rule IDB;
5. Students approved for less than two and one-half units in accordance with an Individualized Education Program (IEP) (Administrative Rule IDD-R [Special Programs]); or
6. Documented medical and/or psychological situations in accordance with hospital/homebound, Section 504 of the Rehabilitation Act of 1973, or Student Support Team plans.
7. Students who are older than the mandatory attendance age exempted by a hardship waiver for less than the minimums stated above.
 - a. The Superintendent (or designee) is authorized to waive the minimum class load requirement for students in grades 9 through 12 who are older than the mandatory attendance age if the Superintendent finds a hardship for one of the following reasons:
 - (1) Economic;
 - (2) Family emergencies such as death or illness;
 - (3) Student's health;
 - (4) Any other good and sufficient reason which, in the Superintendent's discretion, creates a hardship for the student or parent.
 - b. Hardship waiver requests shall be submitted in writing to the Superintendent (or designee). The Superintendent or his/her designee shall evaluate each request on a case-by-case basis and forward the decision in writing to the student's parents or legal guardian within ten (10) school days of the submission of the request.
 - c. The decision of the Superintendent may be appealed to the Board. Such an appeal must be made in writing within ten (10) school days after the decision of the Superintendent.

Adopted: 2/13/91
Revised: 7/28/94; 8/9/95; 9/18/02
Reclassified an Administrative Rule: 9/1/04
Revised: 9/9/09; 6/8/11
Revised and re-coded: ?/?/12 (Previously coded as Administrative Rule IDC)

Legal Reference

O.C.G.A. 19-09-0122	Delegation of authority; hardship
O.C.G.A. 20-02-0159.5	Dual credit courses; requirements
Rule 160-4-2-.12	Comprehensive Health and Physical Education Program Plan
Rule 160-4-2-.31	Hospital/Homebound Instruction
Rule 160-4-2-.34	Dual Enrollment
Rule 160-4-2-.48	High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years
Rule 160-4-3-.14	Work-Based Learning Programs
Rule 160-4-8-.09	Student Advisement
Rule 160-5-1-.02	School Day and School Year for Students and Employees
Rule 160-5-1-.18	Competitive Interscholastic Activities in Grades 6-12
Rule 160-8-1-.01	Georgia Virtual School Program

IED-R Scheduling for Instruction

?/?/12

RATIONALE/OBJECTIVE:

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

RULE:**A. MINIMUM SCHOOL DAY FOR HIGH SCHOOL SENIORS (MINIMUM DAY):****1. Length of School Day:**

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

- a. State-approved career technical and special education programs;
- b. Minimum Day programs for seniors as established by this Rule.

2. Program Objectives:

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

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

3. Limitations:

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

a. Fourth Year Seniors:

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

b. Fifth Year Seniors:

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

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

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

4. Responsibility:

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

5. Requirements for Participation:

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

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

- b. Students must have exceeded the sixteen (16) units necessary for classification as a senior according to the following:
 - (1) Seventeen and one-half (17.5) units must have been completed in order for a student to participate in Minimum Day during the first semester of the senior year;
 - (2) Nineteen and one-half (19.5) units must have been completed in order for a student to participate in Minimum Day during the second semester of the senior year.
 - (3) **Course/Assessment Requirements:**
 - (a) **Pre-2008-09:**
Students who entered ninth grade prior to the 2008-09 school year must have passed or be able to schedule all specified courses for high school graduation and have posted a passing score on all portions of the Georgia High School Graduation Test (GHSGT).
 - (b) **2008-09 and Subsequent Years:**
Students entering ninth grade in 2008-2009 and subsequent years:
 - 1) Must have passed a minimum of:
 - a) Two (2) required English/Language Arts credits;
 - b) Two (2) required Mathematics credits; and
 - c) Two (2) required Science credits.
 - 2) Be able to schedule all specified courses for high school graduation; and
 - 3) Have successfully completed all required state assessments.
 - (4) **Internship/Work-based Learning (WBL) Programs:**
Students who are enrolled in a career technical education Internship/ Work-Based Learning program and planning to take only 2½ units per semester their senior year must:
 - (a) Have earned seventeen and one-half (17.5) units prior to fall semester participation to stay on track for on-time graduation. Students entering ninth grade in 2008-2009 and subsequent years will need to pass most or all remaining courses to accumulate sufficient units to graduate).
 - (b) Have earned nineteen and one-half (19.5) units prior to spring semester participation to stay on track for on-time graduation. Students entering ninth grade in 2008-2009 and subsequent years will need to pass most or all remaining courses to accumulate sufficient units to graduate).
 - (c) Must have passed or be enrolled in the specified courses for high school graduation with the exception of specific courses generally limited to seniors (American Government Principles of Economics). Intern/WBL students not meeting these requirements must take a minimum of four (4) classes toward graduation requirements. Students entering ninth grade in 2008-2009 and subsequent years additionally must have passed a minimum of two (2) required English Language Arts credits, two (2) required Mathematics credits, and two (2) required Science credits.
 - (d) Students must have written permission provided by their parent(s)/ guardian to participate in this program.

6. Application:

- a. Students may request approval of Minimum Day for the purpose of participating in non-employment activities which have educational or community services value. Approval must be granted by the Principal and the appropriate Curriculum, Instruction and Assessment Director. To apply for Minimum Day, students and parents/guardians must:
 - (1) Make a written request for the modification to the schedule each semester to the appropriate Curriculum, Instruction and Assessment Director. The request must:
 - (a) Be received by the Director within 10 school days of the new semester;
 - (b) State the reason for the request; and
 - (c) Give sufficient information for the Director of Instructional Administration to evaluate.
 - (2) An academic plan must be provided which verifies that the student will qualify for graduation within the remaining amount of time normally required to complete the diploma requirements (see Administrative Rule IHF-R [Graduation Requirements]).

- b. The appropriate Curriculum, Instruction and Assessment Director should consult with the Principal and notify the student and parents/guardians of the approval or rejection of the request.
- c. **Extracurriculars:**
All provisions concerning extracurricular eligibility as specified in Administrative [Rule JJIC](#) (Student Activities: Standards for Student Participation in Extracurricular Activities) shall be applicable to students involved in Minimum Day.

7. Program Evaluation:

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

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

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

C. CONFERENCE WEEK:

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

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

Adopted: 1/27/83

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

Reviewed: 9/11/02

Reclassified an Administrative Rule: 9/1/04

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

Revised and re-coded:??/12 (previously coded as Administrative Rule IDB)

Legal Reference

O.C.G.A. 19-09-0122	Delegation of authority; hardship
O.C.G.A. 20-02-0159.5	Dual credit courses; requirements
Rule 160-4-2-.12	Comprehensive Health and Physical Education Program Plan
Rule 160-4-2-.31	Hospital/Homebound Instruction
Rule 160-4-2-.34	Dual Enrollment
Rule 160-4-2-.48	High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years
Rule 160-4-3-.14	Work-Based Learning Programs
Rule 160-4-8-.09	Student Advisement
Rule 160-5-1-.02	School Day and School Year for Students and Employees
Rule 160-5-1-.18	Competitive Interscholastic Activities in Grades 6-12
Rule 160-8-1-.01	Georgia Virtual School Program

IEJ-R Above-Grade Acceleration

?/?/12

GBSA Reference: IEJ (Performance Contracting)

RATIONALE/OBJECTIVE:

In recognition that students of exceptional potential may benefit from acceleration, administration will establish District procedures which take into consideration the whole child and that are consistent with best practices.

RULE:**A. GENERAL PROVISIONS:**

1. The following items are critical to successful whole-grade acceleration: academic ability, aptitude, achievement, developmental factors/interpersonal skills, attitude and support.
2. Oversight is provided by District Advanced Learning Program (ALP) staff and implementation of the acceleration process and decision rests with the school administration.

B. PROCEDURES:**1. Request:**

A formal written request for consideration of acceleration can be initiated by a parent/guardian, teacher, counselor, school administrator, or District ALP staff, utilizing the approved form entitled Request for Consideration of Acceleration obtained from the school.

2. Review of Data:

- a. The school gathers data and the student's current Principal or the current Principal's administrative designee reviews appropriate student data required by the Request for Consideration of Acceleration.
- b. The decision to proceed with further evaluation shall be made by the student's current Principal.

3. The request for acceleration is not to be pursued if the student data gathered on the Request for Consideration of Acceleration does not warrant it.

4. Individual Assessment:

If the student's current Principal decides to proceed, the school will obtain an individual assessment of the student's mental abilities, aptitude and achievement. The current Principal will designate a school contact person who coordinates collection of the remaining data required by the Iowa Acceleration Scale. If the current Principal decides not to proceed, he/she should communicate, in writing, this decision to the parent(s)/guardian(s) of the student.

5. Acceleration:

- a. A Committee, consisting of the student's current Principal or administrative designee, an administrator from any other affected school, a current teacher of the student, the student's guidance counselor, and the student's parent(s)/guardian(s), will review the data collected. While factors of the whole child are considered, the recommendation regarding acceleration is to be determined by the academic instructional needs of the student. If those needs can be met by current placement, acceleration is not recommended. District staff should be consulted if the recommendation includes single-subject acceleration or a change of school.
- b. If the Committee and parents/guardians arrive at a unanimous recommendation for acceleration, the Committee prepares an acceleration plan for review by the receiving Principal. If the decision is not unanimous, the student's placement is not changed.
- c. The student's current Principal reviews the recommendation of the committee and makes a final, non-appealable decision regarding the acceleration. However, in the

event that an affirmative above-grade acceleration decision would place the student in a grade level outside the student's current school placement, the Principal of the school where the student would be placed (if an affirmative above-grade acceleration decision is made) will make a final, non-appealable decision regarding the student's acceleration.

6. **Recordkeeping:**

Upon the conclusion of the acceleration process, results of the Consideration for Acceleration shall be placed in the student's permanent record, and pages three and four of the Iowa Acceleration Scale Summary and Planning Record will be forwarded to District ALP staff. A copy of the Iowa Accel Summary Planning Record should be given to the parent/guardian.

7. **Monitoring:**

School staff monitors 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: ??/12 (Previously coded as Administrative Rule IKEB)

IF-R Instructional Resources

??/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes that schools, teachers and other employees need a variety of resources and materials for learning. Therefore, the District shall annually provide schools with funding to be used to address a variety of purposes including the provision of instructional resources and materials.

Through a basic allotment provided on an equitable basis to all schools, and additional funding provided according to identified need, the District provides an equitable educational opportunity for all students within the resources available.

RULE:**A. TEACHING SUPPLIES:**

1. The District shall provide a teaching supplies allocation based upon a per pupil allotment.
2. The teaching supply allocation shall be consistent among schools of like grade levels.
3. The amount of the allotment shall be included in the annual District budget.

B. MEDIA CENTERS:

In accordance with accreditation standards of the Southern Association of Colleges and Schools (SACS/AdvancEd), the provision of materials and supplies for media centers and programs associated with them shall be provided on an equitable basis from school to school.

C. SPECIAL FUNDING:

Special funding above the basic allotments may be provided to schools on a selected basis for curriculum materials and supplies to address unique needs in the individual schools.

D. CONTRIBUTIONS/DONATIONS/FEES:**1. General Provisions:**

In conformity with Georgia Board of Education rules and regulations, voluntary contributions, donations and grants may be solicited from and/or received from students, parents/guardians or interested citizens for the support of the educational program of the District.

- a. No resident student may be charged either tuition or fees as a condition of enrollment or full participation in the educational program.
- b. Pursuant to law, OCGA 20-2-671, admission to all District schools shall be gratuitous to all eligible children residing within the District.

2. Field Trips:

See Administrative Rule IFCB-R (Field Trips and Excursions).

3. Fines:

See Administrative DFJ-R (District Property Replacement/Restitution).

4. Participation in Book Clubs:

- a. A letter to parents/guardians (Form IF-1 [Sample Letter: Participation in Book Clubs]) should accompany any offerings and should include the following information:
 - (1) Purchase of book club offerings is entirely optional;
 - (2) Book club materials are not necessary to complete any class work and grades are not contingent upon their purchase;
 - (3) Book club offerings are offered on a cost-only basis; and

- (4) A statement encouraging, parents/guardians to review book company brochures carefully with their children since it is impossible to evaluate the content of every book offered by book clubs.
- b. The letter covering the purchase of book club offerings should be signed by the parent/guardian and returned to school before the student is allowed to make purchases.

Adopted: 6/14/89

Revised: 7/28/94; 8/9/95

Reclassified an Administrative Rule: 9/1/04

Revised: 2/10/10

Revised and Re-coded: ?/?/12 (Previously coded as Administrative Rule IJ)

Legal Reference

O.C.G.A. 20-02-0319.1	Georgia Virtual School
Rule 160-4-4-.10	Textbook/Instructional Materials Selection and Recommendation
Rule 160-4-7-.13	Private Schools
Rule 160-4-7-.15	Georgia Network for Educational and Therapeutic Support (GNETS)
Rule 160-4-7-.16	Georgia Learning Resources System (GLRS)
Rule 160-4-7-.19	Services for Agency-Placed Students
Rule 160-4-7-.20	Mandatory Pre-Determination of Local Educational Agency's Inability to Provide Services to a Student(s) with a Disability
Rule 160-4-8-.17	Case Management Consultation for Agency Placed Transfer Students
Rule 160-5-1-.13	Regional Educational Service Agencies
Rule 160-8-1-.01	Georgia Virtual School Program

IFAA-R Instructional Resources Selection and Adoption

?/?/12

GSBA Reference: IFAA (Textbook Selection and Adoption)

RATIONALE/OBJECTIVE:

Georgia Code provides that the Georgia Board of Education (Rules 160-4-4-.10 and 160-4-4-.20) is authorized to prescribe, by regulation, the definition of the term "textbook" to include but not be limited to "systematically designed instructional material in any medium, print or non-print, that constitutes the principal source of study for or directly enhances the instruction of a state-funded course."

RULE:

The Georgia Board of Education adopts instructional resources on a six-year rotation. Each year at a specified time, one or more areas comes up for adoption and publishers are invited to submit instructional resources to be considered by the State Learning Resources Advisory Committee.

A. PROCEDURES:**1. Adoption Selection Committee:****a. Appointment:**

- (1) In conjunction with the state adoption cycle, an Adoption Selection Committee shall be appointed by the Superintendent or designee;
- (2) The committee's appointment does not imply that a completely new adoption of basal texts will be made.

b. Membership:

Committees should include:

- (1) Teachers;
- (2) Administrators;
- (3) District supervisory personnel;
- (4) Representation of diverse student populations where applicable; and
- (5) Parents/guardians may be invited to participate on this committee in an advisory capacity (Board Policy SD-10 [Community and Communication Involvement]).

c. Responsibilities:

- (1) This committee shall be responsible for reviewing instructional resources and making recommendations for District-wide adoption;
- (2) Priority for review will be given to those materials approved by Georgia's Learning Resources Advisory Committee.

2. District-wide Input:

Both teachers and parents/guardians will have an opportunity for ten (10) working days to review materials under consideration at selected review sites throughout the District.

3. Public Participation:

- a. The Superintendent or designee shall establish procedures for public review and representative citizens' involvement in the process of instructional resources adoption. However, the process established shall in no way mitigate the rights and responsibilities of teachers and other instructional personnel in the instructional resources selection process;
- b. Prior to finalizing the recommendation of instructional resources to the Cobb County Board of Education (Board), procedures for citizens' input shall be implemented as follows:
 - (1) All instructional resources recommended by the Adoption Selection Committee shall be on display at the District Office for public review for ten (10) working days. Public notice of the review period will be made available to the local news media.

- (2) These persons will be asked to review and to make written comments concerning the instructional resources reviewed for the purpose of identifying any content which may be considered offensive to District parents/guardians.
 - (3) **Inappropriate Materials:**
 - (a) Any materials identified as possibly inappropriate shall be brought to the attention of the Superintendent or designee.
 - (b) Material determined to be inappropriate to the general population of Cobb County shall be returned to the Selection Committee for re-consideration.
 - c. All written comments shall be made a part of the Superintendent's recommendation document submitted to the Board.
4. **Vendor Relations:**
 - a. Publishers who wish to provide samples or set appointments with school curriculum supervisors shall go through the Instructional Resources Supervisor during the year that each discipline is being reviewed;
 - b. The names of Adoption Selection Committee members shall not be furnished to publishers;
 - c. All contacts with the publishers shall be with the committee as a whole and only at the request of the committee.
5. **Textbook/Material Review Process:**
 - a. The Superintendent or designee shall conduct instructional resources adoption procedures to assure the introduction of newly adopted instructional resources no later than eighteen months after the Georgia Board of Education provides its adoption lists.
 - b. **The Adoption Selection Committee shall:**
 - (1) Examine and evaluate the sample materials based on criteria established by District personnel. These criteria should include but not be limited to the following:
 - (a) Accuracy of information;
 - (b) Curriculum/Common Core Georgia Performance Standards;
 - (c) Organization;
 - (d) Appropriateness;
 - (e) Durability; and
 - (f) Utility, ease of use;
 - (g) System compatibility (technology);
 - (h) Curriculum/Georgia Performance Standards alignment (where applicable); and
 - (i) Availability.
 - (2) Make recommendations for adoption to the Superintendent. These recommendations are to be based upon the compiled ratings on the established criteria as required above.
 - c. **Committee members will:**
 - (1) Consult with their own faculty members, members of other faculties and supervisors;
 - (2) Represent and present the opinions and preferences of their faculty members to the Selection Committee; and
 - (3) Remain impartial and without bias, having no associations with the publisher while serving on the committee (Board Policy BH [Conflict of Interest] and Administrative Rule GAGC-R [Employee Ethics]).
6. **Recommendation/Approval:**
 - a. The recommendation to the Board shall include written comments collected during public input as stated above.
 - b. Upon the completion of the review process, the Adoption Selection Committee shall identify its final recommendations and submit them to the leadership of the Curriculum, Instruction and Assessment Division (CI&A) for review.
 - c. Once CI&A leadership has resolved any questions or issues it may have regarding the Selection Committee's recommendations, it shall submit the recommendations to the Superintendent for review. If the Superintendent approves the recommendations, he/she will then recommend the adoption of the selected instructional resources to the Board.
7. **Lack of Availability:**

In the event that an adopted material is no longer available or that supplementary material is needed in an area that is not up for adoption, the Superintendent or designee

may select a committee to oversee an interim adoption to consider and recommend material for this need.

8. **School Purchases:**

In no instance shall a school purchase instructional resources which supplant the District-adopted items without following the procedure for pilot projects as outlined in Rule ICD-R (Pilot Projects).

9. The Superintendent or designee shall be responsible for securing Board approval prior to the opening of each school year for any course or program K-12 for which students will not be provided instructional resources on a one per student basis.

B. SPECIAL EDUCATION:

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

Adopted: 7/26/79

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

Reclassified an Administrative Rule: 9/1/04

Revised: 1/13/10

Revised and re-coded: ?/?/12 (Previously coded as Administrative Rule IJJ)

Legal Reference

O.C.G.A. 20-02-1010 SBOE prescribes textbooks

O.C.G.A. 20-02-0168 Distribution of federal funds; summer school programs; year-round operation

Rule 160-4-4-.10 Textbook/Instructional Materials Selection and Recommendation

Rule 160-4-4-.20 Learning Resources Advisory Committee

IFBC Media Programs

?/?/12

It is the policy of the Cobb County Board of Education (Board) that each school in the Cobb County School District (District) shall have a library media center adequately staffed and containing the quality, quantity and variety of print and non-print materials and equipment to support the school's curricular offerings and to challenge individual students at their developmental level.

It shall also be the policy of the Board to encourage the use of instructional materials and equipment in the educational program for all students. The use of this media should facilitate the learning process and be used in activities that are pedagogically sound. The educational goals of the District should be a guiding factor in the selection and use of instructional materials and equipment. The goals of the media program are to encourage the growth of intellectual freedom through the use of available resources and to enable the student to become a life-long learner. Instructional media should be selected and used in a manner to support these goals.

The implementation of a unified media program throughout the District shall be based on procedures implemented by the Superintendent or designee in accordance with State Board of Education rules and regulations.

The procedures implemented by the Superintendent or designee shall contain provisions to ensure that:

1. A media committee is established at the system level to be responsible for the development of media procedures for the school system, including:
 - a. Selecting media and instructional materials;
 - b. Handling requests for reconsideration of materials;
 - c. Considering gifts of instructional resources;
 - d. Using non-school owned materials; and
 - e. Complying with copyright law.
2. A media committee is established at each school to provide input into various aspects of the media center operation, including:
 - a. Making recommendations and decisions related to planning, operation, evaluation and improvement of the media program;
 - b. Annually evaluating media services; and
 - c. Developing a multi-year media plan for budget and services priorities.

Adopted: ?/?/12

Legal Reference

O.C.G.A. 20-02-0167	Funding for direct instructional, media center and staff development costs; submission of budget
O.C.G.A. 20-02-0168	Distribution of federal funds; summer school programs; year-round operation
O.C.G.A. 20-02-0184	Program weights to reflect funds for media specialists
O.C.G.A. 20-02-0305	County and regional libraries
Rule 160-4-4-.01	Media Programs
Rule 160-5-1-.22	Personnel Required

IFBC-R Media Programs

?/?/12

RATIONALE/OBJECTIVE:

Each school in the Cobb County School District (District) shall have a library media center adequately staffed and containing the quality, quantity and variety of print and non-print materials and equipment to support the school's curricular offerings and to challenge individual students at their developmental level.

The District provides instructional media materials through the classrooms and library media centers of the local schools in order to accommodate the varied learning needs of students. Implementation of the library media program and allocation of funds for this purpose shall be such as to ensure compliance with State Standards and accreditation standards of the Southern Association of Colleges and Schools (AdvancEd).

The District respects the right of an individual to make independent decisions about reading materials. Further, the District acknowledges the right of parents/guardians and other citizens to be involved in the library media programs of the schools and the use of supplementary materials and to raise questions through established procedures when materials appear inappropriate for public school use.

RULE:**A. GENERAL PROVISIONS:****1. Appointment of System Library Media Contact Person:**

The Superintendent shall appoint a system library media contact person to serve as a liaison between the District and school library media programs and the Georgia Department of Education.

2. Library Media Committees:

a. Library Media Committees shall be established at the District and school levels.

b. Members:

Each Library Media Committee shall be composed of at least one representative each of administrative, instructional and library media personnel, student, community and parent representatives. The committees shall act in accordance with the current rules of the Georgia Board of Education.

c. Duties:

The Library Media Committee shall:

(1) Make recommendations and decisions related to planning, operation, evaluation and improvement of the library media program;

(2) Annually develop a multi-year library media plan for budget and services priorities; and

(3) Act in accordance with the current rules of the Georgia Board of Education.

3. The District shall involve the District Library Media Committee or a School Library Media Committee in identifying educational specifications for constructing and renovating library media centers in accordance with guidelines provided on the Georgia Department of Education: Facilities Services Resources.

4. District personnel shall adhere to all Policies and Rules related to library media programs and facilities which have been adopted by the Cobb County Board of Education (Board) and/or Georgia Board of Education and to any relevant state and federal laws.

5. Alternative Assignments:

Professional discretion of the Principal or designee and staff must be used in the use of supplementary materials which might include topics of a sensitive nature as perceived by the community served. Parents/guardians of a student always have the option of requesting alternative assignments. (See Form IFBC-1 [Guidelines for Selection and Use of High School Parallel Reading Materials] and Form IFBC -2 [Guidelines for Selection and Use of Supplementary Guidance Materials]).

6. **Inspection:**

Parents/guardians may conduct a reasonable inspection, upon request and before administration or use of instructional material used as part of the educational curriculum as provided in Administrative Rule ICC (Curriculum Research).

7. **Preview/Permission:**

a. **Preview:**

Library media materials are supplementary in nature and may include items that are not appropriate for required reading/viewing in every classroom. Teachers are responsible for completely previewing all supplemental materials (regardless of their source) before using them for whole-class instruction.

b. **Permission:**

The Teacher, Principal or designee of a school may require written permission (Form IFBC-4 [Parent/Guardian Permission Form for Supplementary Materials]) of parents/guardians prior to the reading/viewing of supplementary library media materials if in his/her opinion the content may be of a sensitive nature within the school's community or the age group served by the school.

B. LIBRARY MEDIA PROGRAM:

The following regulations shall be observed in the selection of library media materials and the implementation of programming for the District:

1. **Library Media Program Goals:**

- a. To maintain a climate conducive to the students' growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- b. To assist students in the development of the attitudes and skills which will enable them to become independent, lifelong learners;
- c. To assist students by supporting the curriculum and instructional program of the school;
- d. To provide access to materials that support a wide range of student needs, abilities and interests;
- e. To provide a framework for cooperatively planned instructionally related, unified library media programming developed at the local level.

2. **Planning for Instruction:**

Library media specialists and teachers shall plan collaboratively to ensure use of library media resources and services which support classroom instruction and implementation of state adopted curriculum. To ensure opportunities for students to develop information access skills:

- a. The library media specialist shall have the primary responsibility for planning with the teacher to link information resources and for recommending opportunities for students to apply these skills during instruction;
- b. The library media specialist shall have the responsibility for providing opportunities for instructional staff to acquire, develop and improve their own information access skills and those of their own students;
- c. The classroom teacher shall have the primary responsibility for planning, instructing and evaluating all units of study in which students and library media specialists are involved.

3. **Accessibility of Facilities and Resources:**

- a. The library media center shall be available for student and teacher use throughout each instructional day of the school year. Flexible scheduling should make resources available at the point and time of need.
- b. Parents/guardians wishing to review instructional materials should make an appointment with the Principal or designee in order not to interrupt the instructional program of the school.

- c. Provision shall be made for access to library media resources to support instruction in any Georgia Board of Education-approved course when offered outside the instructional day.
 - d. The library media specialist shall facilitate the use of information sources outside the school which are available through cooperating agencies.
4. **Organization of Materials and Equipment:**
- a. All school owned print and non-print instructional materials and equipment except basic textbooks, items purchased with categorical funds and items useful only in one specific instructional content area shall be organized and made available through the library media center.
 - b. Materials shall be organized based on nationally recognized systems and designs for school media centers.
 - c. Equipment shall be organized so as to provide accurate circulation, maintenance and inventory records.
5. **Accounting Procedures:**
- The District shall provide a system for school personnel to account for library media materials. School personnel shall use the system in a manner that accurately records the disposition of library media materials:
- a. The system shall be used to account for library media materials only. (Textbooks, classroom equipment, and other items useful in only one content area shall be accounted for using the systems provided for those items.)
 - b. An inventory of all library media materials and equipment shall be taken at least once every two years.
 - c. Worn, outdated, expended and unused instructional materials shall be discarded or withdrawn. Equipment shall be removed from inventory when no longer functional or needed.
 - d. School personnel shall follow all acquisition and accounting procedures and instructions provided by the District.
6. **Operational Procedures:**
- The library media specialist in each school, in consultation with the School Library Media Committee, shall provide a procedural manual describing collections, services, facilities and procedures governing library media center operations.
7. **Library Media Program Evaluation:**
- a. The library media specialist and the School Library Media Committee will conduct an annual evaluation of the library media program.
 - b. Findings of the annual evaluation will be used to:
 - (1) Determine program goals,
 - (2) Expand and/or delete services,
 - (3) Revise procedures as necessary, and
 - (4) Develop a three (3) year library media plan that identifies budget and service priorities.
8. **Copyright Laws:**
- a. Adherence to fair use guidelines and other relevant copyright stipulations shall be assured. In no instance shall library media materials and/or equipment be used in such a manner as to violate Board Policy, District Administrative Rules or state and federal law.
 - b. The library media specialist shall be responsible for ensuring the availability of copyright information, dealing with copyright and clearance questions (Administrative Rule GBT-R [Professional Publishing] and Administrative Rule IFBG-R [Internet Acceptable Use]). Provisions for copyright clearance are outlined on Form IFBG-2 (Permission to Use a Third Party Work Copyright Permission Request).

C. MATERIAL SELECTION:

1. Supplementary Materials:

Supplementary materials are those materials needed for instruction in the curriculum such as books, periodicals, video and audio recordings, computer software and online resources, instructional television programs and other appropriate materials that will enable the District to achieve the goals and objectives of its instructional program.

2. Responsibilities and Criteria for Selection:

Selection of library media materials by a process of competent evaluation is the responsibility of qualified personnel at the District and school level. The school and District Library Media Committees may serve in an advisory capacity for the selection of library media materials. The Library Media Committee, whether District or school, shall consider the following criteria before making recommendations for purchase:

- a. The District's philosophy, curriculum and objectives;
- b. Teaching strategies encouraged by the District;
- c. Nature of the school population to be served;
- d. Existing collection; and
- e. Budget priorities.
- f. Technology Items:

In addition to the above criteria, computer software programs and Internet delivered resources with access fees should be tested for compatibility with existing computer equipment and network systems as part of the selection process. To assure the most efficient use of resources, assurances should be obtained from the vendor that all of the features of the software will work in the environment in which it is to be used. To provide this assurance, vendors should be expected to provide an evaluation copy for testing and/or accept returns of software that cannot be made to work in the designated environment within a 90-day period.

3. Specifications for Purchase:

Library media materials are considered for purchase on the basis of the following:

- a. The author or producer should be qualified as a subject specialist;
- b. Concepts, content, and vocabulary should be appropriate for the potential user;
- c. Facts presented should be accurate and up to date;
- d. Information should be logically arranged;
- e. Subject matter should hold the attention of the student;
- f. Format of the material should be attractive and durable;
- g. Illustrations should be pertinent and well executed;
- h. Items should meet a real or potential need;
- i. Evaluations from standard selection aids should be given consideration;
- j. Topics of a sensitive nature (i.e. social, political, religious) should be given a balanced treatment, with both pros and cons represented;
- k. Equipment for purchase shall be considered on the basis of the following:
 - (1) Quality;
 - (2) Durability;
 - (3) Ease of use;
 - (4) Ease of maintenance and serviceability;
 - (5) Functionality;
 - (6) Safety; and
 - (7) Cost.

4. Gifts:

The acceptance of instructional materials as gifts to library media centers must comply with the provisions of Administrative Rule KH (Solicitation and Advertising on School Property) and may be subject to the review and decisions of the School Library Media Committee. Gifts must contribute to the furtherance of the objectives of the instructional programs and shall be subject to the same evaluation criteria as those used for purchasing materials. Donated material addressing controversial issues must give a balanced treatment of the issues if they are to be accepted for the school library media center. The library media specialist shall keep records of the disposition of gifts for a period of three years.

5. Non-school Owned Materials/Outside Presenters:

All non-school owned print and non-print materials utilized in the instructional program by teachers, students and guest presenters shall be supportive of the adopted curriculum for the course being taught and appropriate for the targeted audience. It is the responsibility of the teacher to preview non-school owned materials prior to use and to inquire of a guest presenter information regarding his/her objectives and the contents of his/her presentation prior to the presentation.

6. Materials Provided by Business and Commercial Concerns:

- a. The intent of the business or commercial concern contributing the material must be judged to be of a community service nature rather than a matter of commercialism.
- b. The use of instructional materials provided by business and commercial concerns must be in keeping with District procedures intended to protect students from commercial exploitation and to preserve instructional time from non-educational interference. The District's procedures are detailed in Administrative Rule JJE (Student Activities: Fund Raising Activities) and Administrative Rule KH (Solicitation and Advertising on School Property).

D. RECONSIDERATION OF MATERIALS:

Objections may be raised to instructional materials used in the District's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection, followed proper procedure and observed the criteria for selecting such material. To have standing to either initiate a complaint or intervene through the appeal process, a person must be a citizen of Cobb County excluding the city of Marietta. When an individual raises a question concerning the content of any material, the person and the question should be treated with respect for the rights of the questioning individual and the rights of others who may view the material differently.

1. Initial Objection:

The material in question shall remain in use unless removed through the procedure in this section. The Principal or designee should:

- a. Listen to the person's objection and make reasonable efforts to resolve the issue;
- b. Explain the selection process utilized and offer alternative assignments if appropriate and consistent with curriculum requirements;
- c. Refrain from voicing personal opinion;
- d. The Principal's designee should file written documentation of this contact with the Principal; and
- e. In the event the person making an objection to the material is not satisfied with this initial resolution of the situation, the Principal shall explain the selection process and the appeal procedure for challenged materials while refraining from expressing personal opinion.

2. Formal Complaint: School Level:

If, after consultation, the complainant desires to file a formal complaint, a copy of the Instructional Materials Appeal Form (Form IFBC-3) should be given to the complainant by the Principal or designee.

a. The Instructional Materials Appeal Form (Form IFBC-3) shall be:

- (1) Completed and signed by the complainant,
- (2) Filed with the Principal, and
- (3) A copy should be forwarded to the Supervisor of Library Media Education and the Assistant Superintendent for Curriculum, Instruction and Assessment.
- (4) Any Instructional Materials Appeal Forms received within the last thirty (30) calendar days of the school year may be referred for Committee action the following school year.

b. The complainant should be notified in writing that the Instructional Materials Appeal Form (Form IFBC-3) has been received and that the District's appeal procedure has been initiated.

c. If the challenged material has been checked out from the school by the complainant, the material must be returned to the school before the appeal will be considered.

d. A complainant may request alternative assignments to the challenged material for his/her student. Any alternative assignments must be appropriate and consistent with curriculum requirements.

e. Complaint Review:

The complaint should be considered by the School Media Committee. The review process is as follows:

- (1) Any action taken related to challenged materials should be taken by action of the entire School Library Media Committee and not by an individual, including the Principal.

- (2) The School Library Media Committee should meet and render a decision within forty-five (45) working days after receipt of the Instructional Materials Appeal Form (Form IFBC-3).
- (3) Prior to evaluating the complaint, Committee members should:
 - (a) Read, view, or listen to the material in question in its entirety,
 - (b) Read the Instructional Materials Appeal Form completed by the complainant, and
 - (c) Read available professional evaluations pertaining to the material under review. The Library Media Specialist and/or Supervisor of Library Media Education should compile necessary professional evaluations of the material in question.
- (4) When Committee members have completed the steps outlined in Section (3) above, the School Library Media Committee should meet to:
 - (a) Review the concerns expressed,
 - (b) Discuss the materials relative to appropriateness to grade level and curriculum. In determining the suitability and value of the material, the Committee should consider the following:
 - 1) Relevance;
 - 2) Pervasive vulgarity;
 - 3) Quality, content and manner of presentation, and appropriateness to age, sophistication and grade level of students; and
 - 4) Space limitations and obsolescence.
 - (c) Render a majority decision relative to requested actions as long as a quorum is present. The decision should be communicated to the Principal and may be to:
 - 1) Take no removal action;
 - 2) Remove the challenged material from the local school if the Committee finds the material is pervasively vulgar and/or lacking in educational value throughout;
 - 3) Place the material at another school level; or
 - 4) Regulate the assignment of the material.
 - (d) Review a subsequent appeal on the same item at the discretion of the School Library Media Committee.
- f. **Notification:**
 Within five (5) working days of the School Library Media Committee decision, the Principal or designee should:
 - (1) Officially notify the complainant in writing by first class mail of the decision reached and advise of the procedures to appeal including the ten (10) work day limitation; and
 - (2) File a copy of the Committee's decision with the Supervisor of Library Media Education and the Assistant Superintendent for Curriculum, Instruction and Assessment.
- g. Implementation of a decision rendered by the school or District Library Media Committee should be held in abeyance until the appeal process is exhausted.
- 3. **Formal Complaint: District Level:**
 - a. Any appeal to reverse a school Library Media Committee's decision must be made at the District level. Such written appeals may be filed by the complainant or any administrator, library media specialist, teacher or parent/guardian from the school where the complaint was filed.
 - b. Appeals resulting from the decision of the school Library Media Committee must be made in writing within ten (10) working days of the date the school Library Media Committee's decision was mailed to the complainant.
 - c. The final decision on any item challenged to the District Library Media Committee is binding only at the school where the complaint was initiated. A subsequent appeal on the same item may be reviewed at the discretion of the District Library Media Committee.
 - d. **Complaint Review:**
 - (1) The complainant shall address a written request for appeal using the Instructional Materials Appeal Form (Form IFBC-3) to the Assistant Superintendent for Curriculum, Instruction and Assessment.

- (2) If the complainant does not initiate an appeal within ten (10) working days the case is considered closed.
 - (3) Upon receipt of the appeal, the Assistant Superintendent for Curriculum, Instruction and Assessment or designee should:
 - (a) Notify the complainant in writing that the appeal has been received and the District level appeal procedure has been initiated;
 - (b) Convene the District Library Media Committee who should render a decision within forty-five (45) working days after receipt of the Instructional Materials Appeal Form; and
 - (c) Notify the Principal of the appeal and the action taken by the District Library Media Committee.
 - e. **Notification:**
 Within five (5) working days of the school Library Media Committee decision, the Supervisor of Library Media Education or designee should:
 - (1) Officially notify the Principal of the decision reached and advise of the procedures to appeal including the ten (10) work day limitation; and
 - (2) Officially notify the complainant in writing by first class mail of the decision reached and advise of the procedures to appeal including the ten (10) work day limitation; and
 - (3) File a copy of the Committee's decision with the Assistant Superintendent for Curriculum, Instruction and Assessment and the Chief Academic Officer.
 - f. Implementation of a decision rendered by the District Library Media Committee should be held in abeyance until the appeal process is exhausted.
4. **Formal Complaint: Board of Education:**
- a. Appeal beyond the District Library Media Committee must be in writing using the Instructional Materials Appeal Form (Form IFBC-3) directed to the Chief Academic Officer who should provide information to the Superintendent and the Board of Education.
 - b. Appeals must be made within ten (10) working days after written notification has been mailed, first class mail, to the complainant of the decision of the District Media Committee. If an appeal is not filed within the ten (10) working days, the case is considered closed.
 - c. Upon receiving a written appeal, the Board of Education should schedule a response in a timely and expedient manner.
 - d. The Chief Academic Officer or designee should notify the principal of the appeal and the action taken by the Board of Education.
 - e. The principal or designee should notify in writing by first class U.S. mail the parties involved in the appeal apprising them of the decision reached.
5. **Procedural Organization for School or District Media Committee:**
 The Media Committee considering a complaint or appeal, may appoint a subcommittee of members to review and resolve challenges. The composition of this subcommittee should approximate the representation on the full committee. Additional community members should be added to the District or school committees so that community representatives outnumber District representatives by one.
6. **Review of Selection and Appeal Procedures:**
- a. The Principal or designee should review the selection criteria and appeal procedures for challenged materials with all staff annually.
 - b. The staff should be reminded that the right to object to material is one granted by the Board.
 - c. The Supervisor of Library Media Education should annually communicate selection criteria and the appeal procedures with all library media specialists and Principals.
 - d. The District Library Media Committee should annually review the selection and appeal procedures to determine if revisions are needed.

Legal Reference

O.C.G.A. 20-02-0167	Funding for direct instructional, media center and staff development costs; submission of budget
O.C.G.A. 20-02-0168	Distribution of federal funds; summer school programs; year-round operation
O.C.G.A. 20-02-0184	Program weights to reflect funds for media specialists
O.C.G.A. 20-02-0305	County and regional libraries
Rule 160-4-4-.01	Media Programs
Rule 160-5-1-.22	Personnel Required

IFBG-R Internet Acceptable Use

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RATIONALE/OBJECTIVE:

The Cobb County School District (District) believes that technology and its utilization enhances the quality and delivery of education and is an important part of preparing children for life in the 21st century. The community of technology users must understand that the Internet is a global, fluid community, which remains largely unregulated. While it is an extremely valuable educational tool, there are sections that are not commensurate with community, school, or family standards. The District believes that the Internet's advantages far outweigh its disadvantages and will provide an Internet filtering device which shall be used to block or filter access to inappropriate information and material on the Internet, in electronic mail or other forms of electronic communications. It should not be assumed that users are completely prevented from accessing inappropriate materials or from sending or receiving objectionable communications.

Additionally, the District considers access to the Internet and computer resources a privilege, not a right. Therefore, users violating Board of Education Policies or District Administrative Rules may be subject to revocation of these privileges and potential disciplinary action.

RULE:**A. AUTHORITY:****1. The District:**

The District provides its students and authorized employees with access to and use of its technology consistent with the District's vision and strategic goals. Therefore, the District reserves the right to monitor, access, and disclose the contents of any user's files, activities, or communications to any appropriate authority, including law enforcement.

2. Employees:

Principals and Administrators will endeavor to inform students and employees of the responsibilities associated with use of the District's technology. To this end, Administrative Rule IFBG-R (Internet Acceptable Use) and Board of Education Policy IFBGE (Internet Safety) are included in the Parent Information Guide. Any attempts to harm, modify, destroy or otherwise change the District's data and technology should be reported to appropriate District authorities. Staff will refer to District Administrative Rules governing employee and student conduct, including, Rules JICDA-E, -M, and -H (Student Conduct: Codes of Conduct), when addressing inappropriate use or abuse of District technology privileges.

3. Students:

Students will adhere to all policies, Rules and regulations issued by the District and their respective school.

B. PENALTIES FOR PROHIBITED USE:

Students and employees who violate District/school policies, Rules or regulations governing the use of the District's technology and network resources may have their network privileges suspended or revoked and will be subject to District Administrative Rules applying to employee and student conduct including, for students, the provisions of the appropriate District Code of Conduct (Rules JICDA-E, -M, or -H).

C. WEB SITE PUBLISHING:

1. Publication of student information, work and pictures is governed by Administrative Rule JG(1)-R (Monitoring-Recording Staff and Students).

2. Web pages or blogs hosted on or linked from Cobb County School District's Web server will not:
 - a. Include any information that indicates the physical location of a student at a given time, other than attendance at a particular school or participation in school activities where appropriate consent has been received.
 - b. Display personal information, photographs, videos, streaming video, or audio clips of any identifiable student without a prior written permission slip (Form JG(1)-1 [Permission to Display Student Photograph]) if a parent/guardian has "opted out" of the release of directory information as stated in the Directory Information Statement in the Parent Information Guide.
3. Prior to placing a student's material on the Internet, the student should sign Form IFBG-1 (Permission to Display Student Work). For students under the age of 18, the permission slip should also be signed by the student's parent/guardian.
4. Students may retain the copyright on the material they create that is subsequently displayed or performed on the District's Web site or individual school Web pages or blogs.

D. EMPLOYEE CREATED WEB PAGES AND/OR BLOGS:

The District assumes no responsibility for schools or individual employees who do not comply with the following provisions:

1. Employees may create or link to individual Web pages and/or blogs on an external site provided these external sites meet the District's definition of "educational purposes" as stated in Section G below. Any links to external sites that fail to meet that definition will be removed.
2. Each employee will be responsible for maintaining his/her Web pages or blogs in cooperation with the school Web Publisher. Specifically, all material originating from the employee and placed on the employee Web pages/blogs will be consistent with the Web Page Publishing and Compliance Guidelines (Form IJNDB-5) and approved through the compliance process established by the District Web Publisher (Web Master).
3. The District Web site and individual employee Web pages/blogs will not:
 - a. Contain public message boards or chat-room areas. However, employees may allow two-way communication on blogs or private message boards as a part of the classroom curriculum as long as the employee previews (moderates) and approves all blog comments before they are posted on the Internet.
 - b. Allow the display of unsolicited comments from the general public. Any solicited public feedback should be reviewed by the employee before posting. Any questionable or inappropriate content will immediately be removed by the employee, the School Web Publisher or by the District Web Publisher (Web Master) with no notification.

E. DEFINITIONS:

As used in this Rule, the terms and definitions contained in CIPA are expressly incorporated herein by reference and the following additional definitions shall also apply:

"Blogs" (short for Web Logs) means dynamic web sites consisting of regularly updated entries displayed in reverse chronological order. They read like a diary or journal, but with the most recent entry at the top. Blogs can allow for open comments meaning other individuals can respond to a posted entry. Open comments is an optional feature for most blog Web sites.

"Chat Rooms" means a Web site, part of a Web site, or part of an online service, that provides a venue for communities of users with a common interest to communicate in real time.

"Educational purposes" means it relates to curriculum and instruction, research, career or professional development, or administrative purposes.

"E-mail" means an electronic message generated using the District's e-mail and/or Web based e-mail. It is also used generically to mean either the District's e-mail system or a Web-based e-mail system.

"External site" means Web sites and materials not hosted on the District's Web server.

"Inappropriate material" means material that does not serve an instructional or educational purpose and that includes, but is not limited, to material that:

- (i) is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, or threatening;
- (ii) advocates illegal or dangerous acts;
- (iii) causes disruption to Cobb County School District, its employees or students;
- (iv) advocates violence; or
- (v) contains knowingly false, recklessly false, or defamatory information.

"Instructional activity" means a classroom activity that focuses on appropriate and specific learning goals and objectives.

"Social networking" means the use of Web sites or other online technologies to communicate with people and share information, resources, etc.

"Teacher directed" means that the teacher gives to the students' specific instructions for activities and assignments.

"Teacher supervised" means that a staff member will oversee the activities of the students.

"Technology" means but is not limited to electronic media systems such as computers, computing devices, peripheral devices, telecommunication equipment, electronic networks, messaging, and Web site publishing, and the associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

"Users" means District students, certain employees, including school and Central Office staff, and other authorized persons who use the District's technology.

"Web Page" means a single document or file on the Web, identified by a unique URL.

"Web Site" means a collection of "pages" or files on the Web that are linked together and maintained by a company, organization, or individual.

Adopted: 12/14/00

Revised: 7/26/01

Reclassified an Administrative Rule: 9/1/04

Revised: 5/25/06; 5/14/08; 4/11/12

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IJNDB)

Legal Reference

O.C.G.A. 16-09-0090	Georgia Computer Systems Protection Act
O.C.G.A. 16-09-0091	Computer Related Crime
O.C.G.A. 16-09-0092	Definitions
O.C.G.A. 16-09-0093	Computer crimes defined
O.C.G.A. 16-09-0093.1	Misleading transmittal
O.C.G.A. 16-09-0094	Violations
O.C.G.A. 20-02-0149	Online internet safety education
O.C.G.A. 39-05-0002	Subscriber's control of minor's use of internet
O.C.G.A. 16-11-0037.1	Dissemination of information relating to terroristic acts
20 USC 6777	Internet Safety
47 USC 254(h)	Universal Service
15 USC 6501	Children's Online Privacy Protection Act - Definitions
15 USC 6502	Children's Online Privacy Protection Act - Collection and use of personal information from and about children on the Internet
15 USC 6503	Children's Online Privacy Protection Act - Safe harbors
15 USC 6504	Children's Online Privacy Protection Act - Actions by states
15 USC 6505	Children's Online Privacy Protection Act - Administration and Applicability

IFBGE Internet Safety

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It is the policy of the Cobb County School District (District) to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) educate minors about appropriate online behavior, including interacting with other individuals on social networks, websites, and in chat rooms and cyber bullying awareness and response; and (e) comply with the Children's Internet Protection Act, the Neighborhood Children's Protection Act and the Protecting Children in the 21st Century Act (collectively "CIPA").

A. GENERAL PROVISIONS:**1. CIPA COMPLIANCE:**

The District will have the following in continuous operation, with respect to all computers belonging to the District:

- a. A qualifying "technology protection measure," as that term is defined in CIPA, to block or filter access to the Internet by adults and minors to visual depictions that are obscene, pornographic or harmful to minors as those terms are defined in CIPA. Subject to staff supervision and advance approval by a technology administrator or other person authorized by the District, the technology protection measure may be disabled for adults engaged in bona fide research or other lawful purposes.
- b. Procedures, materials and/or guidelines developed by the Curriculum, Instruction and Assessment Division and the Technology Services Division which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are obscene, pornographic, or harmful to minors, as those terms are defined in CIPA, and to material deemed inappropriate for minors as determined by the District. Such procedures, materials or guidelines will be designed to:
 - (1) Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to harmful or inappropriate matter on the Internet and the World Wide Web;
 - (2) Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
 - (3) Prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors online;
 - (4) Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
 - (5) Restrict minors' access to materials "harmful to minors," as that term is defined in CIPA.
- c. Educational materials, guidelines and procedures which shall be used to educate minors on appropriate online behavior, including without limitation interacting with other individuals on social networking Web Sites and chat rooms and cyber-bullying awareness and response.

2. Education, Safety and Security of Minors:

Teachers and others working with students will, in accordance with District guidelines, educate minors on appropriate online behavior, including without limitation interacting with other individuals on social networking Web Sites and chat rooms and cyber-bullying awareness and response and caution students that they should:

- a. Never place personal contact information or a personal photograph on the Internet, e-mail or any on-line communication device. Personal contact information includes full name, address, telephone number, school address, or names of family or friends.

- b. Never arrange a face-to-face meeting with someone you meet online.
 - c. Never open attachments or files from unknown senders.
 - d. Always report to a teacher any inappropriate sites you observe being accessed by another user or that you access accidentally.
3. **Internet Searches:**
Students should be supervised by instructional personnel when accessing network and internet resources and the following guidelines apply:
- a. **Elementary School:**
Elementary school students may visit sites a teacher has pre-selected for them. Searches should be completed with child friendly Internet search engines (for instance see: www.nettrekker.com)
 - b. **Middle School/High School:**
Middle school and high school students may visit sites a teacher has pre-selected for them. They may use search engines other than child-friendly search engines when directed to do so by their teacher.
 - c. Non-instructional personnel, such as After School Program (ASP) workers, are not permitted to allow students to access technology resources unless it is an instructional activity.
4. **Network Security:**
Maintaining network security is the responsibility of all users. Users should:
- a. Not leave an unsecured workstation without logging out of the network;
 - b. Not share or disclose passwords; and
 - c. Notify appropriate personnel immediately if a potential security problem is identified.
5. **Acceptable Use Agreement:**
Prior to receiving access to the District's technology resources, employees and students (Form JICDA-3) should complete an Acceptable Use Agreement indicating they accept and agree to the provisions of Administrative Rule IFBG-R (Internet Acceptable Use).
6. **Copyright:**
- a. Students and employees should comply with Administrative Rule GBT-R (Professional Publishing), as well as federal, state or local laws governing copyrighted material.
 - b. Students/employees will not:
 - (1) Download or upload files to the District's technology that might cause copyright infringement; or
 - (2) Install, use, store, distribute or transmit unauthorized copyrighted or trademarked materials on District technology.
7. If students or employees believe that the implementation of this Rule denies access to material that is not prohibited by this Rule, he/she should submit that concern in writing to the school principal or designee or his/her supervisor or designee. The principal, supervisor or designee should report this concern to the appropriate District office within ten (10) school days.

B. E-MAIL:

E-mail accounts are provided to employees for professional purposes (see Administrative Rule ECI-R [Communications System]). Students may access their personal e-mail accounts for educational purposes. Where used in the following guidelines, User/Users refers to both employees and students:

1. Persons outside the District may be able to receive information regarding an employee's communications and use of the network from the District. (see Administrative Rule EF-R [Data Management]).
2. Employees should request permission from the appropriate administrator prior to sending an e-mail message to an entire school staff or District level division.
3. Employee use of e-mail to transmit confidential student information, as defined in Administrative Rule JRA (Student Records), or sensitive personnel information is prohibited, except where the confidential information is sent in an e-mail directly to a parent/guardian, the subject of the e-mail, or a school official.
4. When an employee sends e-mail that contains confidential information, the employee should refer to the subject of the e-mail by first name only and should include the following disclaimer:

"This e-mail may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are hereby notified that any unauthorized dissemination, distribution or copying of any information from this e-mail is strictly prohibited. If you receive this e-mail in error, please notify us immediately by collect telephone call at (telephone number) or electronic mail (e-mail)."

5. The District reserves the right to monitor whatever a User does on the network and to make sure the network functions properly.
6. A User has no privacy as to his/her communications or the uses he/she makes of the Internet.
7. Users should not use e-mail for personal gain or personal business activities.
8. Users will not use e-mail to distribute inappropriate material through pictures, text, forwards, attachments, and other forms of information.
9. Users will not send anonymous e-mail, nor will they harass others through e-mail.

C. PROHIBITED USES

Ethical use of District technology prohibits the following activities by all users:

1. Accessing, sending, creating or posting material or communication that is:
 - a. Damaging;
 - b. Abusive;
 - c. Obscene, lewd, profane, offensive, indecent, sexually explicit, or pornographic;
 - d. Threatening or demeaning to another person; or
 - e. Contrary to the District's Rules on harassment and/or bullying.
2. Posting anonymous or forging electronic communications.
3. Using the network for financial gain, advertising or political lobbying to include student elections.
4. Engaging in any activity that wastes, monopolizes, or compromises the District/school's technology or other resources.
5. Illegal activity, including but not limited to copying or downloading copyrighted software, music or images, or violations of copyright laws.
6. Using the District network for downloading music or video files or any other files that are not for an educational purpose or, for students, a teacher-directed assignment.
7. Attempting to gain unauthorized access to District/school technology resources whether on or off school property.
8. Using non-educational Internet games, whether individual or multi-user.
9. Participate in any on-line communication that is not for educational purposes or, for students, that is not specifically assigned by a teacher.
10. Using voice over IP, internet telephony, video and/or audio communication devices without teacher supervision.
11. Using District/school technology resources to gain unauthorized access to another computer system whether on or off school property (e.g. "hacking").
12. Attempting to or disrupting District/school technology resources by destroying, altering, or otherwise modifying technology, including but not limited to, files, data, passwords, creating or spreading computer viruses, worms, or Trojan horses; engaging in DOS attacks; or participating in other disruptive activities.
13. Bringing on premises any disk or storage device that contains a software application or utility that could be used to alter the configuration of the operating system or network equipment, scan or probe the network, or provide access to unauthorized areas or data.
14. Attempting/threatening to damage, destroy, vandalize, or steal private/school property while using school technology resources.
15. Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies.
16. Using or attempting to use the password or account of another person, utilizing a computer while logged on under another user's account, or any attempt to gain unauthorized access to accounts on the network.
17. Connecting to or installing any personal technology computing device or software without prior approval of the District's Technology Services Division.
18. Attempting to obtain access to restricted sites, servers, files, databases, etc.

19. Exploring the configuration of the computer operating system or network, running programs not on the menu, or attempting to do anything not specifically authorized by District personnel or policies, Rules or regulations.
20. Leaving an unsecured workstation without logging out of the network.

D. DEFINITIONS:

As used in this Rule, the terms and definitions contained in CIPA are expressly incorporated herein by reference and the following additional definitions shall also apply:

"Chat Rooms" means a Web site, part of a Web site, or part of an online service, that provides a venue for communities of users with a common interest to communicate in real time.

"Cyber-bullying" means bullying through an electronic medium such as a computer or cell phone.

"DoS attack" means a denial-of-service attack designed to overload an electronic network with useless traffic and messages.

"Educational purposes" means it relates to curriculum and instruction, research, career or professional development, or administrative purposes.

"E-mail" means an electronic message generated using the District's e-mail and/or Web based e-mail. It is also used generically to mean either the District's e-mail system or a Web-based e-mail system.

"Hacking" means the illegal activity of breaking into a computer system or electronic network, regardless of intent to cause harm.

"Inappropriate material" means material that does not serve an instructional or educational purpose and that includes, but is not limited to, material that:

- (i) is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, or threatening;
- (ii) advocates illegal or dangerous acts;
- (iii) causes disruption to Cobb County School District, its employees or students;
- (iv) advocates violence; or
- (v) contains knowingly false, recklessly false, or defamatory information.

"Instructional activity" means a classroom activity that focuses on appropriate and specific learning goals and objectives.

"Social networking" means the use of Web sites or other online technologies to communicate with people and share information, resources, etc.

"Teacher directed" means that the teacher gives to the students' specific instructions for activities and assignments.

"Teacher supervised" means that a staff member will oversee the activities of the students.

"Technology" means but is not limited to electronic media systems such as computers, computing devices, peripheral devices, telecommunication equipment, electronic networks, messaging, and Web site publishing, and the associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

"Trojan Horse" means a destructive computer program that enters onto a computer by pretending to be a simple and safe computer application.

"Users" means District students, certain employees, including school and Central Office staff, and other authorized persons who use the District's technology.

"Virus" means a replicating computer program or piece of code that is loaded onto a computer without the user's knowledge and may attach itself to other computer programs and spread to other computers.

"Web Page" means a single document or file on the Web, identified by a unique URL.

"Web Site" means a collection of "pages" or files on the Web that are linked together and maintained by a company, organization, or individual.

Adopted: 12/14/00

Revised: 7/26/01

Reclassified an Administrative Rule: 9/1/04

Revised: 5/25/06; 5/14/08; 4/11/12

Revised and re-coded: ??/?/12 (Previously coded as part of Administrative Rule IJNDB)

Legal Reference

O.C.G.A. 16-09-0090	Georgia Computer Systems Protection Act
O.C.G.A. 16-09-0091	Computer Related Crime
O.C.G.A. 16-09-0092	Definitions
O.C.G.A. 16-09-0093	Computer crimes defined
O.C.G.A. 16-09-0093.1	Misleading transmittal
O.C.G.A. 16-09-0094	Violations
O.C.G.A. 20-02-0149	Online internet safety education
O.C.G.A. 39-05-0002	Subscriber's control of minor's use of internet
O.C.G.A. 16-11-0037.1	Dissemination of information relating to terroristic acts
20 USC 6777	Internet Safety
47 USC 254(h)	Universal Service
15 USC 6501	Children's Online Privacy Protection Act - Definitions
15 USC 6502	Children's Online Privacy Protection Act - Collection and use of personal information from and about children on the Internet
15 USC 6503	Children's Online Privacy Protection Act - Safe harbors
15 USC 6504	Children's Online Privacy Protection Act - Actions by states
15 USC 6505	Children's Online Privacy Protection Act - Administration and Applicability

IFC-R Community Instructional Resources

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) acknowledges resources within the community as a valuable means for instructional enrichment for students. All instructional personnel are encouraged to utilize community resources as a supplement to regular classroom instruction when such resources contribute to the learning process of students as provided in Board Policy SD-10 (Community and Communication Involvement) and Administrative Rule KGB (Partners in Education).

RULE:**A. COMMUNITY RESOURCES:****1. Resource Guide:**

All schools shall maintain a community resource guide in order that community instructional resources can be properly utilized.

2. District-wide Activities:

The District-wide introduction of community resource activities which affect the instructional program and general operations of schools shall be coordinated with the District's annual planning.

3. Approval of District-wide Programs:**a. Application:****(1) Deadline:**

Requests from the community for consideration of such programs shall be submitted to the Superintendent or designee by March 1 prior to the school year in which the program is proposed for inclusion;

(2) Other Considerations:

Groups requesting new programs must comply with applicable Board Policies and District Administrative Rules including but not limited to the following:

- Administrative Rule JJE (Student Activities: Fund Raising Activities);
- Administrative Rule KF (Use of School Facilities);
- Administrative Rule KH (Solicitation and Advertising on School Property).

b. Program Review:

(1) Proposed programs shall be appropriately reviewed by the Curriculum, Instruction and Assessment Division (CI&A).

(2) If the proposed instructional program is approved for inclusion by CI&A, it shall be presented to school administrators prior to the opening of the school year to ensure coordination with total school operations.

c. Emergency Programs:

(1) Emergency programs are defined as those programs considered by the District to be immediately vital to the safety and well-being of students;

(2) Requests for the District to consider emergency programs may be submitted for consideration at any time; and

(3) C&I must present these emergency programs for approval by the Superintendent or designee.

B. CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION:

High schools are authorized to offer through the Career, Technical, and Agricultural Education program work experiences for students.

1. Program Approval:**a. District Approval:**

Each school which desires to engage in work opportunities involving customers must obtain approval through the Department of Career, Technical, and Agricultural Education for documents for use with customers which assure compliance with the above regulations;

b. **Prerequisites:**

Prior to these opportunities being approved, they must meet the requirements of the following:

- (1) Administrative Rule IHF-R (Graduation Requirements); and
- (2) Administrative Rule IED-R (Scheduling for Instruction).

2. **Guidelines:**

The following guidelines must be observed with regard to the work projects in Career, Technical, and Agricultural Education:

- a. The work experience must be approved by Principal or designee and have as its sole intent the provision of training for students. These experiences must be a part of the curriculum of the Career, Technical, and Agricultural Education program in which the student is involved.
- b. Charges to the customer must be invoiced and include all materials, supplies and parts used or required in work activities, plus sales tax if applicable, as charged by the vendor.
- c. The customer must be given written documentation indicating that no work is guaranteed and any damage or breakage involved in the work activity becomes the responsibility of the customer.
- d. All work for customers should be completed on a cash and carry basis. The customer should be given a fair estimate of possible expenses and given a written statement indicating his/her financial liability including charges for materials, supplies, parts, freight and delivery, telephone calls and any other expenses related to his/her work project. Any work delivered to a customer without payment will become the instructor's responsibility.
- e. All work must be done by students with the exception of work done by the instructor for demonstration purposes when students are present and receiving instruction.
- f. All work projects must be done by students on District property. Unusual work opportunities which would not take place on District property must be submitted to CI&A for approval.
- g. All monies received from customers for work activities must be receipted using a Student Receipt Book issued to a school employee in accordance with Financial Services procedures. The monies must be submitted to the school bookkeeper daily for deposit in the school bank account.
- h. Under no circumstances shall an instructor or student receive money, rewards, benefits or in any way personally profit from work either directly or indirectly (see Administrative Rule GAGC-R [Employee Ethics]).

Adopted: 8/9/78

Revised: 4/28/83; 8/8/84; 7/28/94; 8/9/95; 2/1/02

Reclassified an Administrative Rule: 9/1/04

Revised: 2/10/10

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IJO)

Legal Reference

O.C.G.A. 20-02-0270.1	RESA services to member systems
O.C.G.A. 20-02-0271	RESA services
Rule 160-4-8-.09	Student Advisement
Rule 160-5-1-.13	Regional Educational Service Agencies

IFCB-R Field Trips

4/11/12

RATIONALE/OBJECTIVE:

A field trip is defined as a planned educational experience away from the school campus at any time of day directly related to and correlated with a particular unit of study or a specialized function of the school such as club functions or other school activities. The superintendent is authorized to approve the use of school buses for field trips and to delegate approval for the use of the vehicles for these purposes to appropriate personnel in the transportation department.

(1) Local schools scheduling field trips must follow all regulations and comply with pertinent administrative procedures for the implementation of the District's rules relative to such trips.

(2) County buses shall be made available for educational field trips within the county and other sites as designated by the regulations, at the estimated actual cost to the individual school.

RULE:

School personnel should be familiar with the Field Trip Manual provided by the Transportation Department.

The following regulations and procedures shall be observed in regard to field trips:

A. Rules:

1. Educational field trips shall not be authorized during the first ten (10) school days nor the last ten days of the school year. This restriction does not apply to after-school activities.
2. Field trips should not be used as a behavioral reward.
3. Teachers, working with school administrators, have the authority to exclude the participation of students whose behavioral history suggests the possibility that they may endanger themselves or others while on a field trip. This decision must be made on actual student behavior and not based on disability identification.
4. Rules relative to pupil safety and behavior will be adhered to.
5. Regardless of the ability or willingness of a student's parent or guardian to donate funds in support of the field trip, any field trip must be made available to all subject-matter eligible students, including students with special needs.
6. Only students who are regularly enrolled in the school district and who are involved in the instructional activity will be eligible for transportation.

B. Process to Apply for Permission to take a Field Trip:

1. Requests for field trips shall originate with the teacher and be submitted for approval to the school administrator on Form IFCB-1. The field trip must then be approved on the Field Trip Management System (FTMS) by the principal. Local school personnel will provide specific instructions concerning how to submit a field trip request to their staff.
2. All trips, no matter what type or what method of transportation is used, must be submitted to FTMS to be properly covered by liability insurance coverage by the district. For overnight field trips, Form IFCB-2 must be completed and submitted to the appropriate central office administrator (see F.1. below).
3. Requests must be entered in the FTMS fifteen (15) school days prior to the date of the trip, if not, Transportation may deny the field trip request.
4. Other teachers should be notified at least two (2) weeks in advance if the students are to miss their class as a result of the field trip. Students must be counted present when on a field trip and must be allowed to make up work, except as provided in section G.

5. The field trip request must include an instructional plan for accommodating all students. A quality alternative instructional experience for those students choosing not to attend the field trip must be provided by the teacher supervising the trip.

C. Financial Planning:

1. The appropriate principal or central office administrator will consider the cost of the trip when determining whether to approve or deny a trip. Follow the trip planning section of the Transportation Field Trip Manual.
2. The expenses of field trips which adult supervisors incur, including transportation, lodging, meals and admission costs, should be included in the overall costs for the field trip. No profits shall be realized in excess of the cost of the trip.
3. Records must be kept of funds collected according to guidelines provided by Financial Services. (See your local bookkeeper)
4. Trips on Sundays or holidays will result in a transportation surcharge for personnel costs not to exceed \$150.00 per day.

D. Supervision and Chaperones:

1. Employees, parents, guardians, and/or their spouses, as well as similar adults of supervisory age, approved by the school administrator will be permitted to accompany transported groups on school buses for supervisory purposes.
2. A teacher or adult supervisor must ride on each bus.
3. In all cases, appropriate adult supervision shall be provided and approved by the school administrator. Minimum requirements for adult supervision are the following:
 - a. Elementary 1 Adult for every 15 students
 - b. Middle School 1 Adult for every 20 students
 - c. High School 1 Adult for every 25 students
4. Chaperones may not bring other children on a bus during the field trip.
5. For the duration of the field trip, employees and adult chaperones are directly accountable for their actions as if they were responsible for students on school premises. Employees and adult supervisors must refrain from personal practices, both in and out of the presence of students, which would be inconsistent with their responsibilities to supervise students.

E. Parental Permission:

1. It shall be the responsibility of the school administrator and teacher in charge of the field trip to secure written parent/guardian permission for every student involved in a field trip.
2. In cases involving a series of field trips related to one particular area of study or activity, a "blanket" permission, Form IFCB-3, may be obtained, provided that the parents are made aware of all field trips to be included in the series. Detailed information should be given in writing to the parents at least two (2) weeks prior to each trip in the series.
3. The supervisor of all field trips shall have in his/her possession one of the following:
 - a. A copy of the student "emergency file card", or
 - b. a signed and notarized medical form (Form IFCB-5)
4. Form IFCB-4 shall be used to gain parental permission for field trips occurring only once.
5. Form IFCB-5 shall be used to provide student medical information and parental permission to seek emergency medical treatment if needed.
6. Form IFCB-6 shall be used to gain parental permission for overnight field trips.
7. In all situations, the permission forms supplied by the central office are to be used to gain permission from parents/guardians.

F. Overnight Field Trips:

1. In addition to the procedures outlined in Section B above, if the field trip includes overnight time, Form IFCB-2 must be completed and submitted to the appropriate central office administrator for approval prior to teachers discussing the trip with the students, parent or others. Fine Arts field trips should be approved by a Supervisor of Fine Arts, athletic field trips (those activities governed by GHSA) should be approved by the District Athletic Director, and all other field trips should be approved by the appropriate Area Assistant Superintendent.

2. For field trips involving the school day or time beyond, the field trip supervisor and the school administrator shall be responsible for ensuring that the field trip supervisor provides information regarding the itinerary and that he/she can be reached by telephone during the field trip.
3. In addition to any other rules stated above, the minimum requirements for adult supervision for overnight field trips are the following:
 - a. Elementary 2 Adults for every 15 students
 - b. Middle School 2 Adults for every 20 students
 - c. High School 2 Adults for every 25 students

G. Field Trips That Occur for More Than Two (2) School Days:

1. Students who are on field trips which extend beyond two (2) days may not be counted present on school attendance records for more than two (2) days of the trip unless the location of the field trip is declared to be an alternate educational site by the appropriate central office administrator (see Section F.1. above) in accordance with the policies and regulations of the State Board of Education.
2. For such field trips to occur, an instructional plan shall be submitted by the school administrator to the appropriate central office administrator (see Section F.1. above) outlining the means by which the full instructional program will be implemented during the trip.

H. Extended Field Courses:

Any Extended Field Course offered outside Cobb County must comply with the above guidelines applicable to overnight field trips as well as those included in Form IFCB-7.

I. Out of State Field Trips:

In addition to all other sections of this Rule, District buses may only be used to travel to the following states not to exceed 300 miles one way:

1. Alabama;
2. Florida;
3. North Carolina;
4. South Carolina; and
5. Tennessee

Any exceptions to this section must be approved in advance by the Executive Director of Transportation.

J. Out of Country Field Trips:

1. In addition to all other sections of this Rule, the following requirements concerning insurance apply:
 - a. A sponsoring school must have proof that all participants are covered by health and accident insurance.
 - b. Insurance must cover medical care abroad. Some travel agencies may provide coverage, or they may require proof that the participants have insurance.
 - c. Students will provide a photocopy of their insurance card should the information contained therein be required for an emergency, or arrange for health and accident insurance through the travel organization or agency.
 - d. Provisions for travel cancellation should be made available to parents.
2. Travel arranged through an organization or agency must address their policy on refunding fees for cancellation by that organization or agency.
3. All those traveling on an Out of Country Field Trip must also have proper travel documents as required by federal law.

K. Transportation:

1. Curricular field trips involving county buses should not be scheduled during regular school busing hours:
 - a. 7:00 am - 9:15 am; and
 - b. 2:00 pm – 5:00 pm

2. The use of county buses for field trips will be contingent upon the availability of vehicles and the scheduling of regular school transportation.
3. School administrators shall approve only those field trips which allow the bus to return to school by 2:00 pm or a private carrier must be used. (see the approved private carrier list in the school office)
4. No field trips will be scheduled when school is closed because of inclement weather. Weekend trips will be determined on a case by case basis by the designated central office administrator.
5. Transportation arrangements must be provided to accommodate any students with special needs.

L. Use of Private Carriers for Field Trips:

1. Private carriers may be used for field trips provided they have been approved by the Cobb County School District. (See the approved private carrier list in the school office.)
2. Private carriers must return (15) minutes prior to school dismissal time unless other arrangements for students to be returned home from school have been made by the teacher supervising the field trip.
3. Transportation arrangements must be provided to accommodate any students with special needs
4. If the principal has a specific concern regarding the terms, provisions, or conditions about the private carrier's contract the contract should be forwarded to the Office of the Superintendent for submission to the Board attorney for review.
5. All such contracts shall have a provision for trip insurance should the need arise to cancel any further travel.

M. Cost of county bus transportation:

1. Mileage will be charged to the local school at the current rate of portal-to-portal mileage as determined by the Executive Director of Transportation. The driver will be paid at the hourly rate specified for field trip pay as determined by the Executive Director of Transportation. Driver time will be calculated from point of departure and back.
2. Driver pay will be a minimum of two and three-quarters (2-3/4) hours for any field trip.
3. In the event of cancellation of a field trip, notification must be given at least three (3) days prior to the scheduled date. Late cancellations will involve a five (5) hour penalty paid to the assigned driver of the trip unless the driver is notified twenty-four (24) hours prior to the trip.
4. When scheduling a field trip that would have to be canceled in the case of inclement weather (e.g. rain) the originator should include a statement on the field trip request indicating the possibility of such a cancellation. In this case, no penalty will be charged for cancellation. The Transportation Field Trip Coordinator should be notified immediately when a trip is canceled because of weather conditions.

N. Transportation other than school buses or private carriers:

1. When parents and students volunteer to drive their own vehicles on school system business such as sporting events or other school activities, the Cobb County School District does not provide liability insurance nor medical insurance coverage for the volunteer or any passengers. Should the volunteer be involved in an accident, the volunteer is the liable party.
2. If an employee uses his/her own vehicle for school system business, the Cobb County School District policy provides coverage for the employee only. The employee's own automobile insurance policy provides primary insurance coverage and the school system's policy provides secondary coverage should the employee's policy limits be exhausted and if the school district is liable. The employee's own policy is expected to cover other passengers.
3. The use of 10-15 passenger non-conforming vans is strictly prohibited for transporting students to school related activities.
4. Buses are the preferred mode of transportation, however, vehicles designed to transport up to 9 passengers (such as SUV's and mini-vans) are permitted on a limited basis.

O. Non School-Sponsored Event:

1. If a staff member plans a non-school sponsored trip that involves students (even if planned for weekends, holiday, or summer) the school administrator must be advised. However, the administrator is not required to approve the trip.
2. No class time may be used to promote the trip and no funds may be solicited nor accepted during the school day.
3. When meetings are held at school to discuss trips that are non-school sponsored trips, they must be held outside of the staff member's regular working hours and when students are not scheduled for class time. School administrators should use similar guidelines for approving the use of school facilities for meetings of this type as they would for people not employed by the school system.
4. When staff members plan non-school sponsored trips, even when the guidelines called for in this regulation are followed, parents will be informed, in writing, that the trip is a non-school sponsored event. Therefore, the school system takes no responsibility for the trip. The employee must make it clear that arrangements and transactions about the trip (including phone calls) must be handled outside the school day.
5. School system supplies must not be used to pursue a non-school sponsored trip.

P. Only yellow school buses meeting federal and state specifications shall be used to transport students for all bus routes. This includes but not limited to summer school, after school, and enrichment programs where students are picked up and dropped from their residence and designated school.

Q. Special Use of School Buses:

The Board shall not authorize the use of system-owned buses for the purpose of transporting persons not connected with the system for a non-school function, except that school buses may be used to provide transportation for the elderly, persons with disabilities and 4-H activities, and for students and others to attend summer camps and participate in other recreational or educational activities if the cost of such transportation is reimbursed in full from federal, state, local or other funds other than school funds. Requests will be submitted to the Transportation Department with final approval by the Superintendent and/or designees.

Reclassified an Administrative Rule: 9/1/04
Revised: 10/28/04; 4/11/12

Legal Reference:

O.C.G.A. 20-02-1074	Transportation for elderly, disabled persons and 4H activities
O.C.G.A. 20-02-1075	Use of school buses for recreational or educational activities
O.C.G.A. 20-02-0188	Student transportation
O.C.G.A. 20-02-0411	School fund kept separate; use of funds; separation of school taxes; investments
Rule 160-5-1-.02	School Day and School Year for Students and Employees
Rule 160-5-3-.04	School Bus Insurance

IH Student Achievement

?/?/12

A goal of the instructional program of Cobb County School District (District) is for each student to demonstrate academic achievement at levels commensurate with challenging and yearly individual learning goals benchmarked to state, national and international standards.

A. ACCREDITATION:

The District shall comply with requirements of the Southern Association of Colleges and Schools (SACS) and its parent organization, AdvancED, necessary to maintain accreditation for each District elementary, middle and high school.

B. STATE STANDARDS:

The Common Core Georgia Performance Standards (CCGPS) and other state mandated standards define the required learning goals of the District curriculum. Student mastery of the GPS is demonstrated as follows:

1. Students participating in the Georgia Grade Three Writing Assessment, the Grade Five Writing Assessment, the Georgia Middle Grades Writing Assessment (MGWA), and the Georgia High School Writing Test (GHSWT) shall, as a minimum, achieve a "passing" score as defined by the Georgia Department of Education;
2. Elementary and middle school students taking Georgia Criterion-Referenced Competency Tests (CRCT) shall, as a minimum, achieve a "passing" score, as defined by the Georgia Department of Education, in each area tested;
3. High school students taking Georgia High School Graduation Tests (GHSGT) shall, as a minimum, achieve a "passing" score, as defined by the State Department of Education, in each subject tested; and
4. Intellectually disabled students may qualify to participate in the Georgia Alternative Assessment (GAA) as their criterion for demonstrating mastery of the GPS.

C. NATIONAL STANDARDS:

National standards define a means to compare the academic achievement of District students with that of students across the nation. Student mastery of these standards is demonstrated as follows:

1. Students at all levels who participate in national tests, such as the Iowa Test of Basic Skills (ITBS), the SAT, and the American College Test (ACT), shall, as a minimum, score the test's national average score.

D. INTERNATIONAL STANDARDS:

International standards define a means to compare the academic achievement of District students with that of students from other countries. Student mastery of these standards is demonstrated as follows:

1. Advanced Placement (AP) Program:
 - a. Schools shall develop and implement plans to increase:
 - (1) The number of students participating in AP courses; and
 - (2) The number of students taking AP tests.
 - b. Students who participate in AP tests shall, as a minimum, score "3" or better on the test's 5-point scoring scale. AP tests are administered internationally.
2. International Baccalaureate (IB) Program:
 - a. The IB program shall maintain a passing rate on the international IB tests of no less than 96%; and
 - b. Students in the IB program are required to participate in the international IB tests. They shall, as a minimum, score the test's world average score.

Adopted: 5/14/08

Revised and recoded: ??/?/12 (Previously coded as Board Policy IK)

Legal Reference

O.C.G.A. 20-02-0253	Achievement grants
O.C.G.A. 20-02-0282	Georgia Academic Placement and Promotion Policy
O.C.G.A. 20-02-0283	Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students in grades three, five and eight; implementation
O.C.G.A. 20-02-0284	Criteria for local boards of education; model placement and promotion policy
O.C.G.A. 20-02-0286	Georgia Closing the Achievement Gap Commission; creation; membership; vacancies; purpose; authority; compensation; termination
O.C.G.A. 20-14-0025	Office of Student Achievement-Creation; director; authority; seal; administrative assignment
O.C.G.A. 20-02-0244	Waivers to improve student performance
O.C.G.A. 20-02-0061	Fundamental roles of local boards of education and local school superintendents
O.C.G.A. 20-02-0154	Remedial education program
Rule 160-4-2-.38	Education Program for Gifted Students
Rule 160-4-9-.04	Charter Schools Definitions
Rule 160-7-1-.01	Single Statewide Accountability System

IHA-R Grading Systems

?/?/12

RATIONALE/OBJECTIVE:

The Curriculum, Instruction and Assessment Division of the Cobb County School District (District) shall devise a grading system which shall be used to report student progress toward academic standards to parents/guardians and to record this progress in each student's educational record.

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

RULE:

The following grading systems shall be used in the District:

A. GENERAL GUIDELINES:**1. Assignment of Grades:**

While the District's grading system has been developed cooperatively between the Curriculum, Instruction and Assessment Division and local school educators, the final evaluation of students and the assignment of grades is the responsibility of school administrators and teachers. The following guidelines shall be followed in the calculation of grades:

a. Courses with state-required End-of-Course Tests (EOCT) will count this test as the only comprehensive final exam and must calculate the score as part of the final grade. See Form IHAA-1 (EOCT Guidelines).

b. Grade Changes:

In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher shall be required, coerced, intimidated, or disciplined in order to change the grade of a student. This Rule shall not apply when a teacher has failed to comply with the grading Policies or Rules adopted by the District or written procedures established by a school within the District that are applicable to the grading process unless such a Policy, Rule, or procedure would require a student be given a grade different than the actual grade achieved. Nothing in this Rule shall be construed to prevent a principal or other school administrator from discussing the grade of a student with a classroom teacher. Further, this Rule shall not be construed to prevent a central office administrator, Superintendent, or other District administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change.

2. Late Enrollment:

Students enrolling in the District when two weeks or less remain in the evaluation period shall receive evaluation marks based on the transcript from the sending school. Parents/guardians shall be notified of this procedure.

3. Notification of Failure:

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

4. Accommodations/Modifications:

a. Accommodations are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage. Appropriate accommodations

for disabled students do not reduce or lower the standards or expectations for content and do not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations. Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team.

- b. Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications in Statewide assessments may invalidate the results.
- c. The report card shall designate modified curriculum as follows:
Elementary School: Circle the grade and provide a written comment;
Middle School: Place an asterisk after the grade and provide a written comment;
High School: Assign a special education-designated course number.

B. ELEMENTARY SCHOOL:

1. Kindergarten and Grades 1, 2 and 3:

- a. Students shall be evaluated on two scales that reflect the implementation of Georgia Performance Standards.
- b. **Academic Areas:**
Performance in some academic areas shall be marked on the following scale:
 - 3+** = Exceeds Standards-in addition to the 3, makes applications and inferences beyond expectations;
 - 3** = Meets Standards-consistently and independently;
 - 2** = Progressing toward meeting the standards;
 - 1** = Limited progress or does not meet the standards; and
 - N/A** = Not assessed at this time.
- c. **Learning Skills/Behaviors:**
Learning skills and behaviors shall be marked on the following scale:
 - S** = Successful;
 - P** = Progressing; and
 - N** = Needs Improvement.
- d. As provided by Georgia Board of Education Rule 160-4-2-.13 and confirmed by the Board, standards based report cards will be limited to Kindergarten and Grades 1, 2 and 3.

2. Grades 4-5:

- a. Students in grades 4 and 5 shall be evaluated in Reading, English, Spelling, Mathematics, Social Studies, Science and Health by means of an **A, B, C, D, or F**, according to the following guidelines:
 - 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.
- b. In grades 4 and 5 an academic evaluation of D or above shall indicate that the student's academic performance complies with the Georgia Board of Education Rule 160-4-2.13 Grading Systems, which establishes 70 as a minimum passing score.
- c. Reading shall be reported as a grade and **Above, On, or Below Level**.
- d. Handwriting, Behavior and Work/Study Habits shall be graded on a scale of **Outstanding, Satisfactory or Needs Improvement**.
- e. Art, Music and Physical Education shall be evaluated in participation and conduct on a scale of **Outstanding, Satisfactory or Needs Improvement**.

C. MIDDLE SCHOOL:

1. Grades:

All subjects shall be graded by means of an **A, B, C, D, F, I**, according to the following guidelines:

- 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.
- I** Shall represent incomplete work:
 - A student may have fourteen (14) calendar days after the close of each quarter 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.

2. Mathematics:

Mathematics shall be reported as an instructional level and a grade.

3. Conduct:

Conduct shall be evaluated as:

S = Satisfactory;

NI = Needs Improvement; or

U = Unsatisfactory.

D. HIGH SCHOOL:

1. Grades:

Student performance shall be recorded on the permanent record using numerical grades. These numerical grades represent the following letter 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 acceptable achievement.
- F** Shall represent an average of below 70 and shall indicate failure to achieve.
- 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. The final grade will be the average of all grade-bearing activities required throughout the semester. A student is ineligible for interscholastic activities until the make-up work is completed and the required passing grade(s) is/are recorded.

2. Conduct:

Student conduct shall be evaluated as:

S = **Satisfactory**,

NI = **Needs Improvement, or**

U = Unsatisfactory

3. Advancement:

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

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

a. Previously Enrolled:

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

b. Not Previously Enrolled:

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

(1) The school should make every effort to involve parents/guardians in this declaration of intention at the time of enrollment.

(2) Students enrolling in a District high school for the first time during a semester on a credit basis shall be responsible for the content and objectives for the total semester's work and all grade-bearing activities for the class. Teachers shall be responsible for informing students of their obligation for grade-bearing activities, but they shall not be responsible for providing information to students on content that was presented prior to the time of the student's enrollment in school. These students will be assigned grades for credit at the end of the semester based upon their declared intention at the time of enrollment.

5. Withdrawing:

a. From A Course:

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

b. From School:

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

c. From A Dual Enrollment Course:

If a student withdraws from a dual enrollment course, a grade of 10 will not be recorded on the high school transcript but will likely remain on any college transcript. Students should contact the college regarding its specific transcript policies and/or procedures as the District cannot alter the college's transcript. Withdrawals from dual enrollment courses may affect full time high school student status and extra-curricular eligibility.

6. Transfer of Grades and Credits Between Block and Non-Block Schedules Within the District:

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

7. Transferring Grades and Credits from Accredited and Non-Accredited Schools:

a. **Course Titles:**

Transfer course titles will be changed to the appropriate Cobb County course titles for courses in English, mathematics, science, social studies, foreign language, health, and the specific course Becoming Physically Educated. Transfer elective course titles will be changed to broad categorical titles, such as physical education, business education and vocational education.

b. **Government/Economics:**

Credit will be awarded for courses in economics and American government regardless of the year in which the courses were taken if they were taken in a Georgia school system.

c. **Credit:**

(1) **Accredited Schools:**

- (a) Carnegie unit credit received from the schools accredited by a designated regional or state accrediting agency will be accepted as established by Georgia Board of Education Rules and Cobb County School District Administrative Rules.
- (b) Grades of students transferring from schools accredited by a designated regional or state accreditation agency will be recorded as numerical grades.
- (c) For students transferring to a Cobb County High School from an accredited school as defined previously, from August 1999 through June 3, 2002, the following procedures will be followed:
 - 1) All grades will be recorded numerically exactly as they are received from the issuing school. The only exemption to this will be if a student enters with a numeric grade below 70 that is considered passing by the previous school. In this circumstance, a grade of 70 will be assigned.
 - 2) It is the responsibility of the parents and/or student to obtain the numeric grade if the official transcript from the issuing school contains a letter grade. The numeric equivalent must be on an official transcript and will not be accepted in any other form.
 - 3) In cases where the issuing school uses a letter grade or is unable to provide a numeric grade, the following conversion scale will be implemented:

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		

NOTE: High School students transferring to Cobb County after June 3, 2002, will be subject to the preceding conversion scale. 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.**
- 4) If grades of pass or fail are received, the following procedure must be applied:
- a) Fail will be recorded as "F", and no credit will be included in the calculation of the cumulative average;
 - b) Pass will be recorded as "P", and no credit will be included in the calculation of the cumulative average.

- 5) 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 review committee through the Principal only after the local appeal. A review committee consisting of two counselors, two curriculum directors and an Area Assistant Superintendent will meet on a quarterly basis to review requests.

(2) Non-Accredited Schools and/or Home Schools:

(a) Probationary Placement:

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

- 1) 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 issued.
- 2) Students who do not successfully complete a probationary subject will be required to pass a proficiency exam in the preceding subject for credit.
 - a) Each exam will be administered one time;
 - b) If not passed, the next required level exam will be administered until proficiency is established and credit awarded;
 - c) If the exam is passed, numerical grades will be recorded on the transcript by following traditional grade reporting.
- 3) Courses for which there is no counterpart in the Cobb County 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 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 6.a. of this Rule and Administrative Rule LBD (Cooperative Programming with Higher Education). Courses which receive extra quality points are specified in the "Quality Points" table below.

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. 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) Selected Tenth, Eleventh, Twelfth Grade Courses Mathematics courses for students entering high school prior to 2008-2009 school year: Algebra II/Honors Geometry/Honors Calculus (non AP) Mathematics courses for students entering high school in 2008-2009 and later: Accelerated Math II Accelerated Math III	Advanced Placement (AP), and college/University courses as described in Rule LBD International Baccalaureate (IB) 4 th and 5 th Year Foreign Language Mathematics Courses: Analysis, 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 Quality Points	A = 4.5 Quality Points	A = 5 Quality Points
B = 3 Quality Points	B = 3.5 Quality Points	B = 4 Quality Points
C = 2 Quality Points	C = 2.5 Quality Points	C = 3 Quality Points
D = 1 Quality Points	D = 1.5 Quality Points	D = 2 Quality Points
F = 0 Quality Points	F = 0 Quality Points	F = 0 Quality Points

b. **Class Rank:**

- (1) The student's rank in class shall be assigned according to grade point average in descending order.
- (2) 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.

(3) **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. **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. 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: ??/12 (Previously coded as Administrative Rule IKA)

Legal Reference

O.C.G.A. 20-02-0989.20 Grade Integrity

O.C.G.A. 20-02-2180 Procedures for timely graduation

O.C.G.A. 20-02-0157 Uniform reporting system (post-secondary op, HOPE, other financial aid eligibility)

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

IHAA-R Final Examinations

?/?/12

RATIONALE/OBJECTIVE:

Accurate assessment of the competency development of students involved in the instructional program is considered a prime responsibility of professional personnel of the Cobb County School District (District). The District's high school teachers are responsible for accurately assessing the developing student competency in each course of study that they teach and for complying with the high school requirements established by the Georgia Board of Education.

RULE:**A. ASSESSMENTS:**

The assessments administered to high school students should fulfill the following criteria:

1. All courses should have periodic assessments throughout the grading period.
2. All courses should have a final assessment each semester that covers all state standards and objectives for the course of study as established by the District.
3. Some core courses specified by the Georgia Board of Education (in accordance with O.C.G.A §§ 20-2-240 and 20-2-281) shall use the End-of-Course Test (EOCT) as the final exam in the course. Individual scores will be provided on each EOCT taken. Student scores must be recorded on, in, or with the individual student report card.
4. A student's numeric score on the EOCT (which replaces any other final exam in the course) shall count as part of the student's final numeric grade in the course assessed by the EOCT. (See Form IKA-1 [EOCT Guidelines])
5. All classes not possessing an EOCT shall have a final assessment which counts no less than 10% and no more than 20% of the student's final grade. The Principal shall be responsible for seeing that there is consistency in the grade percentage of all final examinations within the same courses taught in the school.
6. The Superintendent and or designee is authorized to establish procedures for the Rule to accommodate special education students, transfer students, exemptions related to exemplary attendance, and others to assure fairness in the administration of the Rule.

B. PROCEDURES:

The following procedures shall be observed with regard to the administration of high school course final examination:

1. Transfer Students:

Students who transfer into the District during the semester with more than two weeks remaining in that semester may elect to audit or complete a course for credit. Those pursuing credit for the course shall be expected to take a final examination covering the course objectives for the semester (in accordance with District Administrative Rule IHA [Grading Systems]). Students transferring with two weeks or less remaining in the semester will be assigned the grade sent from their previous school.

2. Comprehensiveness:

It shall be the responsibility of Principals or designees to develop and implement a system to ensure that final examinations given in each course of study are comprehensively assessing Georgia and District standards approved for each course.

3. Notification:

Students should be advised within the first five (5) days of the semester concerning the percentage of the total grade that the final examination will involve.

4. Access:

Provisions should be made by each school to assure that students/parents/guardians have access to final examinations for at least eleven (11) work days after the distribution of

report cards at the end of each semester in case they wish to raise questions concerning their final grade. This can be accomplished by:

1. Returning final examination papers to students;
2. Each teacher maintaining final examination papers for their students; or
3. Administration maintaining a central school file of final examination papers.

5. **Incentives:**

The Principal or designee is authorized to develop student attendance incentive plans that they deem effective for their schools involving exemptions from final examinations for students. The Area Assistant Superintendent will coordinate the approval process for attendance incentive plans which include final examination exemptions.

6. **Special Education:**

Students being served through special education programs shall be involved in final examinations as specified in their individualized educational plan. Such students who are involved in a general course of study shall be expected to take final examinations but may receive prescribed support and assistance from the appropriate special education teacher. Students identified for ESOL (English for Speakers of Other Languages) programs may be granted testing accommodations based on the written recommendations of the ESOL teacher and the content teacher.

7. **English for Speakers of Other Languages:**

Students identified for ESOL (English for Speaker of Other Languages) programs may be granted testing accommodations based on the written recommendations of the ESOL teacher and the content teacher.

Adopted: 8/11/82

Revised: 4/28/83; 8/8/84; 7/10/86; 7/10/91; 7/28/94

Reclassified an Administrative Rule: 9/1/04

Revised: 8/13/08

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IKAA)

Legal Reference

O.C.G.A. 20-02-2180 Procedures for timely graduation

IHAB-R Report Cards

?/?/12

RATIONALE/OBJECTIVE:

The Curriculum, Instruction and Assessment Division of the District shall devise a system to report student progress to parents/guardians.

RULE:

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

A. ELEMENTARY SCHOOL:

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

1. Progress updates shall be issued to parents/guardians after 4.5 weeks of each quarter.
2. Progress reports describing the student's progress in grades K-5 shall be issued to parents/guardians at the end of each nine-week period.
3. Parent-teacher conferences shall be scheduled with parents/guardians of all elementary students (Administrative Rule IED-R [Scheduling for Instruction]).
4. It shall be the responsibility of teachers to notify parents/guardians of students' scholastic deficiencies.
5. Reports indicating pupil placement for the next school year will be mailed to parents/guardians after the close of each school year if a stamped, self-addressed envelope is provided by the parent/guardian, or they may be picked up at the main office of each school.

B. MIDDLE SCHOOL:

1. Progress updates shall be issued to parents/guardians after 4.5 weeks of each quarter.
2. Progress reports describing the student's progress in grades 6-8 shall be issued to parents/guardians at the end of each nine-week period.
3. While progress reports shall give the mid-quarter progress update and the end-of-quarter report, only the end-of-quarter report shall be posted on the cumulative record.
4. It shall be the responsibility of teachers to notify parents/guardians of students' scholastic deficiencies. These may include deficiencies on progress reports as well as deficiencies related to the continuation criteria for advanced content courses.
5. Schools should make efforts to inform parents/guardians/students when the student is in danger of failing a course. Where possible, a deficiency notice (academic alert/progress update) should precede a failing grade by a minimum of ten school days.
6. Report cards may be mailed to parents/guardians after the close of each school year if a stamped envelope is provided by the parent/guardian, or they may be picked up in the main office of each school.

C. HIGH SCHOOL:

1. Grades of students in grades 9-12 shall be reported to parents/guardians at six-weeks intervals and when the final course grade is given at the close of the semester.
2. Schools should make efforts to inform parents/guardians/students when the student is in danger of failing a course. Where possible, a deficiency notice (academic alert/progress update) should precede a failing grade by a minimum of ten school days.
3. Progress reports may be mailed to parents/guardians after the close of each school year if a stamped envelope is provided by the parent/guardian, or they may be picked up in the main office of each school.

D. NON-CUSTODIAL PARENT ACCESS:

See Administrative Rule KBBA (Non-Custodial Parent) for guidelines for mailing/distributing report cards to non-custodial parents.

Adopted: 8/11/82

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

Reviewed: 6/1/02

Reclassified an Administrative Rule: 9/1/04

Revised: 8/13/08

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IKAB)

Legal Reference

O.C.G.A. 20-02-0989.20 Grade Integrity

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

Rule 160-5-1-.07 Student Data Collection

IHE Promotion and Retention

??/??/12

In accordance with O.C.G.A. §§ 20-2-282 through 20-2-285 (Georgia Academic Placement and Promotion Policy) it is the policy of the Cobb County Board of Education (Board) that placement or promotion of a student into a grade, class, or program be based on an assessment of the academic achievement of the student and a determination of the educational setting in which the student is most likely to receive instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

The Superintendent and appropriate staff shall develop rules and regulations governing promotion, placement, and retention of students in grades K-12. Such rules and regulations shall include the following requirements:

1. Definitions consistent with those contained in State Board Rule 160-4-2-.11 Promotion, Placement, and Retention;
2. All students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs - Student Assessment;
3. The promotion of students in grades 3, 5, and 8 shall be determined in accordance with state Board Rule 160-4-2-.11 Promotion, Placement and Retention that requires those students to achieve grade level on the applicable subject of the Criterion Referenced Competency Test (CRCT) and satisfaction of local promotion criteria as specified in the rules and regulations described above; and
4. The promotion of students in grades 1, 2, 4, 6, and 7 shall be based on a review of factors specified within the district's rules and regulations, including the student's performance on the CRCT and satisfaction of local promotion criteria.

Adopted: ??/??/12

Legal Reference

O.C.G.A. 20-02-0282	Georgia Academic Placement and Promotion Policy
O.C.G.A. 20-02-0283	Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students in grades three, five and eight; implementation
O.C.G.A. 20-02-0284	Criteria for local boards of education; model placement and promotion policy
O.C.G.A. 20-02-2162	Military children; placement based on current educational assessments; subsequent evaluations
O.C.G.A. 20-02-0281	Assessment of effectiveness of educational programs
O.C.G.A. 20-02-0285	Placement and Promotion policy - implementation timetable
Rule 160-3-1-.07	Testing Programs- Student Assessment
Rule 160-4-2-.11	Promotion, Placement, and Retention
Rule 160-5-1-.18	Competitive Interscholastic Activities in Grades 6-12

IHE-R Promotion and Retention

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) has established criteria to address the requirements of the Georgia Academic Promotion, Placement, and Retention Policy (O.C.G.A. § 20-2-282, 283, 284, and 285). The regulations of this policy will be applied for students in Grades K-12 to help assure that basic promotion, placement, and retention criteria will be consistently addressed.

The Cobb County School District (District) will, at a minimum, comply with all applicable authority and State requirements regarding student promotion, placement and retention. This includes, but is not limited to, O.C.G.A. § 20-2-281, et seq. This Rule will be applied to students in Grades K-12 to help assure that 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 Georgia 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 are designed to bring students not performing on grade level, as defined by the Georgia Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before 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. Grade Level:

Standard of performance, as defined by the Office of Student Achievement, on a Criterion-Referenced Competency Test (CRCT).

5. 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.

6. Placement Committee:

The committee established by the Principal or designee to make placement decisions concerning a student who does not meet expectations on the CRCT.

7. Promotion:

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

8. 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 Board of Education and District regulations will be followed when assessing the readiness of students not enrolled in the District's Kindergarten programs but wish to enroll in one of the District's first grade programs. Social-emotional or physical development should not be used as the sole criteria for retention or placement.
3. 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.
4. 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.
5. Students who spend a second year in Kindergarten will be provided accelerated, differentiated and/or additional instruction. No student will be retained in Kindergarten more than once.

C. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR GRADES 1, 2, 4, 6, and 7:

1. The Principal or designee shall implement a process to:
 - a. Determine whether each student shall be retained or placed based on a review of the overall academic achievement;
 - b. Develop an accelerated, differentiated, and/or additional instructional plan for each student who does not achieve grade level;
 - c. Develop a plan of continuous assessment during the subsequent school year in order to monitor the student's academic progress.
2. Students shall be tested in accordance with requirements specified in Georgia Board Rule 160-3-1-.07 Testing Programs – Student Assessment.
3. The Principal or designee shall annually notify 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.
4. 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.
5. 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.
6. Students who spend a second year in any grade will be provided accelerated, differentiated and/or additional instruction.

D. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR GRADES 3, 5, AND 8:

1. Promotion of a student shall be determined as follows:
 - a. No third grade student shall be promoted to the fourth grade if he/she does not achieve grade level on the CRCT in reading and meet promotion standards and criteria established by the District.
 - b. No fifth grade student shall be promoted to the sixth grade if he/she does not achieve grade level on the CRCT in reading and the CRCT in mathematics and meet promotion standards and criteria established by the District.
 - c. No eighth grade student shall be promoted to the ninth grade if he/she does not achieve grade level on the CRCT in reading and the CRCT in mathematics and meet promotion standards and criteria established by the District.
 - d. The Principal or designee may retain a student who performs satisfactorily on the CRCT, but does not meet local promotion standards and criteria.
2. When a student does not perform at grade level in grades 3, 5, or 8 on the CRCT(s) as specified in Section D.1 above, the following should occur:

- a. Within ten workdays of receipt of the CRCT individual scores, the Principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) of the student regarding the following:
 - (1) The student's below-grade-level performance on the CRCT reading and/or mathematics section(s).
 - (2) The specific retest(s) to be given to the student and the testing date(s).
 - (3) The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the CRCT(s).
 - (4) The possibility that the student might be retained at the same grade level for the next school year.
 - b. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity.
 - c. The student shall be retested with the appropriate section(s) of the CRCT or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the Georgia Board of Education and the District.
3. When a student does not perform at grade level on the CRCT in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, the following shall occur:
- a. The Principal or designee shall retain the student for the next school year except as otherwise provided for in this Rule.
 - b. Within ten workdays of receipt of the CRCT retest, the Principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) of the student and the teacher(s) regarding the decision to retain the student. The notice shall:
 - (1) Describe the option of the parent(s)/guardian(s)/teacher(s) to appeal the decision to retain the student;
 - (2) Describe the composition and functions of the placement committee;
 - (3) Describe the option of the parent(s)/guardian(s), teacher(s), or Principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting; and
 - (4) Include the requirement that the decision to promote or place the student must be the unanimous decision of the placement committee comprised of the parent(s)/guardian(s), teacher(s), and Principal or designee.
 - c. If the parent(s)/guardian(s) or teacher(s) appeals the decision to retain the student, the Principal or designee shall establish a placement committee to consider the appeal.
 - (1) The placement committee shall be comprised of the Principal or designee, the student's parent(s)/guardian(s), and the teacher(s) of the subject(s) of the CRCT or the alternative assessment instrument on which the student failed to perform at grade level. In the event the student's teacher(s) no longer works at the same school, the following guidelines should be followed for teacher representation on the placement committee:
 - (a) If the teacher still works in the District he/she needs to attend in person or by telephone even though he/she no longer works at that school.
 - (b) If the teacher is no longer in the District, the Principal shall try to involve him/her in the conference by telephone, preferably by conference call.
 - (c) If the teacher cannot attend in person or by conference call, another teacher of the same subject and grade should participate in the conference on behalf of the absent teacher. This teacher representative is to:
 - 1) Preferably talk with the student's teacher prior to the conference; or
 - 2) At a minimum, read the student's file and become familiar with the student's circumstances.
 - (2) The Principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) and teacher(s) of the time and place for convening the placement committee.
 - (3) The placement committee shall review the overall academic achievement of the student in light of the performance on the CRCT or the alternative assessment instrument and promotion standards and criteria established by the District, and make a determination to place the student into the next appropriate grade or retain the student.

- (4) The decision to place the student must be the unanimous decision of the placement committee and must determine that if placed and given accelerated, differentiated, and/or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year. If the placement committee cannot reach a unanimous decision to place the student, he/she shall be retained in their current grade level for the subsequent school year.
- (5) The placement committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
- (6) The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
- (7) The decision of the placement committee is final.
- d. A plan for accelerated, differentiated, and/or additional instruction must be developed for each student who does not achieve grade level performance in grades 3, 5, or 8 on the CRCT(s) specified in section D.1. above whether the student is retained, placed, or promoted for the subsequent year.
- e. A student who is absent or otherwise unable to take the CRCT in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the CRCT in reading and/or mathematics on the second administration day(s) or an alternative assessment that is appropriate for the student's grade level as provided for by the Georgia Board of Education and the District. Promotion or placement of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.
- f. A student's failure to take the CRCT in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing date(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the Georgia Board of Education and the District shall result in the student being retained. The option of the parent(s)/guardian(s) or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this Rule.
- g. For students receiving special education or related services, the Individual Education Program (IEP) Team shall serve on the placement committee. This rule shall not supersede any of the federal requirements for the IEP Committee under IDEA and Section 504.

E. RETENTION LIMITATIONS FOR GRADES K-8:

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

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

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

Georgia State Board of Education rules require schools to document the educational reasons for retaining a 6th, 7th or 8th grader who has passing grades. Accordingly, written documentation shall be maintained in the student's permanent record and shall include the following state-mandated 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.

G. LOCAL PROMOTION INDICATORS:

All or part of the following indicators shall be considered:

1. **Kindergarten:**

- a. Readiness level as established by the results of the state assessment.
 - b. Readiness level as indicated on the student report card.
 - c. Teacher recommendation for promotion.
2. **Grades 1 – 5:**
- a. Readiness level as established by the results of the appropriate CRCT in the areas of reading and/or mathematics.
 - b. Readiness level as indicated on the student report card.
 - c. Teacher recommendation for promotion.
3. **Grades 6 – 8:**
- Retention of students should be made at the lowest level:
- a. Number of failing grades (failing 3 or more subjects for the year).
 - b. Standardized test scores (including CRCT in reading and math).
 - c. Math and reading performance.
 - d. Learning ability of student.
 - e. Previous interventions (including Response to Intervention or R.T.I.).
 - f. Previous retentions.
 - g. Age and maturity of student.
 - h. Excessive absences.
 - i. Teacher recommendation.
4. **Secondary:**
- Students shall be on track to advance with the graduating class they enter as a ninth grader (or under which they are placed upon transfer) with the following indicators:
- a. Maintain the following minimum units of credit required for promotion.
 - (1) 10th grade: 5 units
 - (2) 11th grade: 10 units
 - (3) 12th grade: 16 units
 - b. For students enrolling in the ninth grade for the first time in the 2008-2009 school year and for subsequent years, the following requirements must also be met in order to advance with the entering graduating class:
 - (1) 10th grade: 5 units, including one full credit each of state required or core coursework in mathematics, science, and English Language Arts.
 - (2) 11th grade: 10 units, including two full units each of state required or core coursework in mathematics, science, and English Language Arts.

Students placed in ninth grade who do not meet expectations on the math and/or reading portions of the eighth grade CRCT (state rule 160-4-2-.11) shall be placed in skills-building math and/or reading classes in the ninth grade.

Adopted: 8/11/82

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; 7/22/04

Reclassified an Administrative Rule: 9/1/04

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

Revised and re-coded: ??/?/12 (Previously coded as Administrative Rule IKE)

Legal Reference

O.C.G.A. 20-02-0282	Georgia Academic Placement and Promotion Policy
O.C.G.A. 20-02-0283	Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students in grades three, five and eight; implementation
O.C.G.A. 20-02-0284	Criteria for local boards of education; model placement and promotion policy
O.C.G.A. 20-02-2162	Military children; placement based on current educational assessments; subsequent evaluations
O.C.G.A. 20-02-0281	Assessment of effectiveness of educational programs
O.C.G.A. 20-02-0285	Placement and Promotion policy - implementation timetable
Rule 160-3-1-.07	Testing Programs- Student Assessment
Rule 160-4-2-.11	Promotion, Placement, and Retention
Rule 160-5-1-.18	Competitive Interscholastic Activities in Grades 6-12

IHF-R Graduation Requirements

??/12

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

RATIONALE/OBJECTIVE:

The Cobb County School District (District) shall provide secondary school curriculum, instructional, and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

Requirements for regular high school graduation from the District shall meet or exceed all rules and standards as set forth by the State Board of Education and the Southern Association of Colleges and Schools (AdvancEd).

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

The District shall provide instructional support and delivery services. These services shall include, but are not limited to the following:

1. Beginning in sixth grade, students will be provided a continuous advisement component to:
 - a. Familiarize students with graduation requirements;
 - b. Help students identify the likely impact of individual career objectives on the program of work studies they plan to follow; and
 - c. Provide annual advisement updates to report progress and offer alternatives in meeting graduation requirements and career objectives.
2. Record keeping and reporting services that document students' progress toward graduation and include information for the school, parents/guardians and students.
3. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
4. Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.
5. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

B. APPLICATION:

This Rule is effective for students enrolling in the ninth grade for the first time in 2008-2009 and subsequent years. For prior years, refer to the following Forms:

1. Form IHF-3 (Graduation Requirements: Students Enrolling in the Ninth Grade Prior to the 1993-1994 School Year).
2. Form IHF -4 (Graduation Requirements: Students Enrolling in the Ninth Grade in the 1993-1994 & 1994-1995 School Years).
3. Form IHF -5 (Graduation Requirements: Students Enrolling in the Ninth Grade in the 1995-1996, 1996-1997 & 1997-1998 School Years).
4. Form IHF -6 (Graduation Requirements: Students Enrolling in the Ninth Grade in the 1998-1999, 1999-2000, 2000-2001 & 2001-2002 School Years).
5. Form IHF -7 (Graduation Requirements: Students Enrolling in Ninth Grade in 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, & 2007-2008 School Years).

C. DEFINITIONS:

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

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

2. **Core Courses:**
Courses identified as "c" or "r" in Rule 160-4-2-.03 "List of State-Funded K-8 Subjects and 9-12 Courses" for the specified program of study.
3. **Early Admissions:**
A program in which a high school student enrolls as a full-time postsecondary student and pursues a postsecondary degree in lieu of a high school diploma.
4. **Elective Courses:**
Any courses identified as "e" in Georgia Board of Education Rule 160-4--2-.03 "List of State-Funded K-8 Subjects and 9-12 Courses" that a student may select beyond the core requirements to fulfill the unit requirements for graduation.
5. **Required Courses:**
Specific courses identified as "r" in Georgia Board of Education Rule 160-4-2-.03 "List of State-Funded K-8 Subjects and 9-12 Courses" that each student in a program of study shall pass to graduate from high school.
6. **Secondary School Credential:**
A document awarded to students at the completion of the high school experience:
 - a. **High School Diploma:**
The document awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Georgia Board of Education Rule 160-3-1-.07 "Testing Programs – Student Assessment."
 - b. **High School Certificate:**
The document awarded to students who have earned 23 units but:
 - (1) Do not complete all of the criteria for a diploma; or
 - (2) Have not passed the state assessment requirements as referenced in Georgia Board of Education Rule 160-3-1-.07 "Testing Programs-Student Assessment."
 - c. **Life Skills Concentration Diploma:**
The document awarded to students with disabilities served in or by the following special education programs who have not met the state assessment requirements referenced in Georgia Board of Education Rule 160-3-1-.07 "Testing Programs-Student Assessment" or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP):
 - (1) Severe/Profound Intellectual Disabilities (SID/PID)
 - (2) Moderate Intellectual Disabilities (MOID)
 - d. **Employment Preparatory Concentration Diploma:**
The document awarded to students with disabilities served in special education programs who have not met the state assessment requirements referenced in Georgia Board of Education Rule 160-3-1-.07 "Testing Programs-Student Assessment" or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).
7. **Georgia Alternate Assessment (GAA)** -- an alternate assessment based on alternate achievement standards. The GAA is a portfolio assessment designed for students with significant cognitive disabilities under the Individuals with Disabilities Education Act (IDEA) whose IEP team has determined they are unable to reasonably participate in the regular assessment program. The purpose of the GAA is to ensure all students, including students with significant cognitive disabilities, are provided access to the state curriculum and given the opportunity to demonstrate progress toward achievement of the state standards.
8. **Significant Cognitive Disabilities:**
Students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).
9. **Unit:**
One unit credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

10. Unit, Summer School:

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

D. REQUIREMENTS:

The District includes a passing score on the State assessment requirements as referenced in Georgia Board of Education Rule 160-3-1-.07, attendance, and Carnegie units of credit as requirements for graduating from any District high school. The District has based local graduation requirements on Georgia Board of Education Rule 160-4-2-.47 and requires the following:

1. State Assessment:

- a. Students who enroll, including those from another state, shall meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Georgia Board of Education Rule 160-3-1-.07 "Testing Programs – Student Assessment."
- b. Students who enroll from non-accredited and/or home study programs are required to take and pass End of Course tests in order to receive course credits for courses with End of Course tests.
- c. Students who enroll in the ninth grade for the first time in the 2008-2009 school year and withdraw and re-enroll shall meet the graduation requirements specified in this Rule and the assessment requirements specified in Georgia Board of Education Rule 160-3-1-.07.
- d. Students with disabilities will be accommodated as discussed in Georgia Board of Education Rule 160-3-1-.07 and other applicable authority.

2. 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).

3. 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 elective requirement.
Social Studies*	3
CTAE and/or Foreign Language and/or Fine Arts	3
Health and Physical Education*	1
Electives	4
TOTAL UNITS (MINIMUM)	23

* Required Courses and/or Core Courses

** Students entering ninth grade in 2008-2009, 2009-2010, and 2010-2011 only, who earn credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 additional core mathematics courses (as outlined in IKF- D,3b), will have satisfied the minimum mathematics requirements for high school graduation.

c. **Course Credit:**

Credit may be earned in the following ways:

(1) **Regular School Program:**

(a) Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia curriculum for grades 9-12 as approved by the Georgia Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS requirements.

(b) **Special Education Students:**

The individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core unit credit.

(c) Completion of diploma requirements does not necessarily qualify students for the Hope Scholarship Program.

(2) **Dual Enrollment:**

See Administrative Rule LBD (Cooperative Programming with Higher Education).

(3) **Work Experience:**

Work Experience credit is awarded during the school year only for on-the-job experience phase of the career and technology cooperative, internship, and apprenticeship programs:

(a) **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.

(b) **Block Schedule:**

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

(4) **Non-Traditional Course Delivery:**

(a) **Definition:**

Non-Traditional course delivery is course delivery that is outside of the traditional programs as outlined in numbers 1-3 above. This includes online courses, correspondence courses and private school courses taken while concurrently enrolled in Cobb County during the school year and summer.

(b) **Requirements:**

1) Students may earn credit toward graduation through non-traditional delivery provided the courses meet District curriculum and assessment requirements, and the course provider is accredited by a regional accreditation institution.

2) Students seeking a diploma from the Cobb County School District must meet the enrollment requirements of Administrative Rule IED-R (Scheduling for Instruction).

3) **Hardship Cases:**

The Superintendent or designee shall exercise discretion in approving credit for courses delivered through non-traditional methods or waiving provisions stated above for hardship cases on an individual basis.

4) Credit for courses delivered through non-traditional methods may be applied toward the graduation requirements for all diplomas. Options include:

a) **Cobb Virtual Academy/Georgia Virtual:**

i. **Cobb Virtual Academy** provides year-round online courses for initial credit and credit recovery to high school students enrolled in the District. Online course offerings and enrollment information may be found on the **Cobb Virtual Academy** website at www.cobbvirtualacademy.org

ii. The Georgia Virtual School provides year-round online courses for initial credit and credit recovery to high school students in those courses not offered by **Cobb Virtual Academy** online course offerings and enrollment information may be found on the Georgia Virtual School website at www.gavirtualschool.org

b) **NovaNET Courses/State Credit Recovery:**

The District provides course credit recovery opportunities for students who have previously failed a course through the NovaNET online curriculum delivery system

(c) **Correspondence Courses and Online Courses (Other than Nova Net, Cobb Virtual Academy, Georgia Virtual School and other State Credit Recovery programs, or courses receiving prior District approval):**

Beginning with the 2003-2004 school year, credit will be given for Correspondence and online courses for elective credit when the student complies with the following provisions:

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

(d) **Private School Courses Taken While Concurrently Enrolled in the Cobb County School District, including the summer term.**

Beginning with the 2011-2012 school year, credit will be given for private school courses taken while concurrently enrolled in the Cobb County School District for elective credit when the student complies with the following provisions:

- 1) Before the student enrolls in the course, the course is approved using Form IHF-1 (Request for Approval to Take Non-Traditional Courses).
- 2) While the student is enrolled in a District school, completion of one credit as recorded on an official transcript will be required before the school officials authorize enrollment in another private school course.
- 3) The course provider is accredited by a regional accreditation institution.
- 4) The course includes a final evaluation component, and the course provider provides evidence that the administration of the final examination has been appropriately proctored.
- 5) If a course is approved for a graduating senior, the school must receive the transcript no later than the last day of senior classes.

(5) **High School Courses Taken in Middle School:**

- (a) Upon successful completion of high school courses taken at the middle school level with a final grade average of 70 or above, a student will receive a "P" for Pass on his/her high school transcript.
- (b) Courses awarded "P" for "Pass" will count toward graduation but will not be calculated into the student's Grade Point Average (GPA).

(6) **Night School:**

The District offers tuition-based course opportunities for high school juniors and seniors after the regular school day. Course delivery may be traditional classroom or NovaNet.

(7) **Summer School:**

The District offers tuition-based course opportunities for all high school students during the summer recess. Course delivery may be traditional classroom, Cobb Virtual Academy or NovaNet.

E. GRADUATION REQUIREMENTS (Ninth Grade Class of 2008-2009 and Subsequent Years):

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

1. General Provisions:

- a. Courses that earn unit credit are listed in Georgia Board of Education Rule 160-4-2-.03 "List of State-funded K-8 Subjects and 9-12 Courses."

- b. Students may select courses listed in Georgia Board of Education Rule 160-4-2-.03 within the following guidelines:
- (1) **Required Courses:**
Any course identified as "r" is required and must be successfully completed. Another course cannot be substituted for them unless otherwise specified in Georgia Board of Education Rule 160-4-2-.03 "List of State-funded Subjects and 9-12 Courses."
 - (2) **Core Courses:**
Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements.
 - (3) **Elective Courses:**
A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

2. **English/Language Arts:**

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

3. **Mathematics:**

- a. For entering classes in years 2011-2012 and beyond:

Four units of core credit in mathematics shall be required of all students, including Mathematics I, GPS Algebra or its equivalent, Mathematics II, GPS Geometry or its equivalent, and Mathematics III, GPS Advanced Algebra or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GPS/CCGPS/AP/IB/dual enrollment designated courses.

(1) **Students with disabilities:**

The mathematics requirements above apply to each student with a disability, consistent with his or her Individualized Education Program. Students with Disabilities who earn credit in Mathematics I or GPS Algebra and the associated mathematics support course, and Mathematics II or GPS Geometry and the associated mathematics support course, may upon determination through the Individualized Education Program Team meet mathematics diploma requirements by completing Mathematics III or GPS Advanced Algebra for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

- (2) All students, including students with disabilities, who enter ninth grade in 2008-2009, 2009-2010, and 2010-2011, only and who earn core credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 other core mathematics courses, will have satisfied the minimum mathematics requirements for high school graduation. Mathematics Support I, GPS Algebra Support I, Mathematics Support II, GPS Geometry Support II, and Mathematics Support III, and GPS Advanced Algebra Support III may be designated as elective or core courses for students who entered ninth grade in 2008-2009, 2009-2010, 2010-2011. Students who complete Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 other core mathematics courses, but who do not complete Mathematics III or GPS Advanced Algebra, may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institutions without additional coursework.

4. **Science:**

- a. Four units of credit in science shall be required of all students, including:
- (1) One unit of Biology;
 - (2) One unit of either Physical Science or Physics;

- (3) One unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and
- (4) One additional science unit.
- b. The fourth science unit may be used to meet both the science and an elective requirement but shall count as only one unit.
- c. Any AP/IB science course may be substituted for the appropriate courses listed above.
- 5. **Social Sciences:**
A total of three units of credit shall be required in social studies:
 - a. One unit in United States History;
 - b. One unit in World History;
 - c. One-half unit of American Government/Civics shall be required; and
 - d. One-half unit of Economics shall be required.
- 6. **CTAE/Modern Language/Latin/Fine Arts:**
A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest.
 - a. **Career, Technical and Agricultural Education (CTAE) Pathways:**
 - (1) Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.
 - (2) Students are encouraged to complete a pathway when selecting electives.
 - b. **Modern Language/Latin:**
 - (1) All students are encouraged to earn two units of credit in the same modern language/Latin.
 - (2) Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin.
 - (3) Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admissions.
 - (a) Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.
 - (b) American Sign Language may be taken to fulfill the modern language requirements.
 - c. **Fine Arts:**
Electives may be selected from courses in fine arts.
- 7. **Health and Physical Education:**
 - a. One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement.
 - b. Units of credit in JROTC (Junior Reserve Officer Training Corps) shall not be used to satisfy this requirement.

F. REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT:

- 1. A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of:
 - a. 150 clock-hours of instruction provided during the regular school year;
 - b. 135 clock-hours of instruction in an approved block schedule during the regular school year; or
 - c. A minimum of 120 clock-hours of instruction in summer school.
- 2. Units of credit for graduation shall be awarded to high school students participating in any joint enrollment program using the ratio referenced in Georgia Board of Education Rule 160-4-2-.34 "Postsecondary Options."
- 3. Credit awarded for learning which has occurred outside the 9-12 classroom (for example, home schooling) shall be awarded based on proficiency tests. Equivalency credit shall be shown on the transcript.
- 4. Refer to Administrative Rule IHE (Promotion and Retention) for requirements to advance with the student's entering class.

G. STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES:

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

1. Completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, and
2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

Adopted: 9/26/02

Revised: 3/30/03

Reclassified an Administrative Rule: 9/1/04

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

Revised and re-coded: ??/?/12 (Previously coded as Administrative Rule IKF)

Legal Reference

O.C.G.A. 20-02-0069	Requirements and procedures for issuing and awarding high school diplomas to honorably discharged World War II veterans
O.C.G.A. 20-02-0070	Requirements and procedures for issuing and awarding high school diplomas to honorably discharged Korean Conflict and Vietnam Conflict veterans
O.C.G.A. 20-02-2180	Procedures for timely graduation
O.C.G.A. 20-02-0142	Prescribed courses; development/dissemination of instructional materials on effects of alcohol
O.C.G.A. 20-02-0150	Eligibility for enrollment
O.C.G.A. 20-02-0154	Remedial education program
Rule 160-4-3-.14	Work-Based Learning Programs
Rule 160-4-8-.09	Student Advisement

II-R Testing Programs

?/?/12

RATIONALE/OBJECTIVE:

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

RULE:**A. GENERAL PROVISIONS:**

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

B. PURPOSE:

The testing should fulfill the following purposes:

1. To identify each school's instructional strengths and weaknesses;
2. To serve as one source for the evaluation of the educational program;
3. To facilitate the planning of appropriate curriculum and instructional programs;
4. To facilitate in the selection of classroom instructional strategies;
5. To identify the level of achievement of District students as compared with that of other school districts locally and nationally; and
6. To inform parents and the general public of the achievement of Cobb students.

C. GUIDELINES:

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

1. The Principal should appoint an administrator to coordinate the school's testing program.
2. It shall be the responsibility of the Principal to ensure test security and adherence to established administration procedures.
3. All state mandated assessments shall be administered by Georgia-certified educators. All personnel involved in the administration of testing, either directly or indirectly, should be trained prior to testing students.
4. Schools should inform parents/guardians of impending standardized group testing required by the District. Such notification must be provided prior to the first day of testing and should include the name, purpose, and dates of testing.
5. Any employee or other individual who becomes aware of a testing irregularity or any other circumstance that might affect the integrity of the standardized state or federal assessment program should immediately report the matter to the Accountability Division. Testing irregularities might include, but are not limited to, missing test booklets; failure to follow administration directions; copying or communicating test content; making relevant teaching aids available to students during test sessions; assisting students with answers during test sessions; presenting actual or cloned test items to students before, during, or after test sessions. Such irregularities are serious matters with the potential to compromise test security and result in invalid test scores for students. Where appropriate,

or as required by state regulation or authority, such irregularities will be reported to Human Resources, the State Department of Education, and the Professional Standards Commission (Administrative Rule GAGC-R [Employee Ethics]). Serious incidents should also be reported to the Board of Education.

6. Schools may administer assessments beyond the scope of the required District program. The school will be responsible for any costs incurred. The schools must not administer test forms currently used by the District.
7. Standardized test scores should be posted to the student's record as soon as possible after testing results are received by the school. Each school shall be responsible for offering the opportunity for interpretation of test results to parents/guardians and students.
8. Individual student assessment scores are confidential and should generally be made available only to the student, the student's parent(s) or guardian(s); appropriate District personnel; and any mandated state or federal entity (See Administrative Rule JRA [Student Records]). Principals are responsible for implementing procedures consistent with state and federal laws that secure parental and student rights to privacy with regard to assessment results.
9. Each school is responsible for conducting an annual staff development session for all teachers on the use of test results within the instructional program to improve student academic achievement (Georgia Board of Education Rule 160-3-1-.07).
10. The District test advisory committee, composed of principals, teachers, counselors and selected representatives from School Leadership, Curriculum and Instruction, Special Student Services, and Technology Services should meet as needed, but at least annually, to consider relevant issues and make recommendations for implementation of the assessment program to the Superintendent's Senior Staff.
11. Testing advisory committee members are selected by recommendation of their supervisor or director. New members are appointed for no more than three (3) year terms.

Adopted: 7/23/81

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

Reclassified an Administrative Rule: 9/1/04

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

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IL)

Legal Reference

O.C.G.A. 20-02-0283	Georgia Academic Placement and Promotion Policy-Criteria; specific requirements for students in grades three, five and eight; implementation
O.C.G.A. 20-02-0161.3	High school student attending postsecondary institutions; notice; course credit; funding; testing
O.C.G.A. 20-02-0327	Recognition of advanced proficiency/honors courses; counseling and development of individual graduation plans
O.C.G.A. 20-02-0159.4	Policies and guidelines for awarding units of high school credit based on demonstrated proficiency
O.C.G.A. 20-02-0159.5	Dual credit courses; requirements
O.C.G.A. 20-02-0207	Online course on educator ethics
O.C.G.A. 20-02-0281	Assessment of effectiveness of educational programs
Rule 160-1-3-.09	Waivers and Variances of High School Graduation Assessments
Rule 160-3-1-.07	Testing Programs- Student Assessment
Rule 160-4-2-.11	Promotion, Placement, and Retention
Rule 160-4-2-.13	Statewide Passing Score
Rule 160-4-2-.48	High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years
Rule 160-4-5-.02	Language Assistance: Program for Limited English Proficient (LEP) Students
20 USC 6316	Academic assessment and local educational agency and school improvement

IKB-R Controversial Issues

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) provides a broad based curriculum and believes that students should understand varied perspectives as part of a balanced education and as part of producing the graduates described in Board of Education Policy IA (Student Performance Standards and Expectations).

RULE:**A. GENERAL PROVISIONS:**

Parents/guardians should refer to the following Board of Education Policies and Administrative Rules for additional information regarding curriculum selection and content:

- Policy IA (Student Performance Standards and Expectations);
- Policy IB (Instructional Program Goals and Objectives);
- Policy IFBC (Media Programs)
- Policy IH (Student Achievement);
- Rule ICD-R (Pilot Projects);
- Rule ICFA-R (Curriculum Guides and Course Outlines);
- Rule IFAA-R (Instructional Resources Selection and Adoption).

B. POLITICAL/PARTISAN ISSUES:

District employees shall refrain from using classroom instruction or their relationships with students to influence students, or through them, their parents/guardians, regarding any one political or partisan side of an issue.

1. Intent:

This Rule shall not be interpreted to:

- a. Prohibit the discussion of political or controversial issues within the classroom; or
- b. Discourage teachers from taking an active part in public issues and in supporting candidates of their choice.

2. Instruction:

During classroom instruction:

- a. Objectivity on all issues shall be observed in instructional procedures;
- b. Balanced points of view on issues shall be presented; and
- c. Employees shall refrain from identifying their personal position on issues or preference regarding political candidates.

C. THEORIES OF ORIGIN:

The study of the origin of the species remains an area of intense interest, research, and discussion among scholars. The study of this subject shall be handled in accordance with this Rule and with objectivity and good judgment on the part of teachers, taking into account the age and maturity level of their students.

1. Intent:

It is the intent of the District that this Rule NOT be interpreted to:

- a. Restrict the teaching of evolution;
- b. Promote or require the teaching of creationism; or
- c. Discriminate for or against a particular set of religious beliefs, religion in general, or non-religion.

2. Curriculum:

Theories of origin shall be taught as defined within the Georgia required Curriculum. Teachers should seek to help students demonstrate proficiency in understanding those aspects of the theory of origins defined in the required curriculum and the impact of scientific theories on the disciplines studied.

3. **Discussion:**

Teachers are expected to set limits on discussion of theories of origin in order to respectfully focus discussion on scientific subject matter while recognizing that scientific instruction may create conflict or questions for some students with regard to belief systems. Therefore:

a. Discussion should be moderated to:

- (1) Promote a sense of scientific inquiry and understanding of scientific methods; and
- (2) Distinguish between scientific and philosophical or religious issues.

b. It may be appropriate to acknowledge that:

- (1) Science itself has limits, and is not intended to explain everything; and
- (2) Scientific theories of origin and religious belief are not necessarily mutually exclusive.

4. **Instruction:**

a. Under no circumstances should teachers use instruction in an effort to coerce students to:

- (1) Adopt a particular religious belief or set of beliefs; or
- (2) Disavow a particular religious belief or set of beliefs.

b. Instruction should be respectful of personal religious beliefs, and encourage such respect among students.

c. Teachers:

- (1) Should not interject their personal faith-based beliefs, or lack thereof, into instruction; and
- (2) Should maintain a posture of neutrality toward religion.

5. It is recognized that instruction regarding theories of origin is difficult because it is socially controversial and potentially divisive. The administration expects, and will support, every teacher's effort to provide objective and professional instruction.

Adopted: 8/9/78

Adopted: 12/12/79

Reclassified an Administrative Rule: 9/1/04

Revised: 4/28/83; 8/8/84; 7/28/94; 8/9/95; 9/26/02; 1/13/10; 3/14/12

Revised and re-coded: ??/12 (Previously coded as Administrative Rules IHADA and IMB)

IKBD-R Graduation Ceremonies

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) shall recognize regular high school graduates through the awarding of diplomas signifying their completion of high school graduation requirements.

RULE:**A. REQUIREMENTS:**

No student shall receive a diploma from a District high school until all diploma requirements, including state assessments, have been met as specified in Administrative Rule IHF-R (Graduation Requirements).

1. Georgia Assessments Non-completion:**a. Students who entered the ninth grade in years 2007-2008 and before:**

Students may participate in the graduation ceremony if they have passed the Georgia High School Graduation Tests (GHS GT) in Math, Language Arts, Science, Social Studies and Writing, or a corresponding subject area End of Course Test (EOCT). The student will be allowed to participate in the graduation ceremony, but will not receive a diploma until all GHS GT assessments have been passed or a variance has been approved by the Georgia Board of Education. Students with Individual Education Plans (IEP) may participate in the graduation ceremony if they have fulfilled all the requirements for graduation as outlined in their IEP.

b. Students who entered the ninth grade in 2008-2009 and all subsequent years:

Must complete all diploma requirements, including both course requirements and passing state assessments required for graduation, in order to participate in graduation ceremonies. Students with IEPs must fulfill all the requirements for graduation as outlined in their IEP in order to participate in graduation ceremonies.

2. Unpaid Fines/Fees:

Students shall not be eligible to participate in graduation exercises if debts related to lost or damaged instructional resources such as textbooks, media materials, classroom instructional materials, or instructional equipment remain unpaid (Administrative Rule DFJ-R [District Property Replacement/Restitution]). However, no student shall be excluded from graduation exercises because of poverty or inability to pay. Indigent students should contact the Principal to develop an appropriate payment plan for fees owed.

3. Suspension/Expulsion:

If the student is under suspension/expulsion during the last day school is in session of his/her final semester before qualifying for graduation, he/she shall not participate in nor attend the school graduation activities. He/she may participate in the District's Summer School graduation.

4. Withdrawal From District:**a. Graduation Opportunity:**

Students who have been enrolled in a District high school beginning in the fall of the ninth grade without a break in enrollment prior to their senior year but who:

- (1) Have withdrawn from the District during their senior year; and
- (2) Were within 6 units of meeting graduation requirements (see Administrative Rule IHF-R [Graduation Requirements]); and
- (3) Will complete their graduation requirements within the same school year see Administrative Rule IHF-R [Graduation Requirements]; and
- (4) Are requesting to graduate with their original graduating class;

shall be allowed to receive a diploma from the District high school they attended and participate in the school's graduation exercises.

b. **Prerequisites:**

The above graduation opportunity shall be made available to the student upon the following:

(1) Receipt of an official transcript from a regionally accredited high school indicating sufficient credits to meet graduation requirements. The following on-line programs shall qualify to complete District graduation requirements:

(a) Cobb Virtual Academy;

(b) Georgia Virtual School;

(c) Equivalent programs in the accredited school district in which the student is enrolled may qualify for this variance if courses satisfy remaining District graduation requirements and have received advance approval from the District as is required of all District students. Students accumulating credits in other than the identified on-line programs should apply for graduation through another school or program. (see Administrative Rule IHF-R [Graduation Requirements])

(2) The student's fulfillment of and conforming to school and District expectations of members of his/her graduating class. (see Administrative Rule IHF-R [Graduation Requirements])

5. **Recent Enrollment:**

A student who:

a. Enrolls in a District high school during his/her senior year; and

b. Does not have sufficient credits or assessment results to satisfy Georgia graduation requirements; but

c. Meets graduation requirements in his/her former school may be recognized as a graduate during the District school's graduation exercises and receive a diploma from his/her former school if awarded.

B. PROCEDURES:

The following procedures shall govern graduation exercises:

1. **Elementary/Middle School:**

Activities recognizing students exiting elementary school or middle school or from one level to another within those schools shall be designed so as not to resemble high school graduation exercises or to involve diplomas or certificates of completion.

2. **Valedictorian/Salutatorian:**

It is the school's option to recognize the valedictorian and salutatorian of the graduating class. If two or more persons earn equivalent Grade Point Averages (GPA) each may be recognized with valedictory honors (see Administrative Rule IHA-R [Grading Systems]).

Adopted: 8/12/81

Revised: 4/28/83; 8/8/84; 2/12/87; 6/12/91; 7/28/94; 8/9/95; 2/1/02

Reclassified an Administrative Rule: 9/1/04

Revised: 1/14/09; 10/12/11; 4/11/12

Revised and re-coded: ??/12 (Previously coded as Administrative Rule IKFB)

IKD School Ceremonies and Observances

?/?/12

RATIONALE/OBJECTIVE:

Each student in the Cobb County School District (District) should be afforded the opportunity to display respect of patriotic symbols of the United States of America in accordance with the description of a contributing citizen in the District Graduate Profile (Board Policy IA [Student Performance Standards and Expectations]) and as established by the Official Code of the State of Georgia O.C.G.A. § 20-2-310.

RULE:**A. FLAG DISPLAYS:**

1. Each school administrator is responsible for the appropriate display of the flag of the United States of America on a daily basis at his/her school;
2. **Half Mast:**
 - a. Flags should be flown at half-mast only on those days designated by Federal and/or State Government officials;
 - b. The Superintendent or designee should be responsible for notifying school administrators of days designated for the display of flags at half-mast.

B. NATIONAL ANTHEM:

Each school administrator should be responsible for ensuring that:

1. Students have appropriate opportunity for experiencing the National Anthem of the United States and other patriotic music on a regular basis; and
2. Instruction is provided relative to proper respect and behavior toward the National Anthem and other symbols of patriotism.

C. PLEDGE OF ALLEGIANCE TO THE FLAG:

1. Between 8:00 a.m. and 12:00 noon each school day, students in the District shall be afforded the opportunity to recite the Pledge of Allegiance to the Flag of the United States of America;
2. Students participating in the recitation of the Pledge will be expected to stand, face the flag and recite the Pledge in unison;
3. Students not participating in the recitation of the Pledge may:
 - a. Stand and refrain from reciting the Pledge; or
 - b. Remain seated;
4. Non-participating students shall in no way conduct themselves in a manner which disrupts the observance of the Pledge of Allegiance.

D. QUIET REFLECTION:

1. At the beginning of each school day, a brief period of quiet reflection for up to sixty (60) seconds shall be provided to give students an opportunity to reflect on the anticipated activities of the day;
2. This moment of silent reflection is not intended to be and shall not be conducted as a religious service or exercise.

Adopted: 8/9/78

Revised: 4/28/83; 8/8/84; 8/10/94

Reclassified an Administrative Rule: 9/1/04

Revised: 1/13/10

Revised and recoded: ?/?/12 (Previously coded as Administrative Rule IMD)

Legal Reference
O.C.G.A. 20-02-1051
O.C.G.A. 20-02-1050
O.C.G.A. 20-02-0310
O.C.G.A. 50-03-0004.1

Brief Period of Quiet Reflection; Participation not to be regulated or required
Moment of silence authorized
Student directory information; voter and selective service registration; pledge of allegiance
Displaying copies of national motto and American and Georgia flags

IKF-R School Stores

?/?/12

RATIONALE/OBJECTIVE:

Cobb County School District (District) permits school stores to provide students a variety of valuable business experiences as well as a service to the school community. The District also permits the school store to be an approved fund raising activity.

RULE:**A. APPROVAL:****1. Sponsor:**

School stores (stores) may be operated (see Administrative Rule JJE [Student Activities: Fund Raising Activities]):

- a. As an extension of the instructional program under the provisions of this Rule; or
- b. By the school or a school support organization as a service for students, parents/guardians, and staff.

2. Whether sponsored by the school or a school support organization, the operation of a store must be approved by the Principal.

B. CURRICULUM CONNECTION:

The operation of school sponsored stores in the District should be as an extension of or supplement to instructional programs.

C. FINANCIAL PROCEDURES:**1. School Sponsored Stores:**

Whether sponsored by an instructional program, school club, or the school itself, school sponsored stores should:

a. Comply with:

- (1) Applicable Financial Services Division guidelines and procedures.
- (2) Guidelines and procedures prescribed by the instructional program of which the store is a part;
- (3) Administrative Rule EFJ (Wellness Program); and
- (4) Administrative Rule JJE (Student Activities: Fund Raising Activities).

b. Function at a minimal profit level;**c. Return all profits to the sponsoring instructional program, if applicable, to continue its operations and enrichment as an instructional business program; and****d. Handle all funds through regular school financial procedures in accordance with Financial Services Division requirements and guidelines.****2. School Support Organization Sponsored Stores:**

Stores sponsored by school support organizations should comply with:

- a. Board Policy and District Administrative Rules including but not limited to the following:
 - Administrative Rule EFJ (Wellness Program);
 - Administrative Rule JJE (Student Activities: Fund Raising Activities)];
 - Administrative Rule KJA (Relations with Booster Organizations);
- b. Collection and accounting of school store money must be handled through the school support organization's financial records.
- c. All applicable laws and regulations, including trademark and other intellectual property laws.

D. LIMITATIONS:

The following regulations shall be observed with regard to the operation of stores:

1. The sale or distribution of edible items or any other merchandise through stores which shall constitute a conflict with the federally supported school food service programs of the District is prohibited (Rule EFJ [Wellness Program]);
2. Principals shall have full authority to regulate items distributed through stores in order to ensure their consistency with effective school operations.

Adopted: 8/9/78

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

Reclassified an Administrative Rule: 9/1/04

Revised: 3/10/10

Revised and re-coded:??/12 (Previously coded as Administrative Rule IMI)

IKI-R Lesson Plans

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes that each student's mastery of the Common Core Georgia Performance Standards will be evaluated by the State of Georgia through a grade level Criterion-Referenced Competency Test (CRCT), at elementary and middle school, and Georgia High School Graduation Tests. The District further recognizes that these tests will be one of the primary indicators used to determine whether or not a school makes Adequate Yearly Progress (AYP) as defined for the No Child Left Behind Act (NCLB). Finally, the District also recognizes that the promotion of third, fifth, and eighth graders to the next grade level is tied, by state law, directly to their individual performance on their grade-specific CRCT.

RULE:**A. LESSON PLANS:**

The process of lesson planning is acknowledged by the District as an essential prerequisite for the provision of the program of instruction required to assist students to achieve the Common Core Georgia Performance Standards. Lesson plans, which are defined as the individual school's plan for teaching the Common Core Georgia Performance Standards at each grade level and in each content area, are hereby established as a primary responsibility of school administration to be developed with the involvement of all instructional personnel.

B. CLASSROOM PROCEDURES:

Teachers are responsible for developing the short-term classroom procedures to be used to accomplish the school's lesson plans. The procedures developed by individual teachers in accordance with this Rule shall not be considered lesson plans. In order to identify the most effective classroom procedures, teachers are encouraged to:

1. Work collaboratively with their peers in the same grade and/or content areas;
2. Participate in learning communities composed of teachers from multiple grade levels;
3. Frequently assess, discuss, and re-evaluate the effectiveness of the classroom procedures used;
4. Adopt new classroom procedures when and if:
 - a. Those used are found not to be as effective as anticipated; and/or
 - b. What is believed to be a more effective procedure is found or demonstrated.

C. ACCOUNTABILITY:

1. School lesson plans:
 - a. The Leadership and Learning Division shall establish a procedure for assuring that school lesson plans are being developed, implemented, and assessed.
 - b. The Curriculum, Instruction and Assessment Division shall assist schools with the development, implementation, and assessment of their lesson plans.
2. Local school administrators shall establish a procedure whereby:
 - a. School lesson planning shall be ensured as a regular instructional operation; and
 - b. Teacher development and implementation of classroom procedures shall be monitored for its support of the grade and content areas lesson plan, adequacy and effectiveness.

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

Reclassified an Administrative Rule: 9/1/04

Revised: 6/14/06; 10/26/06

Revised and re-coded: ??/??/12 (Previously coded as Administrative Rule IMK)

Index of
Proposed
Revisions

Revised
Section "I"

Revised
Section "J"

Current
Section "I"

JBC(2)-R Home Study

?/?/12

RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes that parents or guardians may teach their children at home in a home study program which meets the requirements of state law and this Administrative Rule.

RULE:

The regulations for withdrawing a student to participate in the Home Study Program and the regulations for re-entering the District after participation in the Home Study Program are as follows.

WITHDRAWING A STUDENT TO ENTER HOME STUDY PROGRAM:

1. When a parent/guardian requests a local school to withdraw his/her child for the purpose of entering a Home Study Program, the school should:
 - a. Refer the parent/guardian to the District's Office for Home Study; and
 - b. Inform the parent/guardian that if a student withdraws during the semester, he/she will lose credit for all courses enrolled for the semester.
2. The Office for Home Study will give the parent/guardian the requirements for operating a Home Study Program and for re-entry into the District.
3. The parent/guardian will be required to sign a Declaration of Intent indicating their agreement to follow the state and local guidelines of the Home Study Program.
4. District curriculum guides, syllabi, basal texts, supplemental materials and other related instructional materials are not available on a loan, lease or purchase basis to a home study parent/guardian.
5. In the Home Study Program, the parent/guardian assumes the responsibility for teaching all subjects or employing a tutor to teach or assist in teaching all subjects.
6. The parent/guardian must withdraw his/her child from the local school after the Declaration of Intent has been submitted to the Georgia Department of Education.
7. The state regulations governing the operation of a home school are contained in O.C.G.A. § 20-2-690 and available through the Georgia Department of Education.

A. ENTERING A STUDENT IN A LOCAL SCHOOL FROM HOME STUDY:

1. Elementary/Middle School (Grades K-8):
 - a. All students entering a Cobb County elementary or middle school from a Home Study Program shall be evaluated for placement based on the following criteria:
 - (1) State Board of Education policy and District Administrative Rule requirements relating to entrance into kindergarten or first grade.
 - (2) Chronological age based on a certifiable document.
 - (3) Performance on standardized tests and/or instructional placement tests.
 - (4) Age, physical size, social and emotional maturity levels of the student.
 - b. After reviewing the above criteria the local school shall place the student in the appropriate grade level. A review of the placement will be conducted after six weeks to determine final placement.
2. High School Students (Grades 9-12):
 - a. All students entering a Cobb County high school from a Home Study Program shall be admitted and evaluated for placement based on the guidelines found in District Administrative Rules regarding receiving credit from Non-accredited

Schools and or/Home Schools as provided in Administrative Rule IHA (Grading Systems).

- b. The student/parent will present a transcript of work done in the Home Study Program to the school at the time of registration. The transcript should include the specific names, numeric grades earned, and the number of clock hours of instruction for each course.
- c. Students who have been enrolled in the Home Study Program must pass the Georgia High School Graduation Test, and applicable End of Course Tests, as well as meet State of Georgia and District graduation requirements before a diploma will be issued.
- d. Eligibility for extra-curricular participation is the same for home study students entering the system as that required of all District students.

Adopted: 8/26/04

Reclassified an Administrative Rule: 9/1/04

Reviewed: 7/28/05

Revised: 4/26/07; ??/12

Legal Reference

O.C.G.A. 20-02-0159	Special education services for students in home study programs
O.C.G.A. 20-02-0150	Eligibility for enrollment
O.C.G.A. 20-02-0306	Honors program; residential high school program
O.C.G.A. 20-02-0690	Requirements for private schools and home study programs
O.C.G.A. 20-02-0690.1	Mandatory education for children between 6 and 16
O.C.G.A. 20-02-0693	Exemptions
O.C.G.A. 20-02-0694	Administration/enforcement of attendance requirements
O.C.G.A. 20-02-0697	Cooperation of principals and teachers with attendance officers and visiting teachers
O.C.G.A. 20-02-0698	Assumption of temporary custody of truant children by peace officers
O.C.G.A. 20-02-0701	Mandatory reporting of truants to juvenile or other courts

Index of
Proposed
Revisions

Revised
Section "I"

Revised
Section "J"

Current
Section "I"



BOARD ADMINISTRATIVE RULE

<p>Educational Surveys and Curriculum Research GREEN font indicates content recommended by Curriculum, Instruction and Assessment BROWN font indicates content recommended by Policy Development</p>	<p>H&D <u>ICC-R</u></p>	<p>3/12/08 <u>?/?/12</u></p>
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2
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RATIONALE/OBJECTIVE:

The Cobb County School District (District) acknowledges the importance of educational research, but balances this activity with student privacy and the need to utilize instructional time effectively. The District will annually notify parents/guardians and students of their rights under the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h. Where notice and consent is required by this Rule, the District will directly notify parents/guardians through e-mail, U.S. mail or other methods.

RULE:

A. RESEARCH PROCEDURES:

1. Persons, including District employees, and/or groups, including school support organizations (Administrative [Rule KF](#) [Use of School Facilities]) desiring to conduct research activities in the District must apply for permission through the ~~Accountability~~ **Academic** Division ([Form ~~H&D ICC-1~~](#)). Included with the request must be a copy of any document, printed material, surveys or tests to be utilized during the project.
2. The completed application is to be submitted to the ~~office of the Chief Accountability and Research Officer~~ **Academic Division**, and must include all questionnaires, surveys or materials to be used with the research.
3. The ~~Chief Accountability and Research Officer~~ **Academic Division** will review the application and, if acceptable, will seek approval of the project from the appropriate Division(s) and the Principal(s) of the school(s) involved.
4. The applicant will be notified in writing the approval status of his/her request.
5. The District prefers that the researcher obtain approval from the applicable Instructional Review Board (IRB) prior to submitting an application for research within the District. IRB approval must be obtained before the initiation of research. IRB approval does not guarantee District approval of the proposed research.
6. The researcher must follow all terms found in the application and Applicant Agreement.
7. The District, and school(s) or participant(s) shall not be identifiable in any research activity. All research activity will comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h (See Section B below).
8. The District is to receive a copy of all completed research findings and the ~~Chief Accountability and Research Officer~~ **Academic Division** will maintain a copy of these findings.
9. Approval of research projects within the District shall be subject to the project's having no undue effect or interference with the operations of the schools. The District may terminate research being conducted within the District at any time for any reason deemed appropriate by the District.

B. STUDENT PRIVACY AND PARENTAL/GUARDIAN INVOLVEMENT:

1. **Protected Information Survey:**

- 49 a. Written parental/guardian consent will be obtained before students are required
50 to submit to a survey that concerns one or more of the following protected areas
51 (“protected information survey”):
52 (1) Political affiliations or beliefs of the student or student’s parent/guardian;
53 (2) Mental or psychological problems of the student or student’s family;
54 (3) Sex behavior or attitudes;
55 (4) Illegal, anti-social, self-incriminating, or demeaning behavior;
56 (5) Critical appraisals of others with whom respondents have close family
57 relationships;
58 (6) Legally recognized privileged relationships, such as with lawyers, doctors, or
59 ministers;
60 (7) Religious practices, affiliations, or beliefs of the student or parents/guardians;
61 or
62 (8) Income, other than as required by law to determine program eligibility.
- 63 b. When parental/guardian consent for a protected information survey is solicited,
64 the consent form will contain instructions to allow a parent/guardian to inspect
65 the survey prior to administration, as well as contact information for questions or
66 concerns. (See [Form #ED ICC-2](#)).

67 **2. Non-Invasive Screenings and Marketing Materials:**

68 Parents/guardians will receive notice and an opportunity to opt a student out of:

- 69 a. Any non-emergency, non-invasive physical exam or screening required as a
70 condition of attendance, administered by the school or its agent, and not
71 necessary to protect the immediate health and safety of a student, except for
72 hearing, vision, or scoliosis screenings, or any physical exam or screening
73 permitted or required under State law; and
74 b. Activities involving collection, disclosure, or use of personal information obtained
75 from students for marketing or to sell or otherwise distribute the information to
76 others. Upon request, parents/guardians will also have the opportunity to inspect
77 materials for this purpose prior to use or administration. Such requests for
78 inspection will be granted in a reasonable amount of time after the request is
79 made. (See also [Rule JRA](#) [Student Records]; Directory Information Notice
80 contained in the Parent Information Guide; [Rule KH](#) [Solicitation and Advertising
81 on School Property].

82 **3. Other Surveys:**

83 Parental/guardian consent shall be obtained in writing unless:

- 84 a. The Chief Accountability and Research Officer approves an exception to this
85 requirement; or
86 b. The survey is required by the State of Georgia or United States Government and
87 provides for a different form of parental/guardian consent.

88 **4. Inspection:**

89 Parents/guardians may conduct a reasonable inspection, upon request and before
90 administration or use of instructional material used as part of the educational
91 curriculum. Inspection will be permitted within a reasonable amount of time of such
92 request. Instructional materials means instructional content that is provided to a
93 student, including printed/representational materials, audio-visual materials, and
94 materials in electronic or digital formats. This term does not necessarily include
95 academic tests or academic assignments. Parents/guardians should contact their
96 students’ Principal or designee with such requests. ~~(See also Administrative Rule IFA~~
97 ~~[Textbook Selection and Adoption for Special Education Courses and Programs];~~
98 ~~Rule IFAA [Textbook Selection and Adoption]; Rule IJK [Media Programs and~~
99 ~~Supplementary Materials Selection]; and Rule ICA [Pilot Projects].~~

100 Reclassified an Administrative Rule: 9/1/04

101 Revised: 3/12/08; ~~??/12~~

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BOARD ADMINISTRATIVE RULE OF EDUCATION POLICY

Scheduling for Instruction: High School Minimum Class Enrollment Requirements BROWN font indicates content recommended by Policy Development	IDB <u>IED</u>	6/8/11 <u>?/?/12</u>
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RATIONALE/OBJECTIVE:

The Cobb County Board of Education (Board) believes that public education is enhanced when instructional time provided for students is not interrupted by non-instructional activities. The Cobb County School District (District) ~~complies~~ **shall comply** with the high school requirements established by the Georgia Board of Education for scheduling minimum class enrollment requirements. Instructional time is determined to be all portions of the day when instruction or instruction-related activities take place based on state-approved courses and coordinated by a certified teacher or substitute teacher. **For students in grades K-12, time away from classes shall be limited to 10 instructional days per year for school-sponsored non-instructional activities, unless otherwise approved by the Board in accordance with this policy.**

RULE:

HIGH SCHOOL MINIMUM CLASS ENROLLMENT REQUIREMENTS:

District high school students shall be scheduled in classes as established in Georgia Board of Education School Day and School Year for Students and Employees (Rule 160-5-1-.02). State **and District** exceptions granted for these requirements include:

1. ~~A.~~ Fifth year seniors (Administrative ~~Rule IDB [Released Time: Minimum Day, Early Release and Conference Week]~~ **IED-R [Scheduling for Instruction]**);
2. ~~B.~~ Students participating in State Postsecondary Options for joint enrollment programs (Administrative [Rule LBD](#) [Cooperative Program with Higher Education]);
3. ~~D.~~ Personal situations which warrant a student's attendance at alternative educational settings in the District;
4. ~~E.~~ Students approved for Minimum Day in accordance with [Administrative Rule IDB-i](#);
5. ~~F.~~ Students approved for less than two and one-half units in accordance with an Individualized Education Program (IEP) (Administrative ~~Rule HBIDD-R [Special Instructional Programs]~~) ~~;~~ **or**
6. ~~G.~~ Documented medical and/or psychological situations in accordance with hospital/homebound, Section 504 of the ~~Medical Health Care~~ Rehabilitation **Act of 1973**, or Student Support Team plans.
7. ~~G.~~ Students who are older than the mandatory attendance age exempted by a hardship waiver for less than the minimums stated above. ~~by Curriculum and Instruction for emergency family or personal circumstances.~~
 - a. **The Superintendent (or designee) is authorized to waive the minimum class load requirement for students in grades 9 through 12 who are older than the mandatory attendance age if the Superintendent finds a hardship for one of the following reasons:**
 - (1) **Economic;**
 - (2) **Family emergencies such as death or illness;**

- 46 (3) Student's health;
47 (4) Any other good and sufficient reason which, in the Superintendent's
48 discretion, creates a hardship for the student or parent.
49 b. Hardship waiver requests shall be submitted in writing to the
50 Superintendent (or designee). The Superintendent or his/her designee
51 shall evaluate each request on a case-by-case basis and forward the
52 decision in writing to the student's parents or legal guardian within ten
53 (10) school days of the submission of the request.
54 c. The decision of the Superintendent may be appealed to the Board. Such
55 an appeal must be made in writing within ten (10) school days after the
56 decision of the Superintendent.
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60 Adopted: 2/13/91

61 Reclassified an Administrative Rule: 9/1/04

62 Revised: 7/28/94; 8/9/95; 9/18/02; 9/9/09; 6/8/11; ??/12



BOARD ADMINISTRATIVE RULE

<p>Media Programs and Supplementary Material Selection GREEN font indicates content recommended by Curriculum, Instruction and Assessment BROWN font indicates content recommended by Policy Development YELLOW highlight indicates content recommended by BrockClay</p>	<p>JK <u>IFBC-R</u></p>	<p>6/11/08 <u>?/?/12</u></p>
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RATIONALE/OBJECTIVE:

Each school in the Cobb County School District (District) shall have a library media center adequately staffed and containing the quality, quantity and variety of print and non-print materials and equipment to support the school's curricular offerings and to challenge individual students at their developmental level.

The District provides instructional media materials through the classrooms and library media centers of the local schools in order to accommodate the varied learning needs of students. Implementation of the library media program and allocation of funds for this purpose shall be such as to ensure compliance with State Standards and accreditation standards of the Southern Association of Colleges and Schools (AdvancEd).

The District respects the right of an individual to make independent decisions about reading materials. Further, the District acknowledges the right of parents/guardians and other citizens to be involved in the library media programs of the schools and the use of supplementary materials and to raise questions through established procedures when materials appear inappropriate for public school use.

RULE:

A. GENERAL PROVISIONS:

1. **Appointment of System Library Media Contact Person:**
 The Superintendent shall appoint a system library media contact person to serve as a liaison between the District and school library media programs and the Georgia Department of Education.
2. **Library Media Committees:**
 - a. Library Media Committees shall be established at the District and school levels.
 - b. **Members:**
 Each Library Media Committee shall be composed of at least one representative each of administrative, instructional and library media personnel, student, community and parent representatives. The committees shall act in accordance with the current rules of the Georgia Board of Education.
 - c. **Duties:**
 The Library Media Committee shall:
 - (1) Make recommendations and decisions related to planning, operation, evaluation and improvement of the library media program;
 - (2) Annually develop a multi-year library media plan for budget and services priorities; and
 - (3) Act in accordance with the current rules of the Georgia Board of Education.
3. The District shall involve the District Library Media Committee or a School Library Media Committee in identifying educational specifications for constructing and renovating library media centers in accordance with guidelines provided on the Georgia Department of Education: Facilities Services Resources.

- 47 4. District personnel shall adhere to all Policies and Rules related to library media
48 programs and facilities which have been adopted by the Cobb County Board of
49 Education (Board) and/or Georgia Board of Education and to any relevant state and
50 federal laws.
- 51 5. **Alternative Assignments:**
52 Professional discretion of the Principal or designee and staff must be used in the use
53 of supplementary materials which might include topics of a sensitive nature as
54 perceived by the community served. Parents/guardians of a student always have the
55 option of requesting alternative assignments. (See Form ~~HKIFBC~~-1 [Guidelines for
56 Selection and Use of High School Parallel Reading Materials] and Form ~~HKIFBC~~ -2
57 [Guidelines for Selection and Use of Supplementary Guidance Materials]).
- 58 6. **Inspection:**
59 Parents/guardians may conduct a reasonable inspection, upon request and before
60 administration or use of instructional material used as part of the educational
61 curriculum as provided in Administrative Rule ~~HDI~~CC (Educational Curriculum
62 Research ~~and Surveys~~).
- 63 7. **Preview/Permission:**
64 a. **Preview:**
65 Library media materials are supplementary in nature and may include items that
66 are not appropriate for required reading/viewing in every classroom. Teachers
67 are responsible for completely previewing all supplemental materials (regardless
68 of their source) before using them for whole-class instruction.
69 b. **Permission:**
70 The Teacher, Principal or designee of a school may require written permission
71 (Form ~~HKIFBC~~ -4 [Parent/Guardian Permission Form for Supplementary
72 Materials]) of parents/guardians prior to the reading/viewing of supplementary
73 library media materials if in his/her opinion the content may be of a sensitive
74 nature within the school's community or the age group served by the school.
75

76 B. LIBRARY MEDIA PROGRAM:

77 The following regulations shall be observed in the selection of library media materials
78 and the implementation of programming for the District:

- 79 1. **Library Media Program Goals:**
80 a. To maintain a climate conducive to the students' growth in factual knowledge,
81 literary appreciation, aesthetic values and ethical standards;
82 b. To assist students in the development of the attitudes and skills which will enable
83 them to become independent, lifelong learners;
84 c. To assist students by supporting the curriculum and instructional program of the
85 school;
86 d. To provide access to materials that support a wide range of student needs,
87 abilities and interests;
88 e. To provide a framework for cooperatively planned instructionally related, unified
89 library media programming developed at the local level.
- 90 2. **Planning for Instruction:**
91 Library media specialists and teachers shall plan collaboratively to ensure use of
92 library media resources and services which support classroom instruction and
93 implementation of state adopted curriculum. To ensure opportunities for
94 students to develop information access skills:
95 a. The library media specialist shall have the primary responsibility for planning with
96 the teacher to link information resources and for recommending opportunities for
97 students to apply these skills during instruction;
98 b. The library media specialist shall have the responsibility for providing
99 opportunities for instructional staff to acquire, develop and improve their own
100 information access skills and those of their own students;
101 c. The classroom teacher shall have the primary responsibility for planning,
102 instructing and evaluating all units of study in which students and library media
103 specialists are involved.
- 104 3. **Accessibility of Facilities and Resources:**

- 105 a. The library media center shall be available for student and teacher use
106 throughout each instructional day of the school year. Flexible scheduling should
107 make resources available at the point and time of need.
- 108 b. Parents/guardians wishing to review instructional materials should make an
109 appointment with the Principal or designee in order not to interrupt the
110 instructional program of the school.
- 111 c. Provision shall be made for access to library media resources to support
112 instruction in any Georgia Board of Education-approved course when offered
113 outside the instructional day.
- 114 d. The library media specialist shall facilitate the use of information sources outside
115 the school which are available through cooperating agencies.
- 116 4. **Organization of Materials and Equipment:**
- 117 a. All school owned print and non-print instructional materials and equipment
118 except basic textbooks, items purchased with categorical funds and items useful
119 only in one specific instructional content area shall be organized and made
120 available through the library media center.
- 121 b. Materials shall be organized based on nationally recognized systems and designs
122 for school media centers.
- 123 c. Equipment shall be organized so as to provide accurate circulation, maintenance
124 and inventory records.
- 125 5. **Accounting Procedures:**
- 126 The District shall provide a system for school personnel to account for library media
127 materials. School personnel shall use the system in a manner that accurately records
128 the disposition of library media materials:
- 129 a. The system shall be used to account for library media materials only. (Textbooks,
130 classroom equipment, and other items useful in only one content area shall be
131 accounted for using the systems provided for those items.)
- 132 b. An inventory of all library media materials and equipment shall be taken at least
133 once every two years.
- 134 c. Worn, outdated, expended and unused instructional materials shall be discarded
135 or withdrawn. Equipment shall be removed from inventory when no longer
136 functional or needed.
- 137 d. School personnel shall follow all acquisition and accounting procedures and
138 instructions provided by the District.
- 139 6. **Operational Procedures:**
- 140 The library media specialist in each school, in consultation with the School Library
141 Media Committee, shall provide a procedural manual describing collections, services,
142 facilities and procedures governing library media center operations.
- 143 7. **Library Media Program Evaluation:**
- 144 a. The library media specialist and the School Library Media Committee will conduct
145 an annual evaluation of the library media program.
- 146 b. Findings of the annual evaluation will be used to:
- 147 (1) Determine program goals,
148 (2) Expand and/or delete services,
149 (3) Revise procedures as necessary, and
150 (4) Develop a three (3) year library media plan that identifies budget and service
151 priorities.
- 152 8. **Copyright Laws:**
- 153 a. Adherence to fair use guidelines and other relevant copyright stipulations shall be
154 assured. In no instance shall library media materials and/or equipment be used
155 in such a manner as to violate Board Policy, District Administrative Rules or state
156 and federal law.
- 157 b. The library media specialist shall be responsible for ensuring the availability of
158 copyright information, dealing with copyright and clearance questions
159 (Administrative Rule **EGAD GBT-R** [~~Intellectual Property~~ **Professional**
160 **Publishing**] and Administrative Rule **IJNDB** [Use of Technology Resources in
161 Instruction]). Provisions for copyright clearance are outlined on Form **IJNDB-2**
162 (Permission to Use a Third Party Work Copyright Permission Request).
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C. MATERIAL SELECTION:

1. Supplementary Materials:

Supplementary materials are those materials needed for instruction in the curriculum such as books, periodicals, video and audio recordings, computer software and online resources, instructional television programs and other appropriate materials that will enable the District to achieve the goals and objectives of its instructional program.

2. Responsibilities and Criteria for Selection:

Selection of library media materials by a process of competent evaluation is the responsibility of qualified personnel at the District and school level. The school and District Library Media Committees may serve in an advisory capacity for the selection of library media materials. The Library Media Committee, whether District or school, shall consider the following criteria before making recommendations for purchase:

- a. The District's philosophy, curriculum and objectives;
- b. Teaching strategies encouraged by the District;
- c. Nature of the school population to be served;
- d. Existing collection; and
- e. Budget priorities.
- f. Technology Items:

In addition to the above criteria, computer software programs and Internet delivered resources with access fees should be tested for compatibility with existing computer equipment and network systems as part of the selection process. To assure the most efficient use of resources, assurances should be obtained from the vendor that all of the features of the software will work in the environment in which it is to be used. To provide this assurance, vendors should be expected to provide an evaluation copy for testing and/or accept returns of software that cannot be made to work in the designated environment within a 90-day period.

3. Specifications for Purchase:

Library media materials are considered for purchase on the basis of the following:

- a. The author or producer should be qualified as a subject specialist;
- b. Concepts, content, and vocabulary should be appropriate for the potential user;
- c. Facts presented should be accurate and up to date;
- d. Information should be logically arranged;
- e. Subject matter should hold the attention of the student;
- f. Format of the material should be attractive and durable;
- g. Illustrations should be pertinent and well executed;
- h. Items should meet a real or potential need;
- i. Evaluations from standard selection aids should be given consideration;
- j. Topics of a sensitive nature (i.e. social, political, religious) should be given a balanced treatment, with both pros and cons represented;
- k. Equipment for purchase shall be considered on the basis of the following:
 - (1) Quality;
 - (2) Durability;
 - (3) Ease of use;
 - (4) Ease of maintenance and serviceability;
 - (5) Functionality;
 - (6) Safety; and
 - (7) Cost.

4. Gifts:

The acceptance of instructional materials as gifts to library media centers must comply with the provisions of Administrative Rule KH (Solicitation and Advertising on School Property) and may be subject to the review and decisions of the School Library Media Committee. Gifts must contribute to the furtherance of the objectives of the instructional programs and shall be subject to the same evaluation criteria as those used for purchasing materials. Donated material addressing controversial issues must give a balanced treatment of the issues if they are to be accepted for the school library media center. The library media specialist shall keep records of the disposition of gifts for a period of three years.

5. Non-school Owned Materials/Outside Presenters:

223 All non-school owned print and non-print materials utilized in the instructional
224 program by teachers, students and guest presenters shall be supportive of the
225 adopted curriculum for the course being taught and appropriate for the targeted
226 audience. It is the responsibility of the teacher to preview non-school owned
227 materials prior to use and to inquire of a guest presenter information regarding
228 his/her objectives and the contents of his/her presentation prior to the presentation.

229 6. Materials Provided by Business and Commercial Concerns:

- 230 a. The intent of the business or commercial concern contributing the material must
231 be judged to be of a community service nature rather than a matter of
232 commercialism.
- 233 b. The use of instructional materials provided by business and commercial concerns
234 must be in keeping with District procedures intended to protect students from
235 commercial exploitation and to preserve instructional time from non-educational
236 interference. The District's procedures are detailed in Administrative Rule JJE
237 (Student Activities: Fund Raising Activities) and Administrative Rule KH
238 (Solicitation and Advertising on School Property).

239
240 **D. RECONSIDERATION OF MATERIALS:**

241 Objections may be raised to instructional materials used in the District's educational
242 program despite the fact that the individuals selecting such material were duly qualified
243 to make the selection, followed proper procedure and observed the criteria for selecting
244 such material. To have standing to either initiate a complaint or intervene through the
245 appeal process, a person must be a citizen of Cobb County excluding the city of
246 Marietta. When an individual raises a question concerning the content of any material,
247 the person and the question should be treated with respect for the rights of the
248 questioning individual and the rights of others who may view the material differently.

249 1. **Initial Objection:**

250 The material in question shall remain in use unless removed through the procedure
251 in this section. The Principal or designee should:

- 252 a. Listen to the person's objection and make reasonable efforts to resolve the issue;
253 b. Explain the selection process utilized and offer alternative assignments if
254 appropriate and consistent with curriculum requirements;
255 c. Refrain from voicing personal opinion;
256 d. The Principal's designee should file written documentation of this contact with the
257 Principal; and
258 e. In the event the person making an objection to the material is not satisfied with
259 this initial resolution of the situation, the Principal shall explain the selection
260 process and the appeal procedure for challenged materials while refraining from
261 expressing personal opinion.

262 2. **Formal Complaint: School Level:**

263 If, after consultation, the complainant desires to file a formal complaint, a copy of
264 the Instructional Materials Appeal Form (Form ~~HKIFBC~~ -3) should be given to the
265 complainant by the Principal or designee.

- 266 a. The Instructional Materials Appeal Form (Form ~~HKIFBC~~ -3) shall be:
267 (1) Completed and signed by the complainant,
268 (2) Filed with the Principal, and
269 (3) A copy should be forwarded to the Supervisor of Library Media Education and
270 the Assistant Superintendent for ~~Curriculum and Instruction~~ Curriculum,
271 Instruction and Assessment.
272 (4) Any Instructional Materials Appeal Forms received within the last thirty (30)
273 calendar days of the school year may be referred for Committee action the
274 following school year.
- 275 b. The complainant should be notified in writing that the Instructional Materials
276 Appeal Form (Form ~~HKIFBC~~ -3) has been received and that the District's appeal
277 procedure has been initiated.
- 278 c. If the challenged material has been checked out from the school by the
279 complainant, the material must be returned to the school before the appeal will
280 be considered.

- 281 d. A complainant may request alternative assignments to the challenged material
282 for his/her student. Any alternative assignments must be appropriate and
283 consistent with curriculum requirements.
- 284 e. **Complaint Review:**
285 The complaint should be considered by the School Media Committee. The review
286 process is as follows:
287 (1) Any action taken related to challenged materials should be taken by action of
288 the entire School Library Media Committee and not by an individual, including
289 the Principal.
290 (2) The School Library Media Committee should meet and render a decision
291 within forty-five (45) working days after receipt of the Instructional Materials
292 Appeal Form (Form ~~H~~KI**FBC** -3).
293 (3) Prior to evaluating the complaint, Committee members should:
294 (a) Read, view, or listen to the material in question in its entirety,
295 (b) Read the Instructional Materials Appeal Form completed by the
296 complainant, and
297 (c) Read available professional evaluations pertaining to the material under
298 review. The Library Media Specialist and/or Supervisor of Library Media
299 Education should compile necessary professional evaluations of the
300 material in question.
301 (4) When Committee members have completed the steps outlined in Section (3)
302 above, the School Library Media Committee should meet to:
303 (a) Review the concerns expressed,
304 (b) Discuss the materials relative to appropriateness to grade level and
305 curriculum. In determining the suitability and value of the material, the
306 Committee should consider the following:
307 1) Relevance;
308 2) Pervasive vulgarity;
309 3) Quality, content and manner of presentation, and appropriateness to
310 age, sophistication and grade level of students; and
311 4) Space limitations and obsolescence.
312 (c) Render a majority decision relative to requested actions as long as a
313 quorum is present. The decision should be communicated to the Principal
314 and may be to:
315 1) Take no removal action;
316 2) Remove the challenged material from the local school if the Committee
317 finds the material is pervasively vulgar and/or lacking in educational
318 value throughout;
319 3) Place the material at another school level; or
320 4) Regulate the assignment of the material.
321 (d) Review a subsequent appeal on the same item at the discretion of the
322 School Library Media Committee.
- 323 f. **Notification:**
324 Within five (5) working days of the School Library Media Committee decision, the
325 Principal or designee should:
326 (1) Officially notify the complainant in writing by first class mail of the decision
327 reached and advise of the procedures to appeal including the ten (10) work
328 day limitation; and
329 (2) File a copy of the Committee's decision with the Supervisor of Library Media
330 Education and the Assistant Superintendent for ~~Curriculum and Instruction~~
331 Curriculum, Instruction and Assessment.
- 332 g. Implementation of a decision rendered by the school or District Library Media
333 Committee should be held in abeyance until the appeal process is exhausted.
- 334 3. **Formal Complaint: District Level:**
335 a. Any appeal to reverse a school Library Media Committee's decision must be made
336 at the District level. Such written appeals may be filed by the complainant or any
337 administrator, library media specialist, teacher or parent/guardian from the
338 school where the complaint was filed.

- 339 b. Appeals resulting from the decision of the school Library Media Committee must
 340 be made in writing within ten (10) working days of the date the school Library
 341 Media Committee's decision was mailed to the complainant.
 342 c. The final decision on any item challenged to the District Library Media Committee
 343 is binding only at the school where the complaint was initiated. A subsequent
 344 appeal on the same item may be reviewed at the discretion of the District Library
 345 Media Committee.
 346 d. **Complaint Review:**
 347 (1) The complainant shall address a written request for appeal using the
 348 Instructional Materials Appeal Form (Form ~~HKIFBC~~ -3) to the Assistant
 349 Superintendent for ~~Curriculum and Instruction~~ **Curriculum, Instruction and**
 350 **Assessment**.
 351 (2) If the complainant does not initiate an appeal within ten (10) working days
 352 the case is considered closed.
 353 (3) Upon receipt of the appeal, the Assistant Superintendent for ~~Curriculum and~~
 354 ~~Instruction~~ **Curriculum, Instruction and Assessment** or designee should:
 355 (a) Notify the complainant in writing that the appeal has been received and
 356 the District level appeal procedure has been initiated;
 357 (b) Convene the District Library Media Committee who should render a
 358 decision within forty-five (45) working days after receipt of the
 359 Instructional Materials Appeal Form; and
 360 (c) Notify the Principal of the appeal and the action taken by the District
 361 Library Media Committee.
 362 e. **Notification:**
 363 Within five (5) working days of the school Library Media Committee decision, the
 364 Supervisor of Library Media Education or designee should:
 365 (1) Officially notify the Principal of the decision reached and advise of the
 366 procedures to appeal including the ten (10) work day limitation; and
 367 (2) Officially notify the complainant in writing by first class mail of the decision
 368 reached and advise of the procedures to appeal including the ten (10) work
 369 day limitation; and
 370 (3) File a copy of the Committee's decision with the Assistant Superintendent for
 371 ~~Curriculum and Instruction~~ **Curriculum, Instruction and Assessment** and
 372 the Chief Academic Officer.
 373 f. Implementation of a decision rendered by the District Library Media Committee
 374 should be held in abeyance until the appeal process is exhausted.
 375 4. **Formal Complaint: Board of Education:**
 376 a. Appeal beyond the District Library Media Committee must be in writing using the
 377 Instructional Materials Appeal Form (Form ~~HKIFBC~~ -3) directed to the Chief
 378 Academic Officer who should provide information to the Superintendent and the
 379 Board of Education.
 380 b. Appeals must be made within ten (10) working days after written notification has
 381 been mailed, first class mail, to the complainant of the decision of the District
 382 Media Committee. If an appeal is not filed within the ten (10) working days, the
 383 case is considered closed.
 384 c. Upon receiving a written appeal, the Board of Education should schedule a
 385 response in a timely and expedient manner.
 386 d. The Chief Academic Officer or designee should notify the principal of the appeal
 387 and the action taken by the Board of Education.
 388 e. The principal or designee should notify in writing by first class U.S. mail the
 389 parties involved in the appeal apprising them of the decision reached.
 390 5. **Procedural Organization for School or District Media Committee:**
 391 The Media Committee considering a complaint or appeal, may appoint a
 392 subcommittee of members to review and resolve challenges. The composition of this
 393 subcommittee should approximate the representation on the full committee.
 394 Additional community members should be added to the District or school committees
 395 so that community representatives outnumber District representatives by one.
 396 6. Review of Selection and Appeal Procedures:

- 397 a. The Principal or designee should review the selection criteria and appeal
398 procedures for challenged materials with all staff annually.
399 b. The staff should be reminded that the right to object to material is one granted
400 by the Board.
401 c. The Supervisor of Library Media Education should annually communicate selection
402 criteria and the appeal procedures with all library media specialists and Principals.
403 d. The District Library Media Committee should annually review the selection and
404 appeal procedures to determine if revisions are needed.
405

406 **E. ~~Adopted Textbook and Adopted Supplementary Materials:~~**

407 ~~See Administrative Rule IFA (Textbook Selection and Adoption for Special Education~~
408 ~~Courses and Programs) and Administrative Rule IFAA (Textbook Selection and~~
409 ~~Adoption) for textbook selection and adoption procedures.~~
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411 Adopted: 8/9/78

412 Reclassified an Administrative Rule: 9/1/04

413 Revised: 4/28/83; 8/8/84; 4/13/88; 7/14/94; 7/28/94; 8/26/02; 12/14/06; 5/9/07;

414 6/11/08; ??/12
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BOARD ADMINISTRATIVE RULE

<p>Use of Technology Resources in Instruction and Internet Acceptable Use Internet Safety Policy GREEN font indicates content recommended by Curriculum, Instruction and Assessment BROWN font indicates content recommended by Policy Development YELLOW highlight indicates content recommended by BrockClay GREY highlight indicates content moved to NEW Internet Safety policy (IFBGE)</p>	<p>HJNDB IFBG-R</p>	<p>4/11/12 ?/?/12</p>
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RATIONALE/OBJECTIVE:

The Cobb County School District (District) believes that technology and its utilization enhances the quality and delivery of education and is an important part of preparing children for life in the 21st century. The community of technology users must understand that the Internet is a global, fluid community, which remains largely unregulated. While it is an extremely valuable educational tool, there are sections that are not commensurate with community, school, or family standards. The District believes that the Internet’s advantages far outweigh its disadvantages and will provide an Internet filtering device which shall be used to block or filter access to inappropriate information and material on the Internet, in electronic mail or other forms of electronic communications. It should not be assumed that users are completely prevented from accessing inappropriate materials or from sending or receiving objectionable communications.

It is the policy of the Cobb County School District (**District**) to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) educate minors about appropriate online behavior, including interacting with other individuals on social networks, websites, and in chat rooms and cyber bullying awareness and response; and (e) comply with the Children’s Internet Protection Act, the Neighborhood Children’s Protection Act and the Protecting Children in the 21st Century Act (collectively “CIPA”).

Additionally, the District considers access to the Internet and computer resources a privilege, not a right. Therefore, users violating ~~the Board of Education Policies or~~ District’s Administrative Rules may be subject to revocation of these privileges and potential disciplinary action.

RULE:

A. GENERAL PROVISIONS:

1. CIPA COMPLIANCE:

The District will have the following in continuous operation, with respect to all computers belonging to the District:

- 40 a. A qualifying "technology protection measure," as that term is defined in CIPA, to
41 block or filter access to the Internet by adults and minors to visual depictions
42 that are obscene, pornographic or harmful to minors as those terms are defined
43 in CIPA. Subject to staff supervision and advance approval by a technology
44 administrator or other person authorized by the District, the technology
45 protection measure may be disabled for adults engaged in bona fide research or
46 other lawful purposes.
- 47 b. Procedures, materials and/or guidelines developed by the ~~Curriculum and~~
48 ~~Instruction~~ **Curriculum, Instruction and Assessment** Division and the
49 Technology Services Division which provide for monitoring the online activities of
50 users and the use of the chosen technology protection measure to protect against
51 access through such computers to visual depictions that are obscene,
52 pornographic, or harmful to minors, as those terms are defined in CIPA, and to
53 material deemed inappropriate for minors as determined by the District. Such
54 procedures, materials or guidelines will be designed to:
- 55 (1) Provide for monitoring the online activities of users to prevent, to the extent
56 practicable, access by minors to harmful or inappropriate matter on the
57 Internet and the World Wide Web;
- 58 (2) Promote the safety and security of minors when using electronic mail, chat
59 rooms, and other forms of direct electronic communications;
- 60 (3) Prevent unauthorized access, including so-called "hacking," and other
61 unauthorized activities by minors online;
- 62 (4) Prevent the unauthorized disclosure, use and dissemination of personal
63 identification information regarding minors; and
- 64 Restrict minors' access to materials "harmful to minors," as that term is
65 defined in CIPA.
- 66 c. Educational materials, guidelines and procedures which shall be used to educate
67 minors on appropriate online behavior, including without limitation interacting with
68 other individuals on social networking Web Sites and chat rooms and cyberbullying
69 awareness and response.

70 **2. Education, Safety and Security of Minors:**

71 Teachers and others working with students will, in accordance with District
72 guidelines, educate minors on appropriate online behavior, including without
73 limitation interacting with other individuals on social networking Web Sites and chat
74 rooms and cyberbullying awareness and response and caution students that they
75 should:

- 76 a. Never place personal contact information or a personal photograph on the
77 Internet, e-mail or any on-line communication device. Personal contact
78 information includes full name, address, telephone number, school address, or
79 names of family or friends.
- 80 b. Never arrange a face-to-face meeting with someone you meet online.
- 81 c. Never open attachments or files from unknown senders.
- 82 d. Always report to a teacher any inappropriate sites you observe being accessed by
83 another user or that you access accidentally.

84 **3. Internet Searches:**

85 Students should be supervised by instructional personnel when accessing network
86 and internet resources and the following guidelines apply:

87 **a. Elementary School:**

88 Elementary school students may visit sites a teacher has pre-selected for them.
89 Searches should be completed with child friendly Internet search engines (for
90 instance see: www.nettrekker.com)

91 **b. Middle School/High School:**

92 Middle school and high school students may visit sites a teacher has pre-selected
93 for them. They may use search engines other than child-friendly search engines
94 when directed to do so by their teacher.

95 c. Non-instructional personnel, such as After School Program (ASP) workers, are not
96 permitted to allow students to access technology resources unless it is an
97 instructional activity.

98 **4. Network Security:**

99 Maintaining network security is the responsibility of all users. Users should:

- 100 a. Not leave an unsecured workstation without logging out of the network;
101 b. Not share or disclose passwords; and
102 c. Notify appropriate personnel immediately if a potential security problem is
103 identified.

104 **5. Acceptable Use Agreement:**

105 Prior to receiving access to the District's technology resources, employees and
106 students ([Form JICDA-3](#)) should complete an Acceptable Use Agreement indicating
107 they accept and agree to the provisions of [Administrative Rule ~~IJNDB~~ IFBG-R](#)
108 [\(Internet Acceptable Use\)](#).

109 **6. Copyright:**

- 110 a. Students and employees should comply with Administrative [Rule ~~EGAD~~](#)
111 [\(Intellectual Property\) Rule GBT-R \(Professional Publishing\)](#), as well as
112 federal, state or local laws governing copyrighted material.
113 b. Students/employees will not:
114 (1) Download or upload files to the District's technology that might cause
115 copyright infringement; or
116 (2) Install, use, store, distribute or transmit unauthorized copyrighted or
117 trademarked materials on District technology.

118 7. If students or employees believe that the implementation of this Rule denies access
119 to material that is not prohibited by this Rule, he/she should submit that concern in
120 writing to the school principal or designee or his/her supervisor or designee. The
121 principal, supervisor or designee should report this concern to the appropriate
122 District office within ten (10) school days.

123
124 **A. ~~B.~~ AUTHORITY:**

125 **1. The District:**

126 The District provides its students and authorized employees with access to and use
127 of its technology consistent with the District's vision and strategic goals. Therefore,
128 the District reserves the right to monitor, access, and disclose the contents of any
129 user's files, activities, or communications to any appropriate authority, including law
130 enforcement.

131 **2. Employees:**

132 Principals and Administrators will endeavor to inform students and employees of the
133 responsibilities associated with use of the District's technology. To this end,
134 Administrative [Rule ~~IJNDB~~ \(Use of Technology Resources in Instruction and Internet](#)
135 [Safety Policy\) Rule IFBG-R \(Internet Acceptable Use\) and Board of Education](#)
136 [Policy IFBGE \(Internet Safety\) is are](#) included in the Parent Information Guide.
137 Any attempts to harm, modify, destroy or otherwise change the District's data and
138 technology should be reported to appropriate District authorities. Staff will refer to
139 District Administrative Rules governing employee and student conduct, including,
140 [Rules JICDA-E, -M](#), and [-H](#) (Student Conduct: Codes of Conduct), when addressing
141 inappropriate use or abuse of District technology privileges.

142 **3. Students:**

143 Students will adhere to all policies, Rules and regulations issued by the District and
144 their respective school.

145
146 **B. ~~G.~~ PENALTIES FOR PROHIBITED USES:**

147 Students and employees who violate District/school policies, Rules or regulations
148 governing the use of the District's technology and network resources may have their
149 network privileges suspended or revoked and will be subject to District Administrative
150 Rules applying to employee and student conduct including, for students, the provisions

151 of the appropriate District Code of Conduct ([Rules JICDA-E, -M, or -H](#)). Ethical use of
152 District technology prohibits the following activities by all users:

- 153 1. Accessing, sending, creating or posting material or communication that is:
 - 154 a. Damaging;
 - 155 b. Abusive;
 - 156 c. Obscene, lewd, profane, offensive, indecent, sexually explicit, or pornographic;
 - 157 d. Threatening or demeaning to another person; or
 - 158 e. Contrary to the District's Rules on harassment and/or bullying.
- 159 2. Posting anonymous or forging electronic communications.
- 160 3. Using the network for financial gain, advertising or political lobbying to include
161 student elections.
- 162 4. Engaging in any activity that wastes, monopolizes, or compromises the
163 District/school's technology or other resources.
- 164 5. Illegal activity, including but not limited to copying or downloading copyrighted
165 software, music or images, or violations of copyright laws.
- 166 6. Using the District network for downloading music or video files or any other files that
167 are not for an educational purpose or, for students, a teacher-directed assignment.
- 168 7. Attempting to gain unauthorized access to District/school technology resources
169 whether on or off school property.
- 170 8. Using non-educational Internet games, whether individual or multi-user.
- 171 9. Participate in any on-line communication that is not for educational purposes or, for
172 students, that **are is** not specifically assigned by a teacher.
- 173 10. Using voice over IP, internet telephony, video and/or audio communication devices
174 without teacher supervision.
- 175 11. Using District/school technology resources to gain unauthorized access to another
176 computer system whether on or off school property (e.g. "hacking").
- 177 12. Attempting to or disrupting District/school technology resources by destroying,
178 altering, or otherwise modifying technology, including but not limited to, files, data,
179 passwords, creating or spreading computer viruses, worms, or Trojan horses;
180 engaging in DOS attacks; or participating in other disruptive activities.
- 181 13. Bringing on premises any disk or storage device that contains a software application
182 or utility that could be used to alter the configuration of the operating system or
183 network equipment, scan or probe the network, or provide access to unauthorized
184 areas or data.
- 185 14. Attempting/threatening to damage, destroy, vandalize, or steal private/school
186 property while using school technology resources.
- 187 15. Bypassing or attempting to circumvent network security, virus protection, network
188 filtering, or policies.
- 189 16. Using or attempting to use the password or account of another person, utilizing a
190 computer while logged on under another user's account, or any attempt to gain
191 unauthorized access to accounts on the network.
- 192 17. Connecting to or installing any personal technology computing device or software
193 without prior approval of the District's Technology Services Division.
- 194 18. Attempting to obtain access to restricted sites, servers, files, databases, etc.
- 195 19. Exploring the configuration of the computer operating system or network, running
196 programs not on the menu, or attempting to do anything not specifically authorized
197 by District personnel or policies, Rules or regulations.
- 198 20. Leaving an unsecured workstation without logging out of the network.

200 C. E-MAIL:

201 E-mail accounts are provided to employees for professional purposes (see Administrative
202 [Rule GBDA \[Communications System: District's Inter and Intra Communications\] ECI-R](#)
203 [\[Communications System\]](#)). Students may access their personal e-mail accounts for
204 educational purposes. Where used in the following guidelines, User/Users refers to both
205 employees and students:

- 206 1. Persons outside the District may be able to receive information regarding an
207 employee's communications and use of the network from the District. (see
208 Administrative ~~Rule EHB [Data/Records Retention~~ **EF-R [Data Management]**).
- 209 2. Employees should request permission from the appropriate administrator prior to
210 sending an e-mail message to an entire school staff or District level division.
- 211 3. Employee use of e-mail to transmit confidential student information, as defined in
212 Administrative **Rule JRA** (Student Records), or sensitive personnel information is
213 prohibited, except where the confidential information is sent in an e-mail directly to a
214 parent/guardian, the subject of the e-mail, or a school official.
- 215 4. When an employee sends e-mail that contains confidential information, the employee
216 should refer to the subject of the e-mail by first name only and should include the
217 following disclaimer:

218
219 "This e-mail may contain information that is privileged, confidential and exempt from
220 disclosure under applicable law. If the reader of this message is not the intended
221 recipient, you are hereby notified that any unauthorized dissemination, distribution
222 or copying of any information from this e-mail is strictly prohibited. If you receive
223 this e-mail in error, please notify us immediately by collect telephone call at
224 (telephone number) or electronic mail (e-mail)."

- 225
- 226 5. The District reserves the right to monitor whatever a User does on the network and
227 to make sure the network functions properly.
- 228 6. A User has no privacy as to his/her communications or the uses he/she makes of the
229 Internet.
- 230 7. Users should not use e-mail for personal gain or personal business activities.
- 231 8. Users will not use e-mail to distribute inappropriate material through pictures, text,
232 forwards, attachments, and other forms of information.
- 233 9. Users will not send anonymous e-mail, nor will they harass others through e-mail.

234 **C. ~~E.~~ WEB SITE PUBLISHING:**

- 235 1. Publication of student information, work and pictures is governed by Administrative
236 **Rule CFIA JG(1)-R** (Monitoring-Recording Staff and Students).
- 237 2. Web pages or blogs hosted on or linked from Cobb County School District's Web
238 server will not:
239
 - 240 a. Include any information that indicates the physical location of a student at a
241 given time, other than attendance at a particular school or participation in school
242 activities where appropriate consent has been received.
 - 243 b. Display personal information, photographs, videos, streaming video, or audio
244 clips of any identifiable student without a prior written permission slip (Form
245 ~~CFIA-1~~ **JG(1)-1** [Permission to Display Student Photograph]) if a
246 parent/guardian has "opted out" of the release of directory information as stated
247 in the Directory Information Statement in the Parent Information Guide.
- 248 3. Prior to placing a student's material on the Internet, the student should sign Form
249 ~~JNDB-1~~ **IFBG-1** (Permission to Display Student Work). For students under the age
250 of 18, the permission slip should also be signed by the student's parent/guardian.
- 251 4. Students may retain the copyright on the material they create that is subsequently
252 displayed or performed on the District's Web site or individual school Web pages or
253 blogs.

254 **D. ~~F.~~ EMPLOYEE CREATED WEB PAGES AND/OR BLOGS:**

255 The District assumes no responsibility for schools or individual employees who do not
256 comply with the following provisions:

- 257 1. Employees may create or link to individual Web pages and/or blogs on an external
258 site provided these external sites meet the District's definition of "educational
259 purposes" as stated in Section G below. Any links to external sites that fail to meet
260 that definition will be removed.

- 262 2. Each employee will be responsible for maintaining his/her Web pages or blogs in
263 cooperation with the school Web Publisher. Specifically, all material originating from
264 the employee and placed on the employee Web pages/blogs will be consistent with
265 the Web Page Publishing and Compliance Guidelines (Form IJNDB-5) and approved
266 through the compliance process established by the District Web Publisher (Web
267 Master).
- 268 3. The District Web site and individual employee Web pages/blogs will not:
269 a. Contain public message boards or chat-room areas. However, employees may
270 allow two-way communication on blogs or private message boards as a part of
271 the classroom curriculum as long as the employee previews (moderates) and
272 approves all blog comments before they are posted on the Internet.
273 b. Allow the display of unsolicited comments from the general public. Any solicited
274 public feedback should be reviewed by the employee before posting. Any
275 questionable or inappropriate content will immediately be removed by the
276 employee, the School Web Publisher or by the District Web Publisher (Web
277 Master) with no notification.
278

279 **E. ~~G.~~ DEFINITIONS:**

280 As used in this Rule, the terms and definitions contained in CIPA are expressly
281 incorporated herein by reference and the following additional definitions shall also apply:
282

283 "**Blogs**" (short for Web Logs) means dynamic web sites consisting of regularly updated
284 entries displayed in reverse chronological order. They read like a diary or journal, but
285 with the most recent entry at the top. Blogs can allow for open comments meaning
286 other individuals can respond to a posted entry. Open comments is an optional feature
287 for most blog Web sites.
288

289 "**Chat Rooms**" means a Web site, part of a Web site, or part of an online service, that
290 provides a venue for communities of users with a common interest to communicate in
291 real time.
292

293 ~~"Cookies" means messages that may include personally identifiable information, which
294 are stored in a text file and used to identify visitors and possibly prepare customized
295 Web pages for them.~~

296 ~~"Cyberbullying" means bullying through an electronic medium such as a computer or
297 cell phone.~~

298 ~~"DoS attack" means a denial-of-service attack designed to overload an electronic
299 network with useless traffic and messages.~~

300 "**Educational purposes**" means it relates to curriculum and instruction, research,
301 career or professional development, or administrative purposes.
302

303 "**E-mail**" means an electronic message generated using the District's e-mail and/or Web
304 based e-mail. It is also used generically to mean either the District's e-mail system or a
305 Web-based e-mail system.
306

307 "**External site**" means Web sites and materials not hosted on the District's Web server.
308

309 ~~"Hacking" means the illegal activity of breaking into a computer system or electronic
310 network, regardless of intent to cause harm.~~

311 "**Inappropriate material**" means material that does not serve an instructional or
312 educational purpose and that includes, but is not limited, to material that:
313

- 314 (i) is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, or
315 threatening;
316

- 319 (ii) advocates illegal or dangerous acts;
320 (iii) causes disruption to Cobb County School District, its employees or students;
321 (iv) advocates violence; or
322 (v) contains knowingly false, recklessly false, or defamatory information.

323
324 **"Instructional activity"** means a classroom activity that focuses on appropriate and
325 specific learning goals and objectives.

326
327 ~~"Message board" means a virtual bulletin board, where people post and view~~
328 ~~messages.~~

329
330 ~~"Mirroring" means the creation of other Web sites that replicate or duplicate an existing~~
331 ~~Web site in order to reduce network traffic or improve performance and availability of~~
332 ~~the original Web site.~~

333
334 **"Social networking"** means the use of Web sites or other online technologies to
335 communicate with people and share information, resources, etc.

336
337 **"Teacher directed"** means that the teacher gives to the students' specific instructions
338 for activities and assignments.

339
340 **"Teacher supervised"** means that a staff member will oversee the activities of the
341 students.

342
343 **"Technology"** means but is not limited to electronic media systems such as computers,
344 computing devices, peripheral devices, telecommunication equipment, electronic
345 networks, messaging, and Web site publishing, and the associated hardware and
346 software programs used for purposes such as, but not limited to, developing, retrieving,
347 storing, disseminating, and accessing instructional, educational, and administrative
348 information.

349
350 ~~"Trojan Horse" means a destructive computer program that enters onto a computer by~~
351 ~~pretending to be a simple and safe computer application.~~

352
353 **"Users"** means District students, certain employees, including school and Central Office
354 staff, and other authorized persons who use the District's technology.

355
356 ~~"Virus" means a replicating computer program or piece of code that is loaded onto a~~
357 ~~computer without the user's knowledge and may attach itself to other computer~~
358 ~~programs and spread to other computers.~~

359
360 ~~"Web Bug" means an invisible image placed on a Web page that is embedded in~~
361 ~~JavaScript code that collects information about a user's Internet behavior.~~

362
363 **"Web Page"** means a single document or file on the Web, identified by a unique URL.

364
365 **"Web Site"** means a collection of "pages" or files on the Web that are linked together
366 and maintained by a company, organization, or individual.

367
368 ~~"Worms" means a type of virus that can replicate itself and use a computer's memory~~
369 ~~but can or cannot attach to other computer programs.~~

370
371 Adopted: 12/14/00
372 Reclassified an Administrative Rule: 9/1/04
373 Revised: 7/26/01; 5/25/06; 5/14/08; 4/11/12



BOARD ADMINISTRATIVE RULE

<p>Tests and Examinations: High School Courses <u>Final Examinations</u> GREEN font indicates content recommended by Curriculum, Instruction and Assessment BROWN font indicates content recommended by Policy Development</p>	<p>HKAA <u>IHAA-R</u></p>	<p>8/13/08 ?/?/12</p>
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RATIONALE/OBJECTIVE:

Accurate assessment of the competency development of students involved in the instructional program is considered a prime responsibility of professional personnel of the Cobb County School District (District). The District’s high school teachers are responsible for accurately assessing the developing student competency in each course of study that they teach and for complying with the high school requirements established by the Georgia Board of Education.

RULE:

A. ASSESSMENTS:

The assessments administered to high school students should fulfill the following criteria:

1. All courses should have periodic assessments throughout the grading period.
2. All courses should have a final assessment each semester that covers all state standards and objectives for the course of study as established by the District.
3. Some core courses specified by the Georgia Board of Education (in accordance with O.C.G.A. §§ 20-2-240 and 20-2-281) shall use the End-of-Course Test (EOCT) as the final exam in the course. Individual scores will be provided on each EOCT taken. Student scores must be recorded on, in, or with the individual student report card.
4. A student’s numeric score on the EOCT (which replaces any other final exam in the course) shall count ~~for 15%~~ **as part** of the student’s final numeric grade in the course assessed by the EOCT. **(See Form IHAA-1 [EOCT Guidelines])**
5. All classes not possessing an EOCT shall have a final assessment which counts no less than 10% and no more than 20% of the student's final grade. The Principal shall be responsible for seeing that there is consistency in the grade percentage of all final examinations within the same courses taught in the school.
6. The Superintendent and or designee is authorized to establish procedures for the Rule to accommodate special education students, transfer students, exemptions related to exemplary attendance, and others to assure fairness in the administration of the Rule.

B. PROCEDURES:

The following procedures shall be observed with regard to the administration of high school course final examination:

1. Transfer Students:

Students who transfer into the District during the semester with more than two weeks remaining in that semester may elect to audit or complete a course for credit. Those pursuing credit for the course shall be expected to take a final examination covering the course objectives for the semester (in accordance with District Administrative ~~Rule HKAIHA~~ [Grading Systems]). Students transferring with two

weeks or less remaining in the semester will be assigned the grade sent from their previous school.

2. **Comprehensiveness:**

It shall be the responsibility of Principals or designees to develop and implement a system to ensure that final examinations given in each course of study are comprehensively assessing Georgia and District standards approved for each course.

3. **Notification:**

Students should be advised within the first five (5) days of the semester concerning the percentage of the total grade that the final examination will involve.

4. **Access:**

Provisions should be made by each school to assure that students/parents/guardians have access to final examinations for at least eleven (11) work days after the distribution of report cards at the end of each semester in case they wish to raise questions concerning their final grade. This can be accomplished by:

1. Returning final examination papers to students;
2. Each teacher maintaining final examination papers for their students; or
3. Administration maintaining a central school file of final examination papers.

5. **Incentives:**

The Principal or designee is authorized to develop student attendance incentive plans that they deem effective for their schools involving exemptions from final examinations for students. The Area Assistant Superintendent will coordinate the approval process for attendance incentive plans which include final examination exemptions.

6. **Special Education:**

Students being served through special education programs shall be involved in final examinations as specified in their individualized educational plan. Such students who are involved in a general course of study shall be expected to take final examinations but may receive prescribed support and assistance from the appropriate special education teacher. Students identified for ESOL (English for Speakers of Other Languages) programs may be granted testing accommodations based on the written recommendations of the ESOL teacher and the content teacher.

7. **English for Speakers of Other Languages:**

Students identified for ESOL (English for Speaker of Other Languages) programs may be granted testing accommodations based on the written recommendations of the ESOL teacher and the content teacher.

Adopted: 8/11/82

Reclassified an Administrative Rule: 9/1/04

Revised: 4/28/83; 8/8/84; 7/10/86; 7/10/91; 7/28/94; 8/13/08; ??/12



BOARD ADMINISTRATIVE RULE

Promotion, Placement, and Retention Rule BROWN font indicates content recommended by Policy Development YELLOW highlight indicates content recommended by BrockClay	<u>HKE</u> <u>IHE-R</u>	<u>4/13/11</u> <u>?/?/12</u>
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RATIONALE/OBJECTIVE:

The Cobb County School District (District) has established criteria to address the requirements of the Georgia Academic Promotion, Placement, and Retention Policy (O.C.G.A. § 20-2-282, 283, 284, and 285). The regulations of this policy will be applied for students in Grades K-12 to help assure that basic promotion, placement, and retention criteria will be consistently addressed.

The Cobb County School District (District) will, at a minimum, comply with all applicable authority and State requirements regarding student promotion, placement and retention. This includes, but is not limited to, O.C.G.A. § 20-2-281, et seq. This Rule will be applied to students in Grades K-12 to help assure that 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 Georgia 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 are designed to bring students not performing on grade level, as defined by the Georgia Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before of 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. **Grade Level:**
Standard of performance, as defined by the Office of Student Achievement, on a Criterion-Referenced Competency Test (CRCT).
5. **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.
6. **Placement Committee:**
The committee established by the Principal or designee to make placement decisions concerning a student who does not meet expectations on the CRCT.
7. **Promotion:**
The assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.
8. **Retention:**

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

51

52 **B. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR**
53 **KINDERGARTEN:**

- 54 1. State rules and regulations, as well as District requirements, will be followed
55 regarding assessment procedures and criteria used to determine the readiness of a
56 Kindergarten student for first grade. Multiple, state approved, sources of data will be
57 used to identify each student's strengths and needs, determine the appropriate
58 placement for each student, and to assist with the design of appropriate instructional
59 programs and teaching methods.
- 60 2. Georgia Board of Education and District regulations will be followed when assessing
61 the readiness of students not enrolled in the District's Kindergarten programs but
62 wish to enroll in one of the District's first grade programs. Social-emotional or
63 physical development should not be used as the sole criteria for retention or
64 placement.
- 65 3. Placement decisions will be made on an individual basis. If a student is retained in
66 Kindergarten, written documentation of evidence supporting the decision will be filed
67 in the student's permanent record.
- 68 4. Every effort should be made to consult with the child's parent(s)/guardian(s) about
69 the placement; however, the Principal will have the final authority for placement
70 decisions. The student's parent(s)/guardian(s) will be notified of the final placement
71 decision.
- 72 5. Students who spend a second year in Kindergarten will be provided accelerated,
73 differentiated and/or additional instruction. No student will be retained in
74 Kindergarten more than once.

75

76 **C. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR GRADES 1, 2,**
77 **4, 6, and 7:**

- 78 1. The Principal or designee shall implement a process to:
- 79 a. Determine whether each student shall be retained or placed based on a review of
80 the overall academic achievement;
- 81 b. Develop an accelerated, differentiated, and/or additional instructional plan for
82 each student who does not achieve grade level;
- 83 c. Develop a plan of continuous assessment during the subsequent school year in
84 order to monitor the student's academic progress.
- 85 2. Students shall be tested in accordance with requirements specified in Georgia Board
86 Rule 160-3-1-.07 Testing Programs – Student Assessment.
- 87 3. The Principal or designee shall annually notify parent(s)/guardian(s) that promotion,
88 placement, or retention of a student into a grade, class, or program will be based on
89 the student's academic achievement.
- 90 4. Placement decisions will be made on an individual basis. If a student is retained,
91 written documentation of evidence supporting the decision will be filed in the
92 student's permanent record.
- 93 5. If placement or retention is recommended, the Principal or designee will consult with
94 the child's parent(s)/guardian(s). The Principal will have the final authority regarding
95 placement and retention decisions. The student's parent(s)/guardian(s) will be
96 notified of the final decision.
- 97 6. Students who spend a second year in any grade will be provided accelerated,
98 differentiated and/or additional instruction.

99

100 **D. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR GRADES 3, 5,**
101 **AND 8:**

- 102 1. Promotion of a student shall be determined as follows:
- 103 a. No third grade student shall be promoted to the fourth grade if he/she does not
104 achieve grade level on the CRCT in reading and meet promotion standards and
105 criteria established by the District.

- 106 b. No fifth grade student shall be promoted to the sixth grade if he/she does not
107 achieve grade level on the CRCT in reading and the CRCT in mathematics and
108 meet promotion standards and criteria established by the District.
- 109 c. No eighth grade student shall be promoted to the ninth grade if he/she does not
110 achieve grade level on the CRCT in reading and the CRCT in mathematics and
111 meet promotion standards and criteria established by the District.
- 112 d. The Principal or designee may retain a student who performs satisfactorily on the
113 CRCT, but does not meet local promotion standards and criteria.
- 114 2. When a student does not perform at grade level in grades 3, 5, or 8 on the CRCT(s)
115 as specified in Section D.1 above, the following should occur:
- 116 a. Within ten workdays of receipt of the CRCT individual scores, the Principal or
117 designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) of
118 the student regarding the following:
- 119 (1) The student's below-grade-level performance on the CRCT reading and/or
120 mathematics section(s).
- 121 (2) The specific retest(s) to be given to the student and the testing date(s).
- 122 (3) The opportunity for accelerated, differentiated, or additional instruction based
123 on the student's performance on the CRCT(s).
- 124 (4) The possibility that the student might be retained at the same grade level for
125 the next school year.
- 126 b. The student shall be given an opportunity for accelerated, differentiated, or
127 additional instruction in the applicable subject(s) prior to the retesting
128 opportunity.
- 129 c. The student shall be retested with the appropriate section(s) of the CRCT or an
130 alternative assessment instrument that is appropriate for the student's grade
131 level as provided for by the Georgia Board of Education and the District.
- 132 3. When a student does not perform at grade level on the CRCT in grades 3, 5, and 8,
133 and also does not perform at grade level on a second opportunity to take the
134 assessment, the following shall occur:
- 135 a. The Principal or designee shall retain the student for the next school year except
136 as otherwise provided for in this Rule.
- 137 b. Within ten workdays of receipt of the CRCT retest, the Principal or designee shall
138 notify in writing, by first-class mail, the parent(s)/guardian(s) of the student and
139 the teacher(s) regarding the decision to retain the student. The notice shall:
- 140 (1) Describe the option of the parent(s)/guardian(s)/teacher(s) to appeal the
141 decision to retain the student;
- 142 (2) Describe the composition and functions of the placement committee;
- 143 (3) Describe the option of the parent(s)/guardian(s), teacher(s), or Principal to
144 invite individuals who can provide information or facilitate understanding of
145 the issues to be discussed to attend the placement committee meeting; and
146 (4) Include the requirement that the decision to promote or place the student
147 must be the unanimous decision of the placement committee comprised of
148 the parent(s)/guardian(s), teacher(s), and Principal or designee.
- 149 c. If the parent(s)/guardian(s) or teacher(s) appeals the decision to retain the
150 student, the Principal or designee shall establish a placement committee to
151 consider the appeal.
- 152 (1) The placement committee shall be comprised of the Principal or designee, the
153 student's parent(s)/guardian(s), and the teacher(s) of the subject(s) of the
154 CRCT or the alternative assessment instrument on which the student failed to
155 perform at grade level. In the event the student's teacher(s) no longer works
156 at the same school, the following guidelines should be followed for teacher
157 representation on the placement committee:
- 158 (a) If the teacher still works in the District he/she needs to attend in person
159 or by telephone even though he/she no longer works at that school.
- 160 (b) If the teacher is no longer in the District, the Principal shall try to involve
161 him/her in the conference by telephone, preferably by conference call.
- 162 (c) If the teacher cannot attend in person or by conference call, another
163 teacher of the same subject and grade should participate in the

164 conference on behalf of the absent teacher. This teacher representative is
165 to:

- 166 1) Preferably talk with the student's teacher prior to the conference; or
167 2) At a minimum, read the student's file and become familiar with the
168 student's circumstances.

169 (2) The Principal or designee shall notify in writing, by first-class mail, the
170 parent(s)/guardian(s) and teacher(s) of the time and place for convening the
171 placement committee.

172 (3) The placement committee shall review the overall academic achievement of
173 the student in light of the performance on the CRCT or the alternative
174 assessment instrument and promotion standards and criteria established by
175 the District, and make a determination to place the student into the next
176 appropriate grade or retain the student.

177 (4) The decision to place the student must be the unanimous decision of the
178 placement committee and must determine that if placed and given
179 accelerated, differentiated, and/or additional instruction during the next year,
180 the student is likely to perform at grade level by the conclusion of the school
181 year. If the placement committee cannot reach a unanimous decision to place
182 the student, he/she shall be retained in their current grade level for the
183 subsequent school year.

184 (5) The placement committee shall prescribe such additional assessments as may
185 be appropriate in addition to assessments administered to other students at
186 the grade level during the year.

187 (6) The placement committee shall provide for a plan of continuous assessment
188 during the subsequent school year in order to monitor the progress of the
189 student.

190 (7) The decision of the placement committee is final.

191 d. A plan for accelerated, differentiated, and/or additional instruction must be
192 developed for each student who does not achieve grade level performance in
193 grades 3, 5, or 8 on the CRCT(s) specified in section D.1. above whether the
194 student is retained, placed, or promoted for the subsequent year.

195 e. A student who is absent or otherwise unable to take the CRCT in reading and/or
196 mathematics on the first administration or its designated make-up day(s) shall
197 take the CRCT in reading and/or mathematics on the second administration
198 day(s) or an alternative assessment that is appropriate for the student's grade
199 level as provided for by the Georgia Board of Education and the District.
200 Promotion or placement of these students shall follow the same procedures as
201 students who do not achieve grade level on the first administration of the
202 assessment.

203 f. A student's failure to take the CRCT in grades 3, 5, and 8 in reading and/or
204 mathematics on any of the designated testing date(s) or an alternative
205 assessment instrument that is appropriate for the student's grade level as
206 provided for by the Georgia Board of Education and the District shall result in the
207 student being retained. The option of the parent(s)/guardian(s) or teacher(s) to
208 appeal the decision to retain the student shall follow the procedure set forth in
209 this Rule.

210 g. For students receiving special education or related services, the Individual
211 Education Program (IEP) Team shall serve on the placement committee. **This**
212 **rule shall not supersede any of the federal requirements for the IEP**
213 **Committee under IDEA and Section 504.**

214
215 **E. RETENTION LIMITATIONS FOR GRADES K-8:**

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

- 217 Kindergarten
218 Grades 1 or 2
219 Grade 4-
220 Grades 6 or 7

221
222 **F. RETENTION OF A STUDENT WHO HAS EARNED PROMOTION IN GRADES 6-8:**

223 Georgia State Board of Education rules require schools to document the educational
224 reasons for retaining a 6th, 7th or 8th grader who has passing grades. Accordingly, written
225 documentation shall be maintained in the student's permanent record and shall include
226 the following state-mandated information:

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

235
236 **G. LOCAL PROMOTION INDICATORS:**

237 All or part of the following indicators shall be considered:

238 1. **Kindergarten:**

- 239 a. Readiness level as established by the results of the state assessment.
- 240 b. Readiness level as indicated on the student report card.
- 241 c. Teacher recommendation for promotion.

242 2. **Grades 1 – 5:**

- 243 a. Readiness level as established by the results of the appropriate CRCT in the areas
244 of reading and/or mathematics.
- 245 b. Readiness level as indicated on the student report card.
- 246 c. Teacher recommendation for promotion.

247 3. **Grades 6 – 8:**

248 Retention of students should be made at the lowest level:

- 249 a. Number of failing grades (failing 3 or more subjects for the year).
- 250 b. Standardized test scores (including CRCT in reading and math).
- 251 c. Math and reading performance.
- 252 d. Learning ability of student.
- 253 e. Previous interventions (including Response to Intervention or R.T.I.).
- 254 f. Previous retentions.
- 255 g. Age and maturity of student.
- 256 h. Excessive absences.
- 257 i. Teacher recommendation.

258 4. **Secondary:**

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

- 261 a. Maintain the following minimum units of credit required for promotion.
262 (1) 10th grade: 5 units
263 (2) 11th grade: 10 units
264 (3) 12th grade: 16 units
- 265 b. For students enrolling in the ninth grade for the first time in the 2008-2009
266 school year and for subsequent years, the following requirements must also be
267 met in order to advance with the entering graduating class:
268 (1) 10th grade: 5 units, including one full credit each of state required or core
269 coursework in mathematics, science, and English Language Arts.
270 (2) 11th grade: 10 units, including two full units each of state required or core
271 coursework in mathematics, science, and English Language Arts.

272
273 Students placed in ninth grade who do not meet expectations on the math and/or
274 reading portions of the eighth grade CRCT (state rule 160-4-2-.11) shall be
275 placed in skills-building math and/or reading classes in the ninth grade.
276

277 Adopted: 8/11/82

278 Reclassified an Administrative Rule: 9/1/04

279 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;

280 7/28/94; 8/24/00; 2/1/02; 5/22/03; 7/22/04; 2/21/06; 7/27/06; 1/10/07; 8/13/08;
281 4/13/11; ??/12

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BOARD ADMINISTRATIVE RULE

Home Study Program YELLOW highlight indicates content recommended by BrockClay BROWN font indicates content recommended by Policy Development of behalf of Alternative Education	HHBG <u>JBC(2)-R</u>	<u>4/26/07</u> <u>?/?/12</u>
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RATIONALE/OBJECTIVE:

The Cobb County School District (District) recognizes that parents or guardians may teach their children at home in a home study program which meets the requirements of state law and this Administrative Rule.

RULE:

The regulations for withdrawing a student to participate in the Home Study Program and the regulations for re-entering the District after participation in the Home Study Program are as follows.

A. WITHDRAWING A STUDENT TO ENTER HOME STUDY PROGRAM:

1. When a parent/guardian requests a local school to withdraw his/her child for the purpose of entering a Home Study Program, the school should:
 - a. Refer the parent/guardian to the District’s Office for Home Study; and
 - b. Inform the parent/guardian that if a student withdraws during the semester, he/she will lose credit for all courses enrolled for the semester.
2. The Office for Home Study will give the parent/guardian the requirements for operating a Home Study Program and for re-entry into the District.
3. The parent/guardian will be required to sign a Declaration of Intent indicating their agreement to follow the state and local guidelines of the Home Study Program.
4. District curriculum guides, syllabi, basal texts, supplemental materials and other related instructional materials are not available on a loan, lease or purchase basis to a home study parent/guardian.
5. In the Home Study Program, the parent/guardian assumes the responsibility for teaching all subjects or employing a tutor to teach or assist in teaching all subjects.
- ~~6. The parent/guardian must withdraw his/her child from the local school after the Declaration of Intent has been received by the Office for Home Study submitted to the Georgia Department of Education. The Office for Home Study will notify the local school when a parent/guardian has filed a Declaration of Intent to home study his/her child.~~
7. **The state regulations governing the operation of a home school are as follows:**
 - a. ~~Parent or guardian must annually submit to the superintendent of the local school district in which the program is located a Declaration of Intent to utilize a Home Study Program by September 1 or 30 days after a program is established. The local school superintendent will provide a form upon request for this purpose to be returned to that office.~~
 - b. ~~The declaration must include the names and ages of the students, the address where the program is located, and the dates of the school year.~~
 - c. ~~The parent/guardian may teach only his/her own children.~~
 - d. ~~The teaching parent or guardian must have at least a high school diploma or equivalent GED certificate.~~

- e. ~~If a tutor is employed, the tutor must hold a high school diploma or a general educational development diploma.~~
- f. ~~The Home Study Program must include but is not limited to instruction in reading, language arts, mathematics, social studies and science.~~
- g. ~~The school year must include the equivalent of 180 days of at least 4 1/2 hours of instruction per day unless the child is physically unable to comply with this requirement.~~
- h. ~~Monthly attendance reports must be sent to the local superintendent at the end of each month. The local school superintendent will upon request provide the reporting forms.~~
- i. ~~Students in the Home Study Program shall be subject to an appropriate nationally standardized testing program administered in consultation with a person trained in the administration and interpretation of norm reference tests. The student must be evaluated at least every three years beginning at the end of the third grade. Records of such tests shall be retained.~~
- j. ~~The instructor shall write an annual progress assessment report in each required subject area for each student. These reports shall be retained for at least three years.~~

The state regulations governing the operation of a home school are contained in O.C.G.A. § 20-2-690 and available through the Georgia Department of Education.

A. ENTERING A STUDENT IN A LOCAL SCHOOL FROM HOME STUDY:

1. Elementary/Middle School (Grades K-8):
 - a. All students entering a Cobb County elementary or middle school from a Home Study Program shall be evaluated for placement based on the following criteria:
 - (1) State Board of Education policy and District Administrative Rule requirements relating to entrance into kindergarten or first grade.
 - (2) Chronological age based on a certifiable document.
 - (3) Performance on standardized tests and/or instructional placement tests.
 - (4) Age, physical size, social and emotional maturity levels of the student.
 - b. After reviewing the above criteria the local school shall place the student in the appropriate grade level. A review of the placement will be conducted after six weeks to determine final placement.
2. High School Students (Grades 9-12):
 - a. All students entering a Cobb County high school from a Home Study Program shall be admitted and evaluated for placement based on the guidelines found in District Administrative Rules regarding receiving credit from Non-accredited Schools and or/Home Schools as provided in Administrative Rule IHA (Grading Systems).
 - b. The student/parent will present a transcript of work done in the Home Study Program to the school at the time of registration. The transcript should include the specific names, numeric grades earned, and the number of clock hours of instruction for each course.
 - c. Students who have been enrolled in the Home Study Program must pass the Georgia High School Graduation Test, and applicable End of Course Tests, as well as meet State of Georgia and District graduation requirements before a diploma will be issued.
 - d. Eligibility for extra-curricular participation is the same for home study students entering the system as that required of all District students.

Adopted: 8/26/04

Reclassified an Administrative Rule: 9/1/04

Reviewed: 7/28/05

Revised: 4/26/07; ??/??/12